RESEARCH ON INNOVATIVE TALENT MANAGEMENT MODEL TO SUPPORT URBAN INNOVATION IN BAISE, GUANGXI, CHINA



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ABSTRACT

Urban innovation mainly drives the development of cities by relying on innovative elements such as technology, knowledge, manpower, culture, and system. With the needs of Baise City, Guangxi to build the"The Belt and Road", urban innovation has become an important measure. Urban innovation is inseparable from innovative talents, who have innovative thinking and the ability to generate new ideas. Universities play an important role in urban innovation, are a gathering place for innovative talents, and are an important propellant of urban innovation. However, the current loss of innovative talents in Baise University is serious. Therefore, the retention of innovative talents has become one of the main problems faced by urban innovation in Baise. Most previous studies have focused on talent attraction from a general perspective, rather than focusing on retention of innovative talents in particular. The purpose of this study is to study Baise University's practice of retaining innovative talents with the help of factors such as incentives and recognition. It is based on a questionnaire survey conducted after in-depth interviews with 10 teachers and administrators of Baise University and a total of 223 questionnaires were collected. Through qualitative and quantitative research and analysis methods to explore the innovative talent management model of Baise University to improve the retention rate of innovative talents, the research results show that: to effectively retain innovative talents to support urban innovation in Baise City, Guangxi and promote the development of "The Belt and Road "Initiative in Baise City, Guangxi, it needs to improve the innovation level of Baise University and its incentive mechanism, promote a positive work culture, enhance employee

happiness, improve superior-subordinate relationship, increase customer satisfaction and strengthen the reputation of the university.

Keywords: Urban Innovation, Innovative Talents, Talent Retention



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CHAPTER 1 INTRODUCTION

1.1 Research Background

In 2015, China's National Development and Reform Commission, the Ministry of Foreign Affairs and the Ministry of Commerce jointly issued the Vision and Actions for Promoting the Joint Construction of the Silk Road Economic Belt and the 21st Century Maritime Silk Road. Western China has become an important area for the implementation of the "The Belt and Road" Initiative. The Guangxi Zhuang Autonomous Region located in western China has become an international channel for ASEAN, a new strategic propellant for the opening-up and development of the southwest and central and southern regions, and an important gateway economic zone (Mao, 2016) Cities play an extremely important role in the prosperity and development of countries and regions along the "Belt and Road" (Qianzhan Industry Research Institute, 2019). A smart city is an advanced stage of urban development and a city fully committed to technological, management and policy innovation (Nam & Pardo, 2011). Traditional innovation simply means "novelty in action" (Altshuler & Zegans, 1997) and "new ideas that work" (Mulgan & Albury, 2003). Today these short definitions are often used to emphasize not only a new idea, but a new practice. When we regard a smart city as not the wisdom of a city, but the efforts of a city to make it self smart, the connotation of a smart city represents the innovation of the city. In November 2012, the Ministry of Housing and Urban-Rural Development of China issued a notice on launching a national smart city pilot. The "Notice" regards the development of smart cities as a key measure to achieve innovation-driven development and new urbanization (Ministry of Housing and Urban-Rural Development, 2012 as cited in Hu, 2019). The smart city strategy has been discussed as a new impetus for "The Belt and Road" Initiative (Zhang, Zhang, Xiang & Liu, 2018). Jointly promoting the construction of smart cities has important and

far-reaching strategic significance for countries and regions along the "Belt and Road" to seek common development and share achievements (Lu, 2017). Therefore, the development of smart cities to promote urban innovation has become an important measure for Baise, Guangxi to implement the "The Belt and Road" Initiative.

The improvement of a city's learning and innovation capabilities is inseparable from the city's talent development strategy. Ultimately, the development of a city depends on the development of talent resources and the enhancement of talent creativity (Xu, Zhang, & Zhang, 2013). It can be seen that talents and innovative city construction are inseparable. Innovative talents are the key to urban innovation (Bin & Wang, 2021). Back in the 1960s, the U.S. federal government and large charities began to envision the ways universities would drive urban development (Diner, 2012). Today, many urban universities are playing the role of urban developers (Lord & Belko, 2017). The role and importance of urban universities are seen as central to the continuous development of urban talent (Ingallina, 2013). Especially in medium-sized cities, universities are gathering places for knowledge-based talents (Preis, 2019), providing human "capital" for innovation (Reichert, 2019). However, the current knowledge-based talent mobility is extremely high (O'Bryan & Casey, 2017), this group of people is an important part of the innovation group, and universities in western China are a brain drain. The "hardest-hit areas" (Yu, 2017) severely restrict local urban innovation.

1.2 Research Questions

Author hopes to improve the retention rate of innovative talents by studying the management mode of innovative talents to support the urban innovation of Baise city. Based on the research needs, the author chose Baise University as the research object to study which innovative talent management strategies can effectively help Baise University to retain innovative talents.

1.3 Research Purpose

This study takes Baise University as an example, addresses the problem of retaining innovative talents in Baise University, changes the traditional method, innovates the talent management mode, provides effective methods of retaining innovative talents for cities along "The Belt and Road" Initiative, and promotes the innovation of cities along "The Belt and Road" Initiative.

1.4 Research Significance

Due to the influence of various factors such as regional environment, economic development, technological and cultural level, etc., the comprehensive strength of urban innovation in western China is obviously insufficient. Therefore, this research has a great role in promoting the innovation and development of universities in western China and even cities in western China.

1.5 Research Content and Framework

This study is carried out from the following six aspects:

The first chapter is the introduction part. This part mainly summarizes the background and significance of the topic selection for urban innovation to promote the development of "The Belt and Road" in Baise City, Guangxi. On the basis of sorting out relevant research, the research purpose, ideas and research methods of this paper are put forward.

The second chapter is the relevant theoretical basis. Review and analyze theories of urban innovation, innovative talents, and talent retention, and establish a conceptual framework.

The third chapter is about methodology. Summarize literature review, design stakeholder interviews and questionnaire surveys, and conduct data collection.

The fourth chapter is data analysis. This chapter combines theory and questionnaire survey results to systematically analyze Baise University's innovation

level, incentive mechanism, employee happiness, work culture, relationship between superiors and subordinates, teacher-student satisfaction, and the effect of improving university reputation on Baise University's retention of innovative talents.

Chapter five is the summary and recommendations. Summarize the research results of this study, and propose effective talent management innovation strategies for Baise University to retain innovative talents.

1.6 Innovation Points of Research

Most of the previous researches focus on talent attraction, but few studies on talent retention, especially the retention of innovative talents. When studying the problem of talent retention, most of them directly put forward countermeasures to solve salary, family, housing, etc., and seldom discuss from the aspects of incentives and recognition. After summarizing the relevant research results put forward by the researchers, this paper hopes to put forward innovative talent management strategies for Baise, Guangxi.

CHAPTER 2 LITERATURE REVIEW

2.1 Research on Innovative Cities

2.1.1 Smart City is an Advanced Stage of Urban Innovation

American economist Joseph Cortright (2006) believes that innovative cities are able to generate new ideas and have the ability to turn these ideas into reality, and are an important resource for a city to maintain a competitive advantage (Cortright, 2006). China is transforming into a knowledge-based urban society, triggering a policy discussion on the pursuit of an innovative country and sustainable innovative cities (Hu & Chen, 2019).Government of china defines smart city as a new model of urban innovation and development. Through the comprehensive use of modern science and technology, the integration of information resources, and the coordination of application systems, innovations in urban planning, construction and management methods are carried out. (Ministry of Housing and Urban-Rural Development, 2012 as cited in Hu, 2019). Defined from a practical perspective, smart cities can be understood as a place where they can improve the flexibility and efficiency and sustainability of traditional networks and services, effectively utilizing information, digital, and telecommunications technologies to improve urban operations and benefit local residents and organizations. The wiS.D.om of smart cities is reflected in intelligent management, intelligent education, intelligent building, intelligent infrastructure, intelligent transportation, intelligent medical care and intelligent technology (Sims, 2016). The prospect of smart cities in China has captured the hearts of businesses, policymakers and ordinary citizens, making them an important means of urban innovation in the 21st century. (Shelton, Zook, & Wiig, 2015) Therefore, in the past ten years, there has been a boom in building smart cities across China, which is in line with international standards and is developing rapidly (Hu, 2019). It is estimated that, the market value of smart city construction in China increased from 740 billion Yuan in 2014 to 10.5 trillion Yuan in 2019, and is expected to reach 2.5 trillion Yuan by 2022 (Qianzhan Industry Research Institute, 2019).

2.1.2 Innovative Talents are the Key to Urban Innovation

Professor James Simmie of Oxford Brookes University believes that an innovative city refers to the ability of local members to deal with complex and global opportunities and the corresponding organizational system, such as the ability to combine cooperative capital for speculative small enterprises, and the ability of manufacturing. He believes that the key wealth of innovative cities is high-quality labo (Parkinson, Clark, Hutchins, Simmie & Verdonk, 2003). Talent agglomeration brings innovation. The flow of talents to the city will bring about the agglomeration effect of talents and increase the total amount of knowledge in the region. Through the integration mechanism within the group, the complementation and replacement of knowledge and skills can be achieved, and it helps to stimulate enthusiasm and creativity and improve urban capabilities of absorbing, diffusing and producing new technologies (Han, 2008).

Researchers' research on "innovative people" and "innovative talents" began in the field of psychology in the early 20th century, and the research content involved creative personality, creative thinking, creative quality, etc., that is, the "Creative+" concept group. In this concept group, the consensus of the researchers on the innovation crowd is that "innovative people" or "innovative talents" must have creativity, innovation ability, innovation quality and awareness". The Outline of the National Medium- and Long-Term Science and Technology Development Plan (2006-2020) released in 2006 represents the definition of "innovative people" from the perspective of the Chinese government, that is, those who are engaged in or have the potential to engage in scientific and technological activities, have the knowledge, ability, and ability to carry out scientific and technological activities. Creative labors and people who have made important contributions to creative activities (Zhao, Li, & Zhang, 2012). Although researchers have different opinions on the concept of "innovative people", they all emphasize the "innovative ability" and "contribution to innovation activities" of the innovative people. These two elements are the basic judgment of "innovative people". From the perspective of urban scale, innovative city construction not only needs specialized talents with "innovative ability", but also needs related talents who can provide services for specialized talents and indirectly provide services or "contribute" to the construction of innovative cities. (Xia, 2019).

Therefore, for the purpose of this study, innovative talents should be understood in a broad sense, including not only specialized people who are directly engaged in scientific and technological innovation activities and possess high scientific and technological innovation capabilities, but also include those living and working in innovative cities, providing services for specialized talents, indirectly participating in innovation activities, or making beneficial contributions to innovation activities and scientific and technological development and progress. This type of innovative people is mainly concentrate in universities.

2.2 University is an Important Propeller of Urban Innovation

Higher education plays an undeniable role in stimulating and facilitating innovation and smart city initiatives (Meijer & Bolivar, 2016). Higher education emphasizes the importance of high quality as a prerequisite for universities to successfully contribute to the development of smart cities. However, social quality is an important challenge in the development of smart cities, and the construction and development of smart cities is based on the quality of social organizations, including the achievements and outcomes of university institutions and their collaborative learning. Therefore, in the context of universities participating in smart cities, the quality of smart cities pays more attention to the quality of universities ("University of Al-Karaouine", 2016). Universities and medical institutions are like important urban institutions, where teachers, students and scientific research achievements can affect the economic development of local cities and society. Therefore, universities play a very important role in supporting urban innovation, driving urban economic growth and future competitiveness (European Association for Quality Assurance in Higher Education, 2015). Traditional universities have three combined dimensions of activity: (a) education at the highest level (b) Spread out advanced knowledge and skills and academic research results, and (c) partnerships and collaborations with surrounding societies, including education, public and private organizations, training, and research and development projects. Innovation in particular plays an important role in this (Zanni & Rios, 2018), and Innovation with the quality is complement each other. The role of universities in the development of smart cities has encountered unprecedented challenges. Under this trend, all the activities of

universities should be fully considered, because they have a high degree of participation in the development of smart cities. A university is a center of cognitive thinking that improves the well-being of society as a whole. It has unique advantages in promoting the innovative development of smart city (Deakin & Al Waer, 2011). Smart cities require universities to have an ever-increasing demand for skills, capabilities and operations, so universities need to adapt to social development in a new way "smart universities" (Lee, 2016). University staff need to have these skills, and they should also be promoted to those involved in smart city programs.Compared with other smart city parties's, the advantage of these universities is that they often participate in multidisciplinary education and research, have disciplinary advantages, and actively carry out school-enterprise and industry cooperation projects.Therefore, universities can provide various research teams or research results of different disciplines for the innovative development of smart cities (Kosunen, 2015).

2.3 Innovative Talents in Remote Areas and the Challenges of Baise, Guangxi

Western China includes 12 provinces, autonomous regions and municipalities directly under the Central Government, and the Guangxi Zhuang Autonomous Region is one of them. Most of the areas are underdeveloped areas in China that need to be further developed. Baise City is a western prefecture-level city in Guangxi Zhuang Autonomous Region. The obvious economic development gap between the eastern and western regions of China has a lot to do with the imbalance of higher education development between them. One of the most critical is that there is a big gap between the human resources of colleges and universities in the east and the west. Human resource is the first resource among all resources. Similarly, the western colleges and universities must pay attention to the development of human resources if they want to achieve great development. In fact, the talent status of universities in western China is generally not optimistic, and the talent team is unstable (Yu, 2005).

The economic backwardness has brought the dilemma of talent introduction and training to the governments and universities in western China. Relatively speaking, due to geographical advantages and sufficient funds, the eastern region of China can better provide high benefits, first-class scientific research platforms and scientific research teams, resulting in a serious shortage of talents in the western region of China. In recent years, the loss of high-level talents to the east in western China is very common, which is even worse for the introduction and retention of talents in universities in the western region. In June 2001, the Ministry of Education of China decided to implement the "Target Support Program for Colleges and Universities in the Western Region" since 2001. This is a good signal for universities in western China, but unfortunately, after nearly two decades, the progress and effectiveness of talent management in universities in western China is still not enough. (Bai, 2020)

2.3.1 Talent Management Measures of Guangxi Baise Municipal Government

From the official website of Guangxi Baise Investment Promotion Bureau, you can find the relevant documents on talent management issued by Baise Municipal Government on January 29, 2021, "Several Measures and Implementation Rules for the Innovation and Development of Talents in Key Development and Opening-up Pilot Zones of Guangxi Baise". The management measures are described in detail, mainly including:

1) Talent introduction policy: vigorously introduce high-end talents in urgent need. Focusing on the key industries and key areas of the pilot area, Baise City is in urgent need of high-end talents. 100,000-1,000,000 Yuan of settlement allowance will be given according to different grades. The introduction of skilled talents will be rewarded according to the skill level of the talents.

2) Talent development policy: local talents are encouraged to be promoted, and after promotion, they will be subsidized for the difference in settlement expenses. For those who leave to study for a doctorate and then come back to work after graduation, they can enjoy the first-time talent introduction policy. 20,000 to 50,000 Yuan will be awarded to skilled talents who have won the honorary title or won the competition. Establish a national, autonomous region and municipal honor award system, and award 30,000 to 500,000 Yuan to teachers who have won honors at all levels (Baise University, 2018). 2.3.2 Talent Management Measures and Talent Retention Status of Baise University

Through the official website of Baise University, you can find Baise University Talent Introduction Policy issued in 2018. The details are as follows:

1) Benefits: Baise University has formulated a generous talent attraction policy (Table 2.1). High-level talents can also enjoy the following living allowances: 2,300 Yuan/month for second-level professors; 1,900 Yuan/month for third-level professors; 1,500 Yuan/month for fourth-level professors; 1,000 Yuan/moon for doctors. At the same time, scientific research awards ranging from 2,000 Yuan to 100,000 Yuan are also provided.



Table 2.1: Generous Talent Introduction Policy

NO.	Type of introduced personnel	Settlement allowance (before tax)	Age requirement	Personal development security fund (before tax)	Research start-up funds	Work computer	Resettleme nt of family members
1	Winners of the National	600,000	Under the	the subsidy	60,000 Yuan	1 unit	Spouse can
	Science Fund for	Yuan	age of 55	amount for	for science	(owned	be arranged
	Distinguished Young			professors and	and	by the	to work at
	Scholars, experts enjoying			equivalent	engineering;	school)	school
	special allowances from the			professional	40,000 Yuan		
	State Council, famous			technicians is	for humanities		
	teachers in national colleges			225,000 Yuan; the	and social		
	and universities, winners of	$O_{\mathcal{F}}$	×	subsidy amount	sciences		
	the "National Special Support	∇U	VDD	for doctors is			
	Program for High-level		VDE	175,000 Yuan,			
	Talents"						

Table 2.1 (Continued): Generous Talent Introduction Policy

NO.	Type of introduced personnel	Settlement allowance)before tax)	Age requirement	Personal development security fund)before tax)	Research start-up funds	Work computer	Resettleme nt of family members
1	(referred to as "National			l S			
	Special Support Program",						
	also known as "Ten						
	Thousand People Program"),						
	Overseas high-level talent						
	introduction plan" (referred to						
	as "Thousand Talents Plan")						
	Selected, provincial and	O_{I}					
	ministerial level academic and						
	technical leaders, provincial						
	and ministerial level						

Table 2.1 (Continued): Generous Talent Introduction Policy

NO.	Type of introduced personnel	Settlement allowance (before tax)	Age requirement	Personal development security fund (before tax)	Research start-up funds	Work computer	Resettleme nt of family members
1	outstanding experts with outstanding contributions.			5			
2	Winner of the Ministry of Education's "Young Teacher Award in Colleges and Universities", a candidate for the Ministry of Education's "New Century Excellent Talent Support Program", a provincial-level university teaching teacher,	550,000 Yuan	under 50	The subsidy amount for professors and equivalent professional and technical personnel is 225,000 Yuan; the subsidy amount for doctors is 175,000 Yuan	 60,000 Yuan for science and engineering; 40,000 Yuan for humanities and social sciences 	1 unit (owned by the school)	Spouse can be arranged to work at school

NO.	Type of introduced	Settlement	Age	Personal	Research	Work	Resettlement
	personnel	allowance	requirement	development	start-up funds	computer	of family
		(before tax)		security fund			members
		/O'		(before tax)			
2	and a reserve candidate	$\langle \rangle$					
	for provincial and						
	ministerial-level			-			
	academic and technical						
	leaders.						
3	Sponsor of the Ministry	500,000	under 50	The subsidy amount	60,000 Yuan	1 unit	Spouse can be
	of Education's	Yuan		for professors and	for science and	(owned by	arranged to
	"Outstanding Young		VAID	equivalent	engineering;	the school)	work at
	Teachers Subsidy		VD	professional and	40,000 Yuan		school
	Program" and			technical personnel	for humanities		
				is 225,000 Yuan;			

Table 2.1 (Continued): Generous Talent Introduction Policy
--

NO.	Type of introduced personnel	Settlement allowance (before tax)	Age requirement	Personal development security fund (before tax)	Research start-up funds	Work computer	Resettlement of family members
3	"Higher School			the subsidy amount	and social		
	Backbone Teacher			for doctors is	sciences		
	Subsidy Program"			175,000 Yuan			
4	Those who have both a	450,000	under 55	The subsidy amount	60,000 Yuan	1 unit	Spouse can be
	professor (or equivalent	Yuan		for professors and	for science and	(owned by	arranged to
	professional and			equivalent	engineering;	the school)	work at
	technical position) and a		1.	professional and	40,000 Yuan		school
	doctoral degree and have		/VD	technical personnel	for humanities		
	obtained a doctoral			is 225,000 Yuan;	and social		
	degree				sciences		

NO.	Type of introduced	Settlement	Age	Personal development	Research	Work	Resettlement
	personnel	allowance	requirement	security fund (before	start-up	computer	of family
		(before tax)		tax)	funds		members
4		10		the subsidy amount for			
				doctors is 175,000			
				Yuan	6 \		
5	A professor (or	400,000	under 55	The subsidy amount	60,000 Yuan	1 unit	Spouse can be
	equivalent professional	Yuan		for professors and	for science	(owned by	arranged to
	technical position)			equivalent	and	the school)	work at
				professional and	engineering;		school
			1.	technical personnel is	40,000 Yuan		
			VD	225,000 Yuan; the	for		
				subsidy amount for	humanities		
				doctors is 175,000	and social		
				Yuan	sciences		

Table 2.1 (Continued): Generous Talent Introduction Policy

NO.	Type of introduced	Settlement	Age	Personal development	Research	Work	Resettlement
	personnel	allowance	requirement	security fund (before	start-up	computer	of family
		(before tax)		tax)	funds		members
6	Senior engineer with	380,000	under 50	The subsidy amount	60,000 Yuan	1 unit	Spouse can be
	industry work experience	Yuan		for professors and	for science	(owned by	arranged to
	or equivalent			equivalent	and	the school)	work at
	professional technical			professional and	engineering;		school
	position and doctoral			technical personnel is	40,000 Yuan		
	degree and obtained			225,000 Yuan; the	for		
	doctoral degree			subsidy amount for	humanities		
			1.	doctors is 175,000	and social		
			Y/VD	Yuan	sciences		
(Continued)							

Table 2.1 (Continued): Generous Talent Introduction Policy
--

NO.	Type of introduced	Settlement	Age	Personal development	Research	Work	Resettlement
	personnel	allowance	requirement	security fund (before	start-up	computer	of family
		(before tax)		tax)	funds		members
7	Possess associate	350,000	under 50	The subsidy amount	60,000 Yuan	1 unit	Spouse can be
	professor or equivalent	Yuan		for professors and	for science	(owned by	arranged to
	professional technical			equivalent	and	the school)	work at
	position and doctoral			professional and	engineering;		school
	degree and obtain a			technical personnel is	40,000 Yuan		
	doctoral degree			225,000 Yuan; the	for		
				subsidy amount for	humanities		
			1.	doctors is 175,000	and social		
			ND	Yuan	sciences		
(Continued)							

NO.	Type of introduced	Settlement	Age	Personal development	Research	Work	Resettlemen
	personnel	allowance	requirement	security fund (before	start-up	computer	t of family
		(before tax)		tax)	funds		members
8	There is a shortage of	320,000	under 40	The subsidy amount	60,000 Yuan	1 unit	Spouse can
	professional doctoral	Yuan		for professors and	for science	(owned by	be arranged
	degree and those who			equivalent	and	the school)	to work at
	have obtained a doctorate			professional and	engineering;		school
				technical personnel is	40,000 Yuan		
				225,000 Yuan; the	for		
				subsidy amount for	humanities		
			In.	doctors is 175,000	and social		
			Y/VD	Yuan	sciences		(Continued)

Table 2.1 (Continued): Generous Talent Introduction Policy

NO.	Type of introduced	Settlement	Age	Personal development	Research	Work	Resettlemen
	personnel	allowance	requirement	security fund (before	start-up	computer	t of family
		(before tax)		tax)	funds		members
9	Doctoral degree and	300,000	under 40	The subsidy amount	60,000 Yuan	1 unit	Spouse can
	obtained doctorate degree	Yuan		for professors and	for science	(owned by	be arranged
		\checkmark		equivalent	and	the school)	to work at
				professional and	engineering;		school
				technical personnel is	40,000 Yuan		
				225,000 Yuan; the	for		
				subsidy amount for	humanities		
			1.	doctors is 175,000	and social		
			ND	Yuan	sciences		
10	Master's Degree in	20,000 Yuan	under 40	School provides	5,000 Yuan	none	none
	Shortage			transitional housing			

Table 2.1 (Continued): Generous Talent Introduction Policy

2) Scientific research awards. If the scientific research project is approved or the patent meets the specified conditions, a reward of 20,000-100,000 Yuan can be given according to the publication level.

3) Talent development. The school implements talent projects such as "Famous Teacher Project", "Key Teacher Development Project", "Young Teacher Growth Project", "Characteristic Research Team Support Program", "Double-qualified Teacher Training Program" and other talent projects, and vigorously supports teachers' academic achievements with strong funds. Research to ensure the sound development of talent team construction. The funding matters are as follows (Table 2.2) (Baise University, 2018) 14

project name	Funding conditions	Funding	Remark	
Master	Have a senior professional title,	100,000		
Engineering	be under the age of 55, and meet	Yuan		
	the prescribed scientific research			
	conditions	\mathcal{N}		
Backbone teacher	Have a deputy senior professional 60,000 Yu		Please	
development	title, be under the age of 50, and		inquire for	
project	meet the prescribed scientific		other details	
	research conditions		other details	
Young Teacher	Have an intermediate professional	20,000 Yuan		
Growth Project	title, be under the age of 35, and			
	meet the prescribed scientific			
	research conditions			

Table 2.2: The Funding Matters

Table 2.2 (Continued): The Funding Matters

project name	Funding conditions	Funding	Remark
Featured	It is established on the basis	200,000 Yuan	
Research Team	of existing autonomous	per team	
Support Program	region-level key disciplines,		
	key research bases (centers),		
	and key laboratories, and		
	meets the prescribed scientific		
10	research conditions.		Please
Dual-training	Have a bachelor's degree or	School-funded	inquire for
teacher training	above and the title of lecturer,	training cost for	other
program	and meet the prescribed	double -	details
	conditions	qualified	
		teachers: 6,000	
		Yuan in the	
		district, 10,000	
	UNDERN	Yuan outside the	
	VDEV ,	district	

Although Baise Municipal Government and Baise University have put forward many favorable conditions in terms of salary and treatment, the brain drain rate of Baise University has not been significantly reduced. The author conducted a statistical analysis of the data of the newly recruited and resigned employees of Baise University in the past three years and found that the number of newly recruited employees of Baise University is decreasing year by year, while the number of departing employees of Baise University is increasing year by year (Figure 2.1). These members include a certain number of excellent teachers and excellent administrative staff.



Figure 2.1: Statistics on the number of people entering and leaving Baise University in 2019-2021

In China, talent retention in a region is largely influenced by the ability to attract and retain talent. Universities play an important role in shaping the economic geography of talent innovation and have profound implications for talent concentration. A tolerant and open society can also effectively foster the formation of new knowledge and the implementation of entrepreneurial activities, which in turn supports innovation-based economic growth. To build a knowledge-based innovation economy, local governments and university institutions must recognize the impact of these social factors and further emancipate their minds in order to increase talent retention rates (Florida, Mellander & Qian, 2008).

2.4 Research on Innovative Talent Management

2.4.1 Research on the Importance of Innovative Talent Management

In 1954, Drucker proposed the concept of human resources, and human resource management gradually appeared. The so-called human resource management is the process by which the organization acquires, effectively develops, reasonably allocates and effectively utilizes human resources through various systematic and scientific methods, mobilizes their enthusiasm, improves their work efficiency, and thus achieves the process of achieving organizational goals (Drucker, 1954). The composition of highly qualified academic staff is an important part of the quality of education and research, and of the reputation and competitive position of higher education institutions (Van den Brink, Fruytier, & Thunnissen, 2013).

As such, talent management has recently become a key business issue, and talent retention also plays a crucial role in higher education. Over the past 20 years, talent management has become a key management issue, as human resource management activities, including talent, play a key role in the successful operation of an organization. (Bethke-Langenegger, Mahler, & Staffelbach, 2011; Bhattacharya, Sen, & Korschun, 2008; McCracken, Currie, & Harrison, 2016). Several studies have found that attracting and retaining talent is a "The most important management work of the decade" (Thunnissen, Boselie, & Fruytier, 2013). The growing competition for talent will have a major impact on organizations. Additionally, talent management "underscores the clear value of talent as a weapon of competition" (Mellahi & Collings, 2010) in our changing environment, this weapon is increasingly needed in order to gain some kind of competitive advantage and maintain this advantage for a long time. In the era of globalization, for universities, the pursuit of talent is no less than that of any other organization. As Singh and Singh (2015) put it, "Nowadays, not only the industry but also educational institutions are keen to maintain key performance". (Singh & Singh, 2015) Higher education institutions are regarded as part of knowledge networks and should act as agents of knowledge transfer, thereby promoting creativity and innovation. "Attracting and retaining high-quality faculty is very important for universities" (Riverso & McTigue, 2011).

Zhang, Long, & Ye (2008), believe that the key to talent management is to retain talent. They pointed out that talent management mainly includes three aspects: introducing talents, retaining talents and giving full play to the role of talents. These three aspects are related to each other. The introduction of talents is the premise of retaining talents, and the role of talents is the purpose of retaining talents. (Zhang et al., 2008). there are common phenomena in university talent work: emphasis is placed on benefit rather

than training; emphasis is placed on introduction rather than stability (Liang, 2008). Failure to retain talents will not only shake the hearts of existing talents, but also will not play the role of talents, and will in turn affect the introduction of subsequent talents. There is a large brain drain (Zhang et al., 2008), which affects innovation performance and thus restricts the sustainable development of universities (Papa, Dezi, Gregori, Mueller, & Miglietta, 2020).

2.4.2 Research on the Factors Affecting the Retention of Innovative Talents

1) Traditional Measures to Retain Innovative Talents

Retention is considered the strongest tool for achieving and maintaining a competitive advantage today (Ramanaiah & Lavanya, 2011). The traditional human resource management method mainly emphasizes personnel management, and takes measures mainly from: salary, working environment, growth opportunities, children's education, spouse work, and housing solutions.

Ramaniah and Lavanya (2011) emphasized that the retention strategy should include factors such as salary, work environment, growth opportunities, etc., so that the employee-centered retention strategy will be successful and effective (Ramanaiah & Lavanya, 2011). Liu Tingting made the same discovery when she studied the problem of brain drain in universities in underdeveloped areas. She pointed out that one of the important factors affecting the inability to retain talents is that economic interests cannot be satisfied. Teachers bear the heavy responsibility of the family. I will choose a university job with a higher salary and better benefits. At the same time, she also found that teachers need to meet the emotional needs of the family. Many mobile teachers have been separated from their parents, spouses and children for a long time. They cannot perform filial piety by their parents, accompany their children to grow up, cannot live with their spouses, and cannot get their emotional needs. When emotional needs are not met, people will move to work close to their families (Liu, 2019). Florida et al. (2008) also confirmed this view in their research, they pointed out that due to the restriction of the household registration system in China, regions in China are more likely to retain local university graduates (Florida et al. 2008). Perumal et al. also found that career development in organizations should be an organizational priority (Long, Perumal, & Ajagbe, 2012). Through the practice of human resources, it has been confirmed that

most of the lost teachers will choose to work in economically developed areas in order to get better development opportunities. (Liu, 2019) Among them, the phenomenon of Chinese civil service examination fever in recent years is a typical example of talents pursuing career development, because in China, the civil servant career has better development and greater stability than other careers (Li, 2017).

Most human resource managers are influenced by traditional human resource management methods, and there is a common misconception that talents only seek high salaries, benefits and other economic incentives from their jobs. But the reality is that many great people who offer these financial perks still don't keep them. This is because most good people crave recognition and respect just as much as they seek financial gain. (HiFives Team, 2019) Similar to the findings of the HiFives Team (2019), Sun Rongxia found through research that many Chinese colleges and universities currently use high salaries, equipped studios and computers, arrange for spouses to work, and solve housing and children's schooling problems. To attract high-level talents but still unable to retain talents. Because for high-level talents, the salary that meets the needs of life is necessary, but it cannot bring satisfaction. High-level talents also attach great importance to the sense of achievement and responsibility (Sun, 2011).

After a period of rapid development, human resource management has broken away from the traditional model. Under its innovative approach, human resource management focuses more on going beyond to remain competitive in the market. To address rising attrition rates in organizational operations such as decreased employee motivation, organizations need an innovative management that can work according to changing market demands. Traditional HR practices have rarely been found to be effective in dealing with a challenging and dynamic business environment (Karlsson, 2013).

2) Factors affecting the retention of innovative talents under the new situation

Kong (2021) believes that in order to retain talents, innovation should be carried out. Universities in the western region all have the problems of unsound and outdated management systems. The management systems that are out of touch with the society hinder the innovation of talents, and also limit the development platform
of talents, resulting in the inability to retain talents. (Kong, 2021). Colleges and universities need to create a good innovation environment, so that teachers have the space to create and the stage to display; provide a platform for development, and keep people in their careers (Pang, 2006). In order to ensure the quality of higher education teaching, colleges and universities need to start from meeting the needs of teachers' individual development, carrying out teaching reforms at multiple levels, creating a harmonious and constantly trying teaching innovation organizational atmosphere, improving teachers' professional happiness, and stimulating colleges and universities teaching innovation consciousness and teaching innovation behavior of young teachers (Cao, 2021). The culture of innovation spreads among employees as a key intangible resource, driving action towards creativity and shared beliefs (Vrontis, Bresciani, & Giacosa, 2016). Innovative practices strongly influence employees' organizational commitment and thus reduce employee turnover intention (Suifan, 2015). Innovative practices can be leveraged to help retain employees through innovative technological approaches and techniques (Siddiqui & Bisaria, 2018).

According to international HR program practices such as development exercises in training schedules, increasing health and insurance benefits for employees and their families in addition to compensation, rewarding work through recognition, promotions and awards, etc., it has been shown that Has a positive effect on retention rates, resulting in lower attrition rates and improving other aspects of employee activity, such as reduced absenteeism, better job quality, and better financial performance (Kumari & Dubey, 2018). The incentive method for talents has gradually developed from a single monetary reward incentive to an all-round overall reward incentive. In addition to monetary compensation, the more complete the welfare guarantee system, Broad career development prospects and the recognition of employees' work have become the key to the organization's implementation of human resource management (Huo, 2018). Keeping employees satisfied and happy at work by motivating them will make them more engaged and thus stay longer (Sandhya & Kumar, 2011).

Employee Happiness is the key for modern enterprises to improve performance and market competitiveness. Employee Happiness has an important influence on turnover intention. Employees who lack happiness not only have strong turnover intention, but also have turnover behavior. Employee Happiness is positively correlated with turnover intention (Li, 2020). According to Maslow's theory of needs, achievement and self-actualization are the highest human needs. Whether it can make employees feel valuable and dedicated through work is also an important factor in improving employee happiness (Fan, 2019). University teachers, as intellectuals, pay more attention to the realization of self-worth (Liu, 2019). Talents pay more attention to the satisfaction brought by the job itself, such as the sense of achievement at work, and some universities just do not provide information on the job itself (Sun, 2011).

From the economic formula of happiness, happiness is mainly affected by material factors and non-material factors. Economists have found that the relationship between happiness and income has a "static nature": there is a positive correlation at a given time, but there is no correlation between the two over time. That is to say, when the salary and income of employees increase to a certain extent, the increase of income has little effect on happiness. If you want to further improve employee happiness, it may be necessary to consider many non-material factors such as management mechanism, employee development prospects, and humanistic care (Fan, 2019). It can also create a free academic atmosphere, enable talents to enjoy full autonomy in teaching and scientific research, provide talents with convenient working conditions and considerate services, and create a relaxed academic environment and a good atmosphere for cooperation (Sun, 2011).

Lack of flexible work arrangements and overwork are the reasons for employee absenteeism. Reducing workload from respectful, recognized, flexible work arrangements can improve employee happiness. (Dasgupta, Suar, & Singh, 2014) According to the website of Education International Association on December 11, 2017, young British teachers emphasized that the increase in workload is the biggest obstacle facing young British teachers in their careers. The real-time e-voting results of the conference showed that nearly half of the teachers said that the workload prevented them from making teaching a lifelong career (Bai, 2018). Excessive stress can reduce job satisfaction and increase turnover. In order to retain talents, attract talents, and slow down the brain drain, universities need to face up to the existence of academic talent pressure, discover the source of pressure in the work in time, and use comprehensive and organizational strategies to deal with the pressure in the work from the organizational and macro level. management, so as to improve the job satisfaction and performance of talents and retain talents. (Zeng & Liu, 2008). Yuan Xiao pointed out that establishing good interpersonal relationships can relieve work pressure and avoid the generation of turnover intention (Yuan, 2016). Al-Ali, Ameen, Isaac, Khalifa, & Shibami (2019) also believe that improving employee happiness can reduce employee turnover intention

According to earlier views, the focus of human resource management should be to create a safe environment that aligns organizational strategy and climate with employee values through motivation, education. Organizational strategy will also be aligned with the human side of the business, which will promote organizational development and improve organizational culture (McGregor, 1960). Organizational culture has a high impact on employee retention (Anitha & Begum, 2016). Therefore, work culture will also have an impact on talent stability. By building a good corporate culture, it can stimulate the enthusiasm of employees, further enhance the loyalty of employees, promote the improvement of corporate work efficiency, give full play to the role of human resource management, and make employees willing to stay and work for the company (Zhou, 2021).

Wang and Huang (2020) found that the communication between superiors and subordinates positively affects the stability of talent employment. It plays a mediating role in the positive impact of communication between superiors and subordinates on the stability of talent employment. (Wang & Huang, 2020) The local environment affects the innovation ability of employees, and proper investment in training and development can strengthen the innovation ability of employees, and providing employees with learning opportunities promotes the formation of organizational commitment (Sung & Choi, 2014),.Companies can train managers in leadership and relationship skills, and motivate them to build high-quality relationships with subordinates to promote the development of good relationships between leaders and subordinates (Biron & Boon, 2013), thereby improving talent retention rate. Young talents are the main force of talents, and this group is more prone to unstable factors. Strengthen the guidance and care for young employees; management methods should keep pace with the times, guide young employees to change students' thinking, and build a communication bridge between management and young employees. Paying attention to the spiritual life of young employees and establishing an information feedback mechanism can reduce the turnover intention of young talents (Yang, 2020).

Traditional management of HR practice, which emphasizes organizational productivity and profitability as a top priority, largely ignores employee satisfaction that affects employers' overall commitment to the job, thereby increasing the rate of brain attrition (Medina, 2012). When Zheng (2019) studied in Finland, he found that Finnish teachers have a strong sense of professional pride, and the strong sense of pride in Finnish teachers' profession comes not only from strict professional thresholds, but also from the high recognition of teachers' professional standards by the whole society. Therefore, customer satisfaction can fill the teaching profession with pride and make them willing to stay and continue to struggle in the field (Zheng, 2019).

Since the end of the 20th century, the cooperation between China and other countries in running schools has been developed in China as a new thing derived from cross-border education for more than 30 years, and the Chinese government has also provided a series of development spaces for its development. The geographical location of Guangxi in China faces the radiation center of South Asia and Southeast Asia, followed by the cooperation and development of the Pan-Beibu Gulf Economic Zone, and the implementation of reciprocal policies such as the signing of the China-ASEAN Free Trade Area to promote the trend of Guangxi-ASEAN economic integration. The internationalization of education is gradually accelerating, and cooperation with other countries in running schools is an important form of internationalization of education, and it is also a development trend in recent years. Therefore, in this context, the importance of cooperative education is more prominent (Ding, 2021). By increasing the social profile and influence of the university, it contributes to talent attraction and retention (Meng, 2021). The University promotes talent retention by partnering with external agencies to increase visibility. To further shape smart cities for mankind, universities can work closely with communities, businesses and governments to address the challenges faced by

local towns by focusing on their own competitive advantages, strengthening deep ties with governments, leading projects, conducting research, and collaborating with partners to promote talent retention (Ransom, 2019).

2.5 Summary

To sum up, China is currently vigorously developing smart cities to support the "The Belt and Road" Initiative. Guangxi has unique geographical advantages in building smart cities, and developing smart education is the key to building smart cities. Universities are the main institutions to implement smart education. Innovative talents in universities are the main force. Although Guangxi has a geographical advantage in the "The Belt and Road" Initiative, it is located in the western region of China, with backward economic development and serious brain drain. It needs to improve the retention rate of innovative talents through innovative talent management models to support urban innovation. Through reading a large number of talent management literature, the author found that traditional talent retention methods mainly take measures such as raising wages, helping to solve children's education and spouse work, and providing housing. At the same time, some studies have found that traditional methods of retaining talents cannot reduce the rate of brain drain. In recent years, relevant studies have shown that universities can better retain talents in terms of innovation level, talent incentive mechanisms, work culture, superior - subordinate relationship, employee happiness, customer satisfaction, and university popularity. This research attempts to carry out talent management innovation from the above seven aspects, improve the talent retention rate of Baise University to promote urban innovation.

CHAPTER 3 METHODOLOGY

3.1 Research Design

This study adopts a mixed research method combining literature research method, case study method and qualitative research plus quantitative research. Figure 3.1 depicts the exploratory mixed methods research process. Firstly, qualitative research is used to understand the innovation environment of Baise University and the factors that affect Baise University's retention of innovative talents, and then quantitative research is used to study and analyze the data obtained from qualitative research. Finally, the data obtained from qualitative research and quantitative research are integrated and analyzed, and the corresponding conclusions are drawn.





1) Search relevant literature by keywords. Retrieve relevant literature on the Internet or in the network of academic journals with keywords related to the research topic, such as innovative talent management, urban innovation, and talent retention.

2) Research literature. By reading the collected literature, learn about the impact between smart cities, universities, innovative talents and urban innovation, talent management policies in Baise City, Guangxi Province, China, and factors affecting the retention of innovative talents.

3) Design interview questions. Based on the results obtained from the literature research, an interview questionnaire consisting of open-ended questions was designed.

4) Interview and collect data. Take the full-time teachers and administrators who have worked in Baise University for more than 5 years as a sample, and conduct face-to-face interviews with them, record the interview contents and make audio recordings.

5) Qualitative analysis. Coding and analysis of the interview records, summarizing the interviewees' evaluation of the innovation environment of Baise University and the opinions and suggestions on the retention of innovative talents, and making a summary and classification.

6) Design a questionnaire. Based on the data obtained from the qualitative study, the author designs the conceptual framework of the study and identifies the relevant variables that affect the talent retention of Baise University. Based on these variables, innovative talent management strategies are proposed and designed into the questionnaire of quantitative research.

7) Quantitative analysis. The author used the "Questionnaire Star" website to issue questionnaires and collect respondents' answers, and SPSS tools were used for data analysis. The author designed the research flow chart of this study according to the above research steps, as shown in Figure 3.2.

Figure 3.2: Study Process



3.2 Sampling

3.2.1 Literature Research

According to the research topic of this study, relevant literatures were searched from the internet or in the network of academic journals with keywords related to the research topic, such as innovative talent management, urban innovation, smart city, Baise talent management policy, and innovative talent retention. Then it conducts in-depth research and analysis on the searched literature, and finally tries to summarize and classify the research results of each literature and design the interview questionnaire for this study based on this. The research results of relevant literature is shown in Appendix A, and the detailed interview questionnaire is shown in Appendix B.

3.2.2 Qualitative Research Samples

Based on the results obtained from the literature study, an open-ended interview questionnaire on the research topic was designed and used for face-to-face interviews with respondents. The interview questionnaire is detailed in Appendix B. The author interviewed a total of 10 people. The 10 interviewees were teachers or administrators who had worked in Baise College for more than 5 years and have high education or high professional titles. Among them, 8 have master's or doctoral degrees, and the remaining 2 have bachelor's degrees. Among the 10 respondents, 5 are administrators in Baise University, and the remaining 5 are full-time teachers in Baise University. At the same time, some of the 10 respondents have become professors, senior engineers or senior accountants. They all have more than 5 years of work experience in Baise University, so they have a certain degree of understanding of the innovation environment and the status quo of talent management in Baise University and can provide real and effective data for the qualitative research of this study.

3.2.3 Quantitative Research Samples

In this study, in order to facilitate the author to collect the sample data of the questionnaire, the online questionnaire function provided by the website of The Questionnaire Star was used to make and publish an online questionnaire, which was used as a sample collection tool for the interviewees to visit, fill in and submit the questionnaire. In order to design the questionnaire questions, the author first looked up the literature related to the research topic and studied and analyzed the research results of the relevant literature, and preliminarily determined the relevant variables. Then, the author uses qualitative research to further identify the relevant variables affecting the retention of talents at BAise University. Finally, with the advice of four experts, the author made a questionnaire for this study.

Through literature research and qualitative research, seven independent variables were identified, including innovation level, employee recognition and motivation, positive work culture, superior-subordinate relationship, customer satisfaction, and international reputation. These variables were ultimately designed into 32 questionnaire questions.

Respondents' responses to the questionnaire were based on a 5-level Likert scale, and each question had 5 response options, which were "strongly disagree", "disagree", "not necessarily", "agree", and "strongly agree ."The five answer options were denoted as 1, 2, 3, 4 and 5 respectively .Algebra and were calculated according to the scores of each item of the interviewees to obtain the total score of individual attitude .This total score may indicate the strength of respondent attitude or respondent different states on this scale, as shown in Figure 3.3





The questionnaire consists of two parts. The first part is to collect the demographic data of the interviewees in Baise University. The second part is to collect the data of respondents' choice of innovative talent management strategy proposed by the researcher. The questionnaire is detailed in Appendix E.

In order to ensure the validity and reliability of the quantitative research data, the author limited the respondents to the full-time teachers and administrators of Baise University, and the respondents needed to have a certain degree of understanding of the current state of innovation and talent management of Baise University to obtain more accurate supporting data and increase the credibility and persuasion of the study.

From March 20, 2022 to April 20, 2022, data was collected through online surveys, and a total of 223 valid questionnaires were collected, including 223 valid questionnaires and 0 invalid questionnaires.

3.3 Data Analysis

In this research, the statistical software for social sciences (SPSS) was used to analyze the data obtained from the quantitative research. This research mainly uses SPSS software to count the data of questionnaires, and uses the powerful functions of SPSS to conduct exploratory analysis of the data to draw some results and conclusions. The collected questionnaire data can be directly exported from the "Questionnaire Star" website, and the exported questionnaire data can be directly imported into SPSS for analysis and research. The author mainly used SPSS for frequency analysis, descriptive analysis, reliability and validity analysis, difference test, correlation analysis and regression analysis of questionnaire data.

1) Frequency analysis, the author will conduct frequency analysis on the basic information of the personnel in the questionnaire to obtain the sample distribution. In order to show the source of the questionnaire data and the proportion of basic information such as gender, age, education, etc. of different respondents.

2) Reliability and validity analysis. The second step of questionnaire analysis is to investigate the reliability of the questionnaire, namely reliability test. Reliability is a measurement concept; the core is to investigate the internal consistency of the scale. Reliability test is to check the internal consistency of the scale by calculating the Cronbach's Alpha coefficient of the scale. Generally speaking, Cronbach's Alpha coefficient greater than 0.9 means that the internal consistency of the scale is very high; when Cronbach's Alpha coefficient is between 0.7 and 0.9, it means that the internal consistency of the scale is good. When Cronbach's Alpha coefficient was below 0.7, it indicated that each item in the scale was highly inconsistent, and the scale needed to be revised.

Reliability and validity are not equivalent concepts. High reliability does not mean high validity, but low reliability does not mean high validity. Reliability refers to the consistency of all items in the scale, while validity refers to the energy efficiency of each item, that is, whether each item plays an important role in the scale. There are statistical methods to test validity. One is exploratory factor analysis (EFA), using SPSS software. The other is confirmatory factor analysis (CFA), which uses AMOS. For known dimension division or maturity scale, confirmatory factor analysis (CFA) must be used to verify whether the known dimension division is correct. For scales with unknown dimensions, exploratory factor analysis (EFA) should be used to investigate the validity of each item, and at the same time, the dimension division of the scale can be scientifically explored.

3) Descriptive analysis is the preliminary collation and induction of the data collected in the survey, so as to find out the internal laws of these data -- the central trend and the scattered trend. Single factor analysis of questionnaire data is mainly carried out through the statistics represented by various data, such as average, percentage, etc. In this study, the results of the descriptive analysis will be presented in the form of a table to clearly show the audience's recognition of the talent management strategies proposed by the author and the current status of talent retention in Baise University.

4) Difference significance test is used to detect whether there is a difference between the experimental group and the control group in scientific experiments and whether the difference is significant. This study will use the difference test to study the differences of different interviewees for each variable, so as to determine the control variables for the research on the talent retention.

5) Correlation analysis is to judge whether two variables are related according to whether the correlation coefficient between one variable and another factor variable is greater than the critical value. Between related variables, the closeness of the relationship between the two variables is judged according to the magnitude of the correlation coefficient. The larger the correlation coefficient, the closer the relationship between the two is. This study will study the correlation between independent variables and dependent variables through correlation analysis, so as to determine whether each independent variable can affect the dependent variable.

6) Regression analysis is used to analyze the degree of influence of independent variables on the dependent variable. In this study, regression analysis will be used to study the influence of innovation level, incentive mechanism, employee happiness, work culture, superior-subordinate relationship, university popularity, and customer satisfaction on talent retention.



CHAPTER 4 DATA ANALYSIS

4.1 Qualitative Data Analysis

After 10 interviews and conversations, the author coded and summarized the interview results. Relevant keywords and key sentences were summarized from the original interview records, and the keywords and key sentences were coded, classified and summarized to determine the influencing factors for Baise University to retain innovative talents. See Appendix C for the original recorded data of the interview, and Appendix D for the narration code table of the interview. Based on the results of relevant literature research and qualitative research, the author formulated the conceptual framework of this study as shown in Figure 4.1.

In order to ensure the validity of qualitative research, the author adopted content validity. Content validity is used to judge whether the test questions test the content that should be tested or whether the content tested meets the requirements of the test, that is, the degree of representativeness and coverage of the test. The authors invited four experts to evaluate the validity of the interview questionnaire. All of them are professors or doctors of Baise University and have worked in the university for many years. Among the four experts, some have been engaged in human resource management of Baise University. All of them can provide scientific and effective evaluation for the interview questionnaire. The evaluation of 4 experts was used to control whether an item should be included. Content validity (IOC) score is 1 or 0. More than 75% of the items were acceptable survey items, see Appendix F for the validity review form.

Figure 4.1: Conceptual Framework



4.2 Quantitative Data Analysis

4.2.1 Hypothesis

By analyzing a large number of literatures and interviewing 10 faculty members of Baise City University, we found the factors that affect the retention of innovative talents. Based on the above findings, the author established a conceptual framework (Figure 4.1) and used it as the research model of this study. The model fully demonstrates the influence mechanism and process of seven dimensions of innovation level, incentive mechanism, employee happiness, work culture, superior-subordinate relationship, customer satisfaction and university reputation on talent retention decision-making, as well as the action mechanism and process of each dimension, interrelationships, etc. Based on the above research, the author puts forward the following research hypothesis.

H1: There are significant differences in gender, age, education, job title, working years in Baise University, innovation level of positions, incentive mechanism, employee happiness, work culture, relationship between superiors and subordinates, customer satisfaction, university popularity, and talent retention. There are no significant differences among gender, age, education, job title, and working years.

H2: There is a significant relationship between innovation level, incentive mechanism, employee happiness, work culture, superior-subordinate relationship, customer satisfaction, university popularity, and talent retention.

H2a: There is a positive relationship between innovation level and talent retention.

H2b: There is a positive relationship between incentive mechanism and talent retention.

H2c: There is a positive relationship between employee happiness and talent retention.

H2d: There is a positive relationship between work culture and talent retention.

H2e: The relationship between superiors and subordinates has a positive impact on talent retention.

H2f: There is a positive relationship between customer satisfaction and talent retention.

H2g: There is a positive relationship between university popularity and talent retention.

4.2.2 Descriptive Statistics of Respondent Demographics

Name	Options	Frequency	Percentage
			(%)
Gender	Male	79	35.426
	Female	144	64.574
Age	Under 30	112	50.224
	31-40 years old	72	32.287
	41-50 years old	32	14.350
	51-60 years old	7	3.139
Education	PhD	36	16.143
	Master	58	26.009
	Undergraduate	129	57.848
Job Title	Deputy senior title and above	48	21.525
	Intermediate title	70	31.390
	Primary title and below	105	47.085
			(Continue

Table 4.1: Basic Information Frequency Analysis Results (N=223)

Name	Options	Frequency	Percentage (%)	
	3 years and below	89 39.910		
Working hours at Baise	e 3-5 years	66	29.596	
University	5-10 years	47	21.076	
	10+ years	21	9.417	
	administrative	116	52.018	
Post	management			
	Teaching and research	107	47.982	
	Total	223	100.0	

Table 4.1 (Continued): Basic Information Frequency Analysis Results (N=223)

A total of 223 respondents participated in the "Innovative Talent Management Strategy Questionnaire". It can be seen from Table 4.1 below that there are 144 women and 79 men among the respondents, and there are relatively more women among the respondents, accounting for 64.57%. 35.43% of the respondents were male. There are 112 respondents under the age of 30, accounting for 50.22%. In addition, there were 72 respondents aged 31-40, accounting for 32.29%. There were 32 respondents aged 41-50, or 14.35%. There are 7 respondents aged 50-60, or 3.14%. Regarding the educational background of the respondents, "undergraduate" accounted for the highest proportion, with 129 respondents with a bachelor's degree, accounting for 57.85%. In addition, the proportion of "master's degree" and "doctoral degree" were 26.01% and 16.14%, respectively. There were 58 respondents with a master's degree, and 36 respondents with a doctor's degree. In terms of professional titles, "junior professional titles and below" accounted for the highest proportion, accounting for 47.09%, with a total of 105 people. There are 31.39% of the respondents with "intermediate titles", a total of 70 people. 21.53% of the respondents have "deputy senior titles and above", a total of 48 people. Judging from the distribution of the respondents' working years in Baise University, most of

the respondents was "3 years or less", with a total of 89 people, accounting for 39.91%. In addition, the proportion of "3-5 years" is 29.60%, a total of 66 people. "5-10 years" accounted for 21.08%, a total of 47 people. "More than 10 years" accounted for 9.42%, a total of 21 people. 52.02% of the respondents are engaged in "administrative management" work, a total of 116 people. There are 47.98% of the respondents engaged in "teaching and scientific research" work, a total of 107 people. Based on this, the basic situation of the respondents conforms to the requirements for the type of respondents in this survey.

4.2.3 Reliability and Validity Analysis

Reliability refers to the consistency or reliability or homogeneity of the results of a measurement experiment. The reliability of this study was measured by the Cronbach's alpha coefficient. The higher the Cronbach's coefficient, the higher the reliability of the questionnaire. In quantitative research, as long as the Cronbach coefficient reaches 0.70, the questionnaire can be accepted, the Cronbach coefficient is between 0.70 and 0.98, the questionnaire is high reliability, and the Cronbach coefficient is lower than 0.4, the questionnaire is low confidence. degree, must be removed.

Validity analysis is to test the validity of the questionnaire. Generally speaking, it is to determine whether the designed items are reasonable and whether they can effectively reflect the author's research goals. This study uses exploratory factor analysis to measure the structural validity, and analyzes the corresponding relationship between each question and factor. If the corresponding relationship is in line with expectations (in line with professional knowledge expectations), it means that the questionnaire has a good structural validity analysis.

For the convenience of the study, the authors recoded the questions of the 26 questionnaires, as shown in Table 4.2.

Dimension	Question No	Re-codede
Innovation Level	7, 8, 9, 10, 11, 12, 13, 14	Innovation Level 1, 2, 3, 4,
		5, 6, 7, 8
Incentive Mechanism	15, 16	Incentive Mechanism 1, 2
Employee Happiness	17, 18, 19, 20	Employee happiness 1, 2,
		3, 4
Work Culture	21, 22, 23	Work Culture 1, 2, 3
Superior - Subordinate	24, 25	Superior - Subordinate
Relationship		Relationship 1, 2
Customer Satisfaction	26, 27	Customer Satisfaction 1, 2
University Popularity	28, 29	University Popularity 1,2
Talent Retention	30, 31, 32	Talent Retention 1, 2, 3

Table 4.2: 26 Questions Recoded Across & Dimensions

4.2.3.1 Reliability Analysis

Table 4.3: Cronbach Reliability Analysis

Overtier	Correction Term Total	Term Removed	
Question	Correlation (CITC)	Alpha Coefficient	α
Innovation Level 1	0.672	0.900	
Innovation Level 2	0.742	0.894	
Innovation Level 3	0.698	0.897	0.909
Innovation Level 4	0.695	0.898	
Innovation Level 5	0.753	0.892	

	Correction Term Total Te	erm Removed Alpha	
Question	Correlation(CITC)	Coefficient	α
Innovation Level 6	0.739	0.894	
Innovation Level 7	0.656	0.902	0.909
Innovation Level 8	0.698	0.897	
Incentive Mechanism 1	0.618	-	0.762
Incentive Mechanism 2	0.618	-	0.763
Employee happiness 1	0.663	0.768	
Employee happiness 2	0.660	0.770	0.820
Employee happiness 3	0.638	0.776	0.820
Employee Happiness 4	0.635	0.778	
Work Culture 1	0.622	0.711	
Work Culture 2	0.638	0.703	0.785
Work Culture 3	0.627	0.711	
Superior - Subordinate	0.583	Q.	
Relationship 1			
Superior - Subordinate	0.583	-	0.736
Relationship 2			
(Customer Satisfaction1	0.671	-	0.002
Customer Satisfaction 2	0.671	-	0.802
University Popularity 1	0.783	-	0.077
University Popularity 2	0.783	-	0.877
Talent Retention 1	0.750	0.826	
Talent Retention 2	0.797	0.783	0.873
Talent Retention 3	0.726	0.846	

Table 4.3 (Continued): Cronbach Reliability Analysis

It can be seen from Table 4.3 above that the α value of each dimension is greater than 0.7, indicating that the collected questionnaire data has high reliability and quality. For the "deleted item α coefficient", if any item is deleted, the reliability α coefficient will not increase, so it indicates that the item should not be deleted. For "CITC value", the CITC values of the analysis items are all greater than 0.4, indicating a good correlation between each dimension and a good reliability level of the questionnaire data can be used for further analysis.

4.2.3.2 Validity Analysis

Table 4.4: KMO and Bartlett's Tests

Table 4.4: KMO and Bartlett's Tests	KMO and Bartlett Tests KMO 0.883					
КМО	and Bartlett Tests					
KMO		0.883				
	Approximate Chi-square	2927.734				
Bartlett Sphericity Test	df	325				
	р	0.000				
	р	0.000				

As shown in table 4.4, this study used factor analysis to test the validity of the data in the questionnaire, the first analysis of the questionnaire data is appropriate for exploratory factor analysis, can be seen from the table above: KMO is 0.8883, is greater than 0.6, the questionnaire data meets the demand of exploratory factor analysis is the premise, means that the questionnaire data can be used for exploratory factor analysis. And P<0.5 was obtained by Bartlett sphericity test, indicating that the research data are suitable for exploratory factor analysis.

Factor	Ch	aracteristic F	Root	Explanation Rate	of Variance	Before Rotation	Variance Exp	plained Rate A	fter Rotation
Number	Characteristic	Variance	Accumulation	Characteristic	Variance	Accumulation	Characteristic	Variance	Accumulation
	Root	Explained	%	Root	Explained	%	Root	Explained	%
		Rate %			Rate %			Rate %	
1	8.754	33.668	33.668	8.754	33.668	33.668	4.902	18.855	18.855
2	2.037	7.834	41.502	2.037	7.834	41.502	2.761	10.621	29.476
3	1.833	7.051	48.553	1.833	7.051	48.553	2.344	9.016	38.492
4	1.541	5.926	54.478	1.541	5.926	54.478	2.186	8.406	46.898
5	1.400	5.384	59.863	1.400	5.384	59.863	1.855	7.134	54.032
7	1.207	4.644	69.492	1.207	4.644	69.492	1.705	6.558	67.205
8	1.046	4.021	73.513	1.046	4.021	73.513	1.640	6.309	73.513
9	0.713	2.743	76.256						
10	0.598	2.300	78.556						
11	0.575	2.210	80.766						

Table 4.5: Variance Explained Rate Table

Factor	Ch	aracteristic F	Root	Explanation Rate	e Of Variance	Before Rotation	Variance Exp	plained Rate A	fter Rotation
Number	Characteristic	Variance	Accumulation	Characteristic	Variance	Accumulation	Characteristic	Variance	Accumulation
	Root	Explained	%	Root	Explained	%	Root	Explained	%
		Rate %			Rate %			Rate %	
12	0.504	1.940	82.706						
13	0.456	1.753	84.459						
14	0.439	1.690	86.149						
15	0.396	1.522	87.671						
16	0.383	1.474	89.145						
17	0.369	1.419	90.564						
18	0.355	1.366	91.929						
19	0.345	1.326	93.255						
20	0.329	1.264	94.519						

 Table 4.5 (Continued): Variance Explained Rate Table

Factor	Ch	naracteristic l	Root	Explanation Rate	e Of Variance	Before Rotation	Variance Exp	lained Rate A	After Rotation
Number	Characteristic	Variance	Accumulation	Characteristic	Variance	Accumulation	Characteristic	Variance	Accumulation
	Root	Explained	%	Root	Explained	%	Root	Explained	%
		Rate %			Rate %			Rate %	
21	.0293	1.127	95.646						
22	0.275	1.058	96.704						
23	0.250	.962	97.666						
24	0.230	.884	98.550						
25	0.214	.822	99.372						
26	0.163	.628	100.000						
			X	NDE	D 19				

 Table 4.5 (Continued): Variance Explained Rate Table

Table 4.5 shows the case for factor extraction. At the same time, the author conducted a factor analysis on the questionnaire data. It can be seen from Table 4.6 that a total of 8 factors are extracted from factor analysis, and the initial eigenvalues are all greater than 1. The variance explanation rates of these 8 factors after rotation are 18.855%, 10.621%, 9.016%, 8.406%, 7.134%, 6.615%, 6.558%, 6.309%, and the cumulative variance explanation rate after rotation is 73.513%.

Question		Princ	cipal Co	nponent	Factor Loadin	g Factor	
	1	2	3	4	5 6	7	8
Innovation	0.675				P		
Level 1							
Innovation	0.826						
Level 2							
Innovation	0.780						
Level 3							
Innovation	0.694						
Level 4							
Innovation	0.754						
Level 5							
Innovation	0.738						
Level 6							
Innovation	0.665						
Level 7							
Innovation	0.647						
Level 8							

Table 4.6: Rotated Factor Loading Factor Component Matrix a

Question		Princip	pal Con	nponent l	Factor L	oading	Factor	
	1	2	3	4	5	6	7	8
Incentive							0.839	
Mechanism 1								
Incentive							0.816	
Mechanism 2								
Employee		0.750						
happiness 1								
Employee		0.765						
happiness 2								
Employee		0.771						
happiness 3								
Employee		0.778						
Happiness 4								
Work Culture 1				0.766				
Work Culture 2				0.695				
Work Culture 3				0.814				
Superior -								0.864
Subordinate								
Relationship 1								
Superior -								0.864
Subordinate								
Relationship 2								

Table 4.6 (Continued): Rotated Factor Loading Factor Component Matrix a

Question		Princ	ipal Con	nponent	Factor I	Loading	Factor	
	1	2	3	4	5	6	7	8
Customer						0.871		
Satisfaction1								
Customer						0.854		
Satisfaction 2								
(University		OK		V	0.901			
Popularity 1								
University					0.911	7		
Popularity 2						S.		
Talent			0.774					
Retention 1								
Talent			0.805					
Retention 2								
Talent			0.804		(V/		
Retention 3								

Table 4.6 (Continued): Rotated Factor Loading Factor Component Matrix a

According to Table 4.6 of the factor loading coefficient components after rotation, it can be seen that the principal component 1 includes innovation level 1, innovation level 2, innovation level 3, innovation level 4, innovation level 5, innovation level 6, innovation level 7, and innovation level 8 a total of 8 questions. Principal component 2 contains two questions of Incentive Mechanism 1 and Incentive Mechanism 2.

Principal component 3 includes four questions: employee happiness 1, employee happiness 2, employee happiness 3, and employee happiness 4. Principal component 4 contains three questions: work culture 1, work culture 2, and work culture 3. Principal component 5 contains 2 questions of Superior - Subordinate Relationship 1 and Superior - Subordinate Relationship 2. Principal component 6 contains 2 questions of customer satisfaction 1 and customer satisfaction 2. Principal component 7 contains two questions, university popularity 1 and university popularity 2. Principal component 8 includes three questions: talent retention 1, talent retention 2, and talent retention 3.

According to the above analysis, KMO is only greater than 0.6 and Bartlett sphericity test (p<0.05). The factor loading coefficients of all questions are greater than 0.5, which means that there is a strong correlation between the research item and the factor, and the factor can effectively extract information. The initial eigenvalues of principal components 1-8 are 8.754, 2.037, 1.833, 1.541, 1.400, 1.296, 1.207, and 1.046, respectively. The initial eigenvalues of all principal components are greater than 1. According to the factor analysis results and the extracted principal components, it can be seen that the the original questionnaire scale is divided into the same dimensions, so the construct validity of the questionnaire is good.

4.2.4 Descriptive Statistics of Respondents to the Questionnaire

This study uses SPSS software to calculate the mean and standard deviation of the respondents' questions on the eight variables of the "Innovative Talent Management Strategy"questionnaire. The mean and standard deviation of each variable reflect the respondents' recognition of the innovative talent management strategy and the current state of talent retention. In the original questionnaire, 1=strongly disagree, 2=disagree, 3=not necessarily, 4=agree, 5=strongly agree, the higher the score, the higher the respondents' recognition of innovative talent management strategies.

Table 4.7: Descriptive Statistics

Variable	Ν	Minimum	Maximum	Mean	Std. Deviation
Innovation Level	223	1.00	5.00	4.0821	0.62360
Incentive	223	1.50	5.00	4.1861	0.67626
Mechanism					
Employee	223	1.50	5.00	4.1177	0.64497
Happiness					
Work Culture	223	1.33	5.00	4.1376	0.64995
Superior -	223	1.50	5.00	4.1300	0.69011
Subordinate					
Relationship					
University	223	1.00	5.00	4.0471	0.78343
Popularity					
Customer	223	1.50	5.00	4.1323	0.67064
Satisfaction					
Talent Retention	223	1.00	5.00	2.4084	0.95385
		VDF			

It can be seen from Table 4.7 above. Innovation Level variable (M = 4.0821, S.D. = 0.62360), incentive mechanism variable (M = 4.1861, S.D. = 0.67626), employee happiness variable (M = 4.1177, S.D. = 0.64497), work culture variable (M = 4.1376, S.D. = 0.64995), the superior - subordinate relationship variable (M=4.1300, S.D. = 0.69011), the university popularity variable (M=4.0471, S.D. = 0.78343), the customer satisfaction variable (M=4.1323, S.D. = 0.67064), the mean values of these 7 variables are all greater than 4. In the original scale, 4 = agreement. Talent retention variable (M = 2.4084, S.D. = 0.95385), in the original scale 2 = disagree, 3 = not sure. From this, we can see that through this survey, the respondents recognized the innovative talent management strategies in seven aspects: innovation level, incentive

mechanism, employee happiness, work culture, superior-subordinate relationship, university reputation, and customer satisfaction. However, the respondents' attitudes towards staying in Baise University for a long time ranged from disagreement to uncertainty, and they were more inclined to disagree. Then, it is very important to improve the talent retention rate of Baise University, which further illustrates the necessity of this survey.

4.2.5 Difference Analysis of Demographic Variables

The difference analysis of demographic variables is to compare the differences of seven variables of different types of people in innovative talent management strategies, that is, the difference comparison of demographic variables. The statistical methods selected for difference comparison in this study were independent samples T test and ANOVA. For example, if gender (male, female) is a binary variable, an independent sample T test is selected for the difference comparison; if it is classified into three or more categories, such as different educational backgrounds (undergraduate, master, doctoral), different ages (under 30, 31-40 years old, 41-50 years old, 51-60 years old) choose ANOVA to compare the differences.

4.2.5.1 Analysis of Gender Differences of Respondents

Table 4.8: Gender Difference Analysis				
Variable	Male	Female	т	P
Variable	M±S.D.	M±S.D.	Т	P
Innovation Level	4.13±0.64	4.05±0.62	0.903	0.368
Incentive Mechanism	4.25±0.73	4.15±0.65	0.993	0.322
Employee Happiness	4.14±0.69	4.11±0.62	0.314	0.754
Work Culture	4.14±0.69	4.13±0.63	0.095	0.925
Superior-Subordinate Relationship	4.25±0.71	4.09±0.68	1.265	0.207
University Popularity	4.11±0.81	4.01±0.77	0.854	0.394
Customer Satisfaction	4.23±0.69	4.08±0.65	1.581	0.115

Table 4.8 can be obtained by independent sample T-test analysis. It can be seen that there is no significant difference between different genders for the seven variables (p>0.05), so it can be inferred that gender will not affect the respondents' recognition of the seven aspects of innovative talent management strategies. Therefore, when formulating innovative talent management strategies, it is not necessary to provide different strategies for respondents of different genders, but only to propose innovative talent management strategies for the overall respondents.

4.2.5.2 Analysis of age group differences of respondents

	Under 30	31-40	41-50	51-60	F	Р
Variable		Years Old	Years Old	Years Old		
	M±S.D.	M±S.D.	M±S.D.	M±S.D.		
Innovation	4.08±0.70	4.05±0.56	4.13±0.52	4.14±0.58	0.143	0.934
Level						
Incentive	4.21±0.61	4.19±0.73	4.02±0.77	4.50±0.65	1.250	0.293
Mechanism						
Employee	4.10±0.68	4.14±0.63	4.11±0.58	4.25±0.61	0.143	0.934
Happiness						
Work Culture	4.10±0.69	4.21±0.63	4.07±0.57	4.29±0.52	0.673	0.569
Superior -	4.11±0.64	4.24±0.71	3.92±0.80	4.21±0.70	1.691	0.170
Subordinate						
Relationship						
University	4.03±0.73	4.03±0.77	4.06±1.01	4.43±0.45	0.584	0.626
Popularity						

Table 4.9: Analysis of Age Group Differences

	Under 30	31-40	41-50	51-60	F	Р
Variable		Years Old	Years Old	Years Old		
	M±S.D.	M±S.D.	M±S.D.	M±S.D.	-	
Customer	4.10±0.61	4.19±0.75	4.13±0.67	4.00±0.82	0.368	0.776
Satisfaction						

Table 4.9 (Continued): Analysis of Age Group Differences

Table 4.9 is obtained through single-factor ANOVA test analysis. From Table 4.9, it can be seen that respondents of different age groups have different opinions on innovation level, incentive mechanism, employee happiness, work culture, superior-subordinate relationship, university popularity, and customer satisfaction There was no significant difference (P > 0.05), and the difference was not statistically significant. From this, it can be inferred that the age group of the respondents has no significant impact on the formulation of innovative talent management strategies, so it is not necessary to use the age group of respondents as a control variable when formulating innovative talent management strategies.

4.2.5.3 Analysis of Respondents Educational Differences

Variable	PhD	Master	Under graduate	F	Р	Multiple
	M±S.D.	M±S.D.	M±S.D.			Comparisons
Innovation	4.31±0.51	3.94±0.59	4.08±0.65	4.206	0.016	1>2,1>3
Level						
Incentive	4.24±0.79	4.13±0.74	4.20±0.61	0.320	0.727	-
Mechanism						

 Table 4.10: Analysis of Educational Differences

Variable	PhD	Master	Under graduate	F	Р	Multiple Comparisons	
	M±S.D.	M±S.D.	M±S.D.			1	
Employee	4.42±0.52	3.87±0.63	4.15±0.65	9.014	0.000	1>2,3>2	
Happiness							
Work Culture	4.35±0.56	3.98±0.64	4.15±0.67	3.850	0.023	1>2,1>3	
Superior -		JK					
Subordinate	4.18±0.76	4.08±0.81	4.14±0.61	0.274	0.760	-	
Relationship							
University	4.24±0.96	4.01±0.70	4.01±0.76	1.253	0.288	-	
Popularity							
(Customer	4.29±0.64	4.12±0.79	4.09±0.62	1.249	0.289		
Satisfaction						-	

Table 4.10 (Continued): Analysis of Educational Differences

Note: 1=PhD; 2=Master; 3=Undergraduate

The following conclusions can be drawn from Table 4.10:

Respondents' educational background is in the incentive mechanism (F=0.320, P>0.05), the relationship between superiors and subordinates (F=0.274, P>0.05), university popularity (F=1.253, P>0.05), customer satisfaction (F=1.249), P>0.05), there is no significant difference in the scores. Respondents' educational background is in innovation level (F=4.206, P<0.05), employee happiness (F=9.014, P<0.05) and work culture (F= 3.850, P<0.05), there are significant differences in the scores, so it is necessary to make multiple comparisons of the scores of respondents with different educational backgrounds on innovation level, employee happiness and work culture. According to the results of multiple comparisons:

1) Respondents with a doctoral degree are more likely to recognize measures to improve their innovation level than those with master's degree and bachelor's degree.

2) Respondents with doctoral and undergraduate degrees are more likely to recognize measures to improve employees' happiness than those with master's degrees.

3) The degree of recognition of respondents with doctoral degrees for measures to improve work culture Respondents with masters and bachelor's degrees.

From the above analysis, it can be deduced that in the follow-up research on the influencing factors of talent retention rate, it is necessary to take the educational background of talents as a control variable.

4.2.5.4 Analysis of Respondents Job Title Differences

	Deputy senior	Intermediate	Primary title	F	Р
Variable	title and above	title	and below		
	M±S.D.	M±S.D.	M±S.D.		
Innovation Level	4.11±0.56	4.07±0.67	4.07±0.63	0.069	0.933
Incentive	4.07±0.74	4.26±0.74	4.19±0.60	1.061	0.348
Mechanism					
Employee	4.14±0.65	4.09±0.70	4.13±0.61	0.125	0.882
Happiness					
Work Culture	4.16±0.62	4.15±0.70	4.12±0.63	0.092	0.912
Superior -	3.99±0.77	4.19±0.75	4.15±0.60	1.343	0.263
Subordinate					
Relationship					
				(C	ontinued)

Table 4.11: Job Title Difference Analysis

	Deputy senior	Intermediate	Primary title	F	Р
Variable	title and above	title	and below		
_	M±S.D.	M±S.D.	M±S.D.		
Customer	4.16±0.74	4.14±0.64	4.12±0.67	0.052	0.95
Satisfaction					
University	4.20±0.83	4.04±0.85	3.99±0.71	1.222	0.297
Popularity	<u> COK</u>	UN			

Table 4.11 (Continued): Job Title Difference Analysis

Table 4.11 was obtained by one-way ANOVA analysis. From Table 4.11, it can be seen that there was no significant difference in the scores of the respondents with different job titles on the seven variables (P > 0.05), and the difference was not statistically significant. From this, it can be inferred that the job title of the respondents has no significant impact on the formulation of innovative talent management strategies, so it is not necessary to use the respondents' job titles as a control variable when formulating innovative talent management strategies
4.2.5.5 Difference analysis of respondents working years in Baise University

Table 4.12: Analysis of Differences in Working Years

Table 4.12: Analysis of Differences in	Working Years						
	3 years and	3-5 years	5-10 years	10+ years	F	Р	Multiple
Variable	below						Comparisons
	M±S.D.	M±S.D.	M±S.D.	M±S.D.	-		
Innovation Level	4.09 ±0.71	4.06±0.51	4.14±0.62	3.98±0.58	0.371	0.774	-
Incentive Mechanism	4.16±0.65	4.25±0.61	4.20±0.83	4.05±0.61	0.53	0.662	-
Employee Happiness	4.11±0.71	4.14±0.55	4.10±0.70	4.13±0.56	0.065	0.978	-
Work culture	4.11±0.73	4.10±0.53	4.27±0.69	4.10±0.54	0.813	0.488	-
Superior - Subordinate Relationship	4.14±0.64	4.18±0.68	4.13±0.73	3.93±0.81	0.725	0.538	-
Customer satisfaction	4.08±0.59	4.35±0.55	4.05±0.84	3.86±0.79	4.031	0.008	2>3,1>3,3>4
University Popularity	4.12±0.72	3.99±0.86	4.10±0.64	3.79±1.04	1.233	0.298	-

Note: 1=3 years and below; 2=3-5 years; 3=5-10 years: 4=10 years or more

From Table 4.12, it can be seen that respondents with different working years in Baise University have different opinions on innovation level (F=0.371, P>0.05), incentive mechanism (F=0.53, P>0.05), employee happiness (F=0.065, P>0.05), work culture (F=0.813, P>0.05), superior-subordinate relationship (F=0.725, P>0.05), and university popularity (F=0.298, P>0.05) There was no significant difference in the scores. Respondents with different working years in Baise University had significant differences in the scores of customer satisfaction variables (F=4.031, P<0.05). Therefore, in the follow-up research on improving customer satisfaction, author put forward different measures to improve customer satisfaction based on respondents with different working years.

4.2.5.6 Analysis of Respondents Position Differences

	Administrative	Teaching and	Т	Р
Variable	management	research		
	M±S.D.	M±S.D.		
Innovation Level	4.06±0.67	4.10±0.58	-0.477	0.634
Incentive Mechanism	4.13±0.73	4.24±0.61	-1.208	0.228
Employee Happiness	4.15±0.66	4.09±0.62	0.694	0.488
Work Culture	4.15±0.65	4.12±0.66	0.288	0.773
Superior-Subordinate	4.10±0.66	4.16±0.72	-0.598	0.55
Relationship				
University Popularity	3.98±0.73	4.12±0.84	-1.365	0.174
Customer Satisfaction	4.02±0.71	4.25±0.60	-2.6	0.01

Table 4.13: Analysis of Job Differences

Table 4.13 can be obtained by analysis of independent samples. It can be seen that the respondents from different positions only scored the customer satisfaction variables among the 7 variable questions (P <0.05). Respondents in teaching and

research positions were more recognized measures to improve customer satisfaction than those in administrative work. Therefore, in the subsequent study on the factors influencing talent retention rate, author need to put forward different improvement measures on customer satisfaction for talents in different positions to achieve the purpose of improving talent retention rate.



4.2.6 Correlation Analysis

Table 4.14: Correlation Analysis

Variable	М	S.D.	Innovation	Incentive	Employee	Work	Superior -	Customer	University	Talent
			Level	Mechanism	Happiness	Culture	Subordinate	Satisfaction	Popularity	Retention
			\geq			ľ,	Relationship			Scale
Innovation Level	4.082	0.624	1							
Incentive	4.186	0.676	0.430***	1						
Mechanism										
Employee	4.118	0.645	0.773***	0.342***	1					
Happiness										
Work Culture	4.138	0.650	0.670***	0.387***	0.703***	01				
Superior -	4.130	0.690	0.322***	0.252***	0.270***	0.318***	1			
Subordinate										
Relationship										

(Continued)

Table 4.14 (Continued): Correlation Analysis

Variable	М	S.D.	Innovation	Incentive	Employee	Work	Superior -	Customer	University	Talent
			Level	Mechanism	Happiness	Culture	Subordinate	Satisfaction	Popularity	Retention
							Relationship			Scale
Customer	4.132	0.671	0.376***	0.224***	0.294***	0.328***	0.323***	1	-	
Satisfaction										
University	4.047	0.783	0.320***	0.224***	0.260***	0.189**	0.180**	0.265***	1	
Popularity										
Talent Retention	2.408	0.954	0.654***	0.493***	0.627***	0.635***	0.388***	0.439***	0.354***	1
Scale										

Note;*p<0.05 ** p<0.01 ***p<0.001

Through the correlation analysis in Table 4.14, it is found that the variables of talent retention and innovation level, incentive mechanism, employee happiness, work culture, superior-subordinate relationship, customer satisfaction, and university reputation are all significant, and the correlation coefficient values are 0.654, 0.493, 0.627, 0.635, 0.388, 0.439, 0.354, which means talent retention variables and innovation level, incentive mechanism, employee happiness, work culture, superior-subordinate relationship, customer satisfaction , there is a positive correlation between the seven variables of university popularity.

4.2.7 Regression Analysis

 Table 4.15: Linear regression analysis results (n=223)

	Unsta	ndardized Coeffic	ients	t		VIF	R^2	Adjustment	F
	В	Standard error	Beta	- l	р	V IF	ĸ	R	Г
Constant	-4.181	0.390	-	-10.729	0.000***		-	-	-
Innovation Level	0.233	0.115	0.152	2.025	0.044*	3.028			
Incentive Mechanism	0.272	0.069	0.193	3.935	0.000***	1.286			
Employee Happiness	0.272	0.110	0.184	2.473	0.014*	2.954			
Work Culture	0.334	0.095	0.227	3.497	0.001***	2.264	0.598	0.585	45.715***
Superior-Subordinate	0.138	0.066	0.100	2.103	0.037*	1.212			
Relationship									
Customer Satisfaction	0.209	0.069	0.147	3.013	0.003**	1.270			
University Popularity	0.139	0.057	0.114	2.452	0.015*	1.166			

Dependent Variable: Talent Retention Scale

D-W: 2.270, *p<0.05 **p<0.01 ***p<0.001

From the above table 4.15, we can see that the innovation level, incentive mechanism, employee happiness, work culture, superior-subordinate relationship, customer satisfaction, and university popularity are used as independent variables, and talent retention is used as the dependent variable for linear regression analysis. From the above table, we can It can be seen that the model formula is:

Talent Retention = $-4.181 + 0.233^*$ Innovation level + 0.272^* Incentive mechanism + 0.272^* Employee happiness + 0.334^* Work culture + 0.138^* Supervisor relationship + 0.209^* Customer Satisfaction + 0.139^* University Popularity

The $R^2 = 0.598$, which means that innovation level, incentive mechanism, employee happiness, work culture, superior-subordinate relationship, customer satisfaction, and university popularity can explain 59.8% of the changes in talent retention. When the F-test was performed on the model, it was found that the model passed the F-test (F=45.715, p=0.000<0.05), which means that the innovation level, incentive mechanism, employee happiness, work culture, superior-subordinate relationship, customer satisfaction, and university popularity are among the at least one independent variables will have an impact on the talent retention scale. In addition, the multicollinearity test of the model shows that all VIF values in the model are less than 5, which mean that there is no collinearity problem; and the D-W value is around the number 2, thus indicating that the model has no autocorrelation, there is no correlation between the sample data, and the model is better. The final analysis shows that:

The regression coefficient value of innovation level is 0.233 (t=2.025, p=0.044<0.05), which means that innovation level has a significant positive impact on talent retention.

The regression coefficient value of the incentive mechanism is 0.272 (t=3.935, p=0.000<0.01), which means that the incentive mechanism has a significant positive impact on talent retention.

The regression coefficient value of employee happiness is 0.272 (t=2.473, p=0.014<0.05), which means that employee happiness has a significant positive

impact on talent retention.

The regression coefficient value of work culture is 0.334 (t=3.497, p=0.001<0.01), which means that work culture has a significant positive impact on talent retention.

The regression coefficient value of the relationship between superiors and subordinates is 0.138 (t=2.103, p=0.037<0.05), which means that the relationship between superiors and superiors will have a significant positive impact on talent retention.

The regression coefficient value of customer satisfaction is 0.209 (t=3.013, p=0.003<0.01), which means that customer satisfaction will have a significant positive impact on talent retention.

The regression coefficient value of university popularity is 0.139 (t=2.452, p=0.015<0.05), which means that university popularity has a significant positive impact on talent retention.

The summary analysis shows that: through multiple linear regression analysis, it is finally concluded that innovation level, incentive mechanism, employee happiness, work culture, superior-subordinate relationship, customer satisfaction, and university popularity all have a significant positive impact on talent retention. Then it can be launched that Baise University needs to improve the talent retention rate in 7 aspects: innovation level, incentive mechanism, employee happiness, work culture, relationship between superiors and subordinates, customer satisfaction, and university reputation.

CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter consists of 5 parts: Research Findings, Discussion and Interpretation of Findings, Research Implications, Research Limitations, and Recommendations for Future Research.

5.1 Research Findings

By coding and synthesizing the content of the in-depth interview with 10 people at Baise University, the authors obtained 15 qualitative research findings on the subject of these study. These 15 qualitative findings provide specific research content for the next quantitative study.

1) Most department managers work according to policies, and employees have few opportunities to think creatively.

2) The existing management system is an important factor hindering innovation, rules and regulations do not allow employees to innovate work methods or work procedures to increase work value, reduce administrative work, increase income, and improve student satisfaction.

3) Most departments usually use performance incentive measures to encourage innovation within the department, but the effect of innovation is not very good.

4) The main reasons for the success of innovation in Baise University are efficient work efficiency, simplified work process, perfect management system, reasonable salary and remuneration, and employees with innovative ideas.

5) The main reasons for the failure of innovation in Baise University are unreasonable promotion system, cumbersome approval process, backward regional economic development, and lack of humanized management system. 6) The innovation of Baise University has not received positive feedback from teachers and students, and the innovation effect is not ideal.

7) More departments in Baise University have the opportunity to cooperate and innovate with external institutions.

8) The employees' awareness of innovation is not strong, and they do not pay attention to the innovation of other departments, and the innovation has not been diffused among departments.

9) Innovative work methods will be recognized by leaders, and innovation will attract talent to stay on the job longer.

10) Too much work pressure will cause employees to have the intention to leave, and work pressure mainly comes from too much administrative workload. It is hoped that appropriate reduction of administrative workload can relieve work pressure.

11) Measures to help or facilitate the lives of employees can improve employees' well-being, such as: increasing family time, providing children's rooms or sports venues for their children at school, etc.

12) Employees hope that everyone can use positive words to communicate in the workplace, and even leaders can use positive language to evaluate employees' mistakes.

13) Leaders who can often guide employees to learn new skills and knowledge or have frequent heart-to-heart with employees will attract them to stay longer.

14) Frequently obtaining spiritual inspiration and affirmation of ability from leaders, teachers and students at work can improve the retention rate of talents.

15) The employees hope to attract more people from neighboring countries to come to Baise College to learn knowledge and improve the international reputation of Baise College. Based on 15 qualitative research findings, the author designed a questionnaire survey for this study, collected 223 questionnaires, and used spss software to conduct frequency analysis, descriptive analysis, reliability and validity analysis, difference test, correlation analysis and regression analysis. Finally, the author draws 23 quantitative research findings on the retention of innovative talents.

1) Providing more opportunities for employees to think innovatively to improve existing teaching methods or develop new courses, and create new work platforms for administrative work can make employees willing to stay and work longer.

2) Improving the existing management system to support talents to innovate work methods or work procedures to improve work efficiency and improve the satisfaction of teachers and students can increase the talent retention rate.

3) Use performance incentive measures to stimulate innovation within the department, which will make talents more willing to stay in Baise College for a long time.

4) Innovative work methods to simplify the work process, and measures to improve work efficiency can improve the retention rate of talents.

5) Unrealistic innovation measures reduce talent retention.

6) Effective innovative measures recognized by teachers and students can promote the improvement of talent retention rate.

7) Improving the innovation level of Baise College through cooperation with external institutions can improve the current situation of brain drain.

8) Strengthening the communication and learning of innovation achievements between departments to promote the improvement of innovation level of Baise College can improve the talent retention rate.

9) The work of employees is often recognized by leaders, which will make employees love their work in Baise College even more.

10) If leaders can provide a place for innovative thinking according to the innovative needs of employees, employees will be willing to continue to serve Baise College.

11) Appropriately reducing salary workload and reducing work pressure can improve the retention rate of talents.

12) The practice of reducing part of the working time and increasing the time spent by faculty members with their families can improve employee happiness and talent retention.

13) Baise University sets up children's rooms for faculty and staff in the office area, which will make employees willing to stay and work in Baise University for a longer time.

14) Providing help or convenience for the life of employees to improve the happiness of employees will help Baise College to retain talents.

15) Leaders use positive words to evaluate employees' mistakes at work, which will make employees willing to work in Baise College for a longer time.

16) When colleagues use positive words and praise each other in the work environment, employees will prefer to work in Baise College.

17) Set up special funds to support the personal development of employees, which can attract employees to stay in Baise College for a longer time.

18) Leaders often guide employees to learn new skills and knowledge to improve their business level, which can attract employees to continue to serve Baise University.

19) If the leader communicates with employees frequently at work, it will make them willing to stay in Baise College for a longer time.

20) Department leaders often praise the employee union for improving talent retention.

21) The recognition of employees' work by teachers and students will affect the retention rate of talents.

22) Attract more people from neighboring countries to come to Baise College to learn knowledge, improve the international reputation of Baise College, and help Baise University to retain talents.

23) Develop Sino-foreign cooperation in running schools and carry out international education to improve the international reputation of Baise College and help Baise College to retain talents.

5.2 Discussion and Interpretation of Findings

Through the ANOVA and Correlation and Regression Analysis., a total of seven significant variables as independent variables influence talent retention In order to draw in baise university and baise city development can use the seven research results to solve the problem of unable to retain talent for a long time, all the way to support area initiative and baise city innovation and the development of higher education .The authors compared the results of these seven studies with previous studies by other researchers and found the following:

Innovation Level (β =0.152, P=0.044*)

Raising the level of innovation can effectively help Baise University to retain innovative talents; this finding is consistent with the previous study Innovative Techniques of Motivation for Employee Retention in Aviation Industry (Siddiqui & Bisaria 2018), which argues that innovative practices can be leveraged through innovative technologies Methods and techniques to help retain employees.

Employee Happiness (β=0.184, P=0.014*)

Providing help or other convenient conditions for the life of employees can improve the happiness of employees and help Baise College to retain talents. This finding is consistent with previous research The mediating effect of job happiness on the relationship between job satisfaction and employee performance and Consistent with turnover intentions: A case study on the oil and gas industry in the United Arab Emirates (Al-Ali et al., 2019), it reduces employee well-being and employee satisfaction by increasing employee well-being and employee satisfaction Intention to leave.

Work Culture (β =0.193, P=0.000***)

Promoting a positive work culture is important for innovative talent retention at Baise University, a finding that is consistent with previous research on Role of organisational culture and employee commitment in employee retention. (Anitha & Begum, 2016, which found that employees have an On a more positive note, work culture has a higher impact on employee retention.

Incentive Mechanism (β =0.193, P=0.000***)

Effective incentive mechanism has a greater effect on promoting the retention of innovative talents in Baise University, this finding is consistent with previous research Employee Performance and Their Organizational Commitment InRelation To HRM Practices, (Kumari & Dubey, 2018) considered that in the training schedule Conducting developmental exercises, increasing health and insurance benefits for employees and their families in addition to compensation, and rewarding jobs through recognition, promotions, and rewards have been shown to have a positive impact on retention rates, leading to an increase in attrition rates. Reduced and improved other aspects of employee activity, such as reduced absenteeism, better quality work, and better financial performance.

Superior - Subordinate Relationship (β =0.100, P=0.037*)

A good relationship between superiors and subordinates can enable employees to continue to work at Baise University,This finding is consistent with Performance and turnover intentions: a social exchange perspective, (Biron & Boon, 2013) arguing that companies can train leaders in leadership and interpersonal skills and motivate them to build quality relationships with their subordinates.This helps develop good relationships between superiors and subordinates and form organizational commitments that allow employees to stay and continue to work. Customer Satisfaction (β =0.147, P=0.003**)

Improving customer satisfaction can improve the retention rate of innovative talents in Baise University, a finding that is consistent with previous research Job Satisfaction and Employee Turnover Intention: What does Organizational Culture Have to do with it? Medina (2012) argues that traditional the management of human resource practices that emphasize organizational productivity and profitability as a top priority and largely ignore employee satisfaction can affect employers' overall commitment to the job, thereby increasing the rate of brain drain.

University popularity (β =0.114, P=0.015*)

Increasing the visibility of universities can attract talents to stay and work for longer. This finding is consistent with the previous study Smart Places: How universities are shaping a new wave of smart cities (Ransom, 2019), which argues that universities can interact with communities, Businesses and governments work closely together to address challenges faced by local towns and cities by focusing on their own competitive advantages, strengthening deep ties with governments, leading projects, conducting research and collaborating with partners to promote the retention of innovative talent.

5.3 Research Implication

From the 7 key research results, there are 7 research implication to effectively help The University of Baise carry out innovative talent retention to support baise urban innovation and promote the economic development of Guangxi Baise, China.

5.3.1 Innovation level

1) Universities need some space for innovative thinking, or improve existing learning methods or means to learn better, or create new platforms, new management tools to support business growth, and understand how to transfer Guangxi Economic Zone more effectively. 2) The scientific management system restricts and motivates teachers' teaching behavior and administrative staff's management behavior, and is an important force to promote educational innovation reform and innovation. Only effective reforms in the system can fundamentally solve the problem of the internal motivation of teaching innovation. Universities need to streamline workflow and implement personalized teaching to improve work efficiency and increase student satisfaction.

3) In combination with the actual situation of the universities, effective innovation measures should be taken. The universities departments can adopt different forms of performance awards according to the needs of different personnel in the department, so as to play an important role in stimulating the enthusiasm and creativity of talents. Or choose to cooperate with external organizations, so as to achieve the purpose of innovation.

4) Universities should strengthen the publicity of innovation achievements, which will help to improve the innovation awareness of teachers and administrators, and promote the improvement of the school's innovation level, so as to stimulate the motivation of teaching staff and better serve the Universities.

5.3.2 Employee Happiness

The sense of well-being is mainly reflected in the satisfaction of teachers and administrators with their jobs, including the life satisfaction that work can provide for employees' life and the satisfaction of specific life areas. Universities can provide convenience for staff in work or life to improve their well-being. The stronger the well-being, the lower the turnover rate, the higher the motivation and initiative, and the higher the sense of responsibility.

5.3.3 Work Culture

Leaders can use positive language to evaluate employees' mistakes or encourage each other among colleagues every day, and special funds can also be set up to support employees' personal development to promote the formation of a positive work culture in the school, stimulate the enthusiasm of faculty and staff, and further improve the loyalty of the school staff can improve the work efficiency of the university, give full play to the role of human resource management, and make the staff willing to stay and serve the universities.

5.3.4 Incentive Mechanism

Different staff members and individuals have different needs at different times, so incentives can vary, such as more skills training, better career development, higher salaries or positions, and praising employees in public. Or make full use of the review, assessment, give play to the role of democracy, in bonus allocation, title and position promotion, staff training, work arrangement and related institutional reform, baise university linked to the assessment results to the worker's personal interests, establish an effective incentive mechanism, through the incentive mechanism to attract and retain creative talents.

5.3.5 Superior - Subordinate Relationship

If the leaders of Baise University can guide the faculty and staff to learn new skills and knowledge or communicate with the staff frequently, such as reasonable allocation of work, regularly understand the completion of the work, provide guidance when necessary, and understand the work pressure, work and life difficulties of the staff through heart-to-heart talk ,and give help and guidance in time, it can improve the relationship between superiors and subordinates, promote the formation of organizational commitment, stimulate employees' enthusiasm for work, and generate work pride. It also trains managers in leadership and relationship skills and motivates them to build high-quality relationships with their subordinates to foster the formation of good superior - subordinate relationships.

5.3.6 Customer Satisfaction

Baise University can build a multi-channel feedback mechanism to improve relevant systems, improve work or teaching methods, and simplify procedures for questions raised by teachers and students; or regularly visit secondary colleges to actively understand teachers and students' suggestions for improvement in current teaching management activities, and make corresponding improvement measures in time to enhance the recognition of employees' work by teachers and students. When employees' efforts are appreciated and recognized, they tend to show greater efforts to improve customer satisfaction. Or hold a job satisfaction selection activity to commend the units and individuals with high satisfaction, which can improve the job satisfaction and pride of talents, and promote the retention of innovative talents in Baise University.

5.3.7 University Popularity

1) Baise University should make effective use of the geographical advantages of ASEAN to attract universities from neighboring countries (Myanmar, Vietnam, Laos, and Cambodia) to study creative thinking, Chinese culture, Chinese language and "The Belt and Road" projects. It is conducive to the promotion of Chinese culture. The popularization of Chinese is an important criterion for measuring the degree of internationalization of colleges and universities. It is also an important aspect of the development of the core competitiveness of colleges and universities.

2) Universities should actively promote cooperation with other countries in running schools, which has played a positive role in optimizing the structure of higher education, improving the quality of international talent training, expanding education consumption, and promoting international cooperation and exchanges in education. It is also conducive to promoting the reform of China's school-running system, expanding talent training channels and maintaining good cooperation with international organizations, telling Chinese stories, conveying Chinese voices, expanding international influence, and improving the school's reputation.

5.4 Study Limitations

5.4.1 There are many factors that affect the retention of innovative talents. Although the author studied the influencing factors through literature research, in-depth interviews and extensive questionnaire surveys, it is inevitable that some influencing factors will be omitted.

5.4.2 The sample proportion of recovered high-level talents is small, and the samples are mainly concentrated in undergraduate education and intermediate professional titles. The research enlightenment has limitations on retaining high-level talents.

5.4.3 Material demand is also an influencing factor of talent retention. This study only innovates the talent retention model from non-material factors.

5.3.4 The research results of this paper are limited to Baise University, and other universities have certain limitations in promoting research results.

5.5 Recommendations for Further Research

5.5.1 There are many other theories and approaches for the discussion of talent retention. This independent study only discusses the influencing factors of innovative talent retention from the perspective of incentive and recognition. In future studies, the influencing factors of innovative talent retention can be explored more profoundly and comprehensively from different perspectives.

5.5.2 The factors of retention of high-level talents can be specially studied.

5.5.3 Material factors are the basic needs of talent survival, and can be studied by combining material and non-material aspects.

To support urban innovation, universities have an increasing demand for innovative talents. The traditional human resource management model has been unable to solve the phenomenon of university brain drain. Therefore, the research content of this paper can be used for reference to help retain innovative talent and reduce brain drain, especially for cities and universities in western China.

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Appendix A

Related Literature Research Results and Variables

Variables in a	Author & year	Title	Literature Results	interview questions
literature review			70	
Innovation level	Pang (2006)	Talking about how colleges	Colleges and universities need	1. (1) Where do you think new
		and universities attract and	to create a good innovation	ideas and innovations in this
		retain talents-Taking the	environment, so that teachers	department come from? (2) Do yo
		talent work of Hunan	have the space to create and	know how often these new ideas
		University of Technology as	the stage to display; provide a	and innovations appear? (3) Is it
		an example	platform for development, and	from employees or managers?
			retain people in their careers.	

Variables in a	Author & year	Title	Literature Results	interview questions
literature review				
Innovation level	Kong (2021)	The Current Situation and	Retaining talent should be more	2. Are there obvious barriers to
		Mechanism Innovation of	innovative. Colleges and	innovation in Baise University?
		Educational Management in	universities in the western region	What kind of obstacle?
		Colleges and Universities	all have the problems of	
		under the New Situation	imperfect and outdated	
			management systems. The	
			management system that is out	
			of touch with the society hinders	
			the innovation of talents, and	
			also limits the development	
			platform of talents, resulting in	
		VD	the inability to retain talents.	

,				
a	apa, Dezi,	Improving innovation	Retaining talents in colleges and	3 .Do you use methods to
Gr	regori,	performance through	universities is conducive to the	incentivize innovation within
Μι	lueller, &	knowledge acquisition:	innovation performance of	your department)pay for
Mi	liglietta (2020)	the moderating role of	colleges and universities. Talent	performance? "Time to
		employee	retention and HRM practices such	Innovate "strategies, recruiting
		retention and human	as performance rewards, flexible	employees with innovation
		resource management	working, training and learning,	"skills")
		practices	recruitment and selection can	
			facilitate the acquisition of	
		$\langle O_{\ell} \rangle$	knowledge, which in turn	
		VVV	innovates performance	

Variables in a	Author and year	Title	Literature Results	interview questions
literature review				
Innovation level	Cao (2021)	Research on the	In order to stimulate the teaching	4) .1 (Can you describe an
		current situation and	innovation consciousness and teaching	example of a successful
		influencing factors of	innovation behavior of young teachers in	innovation? What do you
		teaching innovation of	colleges and universities, colleges and	think is the reason for its
		young teachers in	universities need to start from meeting the	success?
		colleges and	needs of teachers' individual development,	5 .Can you describe an
		universities	carry out teaching reform at multiple	example of a failed
			levels, and create a harmonious and	innovation? Why do you
			constantly trying teaching innovation	think it failed?
			organizational atmosphere	
			19	

Variables in a literature review	Author and year	Title	Literature Results	interview questions
	(Suifan, 2015)	The Effect of Human Resources Practices on Organizational Commitment: A Jordanian Study	Innovative practices strongly influence employees' organizational commitment and reduce employee turnover intention.	6. Have you heard from the teachers and students of Baise University about the benefits of innovative services provided by various departments?
Innovation level	Sowa Megan; McCann Rachael, 2021	No Budget for Caregiver Support? Employers Can Consider Linkages With DEI and Mental Health to Retain Talent.	When there is no budget for carer support, employers may consider linking with external agencies to retain talent.	 7. (1) Have you or your department established partnerships with outside agencies for innovation? (2) Have external agencies come to you to "test" "demonstrate" ideas and innovations? Do you think there is an opportunity for this?

Variables in a literature review	Author and year	Title	Literature Results	interview questions
	Siddiqui & Bisaria (2018)	Innovative Techniques of Motivation for Employee Retention in Aviation Industry	Adopting best practices, innovative methods and technologies to help retain employees by implementing innovative practices.	
	Vrontis, Bresciani, & Giacosa (2016)	Tradition and innovation in Italian wine family businesses	A culture of innovation spreads among employees as a key intangible resource, driving action toward creativity and shared beliefs	
		COUND	ED 1967	

Variables in a literature review	Author and year	Title	Literature Results	interview questions
literature review Incentive Mechanism	Huo (2018)	Recognition the significance of incentive to human resource management of state-owned enterprises	In addition to monetary remuneration, a more complete welfare guarantee system, broad career development channels, and comprehensive recognition of employees' work performance and work achievements have become the keys to enterprise human resource management.	 9) .1) If you solve problems for your department with innovative work methods at work, your leader will praise you at the regular meeting. What do you think about this?)2) If Baise University provides a place for innovators to think about how to improve the country's comprehensive strength through innovative methods .Will this entice you to stay longer?
)3) Do you think the above methodsof motivating employees can attracttalents to stay longer?
Variables in a	Author and year	Title	Literature Results	interview questions
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literature review				
	Kumari & Dubey	Employee	Development exercises in training	
	(2018)	Performance and Their	schedules, increased health and	
		Organizational	insurance benefits for employees	
		Commitment	and their families in addition to	
		InRelation To HRM	compensation, rewarding jobs	
		Practices	through recognition, promotions	
			and awards, etc., have been shown	
			to have a positive impact on	
			retention rates	

Variables in a literature review	Author and year	Title	Literature Results	interview questions
Incentive Mechanism	Sandhya & Kumar (2011).	Employee retention by motivation . Indian Journal of science and technology	Employees who were satisfied and happy in their jobs were more engaged and believed that employee retention could be better achieved by motivating employees	 9) .1) If you solve problems for your department with innovative work methods at work, your leader will praise you at the regular meeting . What do you think about this? (2) If Baise University provides a
	Sun rongxia, 2011	Reflections on Attracting and Retaining High-level Talents in Colleges and Universities	The school should create a relaxed academic environment and a good cooperative atmosphere for talents, and encourage talents to innovate and seek differences.	 place for innovators to think about how to improve the country's comprehensive strength through innovative methods .Will this entice you to stay longer?)3) Do you think the above methods of motivating employees can attract talents to stay longer?

Variables in a	Author and year	Title	Literature Results	interview questions
literature review				
employee	Zeng & Liu	The motivation of	Excessive stress can reduce job	10. (1) Do you feel that your
happiness	(2008)	academic brain drain in	satisfaction and increase turnover.	current work is stressful?
		colleges and universities:		(2) What are the main sources of
		Based on the perspective	S.	work stress?
		of stress management		(3) Could too much work stress
	Bai (2018)	Increased workload is the	The increased workload is	reduce your well-being and cause
		main reason for teachers	currently the biggest obstacle to	you to leave?
		to leave	the careers of young British	
			teachers. Nearly half of teachers	
			say workload prevents them from	
		ND ND	making teaching a lifelong career	

Variables in a literature review	Author and year	Title	Literature Results	interview questions
employee happiness	Yuan Xiao, 2016	Research on the Influence of Physical Exercise and Work Pressure on Organizational Commitment and Resignation Intention of Enterprise Managers Taking TCL Group Managers as an Example	Establishing good interpersonal relationships can relieve work pressure and avoid the generation of turnover intentions	
	Dasgupta, Suar, & Singh (2014)	Managerial communication practices and employees' attitudes and behaviours	Lack of flexible work arrangements and overwork are the reasons for employee absenteeism. Reducing workload from respectful, recognized, flexible work arrangements increases employee well-being	

Variables in a literature review	Author and year	Title	Literature Results	interview questions
employee happiness	Fan (2019)	Retain employees with happiness	If you want to further improve the happiness of employees, it may be necessary to consider many non- material factors such as enterprise management mechanism, employee development prospects, and humanistic care.	11. (1) If Baise University reduces working hours every Friday to increase family time. Will this entice you to stay longer?(2) If Baise University provides a children's room for your children
	Li Yang, 2020	A study on the effect of employee happiness in state-owned enterprises on turnover intention	Employee well-being is the key for modern enterprises to improve performance and market competitiveness. Employee well-being has an important influence on turnover intention. Employees who lack happiness not only have strong turnover intention, but also have turnover behavior.	after school in the office. What do you think about this approach? (3) If Baise University provides a special sports venue for you and your family on weekends. What do you think about this approach?

Variables in a	Author and year	Title	Literature Results	interview questions
literature review				
employee	Al-Ali, Ameen,	The mediating effect of job	Job happiness mediates between	(4) Do you think the above
happiness	Isaac, Khalifa &	happiness on the relationship	job satisfaction, employee	practices can improve the
	Shibami (2019)	between job satisfaction and	performance and turnover	happiness of employees?
		employee performance and	intention, and helps to retain	
		turnover intentions: A case	employees by helping to maintain	
		study on the oil and gas	employees' happiness and	
		industry in the United Arab	satisfaction.	
		Emirates		
	Sun Rongxia,	Reflections on Attracting and	The school should provide the	
	2011	Retaining High-level Talents	talents with convenient working	
		in Colleges and Universities	conditions and considerate	
		VDE	services	

Variables in a	Author and year	Title	Literature Results	interview questions
literature review				
work culture	Zhou (2021)	The Promoting	By building a good corporate culture, we	12. (1) If Baise University prevents
		Effect of Enterprise	can stimulate the enthusiasm of the	your leaders from using negative
		Culture on Human	employees, further enhance the loyalty of	words to evaluate your mistakes.
		Resource	the employees, improve the work	Will this entice you to stay longer?
		Management	efficiency of the company, give full play	(2) Would you be proud if Baise
		V	to the role of human resource	University set up bonuses for
			management, and make employees	employees who want to continue
			willing to stay and work for the	their studies and those who provide
			company.	media services to the countryside?
			64	(3) Would you feel warm if Baise
		V U A	10 m 19/	University encouraged colleagues
			DEV	to say compliments every morning?

Variables in a	Author and year	Title	Literature Results	interview questions
literature review				
	Anitha & Begum	Role of	The impact of organizational culture on	(4) Do you think the above practices
	(2016).	organisational	employee retention rate is higher than that	contribute to a positive work culture
		culture and	of continuous commitment and normative	in Baise University?
		employee	commitment. This means that the	
		commitment in	organization's employees have a more	
		employee retention	positive view of the organization's culture.	
	McGregor	The Human Side of	Aligning organizational strategy and	
	(1960)	Enterprise	climate with employee values through	
			motivation, education will foster	
			organizational development and improve	
			organizational culture	
		1	DEV	

Variables in a literature review	Author and year	Title	Literature Results	interview questions
Subordinate	Wang and Huang	The relationship	Both superior-subordinate	13. (1) If your department heads talk
relationship	(2020)	between superior	communication and organizational	to you like their child, nurturing you
		and inferior	commitment can positively affect the	with new tests and challenging tasks
		communication,	employment stability of college	every day, will that entice you to stay
		organizational	students. The better the	longer?
		commitment and	superior-subordinate communication	(2) If your department head guides
		employment	and organizational commitment, the	me to learn new skills and smart IoT
		stability of college	stronger the employment stability of	technology courses. Will this entice
		students	college students. Communication	you to stay longer?
			between superiors and subordinates	(3) Leaders always talk to you, and
			plays a mediating role in the positive	even go on outings together after get
			impact of college students'	off work. What do you think about
			employment stability.	this?

Variables in a literature review	Author and year	Title	Literature Results	interview questions
		CHO CHO	KUNAER	(4) Do you think the above approachcan make the relationship betweensuperiors and subordinates better,thereby attracting talents to stay?
Subordinate	Yang Shuai,	Research on the	Strengthening the guidance and care	13. (1) If your department heads talk to
relationship	2020	management of the	for employees, guiding young	you like their child, nurturing you with
		turnover of young	employees to change students'	new tests and challenging tasks every
		employees in X	thinking, building a bridge for	day, will that entice you to stay longer?
		Power Supply	communication between	(2) If your department head guides me
		Bureau	management and employees, paying	to learn new skills and smart IoT
		V UA	attention to employees' spiritual life,	technology courses. Will this entice
			and establishing an information	you to stay longer?
			feedback mechanism can reduce the	
			turnover intention of talents	

Variables in a	Author and year	Title	Literature Results	interview questions
literature review				
			KUNA	(3) Leaders always talk to you, and
				even go on outings together after get
				off work. What do you think about
			7	this?
				(4) Do you think the above approach
				can make the relationship between
				superiors and subordinates better,
				thereby attracting talents to stay?
			DED 196	

Variables in a	Author and year	Title	Literature Results	interview questions	
literature review					
	(Sung & Choi,	Do organizations	Appropriate investment in training	13. (1) If your department heads talk to	
	2014)	spend wisely on	and development strengthens	you like their child, nurturing you with	
		employees? Effects	employees' ability to innovate.	new tests and challenging tasks every	
Subordinate		of training and	Providing employees with learning	day, will that entice you to stay longer?	
relationship		development	opportunities fosters organizational	(2) If your department head guides me	
relationship		investments on	commitment.	to learn new skills and smart IoT	
		learning	$\langle \langle \langle \langle \rangle \rangle$	technology courses. Will this entice you	
		and innovation in		to stay longer?	
		organizations.			
VDED 1991					

Variables in a literature review	Author and year	Title	Literature Results	interview questions		
	Biron & Boon (2013)	Performance and turnover intentions: a social exchange perspective	Fostering the development of good relationships between leaders and subordinates is beneficial. For example, companies can train managers in leadership and relationship skills and motivate them to build high-quality relationships with subordinates.	 (3) Leaders always talk to you, and even go on outings together after get off work. What do you think about this? (4) Do you think the above approach can make the relationship between superiors and subordinates better, thereby attracting talents to stay? 		
ONDED 1967						

Variables in a	Author and year	Title	Literature Results	interview questions	
literature review					
customer	Zheng Chaohui,	How to make	Customer satisfaction fills the	14. (1) If the teachers and classmates of	
satisfaction	2019	teachers feel	teaching profession with pride	Baise University always write to the boss,	
		professionally	and a willingness to stay and	praising your work. Are you proud of	
		proud	continue in the field	yourself?	
				(2) If the students and teachers of Baise	
				University have always recognized you or	
				providing teaching or services to them.	
				Are you proud of yourself?	
				(3) If students and teachers at Baise	
				University know your name and use	
		C/Λ	10r019/	positive words when talking to you. Are	
			DEV	you proud of yourself?	

Variables in a	Author and year	Title	Literature Results	interview questions
literature review				
customer	Medina, 2012	Job Satisfaction	The management of traditional HR	(4) What practices do you think
satisfaction		andEmployee	practices, which emphasize the	improve customer satisfaction that
		Turnover Intention:	productivity and profitability of the	make you feel proud of your work and
		What	organization as a top priority, largely	that attracts you to stay longer?
		does Organizational	ignores employee satisfaction, which	
		Culture Have To Do	in turn affects their overall	
		With It?	commitment to the job, thereby	
			increasing the rate of brain drain	
University	Meng (2021)	Strategies for Talent	Contributes to talent attraction and	
popularity		Recruitment and	retention by increasing the	
		Retention of	university's social profile and	
		Guangxi	influence	
		Independent		
		College		

Variables in a literature review	Author and year	Title	Literature Results	interview questions
University popularity	Meng (2021)	Strategies for Talent Recruitment and Retention of Guangxi	Contributes to talent attraction and retention by increasing the university's social profile and influence	15. Would you like to see Baise University attract people from Thailand, Laos, Vietnam, Japan,
		Independent College		Cambodia and Myanmar to do the
	DingYuan	Research on the	The implementation of reciprocal	following?
	Garden, 2021	Current Situation and	policies such as the signing of the	(1) Learning creative thinking?
		Countermeasures of	China-ASEAN Free Trade Area has	Why?
		Sino-foreign	promoted the increasingly obvious	(2) Learning Chinese? Why?
		Cooperation in	trend of Guangxi-ASEAN economic	(3) Do you know about China's Belt
		Running Schools in	integration, which has accelerated the	and Road projects? Why?
		Guangxi Universities	development of higher education	(4) Learning China's new classroom
			internationalization.	innovations here? Why?

Variables in a literature review	Author and year	Title	Literature Results	interview questions
	DingYuan		An important form of education	(5) Do you think the above measures
	Garden, 2021		internationalization is Sino-foreign	to improve international reputation
			cooperation in running schools. In this	can attract talents to stay longer?
			context of internationalization, the	
		\checkmark	importance of Sino-foreign	
		9	cooperation in running schools has	
			become increasingly prominent.	



Variables in a literature review	Author and year	Title	Literature Results	interview questions	
University	Ransom (2019)	Smart Places: How	Universities can work closely with	15 .Would you like to see Baise	
popularity		universities are	the community, business and	University attract people from Thailand,	
		shaping a new wave of	government to address challenges	Laos, Vietnam, Japan, Cambodia and	
		smart cities.	faced by local towns and cities by	Myanmar to do the following?	
			focusing on their own competitive)1 (Learning creative thinking? Why?	
			advantages, strengthening deep)2 (Learning Chinese? Why?	
			links with governments, leading)3 (Do you know about China's Belt and	
			projects, conducting research and	Road projects? Why?	
			collaborating with partners to)4 (Learning China's new classroom	
			promote talent retention.	innovations here? Why?	
)5 (Do you think the above measures to	
				improve international reputation can	
				attract talents to stay longer?	



Master in Business Innovation



Appendix B

Interview Questionnaire

Ladies and gentlemen:

I am a student of Bangkok University, major in Master of Business Innovation. Order to finish my Independent Study(IS)-:explore the innovation of Baise

College and the factors that influence talent retention. The case of Baise University,I would like to make an interview to you.I need your cooperation, thanks a lot.

I promise that the content of the interview will only be used for studying, not for any business purposes, and I will remain confidential.

1. What is your gender?

☐ Male ☐ Female 2. How old are you?

□ Under 30 Years Old

□ 41-50 Years Old

□ 31- 40 Years Old □ 51-60 Years Old

3. What is your highest degree?

□ Ph.D. Candidate Master's □ Degree Candidate

□ Bachelor's Degree

4. What is your job title?

□ Senior title and above □ SIntermediate title

 \Box Junior professional title and below

Index	Questions	Answers	Remark
	(1) Do you feel that your current work is		
	stressful?		
Q1	(2) What are the main sources of work stress?		
	(3) Will work pressure make you have the		
	intention to leave?		
	(1) Where do you think new ideas and		
	innovations in this department come from?		
Q2	(2) Do you know how often these new ideas		
	and innovations appear?	$\langle \cdot \rangle$	
	(3) Is it from employees or managers?	P	
03	Are there obvious barriers to innovation in	S.	
Q3	Baise University? What kind of obstacle?		
	Do you use methods to incentivize innovation	Y.	
04	within your department (pay for performance?		
Q4	"Time to Innovate" strategies, recruiting		
	employees with innovation "skills")	\mathcal{N}	
	Can you describe an example of a successful		
Q5	innovation? What do you think is the reason		
	for its success?		
01	6. Can you describe an example of a failed		
Q6	innovation? Why do you think it failed?		
	7. Have you heard from the teachers and		
07	students of Baise University about the benefits		
Q7	of innovative services provided by various		
	departments?		

Index	Questions	Answers	Remark
	(1) Have you or your department established		
	partnerships with outside agencies for		
08	innovation?		
Q8	(2) Have external agencies come to you to		
	"test"/"demonstrate" ideas and innovations? Do		
	you think there is an opportunity for this?		
00	Have you noticed the diffusion of innovation		
Q9	across sectors?		
	(1) If you solve problems for your department		
	with innovative work methods at work, your	P	
	leader will praise you at the regular meeting.	S	
	What do you think about this?		
	(2) If Baise University provides a place for		
Q10	innovators to think about how to improve the		
QIU	country's comprehensive strength through		
	innovative methods. Will this entice you to stay		
	longer?		
	(3) Do you think the above methods of		
	motivating employees can attract talents to stay		
	longer?		

Index	Questions	Answers	Remark
	(1) If Baise University reduces working hours		
	every Friday to increase family time. Will this		
	entice you to stay longer?		
	(2) If Baise University provides a children's		
	room for your children after school in the office.		
Q11	What do you think about this approach?		
QII	(3) If Baise University provides a special sports		
	venue for you and your family on weekends.		
	What do you think about this approach?		
	(4) Do you think the above practices can	P	
	improve the happiness of employees?	S	
	(1) If Baise University prevents your leaders	\prec	
	from using negative words to evaluate your		
	mistakes. Will this entice you to stay longer?		
	(2) Would you be proud if Baise University set	\vee	
	up bonuses for employees who want to continue		
Q12	their studies and those who provide media		
	services to the countryside?		
	(3) Would you feel warm if Baise University		
	encouraged colleagues to say compliments every		
	morning?		
	(4) Do you think the above practices contribute		
	to a positive work culture in Baise University?		

Index	Questions	Answers	Remark
	(1) If your department heads talk to you like their		
	child, nurturing you with new tests and challenging		
	tasks every day, will that entice you to stay longer?		
	(2) If your department head guides me to learn new		
	skills and smart IoT technology courses. Will this		
012	entice you to stay longer?		
Q13	(3) Leaders always talk to you, and even go on		
	outings together after get off work. What do you		
	think about this?		
	(4) Do you think the above approach can make the	$P \setminus$	
	relationship between superiors and subordinates	^	
	better, thereby attracting talents to stay?		
	(1) If the teachers and classmates of Baise		
	University always write to the boss, praising your		
	work. Are you proud of yourself?		
	(2) If the students and teachers of Baise University		
	have always recognized you for providing teaching		
014	or services to them. Are you proud of yourself?		
Q14	(3) If students and teachers at Baise University		
	know your name and use positive words when		
	talking to you. Are you proud of yourself?		
	(4) What practices do you think improve customer		
	satisfaction that make you feel proud of your work		
	and that attracts you to stay longer?		

Index	Questions	Answers	Remark
	Would you like to see Baise University attract		
	people from Thailand, Laos, Vietnam, Japan,		
	Cambodia and Myanmar to do the following?		
	(1) Learning creative thinking? Why?		
	(2) Learning Chinese? Why?		
	(3) Do you know about China's "The Belt and		
Q15	Road " projects? Why?		
	(4) Learning China's new classroom innovations		
	here? Why?		
	(5) Do you think the above measures to improve	2	
	international reputation can attract talents to stay	\mathcal{S}	
	longer?	4	



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Appendix C

Original Recorded data of Interview

QUESTION1:

- 1) Do you feel that your current work is stressful?
- 2) What are the main sources of work stress?
- 3) Will work pressure make you have the intention to leave?

Respondent 1 Answer

I am mainly engaged in the administrative work related to internal audit, and the work pressure is not too big (1.1.1), I think the work pressure is mainly due to the workload (1.1.2), because there were 8 people in our department before last year, and currently only 4 people work, the workload is very heavy, Too much work pressure will not make me have the intention to leave (1.1.3) but I will want to change positions.

Respondent 2 Answer

I am mainly engaged in audit-related administration, and I teach students two classes a week .The work pressure is not too big (1.2.1) .I think the work pressure is mainly research pressure (1.2.2), I used to work in Huawei, because the work pressure was too high, so I chose the teaching profession with less pressure (1.2.3).

Respondent 3 Answer

I am mainly engaged in administrative work related to supervision, and **the work pressure is a bit heavy** (1.3.1), The work pressure mainly comes from **the pressure of the superior** (1.3.2), and the report is often required to be submitted within a short period of time. **The high work pressure will not make me have the intention to leave** (1.3.3), because my age does not allow me to leave.

Respondent 4 Answer:

I am mainly engaged in teaching work, and **the work pressure is not too big** (1.4.1). I think the work pressure mainly **comes from the teaching workload** (1.4.2), because I have to undertake teaching tasks for many classes. **The job stress conference made me have the intention to leave** (1.4.3). My last job was in a cost consulting company, and I often worked overtime at night, so I chose the teaching profession with less stress.

Respondent 5 Answer:

I am mainly engaged in administration related to supervision, and I also teach students two classes a week. I feel that I am under work pressure at the moment (1.5.1). The work pressure mainly comes from the division of work in the department (1.5.2). The leaders let me in charge of many types of work. Too much work pressure makes me have the intention to leave (1.5.3), because too much pressure causes me to lose sleep at night.

Respondent 6 Answer:

I am mainly engaged in teaching and academic research after work. The work pressure is not too big (1.6.1). Work pressure mainly comes from the oppression of leaders (1.6.2). Work pressure will make me have the intention to leave (1.6.3), because too much pressure will affect my mental state.

Respondent 7 Answer:

I am mainly engaged in teaching work related to innovation and entrepreneurship education, and **the work pressure is high** (1.7.1). The work pressure is high mainly due to the failure of income generation due to **the geographical location of Baise** (1.7.2). **The pressure of work makes me more and more brave** (1.7.3).

Respondent 8 Answer:

I am mainly engaged in administrative work related to personnel management. I think **the work pressure is very high** (1.8.1). The work pressure mainly **comes from the heavy workload** (1.8.2), but also from the fact that I have put in a lot of effort, but I still cannot recruit and retain talents. **Work pressure will make me have the intention to leave** (1.8.3), and working overtime every day will reduce my family time.

Respondent 9 Answer:

I am mainly engaged in administrative work related to international exchanges and cooperation, foreign teachers, and international student affairs. At present, **the work pressure is not high** (1.9.1). Work pressure mainly comes from **the system of Baise University** (1.9.2), but innovation is restricted by various systems.**Too much work pressure makes me have the intention to leave** (1.9.3), because the system is outdated and it is difficult to work.

Respondent 10 Answer:

I am mainly engaged in teaching work, and also in administrative work of student management. **The work pressure is greater than my previous position** (1.10.1). **Work pressure mainly comes from students** (1.10.2), because sometimes students have special ideas that I can't figure out. **The high work pressure will not** **make me have the idea of leaving** (1.10.3), I will find new ways to solve the problem.





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QUESTION2:

(1) Where do you think new ideas and innovations in this department come

from?

(2) Do you know how often these new ideas and innovations appear?

(3) Is it from employees or managers?

Respondent 1 Answer:

The new ideas of this department mainly come from **the thinking of employees** or managers after communicating and **studying with the personnel of similar departments in other universities** (2.1.1), and the time of appearance is not fixed.

Respondent 2 Answer:

I don't have innovative ideas (2.2.1)

Respondent 3 Answer:

The new ideas of this department mainly come from **superior documents** (2.3.1), usually once a year, mainly from management.

Respondent 4 Answer:

The new ideas of this department mainly come from **policy** (2.4.1), usually once every 5-8 years, and proposed by policy makers.

Respondent 5 Answer:

The new ideas of this department are mainly put forward by employees and

managers after learning and thinking (2.5.1), usually when a new problem is encountered.

Respondent 6 Answer:

The ideas of teaching and scientific research innovation mainly **come from the literature** (2.6.1), and are summarized after consulting the literature.

Respondent 7 Answer:

New ideas **from work practice** (2.7.1), generally summarize once a year, put forward innovative ideas, generally put forward by managers.

Respondent 8 Answer:

The new ideas come from **the manager's experience summary at work** (2.8.1), generally once a month.

Respondent 9 Answer:

New ideas are generally proposed by managers due to **changes in domestic and foreign situations** (2.9.1), and will appear when the situation changes.

Respondent 10 Answer:

New ideas and innovations mainly come from **managers and students** (2.10.1), and new ideas will appear when problems need to be solved, so they appear irregularly.



QUESTION 3:

Are there obvious barriers to innovation in Baise University? What kind of obstacle?

Respondent 1 Answer:

I think that Baise University has **an obstacle to innovation in its working methods** (3.1.1), and employees have a solid mindset and are unwilling to innovate.

Respondent 2 Answer:

I think Baise University has obvious obstacles to innovation and lack of flexibility (3.2.1).

Respondent 3 Answer:

I think there are obvious obstacles to innovation in Baise University, **The** environment and value of innovation fail to convert (3.3.1)

Respondent 4 Answer:

Geographical barriers. Due to the remote location, **students entrance scores are relatively low** (3.4.1), and their innovation ability is weak relative to the theoretical direction.

Respondent 5 Answer:

Insufficient funds Obstacles and weak willingness to innovate (3.5.1), resulting in no better solution to the problem of insufficient funds.

Respondent 6 Answer:

It is difficult to do anything in violation of the written instructions, so it is necessary to strictly follow the rules and procedures and it is difficult to innovate.**Policies and institutions have influenced the innovation of Baise University** (3.6.1).

Respondent 7 Answer:

I think that Baise University has obvious obstacles to innovation, mainly due to **geographical problems** (3.7.1) that lead to few social resources available.

Respondent 8 Answer:

I think there are obvious barriers to innovation in Baise University, Mainly because **the school development is not clear** (3.8.1), so it is impossible to formulate targeted innovation measures.

Respondent 9 Answer:

I think that Baise University has obvious obstacles to innovation, which are mainly reflected in **the old system** (3.9.1), which leads to low activity of teachers and students in work and study, and low efficiency.

Respondent 10 Answer:

I think Baise University has obvious obstacles to innovation, mainly because **the incentive mechanism is backward** (3.10.1), because of the traditional way of thinking, there is no innovation in combination with the actual situation of the school.





QUESTION4: Do you use methods to incentivize innovation within your department (eg: using pay for performance? "Time to Innovate" strategies or recruiting employees with innovation skills)

Respondent 1 Answer:

I have **employed a pay-for-performance approach (4.1.1)** to incentivize innovation within the department.

Respondent 2 Answer:

I have not adopted any method (4.2.1) to stimulate innovation within the department. It is enough that the staff of the department discuss with each other that they can effectively solve the work problem.

Respondent 3 Answer:

I have a pay-for-performance approach (4.3.1) to incentivize innovation within the department.

Respondent 4 Answer:

I have a pay-for-performance approach (4.4.1) to incentivize innovation within the department.

Respondent 5 Answer:

I have not employed any method (4.5.1) to incentivize innovation within the sector.

Respondent 6 Answer:

I have a pay-for-performance approach (4.6.1) to incentivize innovation within the department.

Respondent 7 Answer:

I have adopted the method of performance pay (4.7.1) to implement distribution according to work to stimulate innovation within the department.

Respondent 8 Answer:

I have not employed any method (4.8.1) to incentivize innovation within the sector.

Respondent 9 Answer:

I have a pay-for-performance approach (4.9.1) to incentivize innovation within the department.

Respondent 10 Answer:

I have **employed the recruitment of employees with innovative skills** (4.10.1) to stimulate innovation within the department.





QUESTION5:

Can you describe an example of a successful innovation? What do you think is the reason for its success?

Respondent 1 Answer:

I mainly **innovated the audit mode (5.1.1)**, which improved work efficiency and achieved better results.

Respondent 2 Answer:

Baise University has **made some adjustments to the salar** (5.2.1) y to be more reasonable than before, the quality of the management personnel has also been improved, the rationality of the system formulation and the execution ability have become stronger, the above innovations can be successful mainly because they are more realistic and satisfy most of the Human needs and more operability.

Respondent 3 Answer:

I am deeply impressed by the **innovation of the work process and the reduction of the work process (5.3.1)**. The reason for the success is that the work efficiency is improved.

Respondent 4 Answer:

I think that the successful innovation in the field of engineering cost is the **computerization of engineering costing (5.4.1)**, which replaces the original manual calculation mode, making the calculation more convenient and faster, and the accuracy rate is higher.

Respondent 5 Answer:

The use of the **office system** (**5.5.1**) can be successful because it saves time, improves efficiency, is environmentally friendly, and is convenient for archiving and viewing.

Respondent 6 Answer:

I have **no examples (5.6.1)** of successful innovation.

Respondent 7 Answer:

Improve the motivation of faculty and staff through **income-generating performance (5.7.1)**, and the success is because the salary increase meets the expectations of the staff.

Respondent 8 Answer:

I have no examples (5.8.1) of successful innovation.

Respondent 9 Answer:

I have **no examples (5.9.1)** of successful innovation.

Respondent 10 Answer:

When recruiting talents, **select teachers with innovative consciousness** (5.10.1). The reason for success is being good at discovering the advantages of talents can bring benefits to teaching and research.


QUESTION6: Can you describe an example of a failed innovation? Why do you think it failed?

Respondent 1 Answer:

Because the school's positioning is not clear enough, **attracting talents with high professional titles with high salaries (6.1.1)** exceeds the school's economic ability and affects the normal operation of the school.

Respondent 2 Answer:

The proportion of interpersonal relationships in the evaluation of teachers' teaching (6.2.1), scientific research and professional titles is too large. The reason for the failure is that it cannot reflect fairness and justice.

Respondent 3 Answer:

In order to improve work efficiency, the government proposed to **reduce the number of requests for instructions and meetings, but the implementation was not successful (6.3.1)** due to the need for approval at various levels to solve the problem.

Respondent 4 Answer:

The school supports and actively promotes school-enterprise cooperation, but the **cooperation is a mere formality and has not achieved results (6.4.1)**, because Enterprises and schools have different concerns. Enterprises focus on timeliness, while schools focus on teaching. The actual projects of enterprises generally require limited time, and it is impossible for students to practice slowly in schools.

Respondent 5 Answer:

Schools implemented fingerprint punch-in attendance, which was canceled after only a few months of implementation. The reason for the failure is that the nature of the work of teachers or administrators is different from that of the factory. Some work needs to be done outside the school, and it is often necessary to leave the campus before closing time, so **the fingerprint attendance does not meet the actual situation (6.5.1)**.

Respondent 6 Answer:

I'm sorry I can't give you an example (6.6.1) of an innovation failure.

Respondent 7 Answer:

Failure to generate revenue, the effect is not obvious due to geographical environment and geographical restrictions (6.7.1).

Respondent 8 Answer:

There are fewer innovations, and **I have no failed innovations to share** (6.8.1).

Respondent 9 Answer:

I have no examples of failed innovations (6.9.1).

Respondent 10 Answer:

I have no examples of failed innovations (6.10.1).





QUESTION7:

Have you heard from teachers and students at Baise University about the benefits of innovative services offered by our department?

Respondent 1 Answer:

I heard from teachers and students (7.1.1) at Baise University about the benefits of innovative services provided by our department.

Respondent 2 Answer:

I have not heard from the teachers and students (7.2.1) of Baise University about the benefits of innovative services provided by our department.

Respondent 3 Answer:

I heard from teachers and students (**7.3.1**) at Baise University about the benefits of innovative services provided by our department.

Respondent 4 Answer:

I heard from teachers and students (7.4.1) at Baise University about the benefits of innovative services provided by our department.

Respondent 5 Answer:

I have not heard from the teachers and students (7.5.1) of Baise

University about the benefits of innovative services provided by our department.

Respondent 6 Answer:

I have not heard from the teachers and students (7.6.1) of Baise

University about the benefits of the innovative services provided by our department.

Respondent 7 Answer:

I have not heard from the teachers and students (7.7.1) of Baise University about the benefits of innovative services provided by our department.

Respondent 8 Answer:

I have not heard from the teachers and students (7.8.1) of Baise University about the benefits of innovative services provided by our department.

Respondent 9 Answer:

I have not heard from the teachers and students (7.9.1) of Baise University about the benefits of the innovative services provided by our departmen.

Respondent 10 Answer:

I heard that teachers and students (7.10.1) often praise the department's innovative services.



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QUESTION 8:

Do you or your department have partnerships with outside agencies for innovation? Have external agencies come to you to "test" "demonstrate" ideas and innovations? Do you think there is an opportunity for this?

Respondent 1 Answer:

The special audit of our department has **established a cooperative relationship with external units** (8.1.1).Software companies with engineering audits are **recommended to use software related to engineering audits** (8.1.2). I think there are quite a few opportunities to collaborate with external agencies (8.1.3).

Respondent 2 Answer:

Currently there is **no cooperation with external departments (8.2.1)**, At present, **no external organization has proposed cooperation intention** (8.2.2), **I think there will be opportunities (8.2.3)** to collaborate with external agencies as the school grows.

Respondent 3 Answer:

Our department **does not currently have it** (8.3.1). Our department is an inspection department and rarely cooperates with external agencies. **The work** content of the department is **independent**, so it will **not cooperate with external agencies to carry out work** (8.3.2).

Respondent 4 Answer:

Some engineering cost software companies have demonstrated a more convenient calculation method in the software (8.4.1).many companies hope to establish a school-enterprise partnership (8.4.2) to cultivate the talents they need. I think there are quite a few opportunities (8.4.3) to collaborate with external agencies.

Respondent 5 Answer:

Our department currently has no cooperation with external agencies (8.5.1), No external agencies are currently seeking cooperation (8.5.2), I think there is a chance (8.5.3).

Respondent 6 Answer:

We have **established cooperative relations** (8.6.1) with a number of agricultural and food-related enterprises, External companies often **propose cooperation intentions to us (8.6.2)** There will be **opportunities to cooperate with external institutions (8.6.3)**, and cooperation with external enterprises will allow students to have more practical opportunities, and enterprises will also increase their visibility.

Respondent 7 Answer:

There are catering enterprises to **establish cooperative relations (8.7.1)**, Some catering companies **put forward innovative cooperation plans** (8.7.2),There will be **opportunities to work with catering companies** (8.7.3) who can benefit from students whose schools are far from the city centre.

Respondent 8 Answer:

Our department currently has no cooperation with external agencies (8.8.1) No external agencies are currently seeking cooperation (8.8.2), I don't think there is a chance (8.8.3).

Respondent 9 Answer:

Our school **cooperates with Bangkok University (8.9.1**), in running schools, some other universities have **proposed new ideas dbout the cooperation in running schools (8.9.2**) to our school.**There will be more opportunities (8.9.3**) to cooperate with other universities.

Respondent 10 Answer:

No innovation partnership (8.10.1) has been established yet, there are external institutions seeking cooperation (8.10.2), and our school has the willingness to communicate and cooperate with external institutions, but due to the immaturity of various conditions, there is no cooperation for the time being. There will be opportunities (8.10.3) to cooperate with external institutions in the future.



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QUESTION9:

Have you noticed the diffusion of innovation across sectors?

Respondent 1 Answer:

Diffusion of innovation among sectors noted (9.1.1).

Respondent 2 Answer:

Failure to pay attention to the diffusion of innovation (9.2.1) between departments.

Respondent 3 Answer:

Failure to pay attention to the diffusion of innovation (9.3.1) between departments.

Respondent 4 Answer:

Failure to pay attention to the diffusion of innovation (9.4.1) between departments.

Respondent 5 Answer:

Failure to pay attention to the diffusion of innovation (9.5.1) between departments.

Respondent 6 Answer:

Failure to pay attention to the diffusion of innovation (9.6.1) between departments.

Respondent 7 Answer:

Diffusion of innovation among sectors **noted** (9.7.1).

Respondent 8 Answer:

Failure to pay attention to the diffusion of innovation (9.8.1) between departments.

Respondent 9 Answer:

Failure to pay attention to the diffusion of innovation (9.9.1) between departments.

Respondent 10 Answer:

Failure to pay attention to the diffusion of innovation (9.10.1) between departments.



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QUESTION 10:

(1) If you use innovative work methods to solve problems for your department at work, your leaders will praise you at regular meetings. What do you think about this?

(2) If Baise University provides a place for innovators to think about how to improve the country's comprehensive strength through innovative methods. Will this entice you to stay longer?

(3) Do you think the above methods can motivate employees? Why?

Respondent 1 Answer:

I use innovative working methods to solve problems for your department at work. The praise from the leader at the meeting is the recognition of my work and encourages other colleagues to learn from me. I will be very happy and try to do better in the future work (10.1.1).

The school provides a place to think that will not attract me to stay at Baise University for a longer period of time (10.1.2), because this benefit is not what I need. No (10.1.3), because most talents do not pay attention to the research on improving the comprehensive strength of the country.

Respondent 2 Answer:

I have not considered the praise of the leader (10.2.1). The fact that the school provides a research site will not induce me to stay longer (10.2.2), at least not currently.I don't think leadership's praise and the provision of research sites are currently motivating staff (10.2.3).

Respondent 3 Answer:

The leaders praised me at the meeting, and **I will continue to innovate my** way of working (10.3.1). If the school provides a research site will tempt me to stay longer (10.3.2), The above two measures are difficult to achieve due to the influence of policies. If they can be achieved, **I think they can motivate employees** (10.3.3).

Respondent 4 Answer:

I will be proud of myself and keep working hard (10.4.1), The school provides a research site that will tempt me to stay longer (10.4.2), The above two methods can motivate me (10.4.3), but I am not sure if they can motivate other employees.

Respondent 5 Answer:

The leader praised me at the meeting, saying that my work method has been recognized by the leader, and **I will be very happy** (10.5.1). The school provides a research site **will not tempt me to stay longer** (10.5.2). **I don't think so** (10.5.3), because most staff need the school to meet their material needs first.

Respondent 6 Answer:

I don't care about praise from leaders (10.6.1), but I am happy with my progress.

The school provides a research site **will tempt me to stay longer (10.6.2)**, I think leadership's affirmation of individuals and the provision of research sites **can motivate employees (10.6.3)** because they can reflect personal values and promote innovation.

Respondent 7 Answer:

I will be very happy to be praised by the leaders and **will continue to work** hard in the future (10.7.1), The school provides a research site will tempt me to stay longer (10.7.2), I think it can motivate employees (10.7.3), because the greatest happiness of a person is to realize self-worth.

Respondent 8 Answer:

The workload is too large to innovate (10.8.1), Providing research sites would tempt me to stay longer (10.8.2), I don't think it necessarily motivates employees (10.8.3).

Respondent 9 Answer:

Leader praise is conducive to **creating an innovative atmosphere**, **encouraging employees to innovate work methods**, **improve work efficiency**, **and create good performance** (10.9.1).The school's research site **would tempt me to stay longer** (10.9.2) I believe that leadership recognition and the provision of research sites **motivate employees** (10.9.3).

Respondent 10 Answer:

I am encouraged (10.10.1) by the praise from my leaders The school provides a place for research which will induce me to stay longer (10.10.2).Yes, Because everyone has the psychological need to be recognized by others (10.10.3), especially their superiors.



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OUESTION 11:

(1) If Baise University reduces working hours every Friday to increase family time. Will this entice you to stay longer?

(2) If Baise University you have a children's room in the office for your children after school. What do you think about this approach?

(3) If Baise University weekends offer you and your family a special sports venue. What do you think about this approach?

(4) Do you think the above practices will improve employee happiness?

Respondent 1 Answer:

If Baise University reduces working hours every Friday to increase family time, I will be grateful for the school's humane way of working and encourage me to improve work efficiency and quality within the limited time (11.1.1). The provision of children's rooms can not only effectively solve the problems of employees, but also allow employees to work with peace of mind (11.1.2). I think it is good to provide a special sports venue (11.1.3), which saves time to go to the gym and brings convenience to employees and their families. The above practices can improve the happiness of employees (11.1.4).

Respondent 2 Answer:

I don't think that reducing work hours every Friday to increase family time is the key factor and won't make me stay longer (11.2.1). I think schools can try to provide children's rooms (11.2.2). Special exercise venues, I think we can try (11.2.3). Yes, these practices increase employee happiness (11.2.4).

Respondent 3 Answer:

Reduced working hours to increase family time every Friday **can attract me to stay longer (11.3.1)** because I have more time to spend with my family, I agree with the school to provide a children's room (11.3.2) because I don't have an elderly person to help pick up the children. I think it is possible **to bring convenience** (11.3.3) to employees and their families by providing special sports venues. Yes, **these practices increase employee happiness (11.3.4)**.

Respondent 4 Answer:

Reduced working hours every Friday to increase family time **can attract me to stay longer (11.4.1),** which is in line with the needs of employees **I don't think the children's room is necessarily useful (11.4.2)**, because the school provides after-school services, and we also leave work after the children are out of school.Not **everyone likes sports (11.4.3)**, it depends on everyone's interests. I don't need it myself. Yes, **these practices increase employee happiness (11.4.4)**.

Respondent 5 Answer:

Since I live alone now, I reduce work hours every Friday to increase family time. **I don't need it (11.5.1). It's a good idea (**11.5.2**)** to provide a children's room, I don't need it now, but I think a lot of teachers do.

I think it is good to have a special sports venue (11.5.3) because I like sports. Yes, these practices increase employee happiness (11.5.4).

Respondent 6 Answer:

I agree to reduce my working hours every Friday to increase family time (11.6.1), which allows me to spend more time with my parents. The idea of providing a children's room is attractive (11.6.2), I don't think it is necessary to provide special sports venues (11.6.3), just take a walk around the residence after meals. Yes, these practices increase employee happiness (11.6.4).

Respondent 7 Answer:

Reducing my working hours does not necessarily allow me to have more time (11.7.1) on a case-by-case basis. I am not sure if it is good to provide a children's room (11.7.2) as it may interfere with the work. I don't think it is necessary to provide special sports venues (11.7.3). Yes, these practices increase employee happiness (11.7.4).

Respondent 8 Answer:

Our department is very busy and has been working overtime. It is impossible to reduce working hours every Friday to increase family time in our department (11.8.1). I believe that the provision of a children's room would affect work (11.8.2). We all work overtime on weekends, so I don't need any special sports venues (11.8.3). I think these practices are not in line with the actual situation of the school (11.8.4) and are difficult to implement.

Respondent 9 Answer:

Because there is a lot of work to do, reducing the workday will reduce work efficiency, and doing so **will not make me stay longer (11.9.1). I support schools to provide children's rooms (**11.9.2**). I** don't care if a special place is provided because **I don't need it (11.9.3).**Yes, **these practices increase employee happiness (11.9.4).**

Respondent 10 Answer:

Reduced working hours every Friday to increase family time **can attract me to stay longer** (11.10.1) because I can spend more time with my children.I support schools to provide children's rooms (11.10.2) and create favorable conditions for teachers and staff.I don't think it is necessary to provide special sports venues (11.10.3). Yes, these practices increase employee happiness (11.10.4).





QUESTION 12:

(1) If Baise University prevents your leaders from using negative words to evaluate your mistakes. Will this entice you to stay longer?

(2) Would you be proud if Baise University set up bonuses for employees who want to continue their studies and for those who provide media services to the countryside?

(3) Would you feel warm if Baise University encouraged colleagues to say compliments every morning?

(4) Do you think the above approach contributes to a positive work culture at Baise University? Why?

Respondent 1 Answer:

Yes, **this will entice me to stay longer (12.1.1)** because I still want to be forgiven by my leadership when I make a mistake. Evaluating my mistakes in positive words gives me the confidence to correct them. Yes, as **it is good practice for the University (12.1.2)** to take into account the personal development of staff and encourage them to serve the community.**I will feel warm (12.1.3)**, because mood has a great influence on work efficiency. Hearing praise from colleagues every morning can make work enjoyable.**I think yes (12.1.4)**, because caring and encouraging employees is a positive sign.

Respondent 2 Answer:

I don't care if my boss speaks negatively about my mistakes (12.2.1), so it's not a factor for me to stay longer. It's great for the school (16.2.2), but I'm not proud of it. Yes, **praise is better than criticism (12.2.3)**. **A positive culture is not necessarily promoted (12.2.4)**, and a positive work culture at Baise University is not a decisive factor for university faculty.

Respondent 3 Answer:

This attracted me to stay longer (12.3.1), as I was encouraged by the positive comments from my leadership.I would be proud (12.3.2) that the school considers the personal development of staff.I feel warm (12.3.3) because compliments make me feel good.Yes, humanistic care can keep people (12.3.4).

Respondent 4 Answer:

This attracts me to stay longer (12.4.1) because positive feedback on bugs is more memorable than negative feedback. I will be proud (12.4.2), because the bonus can not only meet the material needs of the staff, but also reflect the school's care for the staff.I will feel warm (12.4.3) because listening to compliments makes people happy

I think yes (12.4.4), because humanistic care can stay.

Respondent 5 Answer:

This didn't entice me to stay longer (12.5.1), the moderate amount of negative feedback helped me correct mistakes faster. Yes, and bonuses reflect the school's support for the personal development of staff (12.5.2).

I find it warm (12.5.3), but saying it becomes formalized every day doesn't sound like its true. I think yes (12.5.4), because it actually addresses the needs of employees.

Respondent 6 Answer:

This will entice me to stay longer (12.6.1) because it encourages me not to

make the same mistake in the future. Yes, **that makes me proud (12.6.2). It doesn't make me feel warm (12.6.3)** to encourage my colleagues every day because I don't think it's true to say it every day.**I think yes (12.6.4)**, because it is a visible reward and incentive.

Respondent 7 Answer:

This attracted me to stay longer (12.7.1), as negative words tend to undermine employee confidence.I am proud of the school doing well (12.7.2). It keeps me warm (12.7.3). I think this helps promote a positive work culture (12.7.4) as praise and rewards motivate people.

Respondent 8 Answer:

Doesn't tempt me to stay longer (12.8.1), but positive reviews are better than negative reviews.**I am proud** (12.8.2) that the school supports personal development and community service. **I don't think it will have any practical effect** (12.8.3). Better to reduce overtime or increase staff.No, it is not practical (12.8.4).

Respondent 9 Answer:

12.9.1 It didn't tempt me to stay too long, sometimes it takes negative words to make people realize their mistakes. This makes me proud (12.9.2) because the school is doing so well. I don't think it's necessary to praise all the time (12.9.3). Maybe (12.9.4), but it's not a long-term solution.

Respondent 10 Answer:

It can attract me to stay longer (12.10.1), and let employees feel that the leadership cares. Makes me proud (12.10.2) because it encourages employees to improve themselves and serve the community. Yes, I will feel warm (12.10.3). Yes (12.10.4). Because everyone needs to be respected, valued and cared for.





QUESTION 13:

(1) If your department heads talk to you like their child, nurturing you with new tests and challenging tasks every day, will that entice you to stay longer?

(2) If your department head guides you to learn new skills and smart IoT technology courses. Will this entice you to stay longer?

(3) You always have heart-to-heart talks with your boss and even go on outings together after get off work. What do you think about this?

(4) Do you think the above approach can make the relationship between superiors and subordinates better? why?

Respondent 1 Answer:

If I feel like I am making progress in a challenging job that **would attract me to stay (13.1.1)**. But if it makes me feel too stressed, it doesn't make me want to stay. **This can attract me (13.1.2)**, can help me learn more knowledge and skills and improve my work ability.**Conversation helps to promote work (13.1.3)**, but it is not recommended to go out with the leader, work and life should be separated.Yes, **frequent communication can enhance feelings (13.1.4)**.

Respondent 2 Answer:

I don't think it will work (13.2.1). I don't think it's the key to my stay (13.2.2) I think it is necessary to have a heart-to-heart with the leader (13.2.3), but I have never thought about going out with the leader. Yes, can improve understanding between people (13.2.4).

Respondent 3 Answer:

I don't think this necessarily makes me want to stay (13.3.1). Leadership instructing me to learn new skills or knowledge attracts me to stay longer (13.3.2) Talking occasionally or when necessary is more productive (13.3.3), but I don't think it's always good to do so.Yes; feelings can keep people (13.3.4).

Respondent 4 Answer:

This would tempt me to stay (13.4.1). Innovative leaders can learn a lot. Leadership instructing me to learn new skills or knowledge will attract me to stay longer (13.4.2) so that progress and improvement can be made. I think this can maintain a good relationship with the leadership (13.4.3). Yes, I think regular communication improves the relationship with the leader (13.4.4).

Respondent 5 Answer:

Too much challenging work can feel stressful. I don't think it's attractive to make it stay for me (13.5.1).

Leadership instructing me to learn new skills or knowledge **attracts me to stay longer (13.5.2)** and it enables me to learn new skills or knowledge.**I don't think it's a good idea (13.5.3)** to always have a heart-to-heart talk with your boss, or even go on outings together after get off work. **No (13.5.4)**, I think that improving the relationship with the leader mainly depends on the leader's character and whether the leader cares about his subordinates.

Respondent 6 Answer:

I think this will tempt me to stay (13.6.1). Having a leader who is willing to train me is a recognition of my abilities. Yes (13.6.2), there is no end to learning, it is always good to know and learn more.

I think having a heart-to-heart talk with the leader and outings will improve

my relationship with the leader (13.6.3). Yes (13.6.4), can improve the relationship between colleagues.

Respondent 7 Answer:

I feel this will tempt me to stay (13.7.1). Being nurtured by leadership has helped my personal development. Yes (13.7.2). Leaders are willing to guide me to learn to reflect the importance of leadership to me. Talking with leaders and outings can make me feel happy (13.7.3). In my opinion, in order to improve the relationship with the leader, we must balance work and family so that we can live in harmony (13.7.4).

Respondent 8 Answer:

I don't think this will happen in our department (13.8.1). This is not in line with the way our department heads operate. Yes (13.8.2), skill is not overpowering.

Working overtime frequently and going out **does not meet the actual situation of our department (13.8.3). I think the above methods can improve the relationship between superiors and subordinates (13.8.4)**. It would be great if it could be implemented.

Respondent 9 Answer:

The leadership always assigning me challenging jobs will not attract me to stay (13.9.1) because I don't like it, I don't think this will attract me (13.9.2) to stay because the new skills of leadership coaching are not what I want to learn.

It is necessary to communicate with leaders more (13.9.3), but it is not necessary to go out together. I don't think these practices improve the superior subordinate relationship (13.9.4) because I don't think they are important.

Respondent 10 Answer:

It will not attract me to stay (13.10.1) because I am not sure that I will always be able to do these challenging tasks well, and if I do not well, the leaders will think that I am incompetent. Leadership instructing me to learn new skills or knowledge will attract me to stay longer (13.10.2) because learning is endless, I think work and life should be separated (13.10.3), and family members should be with them after get off work.I think this can improve the relationship between superiors and subordinates (13.10.4), because people have feelings.





Business Innovation



QUESTION 14:

(1) If teachers and classmates at Baise University always write to their bosses, praising your work. Are you proud of yourself?

(2) If Baise University students and teachers have consistently recognized you for teaching or serving them. Are you proud of yourself?

(3) If Baise University students and teachers know your name and use positive words when talking to you. Are you proud of yourself?

(4) Do you think the above-mentioned improvements in customer satisfaction make you proud of your work? why?

Respondent 1 Answer:

If teachers and students often praise me in front of the leaders, I will be proud of myself (14.1.1). Recognition of my work by colleagues will make me work better and I will be proud of myself (14.1.2). Everyone knows I exist, which means I make a good impression on them and I'm proud of that (14.1.3). Teachers and students are satisfied with my work, which inspires me spiritually and affirms my ability. I will be proud of my work (14.1.4).

Respondent 2 Answer:

I don't think anyone would do that (14.2.1), Teachers and students recognize that my teaching or work would make me happy (14.2.2). Teachers and students often mention and prai se me, which makes me proud (14.2.3).

The above mentioned practice of customer satisfaction will make me happier (14.2.4), and doing the job is rewarding.

Respondent 3 Answer:

If the teachers and classmates of Baise University always write to the boss, praising my work. **I would be proud of myself (14.3.1), I will be proud of myself** (14.3.2) for the recognition of my work by my colleagues. Colleagues recognize my name and use positive language in conversations that **I am not necessarily proud of** (14.3.3)

Teachers and students praise me to the leaders and the recognition of my work can **make me feel good about my work (14.3.4)**.

Respondent 4 Answer:

Teachers and classmates always praise my teaching to the leadership, **I will be proud of myself (14.4.1), I would be proud of my teaching or service (14.4.2)** recognized by school teachers and students.**I would be proud (14.4.3)** that my school teachers and students could remember my name.I think the above approach to improving customer satisfaction **can make me feel proud of my work (14.4.4)** and satisfy teachers and students, then all my efforts are worth it.

Respondent 5 Answer:

Teachers and classmates always praise my work to the leadership, **I will be proud of myself** (14.5.1). **I will feel proud that my work** (**14.5.2**) is recognized by teachers and students in the school.**I would be proud** (**14.5.3**) that my name would be known by the teachers and students of the school.The higher the customer satisfaction, **the more proud I am (14.5.4**), because the work has been recognized by everyone.

Respondent 6 Answer:

Teachers and classmates always praise my work to the leaders, **I will be proud of myself (14.6.1).**

I would feel proud (14.6.2) that my teachers and students recognized my

work

School teachers and students can know my name and **I will be proud of this** (14.6.3) The higher the customer satisfaction, **the more proud I am (14.6.4)**, because my work has been recognized by everyone.

Respondent 7 Answer:

Teachers and classmates always praise my work to the leadership, **I will be proud of myself (14.7.1). I will feel proud (14.7.2)** that the teachers and students of the school recognize my work.I must have left a good impression in front of the teachers and students of the school, so they all know my name, **so I will feel proud** (14.7.3) The above mentioned The approach to customer satisfaction **makes me proud of what I do (14.7.4)**, because my work is recognized and value is realized.

Respondent 8 Answer:

Teachers and classmates always praise my work to the leadership, **I will be proud of myself (14.8.1). I will be proud of myself (14.8.2)** if my work ability can be recognized by teachers, students and leaders of the school. School teachers and students know me and evaluate me positively **I will be proud of myself (14.8.3)**

Improving customer satisfaction **can make me feel proud of my work** (14.8.4). The meaning of my work is to serve the people, and it is meaningful only when the clients are satisfied with my work.

Respondent 9 Answer:

Teachers and classmates always praise my work to the leadership, **I will be proud of myself (14.9.1).** My work ability can be recognized by the teachers, students and leaders of the school. **I will be proud of myself (14.9.2)**, which means that I have done a good job and have been affirmed by teachers and classmates.**I take pride (14.9.3)** in remembering my name and talking to myself in positive language when others recognize me.Improving customer satisfaction enables me to **take pride in my work (14.9.4)**, and knowing how satisfied my customers are with me promotes self-improvement.

Respondent 10 Answer:

Teachers and classmates always praise my work to the leadership, **I will be proud of myself (14.10.1)**.Recognition of my work by leaders, colleagues and students **would make me proud of myself (14.10.2)**. Everyone remembers me saying that I left a good impression on everyone and is my driving force, **so I will be proud (14.10.3)**

Improving customer satisfaction **makes me feel proud of my work (14.10.4)** as it makes me feel productive and successful in my work.





Business Innovation



QUESTION 15:

Would you like to see Baise University attract people from Thailand, Laos, Vietnam, Japan, Cambodia, and Myanmar.

(1) Learning to think creatively? why?

(2) learning Chinese? why?

(3) Know about China's "The Belt and Road" projects? why?

(4)Learn about China's new classroom innovations here? Why?

Respondent 1 Answer:

I would like Baise University to attract students from neighboring countries to study creative thinking (15.1.1), because students from different countries can communicate with each other and learn about creative thinking in different countries.

I would like Baise University to attract students from neighboring countries to study Chinese (15.1.2), because it can improve China's popularity and allow foreign countries to better understand Chinese culture.I would like Baise University to introduce China's "The Belt and Road" project to students from **neighboring countries (15.1.3)**, promote foreign cooperation, and drive economic development in western my country. I hope that Baise University can attract students from neighboring countries (15.1.4). I would like to come to Baise to learn about China's innovation in education, because showing more advanced or more innovative teaching methods can improve the popularity of Baise University in neighboring countries, which is beneficial to Baise University development.

Respondent 2 Answer:

I hope that Baise University can attract people from Thailand, Laos, Vietnam, Japan, Cambodia and Myanmar to study creative thinking (15.2.1), which will increase the number of students in Baise University.

I would like Baise University to attract students from neighboring countries to study Chinese (15.2.2), because it is conducive to learning each other's languages and understanding their country's culture. I would like Baise University to introduce China's "The Belt and Road " project to students from neighboring countries (15.2.3), which can effectively promote the local economic development of Baise. I hope that Baise University can attract students from neighboring countries (15.2.4). I would like to come to Baise to learn about China's innovation in education, because we can exchange experience and make progress together.

Respondent 3 Answer:

I would like Baise University to attract students from neighboring countries to learn creative thinking (15.3.1), because they can bring different creative thinking I would like to attract people from neighboring countries to learn Chinese (15.3.2), the more people learn Chinese, the better the Chinese will be. It may become a common language, and it is convenient for us to communicate abroad

I would like Baise University to introduce China's "The Belt and Road" project to students from neighboring countries (15.3.3), because it is related to our local economic development and the development of Baise University.

I hope that Baise University can attract students from Thailand, Laos, Vietnam, Japan, Cambodia and Myanmar to study China's innovation in education (15.3.4), because they can attract more people after bringing this innovative method back to their country learn.

Respondent 4 Answer:

I would like Baise University to attract students from neighboring countries to learn creative thinking (15.4.1), because people in Asia can see changes in the world pattern with creative thinking and better integrate into peaceful development. I would like Baise University to attract students from neighboring countries to study Chinese (15.4.2). Chinese has a long history, is the language with the largest population, and is the most attractive language. It should be accepted and loved by people all over the world.I would like Baise University to introduce China's "The Belt and Road" project to students from neighboring countries (15.4.3). Only after understanding the project of the One Belt One Road, can we understand that common development and common prosperity are the goal, and will we accept and promote it. I hope Baise University can attract students from Thailand, Laos, Vietnam, Japan, Cambodia, and Myanmar to study China's innovation in education (15.4.4), because all good learning methods should benefit more people.

Respondent 5 Answer:

I would like Baise University to attract students from neighboring countries to learn creative thinking (15.5.1), because learning can improveI would like Baise University to attract students from neighboring countries to learn Chinese (15.5.2), because it will help more people learn Chinese, understand Chinese, and help spread Chinese.I would like Baise University to introduce China's "The Belt and Road" project to students from neighboring countries (15.5.3), because it will help more people understand China.I hope that Baise University can attract students from Thailand, Laos, Vietnam, Japan, Cambodia and Myanmar to study China's innovation in education (15.5.4), because it will help more people understand that China is also constantly developing and innovating.

Respondent 6 Answer:

I would like Baise University to attract students from neighboring countries to learn creative thinking (15.6.1), because there is no end to learning, and learning together can collide with more things.I would like Baise University to attract students from neighboring countries to study Chinese (15.6.2),

Because it can promote the world to speak ChineseI would like Baise University to introduce China's "The Belt and Road" project to students from neighboring countries (15.6.3), because China has a large population, and more cooperation projects can increase more employment opportunities. I hope that Baise University can attract students from Thailand, Laos, Vietnam, Japan, Cambodia and Myanmar to study China's innovation in education (15.6.4). It is an unforgettable thing to receive knowledge that is different from what they have learned before.

Respondent 7 Answer:

I would like Baise University to attract students from neighboring countries to learn creative thinking (15.7.1), because of brainstorming I would like Baise University to attract students from neighboring countries to learn Chinese (15.7.2), because it will help more people learn Chinese, because students from all countries come to learn Chinese I am happy

I would like Baise University to introduce China's "The Belt and Road" project to students from neighboring countries (15.7.3), because the cooperation will be beneficial to both parties. I would like Baise University to be able to attract Thailand, Laos, Vietnam, Japan, Cambodia, Myanmar students come to learn about China's innovation in education (15.7.4) because they can learn from each other.

Respondent 8 Answer:

I would like Baise University to attract students from neighboring countries to study creative thinking (15.8.1), because they can learn from each other.I would like Baise University to attract students from neighboring countries to study Chinese (15.8.2), because it can make people from neighboring countries know more about China I would like Baise University to introduce China's "The Belt and Road" project to students from neighboring countries (15.8.3), because it can promote economic development I would like Baise University to attract students from Thailand, Laos, Vietnam, Japan, Cambodia and Myanmar to learn Chinese innovations in education (15.8.4), because they can learn from each other.

Respondent 9 Answer:

I would like Baise University to attract students from neighboring countries to study creative thinking (15.9.1) because it can promote communication I would like Baise University to attract students from neighboring countries to learn Chinese (15.9.2), because it can make people from neighboring countries better understand Chinese culture. I would like Baise University to introduce China's "The Belt and Road " project to students from neighboring countries (15.9.3), because more people can understand the opportunities for cooperation in "One Belt One Road" project. I hope that Baise University can attract students from Thailand, Laos, Vietnam, Japan, Cambodia, and Myanmar to learn Chinese innovations in education (15.9.4), because they can learn from each other.

Respondent 10 Answer:

I would like Baise University to attract students from neighboring countries to learn creative thinking (15.10.1), because exchanges can promote innovation I would like Baise University to attract students from neighboring **countries to learn Chinese (15.10.2)**, because I like to communicate with people from different cultural backgrounds

I would like Baise University to introduce China's "The Belt and Road" project to students from neighboring countries (15.10.3), because it can improve China's popularity

I hope that Baise University can attract students from Thailand, Laos, Vietnam, Japan, Cambodia and Myanmar to study China's innovation in education (15.10.4). Because I love helping others improve.

Appendix D

No.	Age	Sex	Occupations	Education				
Respondent 1	32 years old	Female	Engineer	Under Graduate				
Respondent 2	42 years old	Male	Associate Professor	Master Student				
Respondent 3	46 years old	Male	Associate Professor	Doctoral Student				
Respondent 4	43 years old	Female	Senior Engineer	Under Graduate				
Respondent 5	36 years old	Female	Senior Accountant	Post Graduate				
Respondent 6	36 years old	Male	Lecturer	Post Graduate				
Respondent 7	35 years old	Male	Teaching Assistant	Under Graduate				
Respondent 8	38 years old	Male	Lecturer	Post Graduate				
Respondent 9	35 years old	Female	Lecturer	Post Graduate				
Respondent 10	46 years old	Male	Professor	Master Student				
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Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Coding	Coding	Categorizing	Evaluate
1	2	3	4	5	6	7	8	9	10	round 1	cycle 2	(Keyword)	
1. Where do	1. Where do you think new ideas and innovations in this sector come from? Do you know how often these new ideas and innovations appear? Is it from employees or managers?												
1.1.1 The	1.2.1 I	1.3.1 The	1.4.1 The	1.5.1 The	1.6.1 The	1.7.1 New	1.8.1 The	1.9.1 New	1.10.1 New	Communica	Policy	Policy	Most department
new ideas of	don't have	new ideas of	new ideas	new ideas	ideas of	ideas from	new ideas	ideas are	ideas and	tion (R1,	documents	documents	managers work
this	innovative	this	of this	of this	teaching	work	come from	generally	innovations	R5, R10)			according to policy
department	ideas	department	department	department	and	practice,	the	proposed by	mainly	Policy	manager	manager	guidance, and
mainly		mainly	mainly	are mainly	scientific	generally	manager's	managers	come from	documents			departments rarely
come from		come from	come from	put forward	research	summarize	experience	due to	managers	(R3, R4, R6,			have the
the thinking		superior	policy,	by	innovation	once a year,	summary at	changes in	and	R9)			opportunity to think
of		documents,	usually	employees	mainly	put forward	work,	domestic	students,	Experience			innovatively, or
employees		usually once	once every	and	come from	innovative	generally	and foreign	and new	Summary			improve existing
or managers		a year,	5-8 years,	managers	the	ideas,	once a	situations,	ideas will	(R7, R8)			learning methods or
after		mainly	and	after	literature,	generally	month.	and will	appear	Occurrence			means for better
communicat		from	proposed	learning and	and are	put forward		appear	when	time is not			learning, or create
ing and		managemen	by policy	thinking,	summarized	by		when the	problems	fixed (R1,			new platforms or
studying		t	makers.	usually	after	managers.	r n	situation	need to be	R5, R6, R9,			courses for
with the				when a new	consulting		EV	changes.	solved, so	10) Regular			administrative work
personnel of				problem is	the				they appear	occurrence			for the Guangxi
similar				encountered	literature.				irregularly	(R3, R4, R7,			Economic Zone.
departments										R8)			Serve.
in other										From			
universities										managers			
										(R1, R3,			

Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Coding round	Coding cycle	Categorizing	Evaluate
1	2	3	4	5	6	7	8	9	10	1	2	(Keyword)	
and the time										R5, R7, R8,			
of										R9, R10)			
appearance										From Policy			
is not fixed.						V				Makers (R4)			
										From the			
										researcher			
										himself (R6)			
2. Are th	ere any obviou	s barriers to inr	novation in Bais	se University?	What kind of ot	ostacle?							
2.1.1 I think	2.2.1 I think	2.3.1 I think	2.4.1	2.5.1	2.6.1 It is	2.7.1 I think	2.8.1 I think	2.9.1 I think	2.10.1 I	Employees	Willingness	Willingness	Rules and
that Baise	Baise	there are	Geographica	Insufficient	difficult to	that Baise	there are	that Baise	think Baise	are reluctant	to innovate	to innovate	regulations
University	University	obvious	l barriers.	funds	do anything	University	obvious	University	University	to innovate			do not allow
has an	has obvious	obstacles to	Due to the	Obstacles	in violation	has obvious	barriers to	has obvious	has obvious	(R1, R2, R5,	Institutions	Institutions	employees to
obstacle to	obstacles to	innovation	remote	and weak	of the	obstacles to	innovation in	obstacles to	obstacles to	R9, R10)	and Policies	and Policies	innovate
innovation	innovation	in Baise	location,	willingness	written	innovation,	Baise	innovation,	innovation,				work
in its	and lack of	University,	students'	to innovate,	instructions	mainly due	University,	which are	mainly	Institutions			methods or
working	flexibility.	The	entrance	resulting in	so it is	to	Mainly	mainly	because the	and policies			work
methods,		environment	scores are	no better	necessary to	geographica	because the	reflected in	incentive	influence			procedures to
and		and value of	relatively	solution to	strictly	l problems	school	the old	mechanism	innovation			increase
employees		innovation	low, and	the problem	follow the	that lead to	development	system,	is backward,	(R3, R6,			work value,
have a solid		fail to	their	of	rules and	few social	is not clear,	which leads	because of	R8)			reduce
mindset and		convert.	innovation	insufficient	procedures	resources	so it is	to low	the	Insufficient			administrativ
are			ability is	funds.	and it is	available.	impossible to	activity of	traditional	funds (R5)			e work,
unwilling to			weak		difficult to		formulate	teachers and	way of	Geographica			increase
innovate.			relative to		innovate.		targeted	students in	thinking,	l restrictions			income,
					Policies.		innovation	work and					

Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Coding	Coding	Categorizing	Evaluate
I	2	3	4	5	6	7	8	9	10	round 1	cycle 2	(Keyword)	
			the		and		measures.	study, and	there is no	(R4, R7)			and improve
			theoretical		institutions			low	innovation in				student
			direction.		have			efficiency.	combination				satisfaction
					influenced	K			with the				
					the				actual				
					innovation				situation of				
					of Baise				the school.				
					University								
3. Do you use	3. Do you use methods to incentivize innovation within your department (eg: using pay for performance? 'Time to Innovate' strategies or recruiting employees with innovation 'skills')												
3.1.1 I have	3.2.1 I have	3.3.1 I have	3.4.1 I have	3.5.1 I have	3.6.1 I have a	3.7.1 I have	3.8.1 I	3.9.1 I have	3.10.1 I have	Performanc	Performanc	Performance	Most
employed a	not adopted	a pay for	a pay for	not	pay for	adopted the	have not	a	employed the	e Pay (R1,	e pay	pay	departments
pay-for-perf	any method	performance	performance	employed	performance	method of	employed	pay-for-perf	recruitment of	R3, R4,			employ
ormance	to stimulate	approach to	approach to	any method	approach to	performance	any	ormance	employees	R6, R7,	Recruit	Recruit	performance
approach to	innovation	incentivize	incentivize	to	incentivize	pay to	method to	approach to	with	R9)	innovative	innovative	work to
incentivize	within the	innovation	innovation	incentivize	innovation	implement	incentivize	incentivize	innovative	Recruit	employees	employees	incentivize
innovation	department.	within the	within the	innovation	within the	distribution	innovation	innovation	'skills' to	innovative			departmental
within the	It is enough	department.	department.	within the	department.	according to	within the	within the	stimulate	employees			innovation
department.	that the staff			sector.	$\left[\left(\right) \right]$	work to	sector.	department.	innovation	(R10)			
	of the					stimulate			within the	No way to			
	department					innovation			department.	incentivize			
	discuss with					within the				sectoral			
	each other					department.				innovation			
	that they									(R2, R5,			
	can									R8)			

1	7	0											
T	1	υ											
Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Coding	Coding	Categorizing	Evaluate
---------------	-----------------	------------------	-----------------	----------------	-------------------	------------------	--------------	--------------	-----------------	---------------	------------	--------------	---------------
1	2	3	4	5	6	7	8	9	10	round 1	cycle 2	(Keyword)	
	effectively												
	solve the												
	work												
	problem.					VI							
4. Can you de	escribe an exam	ple of a success	sful innovation	? What do you	think is the reas	son for its succ	ess?				·		
4.1.1 I	4.2.1 Baise	4.3.1 I am	4.4.1 I think	4.5.1 The	4.6.1 I have	4.7.1	4.8.1 I have	4.9.1 I have	4.10.1 When	Audit	work style	Way of	The main
mainly	University	deeply	that the	use of the	no examples	Improve the	no examples	no	recruiting	Model	innovation	working	reasons for
innovated	has made	impressed	successful	office	of	motivation	of	examples	talents, select	Innovation			the
the audit	some	by the	innovation	system can	successful	of faculty	successful	of	teachers with	(R1)			successful
mode,	adjustments	innovation	in the field	be	innovation.	and staff	innovation	successful	innovative	Institutional			innovation in
which	to the salary	of the work	of	successful		through		innovation.	consciousnes	Innovation			Baise
improved	to be more	process and	engineering	because it		income-gen			sThe reason	(R2)			University
work	reasonable	the	cost is the	saves time,		erating			for success is	Process			are the
efficiency	than before,	reduction of	computeriza	improves		performance			Being good	Innovation			efficient
and	the quality of	the work	tion of	efficiency, is		and the			at	(R3)			work
achieved	the	process. The	engineering	environment		success is			discovering	Innovation			efficiency,
better	management	reason for	costing,	ally friendly,		because the			the	in			simplified
results.	personnel	the success	which	and is		salary			advantages	Engineering			work
	has also been	is that the	replaces the	convenient		increase			of talents can	Valuation			process,
	improved,	work	original	for		meets the			bring	(R4)			perfect
	the	efficiency is	manual	archiving		expectations			benefits to	Innovation			management
	rationality of	improved.	calculation	and		of the staff.			teaching and	of			system,
	the system		mode,	viewing.					research.	Document			reasonable
	formulation		making the							Approval			salary, and

Respondent	Respondent	Respondent	Respondent	Responden	Respondent	Respondent	Respondent	Respondent	Respondent	Coding	Coding	Categorizing	Evaluate
1	2	3	4	t 5	6	7	8	9	10	round 1	cycle 2	(Keyword)	
4. Can you de	escribe an exam	ple of a success	sful innovation	? What do you	think is the rea	ason for its succ	cess?						
	and the		calculation							Methods			employees
	execution		more							(R5)			with
	ability have		convenient			K				Performanc			innovative
	become		and faster,							e Innovation			ideas.
	stronger, the		and the										
	above		accuracy)					(R7)			
	innovations		rate is							Recruit			
	can be		higher.							innovative			
	successful									talents			
	mainly									(R10)			
	because they												
	are more												
	realistic and												
	satisfy most												
	of the				,								
	Human												
	needs and												
	more					V D							
	operability.												

Respondent	Respondent2	Respondent	Respondent	Respondent	Respondent	Respondent 7	Respondent	Respondent	Responden	Coding	Coding	Categorizing	Evaluate
1		3	4	5	6		8	9	t 10	round 1	cycle 2	(Keyword)	
5. Can you de	escribe an examp	ple of a failed in	nnovation? Wh	y do you think	it failed?	I	I	I	1	l		l	I
5.1.1	5.2.1 The	5.3.1 In	5.4.1 The	5.5.1	5.6.1 I'm	5.7.1 Failure	5.8.1 There	5.9.1 I	5.10.1 I	Exceeding	The high	unreasonable	The main
Because the	proportion	order to	school	Schools	sorry I can't	to generate	are fewer	have no	have no	the high	salary	pay	reasons for
school's	of	improve	supports and	implemente	give you an	revenue	innovations	examples	examples of	salary that	beyond the		the failure
positioning	interpersona	work	actively	d fingerprint	example of	, the effect is	, and I have	of failed	failed	the school	school's	The	of
is not clear	1	efficiency,	promotes	punch-in	an	not obvious	no failed	innovations	innovations.	can afford	ability to	proportion of	innovation
enough,	relationships	the	school-enter	attendance,	innovation	due to	innovations			attracts	attract	interpersonal	in Baise
attracting	in the	government	prise	which was	failure.	geographical	to share.			highly	highly	relationships	University
talents with	evaluation	proposed to	cooperation,	canceled		environment				educated	educated	in the	are the
high	of teachers'	reduce the	but the	after only a		and				talents and	talents	evaluation	unreasonabl
professional	teaching,	number of	cooperation	few months		geographical				affects the	affects the	system is too	e promotion
titles with	scientific	requests for	is a mere	of		restrictions.				normal	normal	large	system, the
high salaries	research and	instructions	formality	implementat						operation of	operation of		cumbersome
exceeds the	professional	and	and has not	ion. The						the school	the school.	Streamline	approval
school's	titles is too	meetings,	achieved	reason for						(R1)	The	requests and	process, the
economic	large. The	but the	results,	the failure is						Excessive	proportion	meetings	backward
ability and	reason for	implementat	because	that the	Jr.					proportion of	of inter		regional
affects the	the failure is	ion was not	Enterprises	nature of the		Inc				interpersonal	personal	School-enter	economic
normal	that it	successful	and schools	work of		V D E				relationships	relationship	prise	developmen
operation of	cannot	due to the	have	teachers or						in teaching	s in teaching	cooperation	t, and the
the school.	reflect	need for	different	administrators						or	or	is a mere	lack of
	fairness and	approval at	concerns.	is different						professional	professional	formality	humanized
	justice.	various	Enterprises	from that of						title	title		management
				the factory.						evaluation	evaluation		system.

Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Coding round	Coding cycle	Categorizing	Evaluate
1	2	3	4	5	6	7	8	9	10	1	2	(Keyword)	
5. Can you de	scribe an exam	ple of a failed i	nnovation? Wh	y do you think	it failed?								
		levels to	focus on	Some work						(R2)	is too large.	Fingerprint	
		solve the	timeliness,	needs to be						Simplify work	Simplifying	attendance	
		problem.	while	done outside		VI				processes and	work	revenue	
			schools	the school,						reduce	processes	failure	
			focus on	and it is						meeting	and reducing		
			teaching.	often						failures (R3)	meetings fail.		
			The actual	necessary to	r					School-enterpr	School-enter		
			projects of	leave the				Ŭ,		ise cooperation	prise		
			enterprises	campus						is a mere	cooperation		
			generally	before						formality and	is a mere		
			require	closing time,						has no effect.	formality and		
			limited time,	so the						(R4)	has no effect.		
			and it is	fingerprint						The fingerprint	The		
			impossible	attendance						attendance	fingerprint		
			for students	does not						method does	attendance		
			to practice	meet the				\mathbf{O}'		not meet the	method does		
			slowly in	actual	-(/λ			γ		reality and	not meet the		
			schools.	situation.		()				fails (R5)	reality and		
										Failure to	fails.		
										generate	Revenue		
										revenue due to	generation		
										school	failed due to		
										geography	school		
										(R7)	geography		

Respondent	Respondent.	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Coding round	Coding	Categorizing	Evaluate
1	2	3	4	5	6	7	8	9	10	1	cycle 2	(Keyword)	
6. Have you h	eard from teach	ners and studen	ts at Baise Uni	versity about the	e benefits of in	novative servic	ces offered by	our department	?				
6.1.1 I heard	6.2.1 I have	6.3.1 I heard	6.4.1 I heard	6.5.1 I have	6.6.1 I have	6.7.1 I have	6.8.1 I have	6.9.1 I have	6.10.1 I	Heard from	Have not	Disseminatio	The
from	not heard	from	from	not heard	not heard	not heard	not heard	not heard	heard that	teachers and	heard from	n of	innovation
teachers and	from the	teachers and	teachers and	from the	from the	from the	from the	from the	teachers	students about	teachers	innovative	effect is not
students at	teachers and	students at	students at	teachers and	teachers	teachers and	teachers	teachers and	and	the benefits of	and	effects	good, and
Baise	students of	Baise	Baise	students of	and	students of	and	students of	students	innovation in	students		there is no
University	Baise	University	University	Baise	students of	Baise	students of	Baise	often praise	the sector (R1,	about the		positive
about the	University	about the	about the	University	Baise	University	Baise	University	the	R3, R4, R10)	benefits of		feedback
benefits of	about the	benefits of	benefits of	about the	University	about the	University	about the	department'	Have not	innovation		from
innovative	benefits of	innovative	innovative	benefits of	about the	benefits of	about the	benefits of	s innovative	heard from	in the		teachers and
services	innovative	services	services	innovative	benefits of	innovative	benefits of	the	services.	teachers and	department		students.
provided by	services	provided by	provided by	services	the	services	innovative	innovative		students about			
our	provided by	our	our	provided by	innovative	provided by	services	services		the benefits of			
department.	our	department.	department.	our	services	our	provided	provided by		innovation in			
	department.			department.	provided by	department.	by our	our		the			
					our		department	department.		department			
					department.			0		(R2, R5, R6,			
								\mathbf{S}		R7, R8, R9)			

Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Coding round	Coding cycle	Categorizing	Evaluate
1	2	3	4	5	6	7	8	9	10	1	2	(Keyword)	
7. Do you or	your departme	ent have partner	ships with outs	side agencies for	or innovation?	Have external	agencies come	to you to "tes	st"/"demonstrat	e" ideas and innov	vations? Do you	think there is an	opportunity for
this?													
7.1.1 The	7.2.1	7.3.1 Our	7.4.1 Some	7.5.1 Our	7.6.1 We	7.7.1 There	7.8.1 Our	7.9.1 Our	7.10.1 No	The	The	Cooperation	More
special audit	Currently	department	engineering	department	have	are catering	department	school	innovation	department	department	with external	departments
of our	there is no	does not	cost	currently	established	enterprises	currently	cooperates	partnership	establishes	does not have	agencies	cooperate
department	cooperation	currently	software	has no	cooperative	to establish	has no	with	has been	cooperative	partnerships		with external
has	with	have it. Our	companies	cooperation	relations	cooperative	cooperation	Bangkok	established	relations with	with external		institutions,
established a	external	department	have	with	with a	relations	with	University	yet	external	agencies		and there are
cooperative	departments	is an	demonstrated	external	number of	7.7.2 Some	external	in running	7.10.2 There	institutions			great
relationship	7.2.2 At	inspection	a more	agencies	agricultural	catering	agencies	schools	are external	(R1, R6, R7,	There are		opportunities
with	present, no	department	convenient	7.5.2 No	and	companies	7.8.2 No	7.9.2 Some	institutions	R9)	external		for
external	external	and rarely	calculation	external	food-related	put forward	external	other	seeking	The	agencies to		cooperation
units.	organization	cooperates	method in	agencies are	enterprises	innovative	agencies are	universities	cooperation,	department has	demonstrate		with external
7.1.2	has	with	the	currently	7.6.2	cooperation	currently	have	and our	no partnerships	innovation to		institutions.
Software	proposed	external	software.	seeking	External	plans	seeking	proposed	school has	with external	the		
companies	cooperation	agencies.	7.4.2 Yes,	cooperation	companies		cooperation	new ideas	the	agencies (R2,	department		
with	intention		many	7.5.3 I think	often		7.8.3 I don't	dbout the	willingness	R3, R4, R5,			
engineering			companies	there is a	propose		think there	cooperation	to	R8, R10)	Opportunity		
audits are			hope to	chance.	cooperation		is a chance.	in running	communicate	There are	to work with		
recommended			establish a		intentions to			schools to	and	external	external		
to use			school-enter		us			our school.	cooperate	agencies	agencies		
software			prise						with	presenting			
related to			partnership						external	innovations to			
engineering			to cultivate						institutions,	the department			
audits.			the talents						but due to	(R1, R4, R6,			
			they need										

Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Coding round	Coding cycle	Categorizing	Evaluate
1	2	3	4	5	6	7	8	9	10	1	2	(Keyword)	
7.1.3 I think	7.2.3 I	7.3.2 The	7.4.3 I think		7.6.3 There	7.7.3 There		7.9.3 There	the	R7, R9, R10)			
there are	think there	work	there are		will be	will be		will be	immaturity	No external			
quite a few	will be	content of	quite a few		opportunities	opportunities		more	of various	agency to			
opportunities	opportuniti	the	opportunities		to cooperate	to work		opportunities	conditions,	demonstrate			
to	es to	department	to		with	with		to	there is no	innovation to			
collaborate	collaborate	is	collaborate		external	catering		cooperate	cooperation	the department			
with	with	independent	with		institutions,	companies		with other	for the time	(R2, R3, R5,			
external	external	so it will not	external		and	who can		universities	being.	R8)			
agencies.	agencies as	cooperate	agencies.		cooperation	benefit			7.10.3 There				
	the school	with			with	from			will be	Opportunity to			
	grows.	external			external	students			opportunities	work with			
		agencies to			enterprises	whose			to cooperate	external			
		carry out			will allow	schools are			with	agencies (R1,			
		work.			students to	far from			external	R2, R4, R5,			
					have more	the city			institutions	R6, R7, R9,			
					practical	centre			in the	R10)			
					opportunities,				future.	No opportunity			
					and					to collaborate			
					enterprises		FV			with outside			
					will also					agencies (R3,			
					increase					R8)			
					their								
					visibility.								

Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Coding	Coding	Categorizing	Evaluate
1	2	3	4	5	6	7	8	9	10	round 1	cycle 2	(Keyword)	
8. Have you n	oticed the diffu	sion of innovat	tion across sect	ors?									
8.1.1	8.2.1 Failure	8.3.1 Failure	8.4.1 Failure	8.5.1 Failure	8.6.1 Failure	8.7.1	8.8.1 Failure	8.9.1 Failure	8.10.1	Diffusion of	Failure to	Diffusion of	Apparently
Diffusion of	to pay	to pay	to pay	to pay	to pay	Diffusion of	to pay	to pay	Failure to	innovation	notice the	innovation	failing to
innovation	attention to	attention to	attention to	attention to	attention to	innovation	attention to	attention to	pay	across	diffusion of	across	notice the
among	the diffusion	the diffusion	the diffusion	the diffusion	the diffusion	among	the diffusion	the diffusion	attention to	sectors	innovation	sectors	diffusion of
sectors	of	of	of	of	of	sectors	of	of	the diffusion	noted (R1,	across		innovation
noted.	innovation	innovation	innovation	innovation	innovation	noted.	innovation	innovation	of	R7)	sectors		across
	between	between	between	between	between		between	between	innovation				sectors
	departments	departments	departments	departments	departments		departments	departments	between	Did not			
									departments	notice			
				Y						innovation			
										diffusion			
								,		between			
										sectors (R2,			
										R3, R4, R5,			
										R6, R8, R9,			
								0		R10)			
					V	VDE	ED	9					

Respondent I	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Coding	Coding	Categorizing	Evaluate
1	2	3	4	5	6	7	8	9	10	round 1	cycle 2	(Keyword)	
9. If you use inn		_	-			ur leaders will						(110) ((010)	
If Baise Univers			-	• •	-							iger?	
Do you think the	• •				inprove the cou	ind y s compren	ensive strength	tinougn mnov	anve methous.	will this chuce	you to stay for		
	9.2.1 I have	9.3.1 The	9.4.1 I will	9.5.1 The	9.6.1 I don't	9.7.1 I will	9.8.1 The	9.9.1 Leader	9.10.1 I am	Leader	Leader	Leadership	Leaders
												-	
	not	leaders	be proud of	leader	care about	be very	workload is	praise is	encouraged	praise can	praise can	Recognition	recognize
C	considered	praised me	myself and	praised me	praise from	happy to be	too large to	conducive	by the praise	motivate	motivate	D 11	employees
	he praise of	at the	keep	at the	leaders, but	praised by	innovate	to creating	from my	employees	employees	Provide a	for their
	he leader.	meeting,	working	meeting,	I am happy	the leaders	9.8.2	an	leaders	(R1, R3, R4,		place for	work and
problems 9	9.2.2 The	and I will	hard	saying that	with my	and will	Providing	innovative	9.10.2 The	R6, R7, R9,	Schools	innovation	provide a
for your fa	fact that the	continue to	9.4.2 The	my work	progress.	continue to	research	atmosphere,	school	R10)	offering		learning
department se	school	innovate my	school	method has	9.6.2 The	work hard in	sites would	encouraging	provides a	Does not	research		workplace
at work. The p	provides a	way of	provides a	been	school	the future	tempt me to	employees	place for	care about	sites can		that meets
praise from re	research site	working	research site	recognized	provides a	9.7.2 The	stay longer	to innovate	research	the praise of	motivate		their needs
the leader at w	will not	9.3.2 The	that will	by the	research site	school	9.8.3 I don't	work	which will	the leader	staff to stay		and can help
the meeting in	nduce me	school	tempt me to	leader, and I	will tempt	provides a	think it	methods,	induce me	(R2)	longer		retain
is the to	to stay	provides a	stay longer	will be very	me to stay	research site	necessarily	improve	to stay	Leader			employees
recognition lo	onger, at	research site	9.4.3 The	happy.	longer	will tempt	motivates	work	longer	praise does			
of my work le	east not	will tempt	above two	9.5.2 The	(/)	me to stay	employees.	efficiency,		not motivate			
and c	currently.	me to stay	methods can	school		longer		and create		employees			
encourages		longer	motivate	provides a				good		(R5)			
other			me, but I am	research site				performance					
colleagues			not sure if	will not									
to learn			they can	tempt me to									
from me.			motivate	stay longer									
			other										
			employees.										

Respondent 1	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Coding
	2	3	4	5	6	7	8	9	10	round 1
I will be very	9.2.3 I	9.3.3 The		9.5.3 I	9.6.3 I	9.7.3 I		9.9.2 The	9.10.3 Yes.	The school
happy and try to do	don't think	above two		don't think	think	think it can		school's	Because	provides
better in the future	leadership's	measures		so, because	leadership's	motivate		research site	everyone has	research
work.	praise and	are difficult		most staff	affirmation	employees,		would tempt	the	places to
9.1.2 The school	the	to achieve		need the	of	because the		me to stay	psychologica	motivate
provides a place to	provision	due to the		school to	individuals	greatest		longer	l need to be	employees
think that will not	of research	influence		meet their	and the	happiness			recognized	to stay
attract me to stay	sites are	of policies.		material	provision	of a person		9.9.3 I	by others,	longer (R3,
at Baise University	currently	If they can		needs first.	of research	is to realize		believe that	especially	R4, R6, R7,
for a longer period	motivating	be	-		sites can	self-worth.		leadership	their	R8, R9,
of time, because	staff.	achieved, I			motivate			recognition	superiors.	R10)
this benefit is not		think they			employees			and the		The
what I need.		can			because			provision of		provision of
9.1.3 No, because		motivate			they can			research		research
most talents do not		employees.			reflect			sites		sites by the
pay attention to the					personal			motivate		school does
research on					values and			employees.		not motivate
improving the					promote	/DF				employees
comprehensive					innovation.					to stay
strength of the										longer (R1,
country.										R2, R5)

Coding	Categorizing	Evaluate
cycle 2	(Keyword)	

Respondent 1	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Coding	Coding	Categorizing	Evaluate
	2	3	4	5	6	7	8	9	10	round 1	cycle 2	(Keyword)	
10. (1) Do you fe	eel that your cu	rrent work is str	essful? (2) What	at are the main	sources of wo	ork stress?							
10.1.1 I am	10.2.1 I am	10.3.1 I am	10.4.1 I am	10.5.1 I am	10.6.1 I am	10.7.1 I am	10.8.1 I am	10.9.1 I am	10.10.1 I am	High	Work	work	There is a lot
mainly	mainly	mainly	mainly	mainly	mainly	mainly	mainly	mainly	mainly	working	pressure is	pressure	of
engaged in the	engaged in	engaged in	engaged in	engaged in	engaged in	engaged in	engaged in	engaged in	engaged in	pressure	great		administrativ
administrative	audit related	administrativ	teaching	administrat	teaching	teaching	administrat	administrativ	teaching	(R3, R5, R7,		heavy	e work, and
work related to	administrati	e work	work, and	ion related	and	work	ive work	e work	work, and	R8, R10)	Stress	workload	appropriate
internal audit,	on, and I	related to	the work	to	academic	related to	related to	related to	also in	Low	comes		reduction of
and the work	teach	supervision,	pressure is	supervision	research	innovation	personnel	international	administrati	working	from the	employee	administrativ
pressure is not	students two	and the work	not too big.	and I also	after work.	and	manageme	exchanges	ve work of	pressure	workload	happiness	e workload
too big;	classes a	pressure is a	10.4.2 I	teach	The work	entrepreneu	nt. I think	and	student	(R1, R2, R4,			can reduce
10.1.2 I think	week. The	bit heavy.	think the	students	pressure is	rship	the work	cooperation,	managemen	R6, R9)	Stress		work
the work	work		work	two classes	not too big.	education,	pressure is	foreign	t. The work		conference		pressure,
pressure is	pressure is		pressure	a week. I		and the	very high.	teachers, and	pressure is	Pressure	reduces		improve
mainly due to	not too big.		mainly	feel that I	10.6.2	work		international	greater than	comes from	happiness		happiness,
the workload,			comes from	am under	Work	pressure is		student	my previous	workload	and wants		and improve
because there			the teaching	work	pressure	high.		affairs. At	position.	(R1, R3, R4,	to leave		talent
were 8 people			workload,	pressure at	mainly			present, the		R5, R8)			retention
in our			because I	the	comes			work					rate.
department			have to	moment.	from the			pressure is					
before last			undertake		oppression			not high.					
year, and			teaching		of leaders.								
currently only			tasks for										
4 people work,			many										
the workload is			classes.										
very heavy.													

Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Coding	Coding	Categorizing	Evaluate
1	2	3	4	5	6	7	8	9	10	round 1	cycle 2	(Keyword)	
10. (1) Do you	u feel that your	current work is str	essful? (2) What	at are the main	n sources of we	ork stress?							
	10.2.2 I	10.3.2 The work		10.5.2 The		10.7.2 The	10.8.2 The	10.9.2 Work	10.10.2	Stress comes			
	think the	pressure mainly		work		work	work	pressure	Work	from			
	work	comes from the		pressure		pressure is	pressure	mainly	pressure	scientific			
	pressure is	pressure of the		mainly		high	mainly	comes from	mainly	research			
	mainly	superior, and		comes		mainly due	comes from	the system	comes from	(R2)			
	research	the report is		from the		to the	the heavy	of Baise	students,				
	pressure.	often required		division of		failure of	workload,	University,	because	Stress comes			
		to be submitted		work in the		income	but also	but	sometimes	from			
		within a short		department		generation	from the	innovation	students	leadership			
		period of time.		. The		due to the	fact that I	is restricted	have special	(R6)			
				leaders let		geographic	have put in	by various	ideas that I	The pressure			
				me in		al location	a lot of	systems.	can't figure	comes from			
				charge of		of Baise.	effort, but I		out.	the location			
				many types			still cannot			of the			
				of work.			recruit and			university			
							retain	\mathbf{O}'		(R7)			
					[/λ	7	talents.	\mathbf{P}					

Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Coding	Coding	Categorizing	Evaluate
1	2	3	4	5	6	7	8	9	10	round 1	cycle 2	(Keyword)	
10. (3) Could	too much work	stress reduce ye	our well-being	and cause you	to leave?								
10.1.3 Too	10.2.3 High	10.3.3 Even	10.4.3 The	10.5.3 Too	10.6.3Work	10.7.3 The	10.8.3 Work	10.9.3Too	10.10.3 The	Pressure	Work	work	There is a lot
much work	work	if work	job stress	much work	stress can	high	pressure	much work	high work	comes from	pressure is	pressure	of
pressure will	pressure will	stress will	conference	pressure	reduce	pressure of	makes me	pressure	pressure will	institutions	great		administrative
reduce my	indeed	affect my	made me	makes me	happiness	work	want to	makes me	not make me	(R9)		heavy	work, and
happiness,	reduce	happiness, it	want to	have the	and make	makes me	leave, and	have the	have the idea	Stress comes	Stress	workload	appropriate
but it will	happiness	will not	leave. My	intention to	me want to	more	working	intention to	of leaving, I	from	comes		reduction of
not make me	and make me	make me	last job was	leave,	leave	courageous	overtime	leave,	will find new	students	from the	employee	administrative
want to	have the	have the	in a cost	because too	because too	, and	every day	because the	ways to solve	(R10)	workload	happiness	workload can
leave, but I	intention to	intention to	consulting	much	much stress	allows me	reduces my	system is	the problem,				reduce work
will want to	leave. I used	leave	company,	pressure	can affect	to	family time	outdated	and	Pressure	Stress		pressure,
change	to work at	because my	and I often	causes me	my mental	challenge	and	and it is	completing	meeting	conference		improve
positions.	Huawei, and	age does not	worked	to lose sleep	state.	myself and	happiness.	difficult to	the	wants to	reduces		happiness,
	because of	allow me to	overtime at	at night,		improve		carry out	challenging	leave (R2,	happiness		and improve
	the high	leave.	night, so I	which		myself.		work, and I	work will	R4, R5, R6,	and wants		talent
	work		chose the	seriously				worry about	make me feel	R8, R9)	to leave		retention rate.
	pressure, I		teaching	affects my				how to	happy.	If you are			
	chose a		profession	happiness.			- 1	complete		under great			
	teaching		with less				$- \mathbf{V}$	the work		pressure, you			
	profession		stress, and					every day,		will not want			
	with less		my sense of					and I cannot		to leave (R1,			
	pressure.		happiness					feel		R3, R7, R10)			
			became					happiness.					
			stronger.										

Respondent 1	Respondent.	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Coding	Coding	Categorizing	Evaluate
	2	3	4	5	6	7	8	9	10	round 1	cycle 2	(Keyword)	
11. (1) If Baise	University redu	ices working h	ours every Fric	lay to increase f	family time. Wi	ll this entice yo	u to stay longer	:?			I	l	I
(2) If Baise Uni	versity you hav	ve a children's r	oom in the off	ice for your chi	ldren after scho	ol. What do you	u think about th	is approach?					
11.1.1 If Baise	11.2.1 I	11.3.1	11.4.1	11.5.1 Since	11.6.1 I	11.7.1	11.8.1	11.9.1	11.10.1	Reducing	Less work	Increase	Measures
University	don't think	Reduced	Reduced	I live alone	agree to	Reducing	Our	Because	Reduced	work hours	hours to	family time	to help or
reduces	that	working	working	now, I	reduce my	my working	department	there is a lot	working	to increase	more family		facilitate
working hours	reducing	hours to	hours every	reduce work	working	hours does	is very busy	of work to	hours every	family time	time can	Children's	the life of
every Friday	work hours	increase	Friday to	hours every	hours every	not	and has been	do, reducing	Friday to	increases	boost	room	employees,
to increase	every Friday	family time	increase	Friday to	Friday to	necessarily	working	the workday	increase	happiness	well-being	available	such as
family time, I	to increase	every Friday	family time	increase	increase	allow me to	overtime. It	will reduce	family time	(R1, R2, R3,			increasing
will be	family time	can attract	can attract	family time.	family time,	have more	is	work	can attract	R4, R5, R6,	Providing		the time
grateful for	is the key	me to stay	me to stay	I don't need	which	time on a	impossible	efficiency,	me to stay	R7, R9,	children's		employees
the school's	factor and	longer	longer,	it.	allows me to	case-by-case	to reduce	and doing so	longer	R10)	rooms in the		spend with
humane way	won't make	because I	which is in	11.5.2 It's a	spend more	basis.	working	will not	because I		office for		their
of working	me stay	have more	line with	good idea to	time with	11.7.2 I am	hours every	make me	can spend		employees'		families
and encourage	longer.	time to	the needs	provide a	my parents	not sure if it	Friday to	stay longer	more time		children		and
me to improve	11.2.2 I	spend with	of	children's	11.6.2 The	is good to	increase	11.9.2 I	with my		after school		providing
work	think	my family	employees	room, I don't	idea of	provide a	family time	support	children		can improve		children's
efficiency and	schools can			need it now,	providing a	children's	in our	schools to			well-being		rooms for
quality within	try to			but I think a	children's	room as it	department.	provide					employees
the limited	provide			lot of	room is	may		children's			No need to		can
time.	children's			teachers do.	attractive	interfere		rooms.			provide		improve
	rooms.					with the					special		employees'
						work.					sports		happiness
											venues		

111.1.2 Theprovision ofchildren'srooms cannot onlyeffectively	11.3.2 I agree with the school to provide a	4 11.4.2 I don't think the	5	6	7	8 11.8.2 I	9	10	round 1	cycle 2	(Keyword)	
provision of children's rooms can not only effectively	with the school to	don't think				11.8.2 I		11 10 0 1				
children's rooms can not only effectively	school to							11.10.2 I	Providing a			
rooms can not only effectively		the				believe that		support	children's			
not only effectively	provide a					the		schools to	room in the			
effectively	-	children's				provision of		provide	office for			
	children's	room is		1		a children's		children's	employees'			
	room because	necessarily				room would		rooms and	children			
solve the	I don't have	useful,				affect work.		create	after school			
problems of	an elderly	because the						favorable	increases			
employees,	person to help	school						conditions	well-being			
but also	pick up the	provides						for teachers	(R1, R2, R3,			
allow	children.	after-school						and staff.	R5, R6)			
employees		services,							No need to			
to work with		and we also							provide			
peace of		leave work							children's			
mind.		after the							room (R4,			
		children are							R7, R8, R9,			
		out of				. (R10)			
		school.		[/λ								

Respondent	Respondent.	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Coding	Coding	Categorizing	Evaluate
1	2	3	4	5	6	7	8	9	10	round 1	cycle 2	(Keyword)	
11. (3) If Baise	e University we	eekends offer v	ou and your far	nily a special sp	oorts venue. W	hat do you thin	k about this apr	roach?			-	,	
		•	prove employe	• • •									
	-				11 (2]	11721	11 0 2 W/-	11.0.2.1	11 10 2 1	Duranialiana	T	Turrent	Maaaaaaa
11.1.3 I	11.2.3	11.3.3 I	11.4.3 Not	11.5.3 I	11.6.3 I	11.7.3 I	11.8.3 We	11.9.3 I	11.10.3 I	Providing	Less work	Increase	Measures to
think it is	Special	think it is	everyone	think it is	don't think it	don't think it	all work	don't care if	don't think it	sports	hours to	family time	help or
good to	exercise	possible to	likes sports,	good to have	is necessary	is necessary	overtime on	a special	is necessary	venues can	more family		facilitate the
provide a	venues. I	bring	it depends	a special	to provide	to provide	weekends,	place is	to provide	improve	time can	Children's	life of
special	think we can	convenience	on	sports venue	special	special	so I don't	provided	special	employee	boost	room	employees,
sports	try	to	everyone's	because I	sports	sports	need any	because I	sports	happiness	well-being	available	such as
venue,	11.2.4 Yes,	employees	interests. I	like sports	venues, just	venues	special	don't need it.	venues	(R1, R2, R3,			increasing
which saves	these	and their	don't need it	11.5.4 Yes,	take a walk	11.7.4 Yes,	sports	11.9.4 Yes,	11.10.4 Yes,	R5,)	Providing		the time
time to go to	practices	families by	myself.	these	around the	these	venues	these	these	No need to	children's		employees
the gym and	increase	providing	11.4.4 Yes,	practices	residence	practices	11.8.4 I	practices	practices	provide	rooms in the		spend with
brings	employee	special	these	increase	after meals.	increase	think these	increase	increase	special	office for		their
convenience	happiness.	sports	practices	employee	11.6.4 Yes,	employee	practices are	employee	employee	sports	employees'		families and
to		venues	increase	happiness.	these	happiness.	not in line	happiness.	happiness.	venues (R4,	children		providing
employees		11.3.4 Yes,	employee		practices		with the			R6, R7, R8,	after school		children's
and their		these	happiness.		increase		actual	\mathbf{b}		R9, R10)	can improve		rooms for
families.		practices			employee	Inr	situation of	\mathcal{O}			well-being		employees
11.1.4 The		increase			happiness.	V D F	the school						can
above		employee					and are				No need to		improve
practices		happiness.					difficult to				provide		employees'
can improve							implement.				special		happiness
the											sports		
happiness of											venues		
employees.													

Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Coding	Coding	Categorizing	Evaluate
1	2	3	4	5	6	7	8	9	10	round 1	cycle 2	(Keyword)	
12 (1) If Baise						our mistakes. W							
		-	_		-	ntinue their stu	-			s to the country	side?		
12.1.1 Yes,	12.2.1 I	12.3.1 This	12.4.1 This	12.5.1 This	12.6.1 This	12.7.1 This	12.8.1	12.9.1 didn't	12.10.1	Baise	Preventing	positive	More than
this will	don't care if	attracted me	attracts me	didn't entice	will entice	attracted me	Doesn't	tempt me to	Attract me	University	employee	evaluation	half like to
entice me to	my boss	to stay	to stay	me to stay	me to stay	to stay	tempt me to	stay too	to stay	prevents	leaders		use positive
stay longer	speaks	longer, as I	longer	longer, the	longer	longer, as	stay longer,	long,	longer, and	employees'	from using	set up bonus	words in the
	negatively	was	because	moderate	because it	negative	but positive	sometimes it	let	leaders from	negative		workplace,
still want to	about my	encouraged	positive	amount of	encourages	words tend	reviews are	takes	employees	using	words to	encourage	appreciate
be forgiven	mistakes, so	by the	feedback on	negative	me not to	to	better than	negative	feel that the	negative	rate their	each other	each other,
	it's not a	positive	bugs is more	feedback	make the	undermine	negative	words to	leadership	words to	mistakes		and set
leadership	factor for	comments	memorable	helped me	same	employee	reviews	make people	cares	rate their	helps		bonuses to
-	me to stay	from my	than	correct	mistake in	confidence.	12.8.2 I am	realize their	12.10.2	mistakes	promote a		support
make a	longer	leadership.	negative	mistakes	the future.	12.7.2 I am	proud that	mistakes.	Makes me	will attract	positive		employees'
mistake.	16.2.2 It's	12.3.2 I	feedback.	faster.	12.6.2 Yes,	proud of the	the school	12.9.2 This	proud	employees	work		personal
Evaluating	great for the	would be		12.5.2 Yes,	that makes	school doing	supports	makes me	because it	to stay	culture that		development
my mistakes	school, but	proud that		bonuses	me proud.	well	personal	proud	encourages	longer (R1,	attracts		are
5	I'm not	the school		reflect the			1	because the	employees	R3, R4, R6,	employees		supported
-	proud of it.	considers		school's			t and	school is	to improve	R7, R10)	to stay		by the
me the	I	the personal		support for		VDF	community	doing so	themselves		longer		majority of
confidence		developmen		the personal			service.	well.	and serve				employees.
to correct		t of staff		developmen					the				
them.		-		t of staff.					community				

Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Coding	Coding	Categorizing	Evaluate
1	2	3	4	5	6	7	8	9	10	round 1	cycle 2	(Keyword)	
12. (1) If Bais	se University pr	events your lea	ders from using	negative word	ls to evaluate yo	our mistakes. W	ill this entice y	ou to stay longe	er?				
(2) Would you	u be proud if Ba	aise University	set up bonuses	for employees	who want to con	ntinue their stud	lies and for tho	ose who provide	media services	s to the country	side?		
12.1.2 Yes,			12.4.2 I will							Baise			
as it is good			be proud,			K				University			
practice for			because the							prevents			
the			bonus can							employees'			
University			not only		7					leaders from			
to take into			meet the							using			
account the			material					Ŭ Û	\mathbf{O}	negative			
personal			needs of the							words to			
developmen			staff, but							rate their			
t of staff and			also reflect							mistakes			
encourage			the school's							without			
them to			care for the							attracting			
serve the			staff							employees			
community.										to stay			
								\mathbf{O}		longer (R2,			
								\mathbf{D}		R5, R8, R9)			
						V () F							

Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Coding round	Coding	Categorizing	Evaluate
1	2	3	4	5	6	7	8	9	10	1	cycle 2	(Keyword)	Dianate
12 (3) Would		if Baise Univer				s every mornin						()	
	-	oproach contribu		-		-	5.						
12.1.3 I will	12.2.4 A	12.3.3	12.4.3	12.5.3 I find	12.6.3	12.7.3 It	12.8.3 I	12.9.3 I	12.10.3	The	The	positive	More than
feel warm,	positive	I feel warm	I will feel	it warm, but	It doesn't	1	don't think it	don't think	Yes, I will	establishment	establishme	evaluation	half like to
	1					keeps me						evaluation	
because	culture is	because	warm	saying it	make me	warm	will have	it's	feel warm	of bonuses by	nt of		use positive
mood has a	not	compliments	because	becomes	feel warm to	12.7.4 I	any practical	necessary to	12.10.4	Baise	bonuses by	set up bonus	words in the
great	necessarily	make me	listening to	formalized	encourage	think this	effect. Better	praise all the	Yes.	University	Baise		workplace,
influence on	promoted,	feel good	compliments	every day	my	helps	to reduce	time	Because	for	University	encourage	appreciate
work	and a		makes	doesn't	colleagues	promote a	overtime or	12.9.4	everyone	employees	for	each other	each other,
efficiency.	positive	12.3.4 Yes,	people	sound like	every day	positive	increase	Maybe, but	needs to be	who want to	employees		and set
Hearing	work culture	humanistic	happy	it's true.	because I	work culture	staff	it's not a	respected,	continue their	who want to		bonuses to
praise from	at Baise	care can		12.5.4 I	don't think	as praise and	12.8.4 No,	long-term	valued and	studies and	continue		support
colleagues	University is	keep people	12.4.4 I	think yes,	it's true to	rewards	not practical.	solution.	cared for.	those who	their studies		employees'
every	not a		think yes,	because it	say it every	motivate				provide	and those		personal
morning can	decisive		because	actually	day	people.				media	who provide		development
make work	factor for		humanistic	addresses						services to	media		are
enjoyable.	university		care can	the needs of	12.6.4 I		. (\mathbf{O}'		the	services to		supported by
12.1.4	faculty.		stay.	employees.	think yes,		\sim			countryside	the		the majority
I think yes,					because it is					helps to	countryside		of
because					a visible					improve the	helps to		employees.
caring and					reward and					positive work	promote a		
encouraging					incentive.					culture of	positive		
employees is										Baise	work culture		
a positive										University	at Baise		
sign.										(R1, R2, R3,	University		

Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Coding round	Coding	Categorizing	Evaluate
1	2	3	4	5	6	7	8	9	10	1	cycle 2	(Keyword)	
										R4, R5, R6,	Encouraging		
										R7, R8, R9,	colleagues		
										R10)	to say		
										Encouraging	compliments		
										colleagues to	every		
										say	morning can		
										compliments	make people		
										every	feel warm		
								Ú	D	morning can	and		
										make people	contribute to		
										feel warm	a positive		
										and	work culture		
										contribute to	at Baise		
										a positive	University		
										work culture			
										at Baise			
										University			
					\mathcal{O}					(R1, R2, R3,			
										R4, R5, R6,			
										R7, R10)			
										Saying			
										compliments			
										to colleagues			
										every day is			
										unnecessary			
										(R8, R9)			

Respondent	Respondent.	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Coding	Coding	Categorizing	Evaluate
1	2	3	4	5	6	7	8	9	10	round 1	cycle 2	(Keyword)	Lvaluate
											cycle 2	(Reyword)	
	1	•					•	y, will that enti	ce you to stay I	onger?			
(2) If your dep	partment head g		arn new skills a		echnology cour	ses. Will this er		y longer?				1	
13.1.1 If I	13.2.1 I	13.3.1 I	13.4.1 This	13.5.1 Too	13.6.1 I	13.7.1 I feel	13.8.1 I	13.9.1 The	13.10.1 will	Always	Always	learn new	Most people
feel like I	don't think it	don't think	would tempt	much	think this	this will	don't think	leadership	not attract	assigning	scheduling	skills	think that
am making	will work	this	me to stay.	challenging	will tempt	tempt me to	this will	always	me to stay	challenging	challenging		leaders who
progress in a	13.2.2 I	necessarily	Innovative	work can	me to stay.	stay. Being	happen in	assigning	because I	jobs will	jobs won't	Talk to the	train
challenging	don't think	makes me	leaders can	feel	Having a	nurtured by	our	me	am not sure	keep	keep	leader	themselves
job, that	it's the key	want to stay	learn a lot.	stressful. I	leader who	leadership	department.	challenging	that I will	employees	employees		with
would	to my stay	13.3.2	13.4.2	don't think	is willing to	has helped	This is not	jobs will not	always be	longer (R4,	around		challenging
attract me to		Leadership	Leadership	it's attractive	train me is a	my personal	in line with	attract me to	able to do	R6, R7)	longer		jobs won't
stay. But if		instructing	instructing	to make it	recognition	development.	the way our	stay because	these	Challenging			attract them
it makes me		me to learn	me to learn	stay for me.	of my	13.7.2 Yes.	department	I don't like it	challenging	work doesn't	Leadership		to stay,
feel too		new skills or	new skills or	13.5.2	abilities	Leaders are	heads	13.9.2 I	tasks well,	make	coaching to		while
stressed, it		knowledge	knowledge	Leadership	13.6.2 Yes,	willing to	operate.	don't think	and if I do	employees	learn new		learning
doesn't		attracts me	will attract	instructing	there is no	guide me to	13.8.2 Yes,	this will	not well, the	stay longer	skills will		new skills
make me		to stay	me to stay	me to learn	end to	learn to	skill is not	attract me to	leaders will	(R1, R2, R3,	keep		and
want to stay.		longer	longer so	new skills or	learning, it	reflect the	over	stay because	think that I	R5, R8, R9,	employees		knowledge
			that progress	knowledge	is always	importance	powering.	the new	am	R10)	longer		and
			and	attracts me	good to	of		skills of	incompetent				
			improvement	to stay	know and	leadership to		leadership					
			can be	longer and it	learn more	me.		coaching are					
			made.	enables me				not what I					
				to learn new				want to					
				skills or				learn.					
				knowledge.									
				knowledge.									

Respondent	Respondent.	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Coding	Coding	Categorizing	Evaluate
1	2	3	4	5	6	7	8	9	10	round 1	cycle 2	(Keyword)	
13. (1) If your	department he	ads talk to you	like their child,	nurturing you	with new tests a	and challenging	tasks every da	y, will that enti-	ce you to stay le	onger?			
(2) If your dep	partment head g	guides you to le	arn new skills a	and smart IoT te	echnology cours	ses. Will this en	tice you to stay	longer?					
13.1.2 This									13.10.2	Leadership			communicat
can attract						V			Leadership	coaching to			ing with
me, can help									instructing	learn new			employees
me learn									me to learn	skills keeps			frequently
more									new skills or	employees			will attract
knowledge									knowledge	longer (R1,			them to stay.
and skills									will attract	R3, R4, R5,			Most people
and improve									me to stay	R6, R7, R8,			think that
my work									longer	R10)			work and
ability.									because	Leadership			life should
									learning is	coaching to			be
									endless	learn new			separated.
										skills does			
										not make			
										employees			
					\mathcal{O}					stay longer			
										(R2, R9)			

Respondent	Respondent.	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Coding	Coding	Categorizing	Evaluate
1	2	3	4	5	6	7	8	9	10	round 1	cycle 2	(Keyword)	
13 (3) You al						her after get of		o you think abo				()	
	2		•	U	uperiors and su	U		o you unink uoo	at this.				
13.1.3	13.2.3 I	13.3.3	13.4.3 I	13.5.3 I	13.6.3 I	13.7.3	13.8.3	13.9.3 It is	13.10.3 I	Talking with	Always	learn new	Most people
Conversatio	think it is	Talking	think this	don't think	think having	Talking with	Working	necessary to	think work	leaders can	scheduling	skills	think that
		occasionally				leaders and	overtime	communicat	and life	improve the		SKIIIS	leaders who
n helps to	necessary to		can	it's a good idea to	a heart to				should be	-	challenging	Talk to the	
promote	have a	or when	maintain a		heart talk	outings can	frequently	e with		relationship	jobs won't		train
work, but it	heart-to-hea	necessary is	good	always have	with the	make me	and going	leaders	separated,	between	keep	leader	themselves
is not	rt with the	more	relationship	a heart to	leader and	feel happy	out does not	more, but it	and family	superiors	employees		with
recommend	leader, but I	productive,	with the	heart talk	outings will	13.7.4 In my	meet the	is not	members	and	around		challenging
ed to go out	have never	but I don't	leadership.	with your	improve my	opinion, in	actual	necessary to	should be	subordinates	longer		jobs won't
with the	thought	think it's	13.4.4 Yes, I	boss, or	relationship	order to	situation of	go out	with them	(R1, R2, R3,			attract them
leader, work	about going	always good	think	even go on	with the	improve the	our	together	after get off	R4, R6, R7,	Leadership		to stay,
and life	out with the	to do so.	regular	outings	leader	relationship	department	13.9.4 I	work.	R9)	coaching to		while
should be	leader	13.3.4 Yes,	communicat	together	13.6.4 Yes,	with the	13.8.4 I	don't think	13.10.4 I	Talking with	learn new		learning
separated.	13.2.4 Yes,	feelings can	ion	after get off	can improve	leader, we	think the	these	think this	the leader	skills will		new skills
13.1.4 Yes,	can improve	keep people.	improves	work	the	must	above	practices	can improve	does not	keep		and
frequent	understandi		the	13.5.4 No, I	relationship	balance	methods can	improve the	the	improve the	employees		knowledge
communicat	ng between		relationship	think that	between	work and	improve the	superior -	relationship	relationship	longer		and
ion can	people.		with the	improving	colleagues.	family so	relationship	subordinate	between	between			communicat
enhance			leader.			that we can	between	relationship	superiors	superiors			ing with
feelings.						live in	superiors	because I	and	and			employees
						harmony.	and	don't think	subordinates	subordinates			frequently
							subordinates.	they are	, because	(R5)			will attract
								important.	people have				them to stay.
									feelings.				

Respondent	Respondent.	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Coding	Coding	Categorizing	Evaluate
1	2	3	4	5	6	7	8	9	10	round 1	cycle 2	(Keyword)	
13. (3) You al	ways have hear	t-to-heart talks	with your boss	and even go or	n outings togetl	ner after get off	work. What do	o you think abo	ut this?				
(4) Do you thi	ink the above a	pproach can ma	ake the relation	ship between su	periors and su	bordinates bette	er? why?						
				the			It would be			After-hours			Most people
				relationship		VI	great if it			and			think that
				with the			could be			leadership			work and life
				leader			implemented.			outings can			should be
				mainly						improve			separated.
				depends on						relationships			
				the leader's					$\mathbf{\rho}$	(R4, R6,			
				character						R7)			
				and whether						Outings			
				the leader						with leaders			
				cares about						after get off			
				his						work do not			
				subordinates						improve the			
										relationship			
						*		0		between			
						7		9		superiors			
										and			
										subordinates			
										(R1, R2, R3,			
										R5, R9,			
										R10)			

Respondent	Respondent.	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Coding	Coding	Categorizing	Evaluate
1	2	3	4	5	6	7	8	9	10	round 1	cycle 2	(Keyword)	
14. (1) If teach	hers and classm	ates at Baise U	Iniversity alway	s write to their	bosses, praisin	g your work. A	are you proud o	f yourself?					
(2) If Baise U	niversity studer	nts and teachers	s have consister	ntly recognized	you for teachir	ng or serving th	em. Are you pr	oud of yourself	?				
14.1.1 If	14.2.1 I	14.3.1 If the	14.4.1	14.5.1	14.6.1	14.7.1	14.8.1	14.9.1	14.10.1	Teachers	Teachers	Leader's	Frequent
teachers and	don't think	teachers and	Teachers	Teachers	Teachers	Teachers	Teachers	Teachers	Teachers	and students	and students	praise	access to
students	anyone	classmates	and	and	and	and	and	and	and	often praise	often praise		inspiration
often praise	would do	of Baise	classmates	classmates	classmates	classmates	classmates	classmates	classmates	me in front	me in front	Teacher and	and
me in front	that	University	always	always	always	always	always	always	always	of leaders,	of leaders, I	student	competence
of the	14.2.2	always write	praise my	praise my	praise my	praise my	praise my	praise my	praise my	and I will be	will be	approval	from leaders
leaders, I	Teachers	to the boss,	teaching to	work to the	work to the	work to the	work to the	work to the	work to the	proud of	proud of		and teachers
will be	and students	praising my	the	leadership,	leaders,	leadership,	leadership,	leadership,	leadership,	myself. (R1,	myself		and students
proud of	recognize	work. i	leadership,	I will be	I will be	I will be	I will be	I will be	I will be	R3, R4, R5,			can improve
myself.	that my	would be	I will be	proud of	proud of	proud of	proud of	proud of	proud of	R6, R7, R8,	Students and		retention
14.1.2	teaching or	proud of	proud of	myself	myself	myself	myself	myself	myself	R9, R10)	teachers		rates
Recognition	work would	myself	myself	14.5.2 I will	14.6.2 I	14.7.2 I will		14.9.2 My	14.10.2	Students and	have always		
of my work	make me	14.3.2 I will	14.4.2 I	feel proud	would feel	feel proud	14.8.2 I will	work ability	Recognition	teachers	recognized		
by	happy	be proud of	would be	that my	proud that	that the	be proud of	can be	of my work	have always	me for		
colleagues		myself for	proud of my	work is	my teachers	teachers and	myself if my	recognized	by leaders,	recognized	teaching or		
will make		the	teaching or	recognized	and students	students of	work ability	by the	colleagues	me for	serving		
me work		recognition	service	by teachers	recognized	the school	can be	teachers,	and students	teaching or	them and I		
better and		of my work	recognized	and students	my work	recognize	recognized	students and	would make	serving	would be		
I will be		by my	by school	in the school		my work	by teachers,	leaders of	me proud of	them and	proud of		
proud of		colleagues.	teachers and				students and	the school.	myself		myself		
myself.			students				leaders of						
							the school						

Respondent	Respondent.	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Coding	Coding	Categorizing	Evaluate
1	2	3	4	5	6	7	8	9	10	round 1	cycle 2	(Keyword)	
14. (1) If teac	hers and classn	nates at Baise U	University alway	ys write to their	bosses, praisin	g your work. A	Are you proud o	of yourself?				I	
(2) If Baise U	niversity stude	nts and teachers	s have consister	ntly recognized	you for teachir	ng or serving th	em. Are you pr	oud of yourself	??				
								I will be		I would be	Teachers		
						VI		proud of		proud of	and students		
								myself,		myself (R1,	know my		
								which		R2, R3, R4,	name and I		
								means that		R5, R6, R7,	am proud to		
								I have done		R8, R9,	use positive		
								a good job	\mathcal{D}	R10)	language		
								and have			when		
								been			talking to		
								affirmed by			me		
								teachers and					
								classmates.					

Respondent	Respondent.	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Coding	Coding	Categorizing	Evaluate
1	2	3	4	5	6	7	8	9	10	round 1	cycle 2	(Keyword)	
14. (3) If Baise	e University stu	idents and teacl	hers know your	r name and use	positive words	when talking to	you. Are you	proud of yours	elf?				
(4) Do you thin	nk the above-m	nentioned impro	ovements in cus	stomer satisfact	ion make you p	proud of your w	ork? why?						
14.1.3	14.2.3	14.3.3	14.4.3 I	14.5.3 I	14.6.3	14.7.3 I	14.8.3	14.9.3 I take	14.10.3	Teachers	Teachers	Leader's	Frequent
Everyone	Teachers	Colleagues	would be	would be	School	must have	School	pride in	Everyone	and students	and students	praise	access to
knows I	and students	recognize	proud that	proud that	teachers and	left a good	teachers and	rememberin	remembers	know my	often praise		inspiration
exist, which	often	my name	my school	my name	students can	impression	students	g my name	me saying	name and I	me in front	Teacher and	and
means I	mention and	and use	teachers and	would be	know my	in front of	know me	and talking	that I left a	am proud to	of leaders, I	student	competenc
make a good	praise me,	positive	students	known by	name and I	the teachers	and evaluate	to myself in	good	use positive	will be	approval	e from
impression	which	language in	could	the teachers	will be	and students	me	positive	impression	language	proud of		leaders and
on them and	makes me	conversations	remember	and students	proud of this	of the	positively I	language	on everyone	when	myself		teachers
I'm proud of	proud.	that I am not	my name	of the	14.6.4 The	school, so	will be	when others	and is my	talking to			and
that.	14.2.4 The	necessarily	14.4.4 I	school	higher the	they all	proud of	recognize	driving	me (R1, R2,	Students and		students
14.1.4	above	proud of	think the	14.5.4 The	customer	know my	myself	me	force, so I	R4, R5, R6,	teachers		can
Teachers	mentioned	14.3.4	above	higher the	satisfaction,	name, so I	14.8.4	14.9.4	will be	R7, R8, R9,	have always		improve
and students	practice of	Teachers	approach to	customer	the more	will feel	Improving	Improving	proud	R10)	recognized		retention
are satisfied	customer	and students	improving	satisfaction,	proud I am,	proud 14.7.4	customer	customer	14.10.4	Teachers	me for		rates
with my	satisfaction	praise me to	customer	the more	because my	The above	satisfaction	satisfaction	Improving	and students	teaching or		
work, which	will make	the leaders	satisfaction	proud I am,	work has	mentioned	can make	enables me	customer	recognize	serving		
inspires me	me happier,	and the	can make	because the	been	()	me feel	to take pride	satisfaction	my name	them and I		
spiritually	and doing	recognition	me feel	work has	recognized		proud of my	in my work,	makes me	and use	would be		
and affirms	the job is	of my work	proud of my	been	by		work.	and	feel proud	positive	proud of		
my ability.	rewarding.	can make	work and	recognized	everyone.			knowing	of my work	language	myself		
I will be		me feel	satisfy	by					as it makes	when			
proud of my		good about		everyone.					me feel	talking to			
work.		my work.								me,			

Respondent	Respondent.	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Coding	Coding	Categorizing	Evaluate
1	2	3	4	5	6	7	8	9	10	round 1	cycle 2	(Keyword)	
14. (3) If Bais	se University stu	udents and teac	hers know you	r name and use	positive words	when talking to	o you. Are you	proud of yourse	elf?			L	
(4) Do you thi	ink the above-n	nentioned impr	ovements in cu	stomer satisfact	ion make you	proud of your w	ork? why?						
			teachers and			The	The	how	productive	I would not	Teachers		
			students,			approach to	meaning of	satisfied my	and	be proud	and students		
			then all my			customer	my work is	customers	successful in	(R3)	know my		
			efforts are			satisfaction	to serve the	are with me	my work.		name and I		
			worth it.		7	makes me	people, and	promotes			am proud to		
						proud of	it is	self-improve			use positive		
						what I do,	meaningful	ment.	\mathcal{D}		language		
						because my	only when				when		
						work is	the clients				talking to		
						recognized	are satisfied				me		
						and value is	with my						
						realized.	work.						

Respondent 1	Respondent	Respondent	Respondent4	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Coding	Coding	Categorizing	Evaluate
	.2	3		5	6	7	8	9	10	round 1	cycle 2	(Keyword)	
15. (1) Would	you like to see	Baise Universi	ty attract people	e from Thailand	l, Laos, Vietnar	n, Japan, Camb	odia, and Mya	nmar Learning	to think creativ	vely? why?			
15.1.1 I	15.2.1 I	15.3.1 I	15.4.1 I	15.5.1 I	15.6.1 I	15.7.1 I	15.8.1 I	15.9.1 I	15.10.1 I	Willing	Willing	learn creative	Staff have a
would like	hope that	would like	would like	would like	would like	would like	would like	would like	would like	Baise	Baise	thinking	high level of
Baise	Baise	Baise	Baise	Baise	Baise	Baise	Baise	Baise	Baise	University	University		enthusiasm
University to	University	University	University to	University	University	University	University	University	University	to attract	to attract	learning	to encourage
attract	can attract	to attract	attract	to attract	to attract	to attract	to attract	to attract	to attract	students	students	Chinese	the school to
students from	people	students	students	students	students	students	students	students	students	from	from		attract
neighboring	from	from	from	from	from	from	from	from	from	neighboring	neighboring	Introducing	universities
countries to	Thailand,	neighboring	neighboring	neighboring	neighboring	neighboring	neighboring	neighboring	neighboring	countries to	countries to	"The Belt	from
study	Laos,	countries to	countries to	countries to	countries to	countries to	countries to	countries to	countries to	learn	learn	and Road"	neighboring
creative	Vietnam,	learn	learn	learn	learn	learn	study	study	learn	creative	creative	Initiative	countries
thinking,	Japan,	creative	creative	creative	creative	creative	creative	creative	creative	thinking	thinking		(Myanmar,
because	Cambodia	thinking,	thinking,	thinking,	thinking,	thinking,	thinking,	thinking	thinking,	(R1, R2,		Learning	Vietnam,
students from	and	because they	because	because	because	because of	because	because it	because	R3, R4,		about China's	Laos,
different	Myanmar	can bring	people in	learning can	there is no	brainstorming	they can	can promote	exchanges	R5, R6,		new	Cambodia) to
countries can	to study	different	Asia can see	improve	end to		learn from	communicati	can promote	R7, R8,		classroom	study
communicate	creative	creative	changes in		learning,		each other	on	innovation	R9, R10)		innovations	creative
with each	thinking,	thinking.	the world		and learning			γ					thinking,
other and	which will		pattern with		together can								Chinese
learn about	increase the		creative		collide with								culture,
creative	number of		thinking and		more things.								Chinese
thinking in	students in		better										language and
different	Baise		integrate										the "The Belt
countries.	University.		into peaceful										and Road"
			development										project.

Respondent	Respondent.	Respondent	Respondent4	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Coding	Coding	Categorizing	Evaluate
1	2	3		5	6	7	8	9	10	round 1	cycle 2	(Keyword)	
15. (2) Would	you like to see	e Baise Univers	ity attract people	from Thailand	, Laos, Vietnan	n, Japan, Camb	odia, and Myan	mar learning C	hinese? why?				
15.1.2 I	15.2.2 I	15.3.2 I	15.4.2 I would	15.5.2 I	15.6.2 I	15.7.2 I	15.8.2 I	15.9.2 I	15.10.2 I	Willing to		learn	Staff have a
would like	would like	would like to	like Baise	would like	would like	would like	would like	would like	would like	Baise	Willing to	creative	high level of
Baise	Baise	attract people	University to	Baise	Baise	Baise	Baise	Baise	Baise	University	Baise	thinking	enthusiasm
University	University	from	attract	University	University	University	University	University	University	to attract	University		to encourage
to attract	to attract	neighboring	students from	to attract	to attract	to attract	to attract	to attract	to attract	students	to attract	learning	the school to
students	students	countries to	neighboring	students	students	students	students	students	students	from	students	Chinese	attract
from	from	learn	countries to	from	from	from	from	from	from	neighboring	from		universities
neighboring	neighborin	Chinese, the	study	neighboring	neighboring	neighboring	neighboring	neighboring	neighboring	countries to	neighboring	Introducing	from
countries to	g countries	more people	Chinese.	countries to	countries to	countries to	countries to	countries to	countries to	study	countries to	"The Belt	neighboring
study	to study	learn	Chinese has a	learn	study	learn	study	learn	learn	Chinese	study	and	countries
Chinese,	Chinese,	Chinese, the	long history,	Chinese,	Chinese,	Chinese,	Chinese,	Chinese,	Chinese,	(R1, R2, R3,	Chinese	Road"Initiat	(Myanmar,
because it	because it	better the	is the	because it	Because it	because it	because it	because it	because I	R4, R5, R6,		ive	Vietnam,
can improve	is	Chinese will	language with	will help	can promote	will help	can make	can make	like to	R7, R8, R9,			Laos,
China's	conducive	be. It may	the largest	more	the world to	more people	people from	people from	communicat	R10)		Learning	Cambodia)
popularity	to learning	become a	population,	people	speak	learn	neighboring	neighboring	e with			about	to study
and allow	each	common	and is the	learn	Chinese	Chinese,	countries	countries	people from			China's new	creative
foreign	other's	language,	most	Chinese,	(/λ	because	know more	better	different			classroom	thinking,
countries to	languages	and it is	attractive	understand		students	about China	understand	cultural			innovations	Chinese
better	and	convenient	language.	Chinese,		from all		Chinese	backgrounds				culture,
understand	understandi	for us to	It should be	and help		countries		culture.					Chinese
Chinese	ng their	communicate	accepted and	spread		come to							language
culture	country's	abroad	loved by	Chinese.		learn							and the "The
	culture.		people all			Chinese I							Belt and
			over the			am happy							Road"
			world.										project.

Respondent	Responden	Respondent	Respondent 4	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Coding	Coding	Categorizing	Evaluate
1	t.2	3		5	6	7	8	9	10	round 1	cycle 2	(Keyword)	
15. (3) Would	you like to se	e Baise Univer	sity attract people	from Thailand	, Laos, Vietnan	n, Japan, Camb	odia, and Myan	mar			I I		
Know about C	China's Belt an	nd Road project	s? why?										
15.1.3 I	15.2.3 I	15.3.3 I	15.4.3 I would	15.5.3 I	15.6.3 I	15.7.3 I	15.8.3 I	15.9.3 I	15.10.3 I	I would	I would like	Introducing	Staff have a
would like	would like	would like	like Baise	would like	would like	would like	would like	would like	would like	like Baise	Baise	"The Belt	high level of
Baise	Baise	Baise	University to	Baise	Baise	Baise	Baise	Baise	Baise	University	University	and Road"	enthusiasm
University	University	University	introduce	University	University	University	University	University	University	to	to introduce	Initiative	to encourage
to introduce	to	to introduce	China's "The	to introduce	to introduce	to introduce	to introduce	to introduce	to introduce	introduce	China's		the school to
China's	introduce	China's	Belt and Road"	China's"	China's	China's	China's	China's	China's "The	China's	"The Belt		attract
"The Belt	China's	"The Belt	project to	The Belt	"The Belt	"The Belt	"The Belt	"The Belt	Belt and	"Belt and	and Road "		universities
and Road "	"The Belt	and Road "	students from	and Road"	and Road "	and Road"	and Road "	and Road"	Road"	Road"	project to		from
project to	and Road "	project to	neighboring	project to	project to	project to	project to	project to	project to	projects	students		neighboring
students	project to	students	countries. Only	students	students	students	students	students	students	(R1, R2,	from		countries
from	students	from	after	from	from	from	from	from	from	R3, R4,	neighboring		(Myanmar,
neighboring	from	neighboring	understanding	neighboring	neighboring	neighboring	neighboring	neighboring	neighboring	R5, R6,	countries		Vietnam,
countries,	neighborin	countries,	the project of	countries,	countries,	countries,	countries,	countries,	countries,	R7, R8,			Laos,
promote	g countries,	because it is	the One Belt	because it	because	because the	because it	because	because it	R9, R10)			Cambodia) to
foreign	which can	related to	One Road, can	will help	China has a	cooperation	can promote	more people	can improve				study
cooperation,	effectively	our local	we understand	more	large	will be	economic	can	China's				creative
and drive	promote	economic	that common	people	population,	beneficial to	development	understand	popularity.				thinking,
economic	the local	developmen	development	understand	and more	both parties.		the					Chinese
development	economic	t and the	and common	China.	cooperation			opportunities					culture,
in western	development	developmen	prosperity are		projects can			for					Chinese
my country	of Baise	t of Baise	the goal, and		increase			cooperation					language and
		University	will we accept		more			in "One Belt					the "The Belt
			and promote it.		employment			One Road"					and Road"
					opportunities			project.					project.

Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Respondent	Coding	Coding	Categorizing	Evaluate
1	2	3	4	5	6	7	8	9	10	round 1	cycle 2	(Keyword)	
15. (4)Would y	you like to see	Baise Universit	y attract people	from Thailand	, Laos, Vietnam	, Japan, Cambo	dia, and Myanr	nar Learn abou	t China's new c	lassroom innov	ations here? W	hy?	
15.1.4 I	15.2.4 I	15.3.4 I	15.4.3 I	15.5.4 I	15.6.4 I	15.7.4 I	15.8.4 I	15.9.4 I	15.10.4 I	to students	I hope that	Learning	Staff have
hope that	hope that	hope that	would like	hope that	hope that	would like	would like	hope that	hope that	from	Baise	about	a high level
Baise	Baise	Baise	Baise	Baise	Baise	Baise	Baise	Baise	Baise	neighboring	University	China's new	of
University	University	University	University	University	University	University	University	University	University	countries	can attract	classroom	enthusiasm
can attract	can attract	can attract	to introduce	can attract	can attract	to be able to	to attract	can attract	can attract	Wish Baise	students	innovations	to
students	students	students	China's	students	students	attract	students	students	students	University	from		encourage
from	from	from	"The Belt	from	from	Thailand,	from	from	from	can attract	Thailand,		the school
neighboring	neighboring	Thailand,	and Road"	Thailand,	Thailand,	Laos,	Thailand,	Thailand,	Thailand,	students	Laos,		to attract
countries. I	countries. I	Laos,	project to	Laos,	Laos,	Vietnam,	Laos,	Laos,	Laos,	from	Vietnam,		universities
would like	would like	Vietnam,	students	Vietnam,	Vietnam,	Japan,	Vietnam,	Vietnam,	Vietnam,	Thailand,	Japan,		from
to come to	to come to	Japan,	from	Japan,	Japan,	Cambodia,	Japan,	Japan,	Japan,	Laos,	Cambodia		neighborin
Baise to	Baise to	Cambodia	neighboring	Cambodia	Cambodia	Myanmar	Cambodia	Cambodia,	Cambodia	Vietnam,	and		g countries
learn about	learn about	and	countries.	and	and	students	and	and	and	Japan,	Myanmar to		(Myanmar,
China's	China's	Myanmar to	Only after	Myanmar to	Myanmar to	come to	Myanmar to	Myanmar to	Myanmar to	Cambodia	Baise to		Vietnam,
innovation	innovation	study	understandin	study	study	learn about	learn	learn	study	and	learn new		Laos,
in education,	in education,	China's	g the project	China's	China's	China's	Chinese	Chinese	China's	Myanmar to	classroom		Cambodia)
because	because we	innovation	of the One	innovation	innovation	innovation	innovations	innovations	innovation	Baise to	innovations		to study
showing	can	in education,	Belt One	in education,	in education.	in education	in education,	in education,	in education.	learn new	in China		creative
more	exchange	because they	Road, can	because it	It is an	because they	because they	because they	Because I	classroom			thinking,
advanced or	experience	can attract	we	will help	unforgettabl	can learn	can learn	can learn	love helping	innovations			Chinese
more	and make	more people	understand	more people	e thing to	from each	from each	from each	others	in China			culture,
innovative	progress	after	that	understand	receive	other.	other	other.	improve.				Chinese
teaching	together.	bringing	common										language
methods can			development										and

Respondent	_		Respondent 4	Respondent	Respondent	Respondent	_	Respondent	Respondent	Coding	Coding	Categorizing	Evaluate
1	2	3		5	6	7	8	9	10	round 1	cycle 2	(Keyword)	
15. (4)Would	you like to see	Baise Univers	ity attract people	from Thailand,	Laos, Vietnam	, Japan, Cambo	dia, and Myann	nar Learn about	t China's new c	lassroom innova	ations here? W	/hy?	
improve the		this	and common	that China is	knowledge					(R1, R2, R3,			"The Belt
popularity of		innovative	prosperity are	also	that is					R4, R5, R6,			and Road
Baise		method	the goal, and	constantly	different					R7, R8, R9,			" project.
University		back to their	will we accept	developing	from what	N C				R10)			
in		country.	and promote it.	and	they have								
neighboring		Learn.	15.4.4 I hope	innovating.	learned								
countries,			Baise		before.								
which is			University can										
beneficial to			attract students										
Baise			from Thailand,										
University			Laos, Vietnam,	$\mathbf{\Omega}$									
development			Japan,										
of.			Cambodia, and										
			Myanmar to										
			study China's										
			innovation in				0						
			education,		(/x	7							
			because all			/DF							
			good learning										
			methods										
			should benefit										
			more people.										

Appendix E

Questionnaire Survey





Questionnaire survey on innovative talent management strategy

Dear readers,

Thank you very much for taking the time to fill out this questionnaire. This questionnaire aims to explore the impact of innovative talent management strategies on the retention of innovative talents in Baise University. Your discreet answer is very important to me; I hope to receive your support and help. This questionnaire does not involve personal privacy. It is only used for academic research. Please fill in as much as possible according to the actual situation. Thank you for your participation! If you have any questions, please contact Lavi.

Tel: 18677652862. Email: 261623350 @qq.com

Part I: Basic Information

Please mark $\sqrt{}$ in the following questions that meet your basic situation

Ι.	What is your gender?	
	□ Male	

□ Female

2. How old are you?

 \Box Under 30 years old

 \Box 41-50 years old

3. What is your highest degree?

□ PhD candidate Master's

□ degree candidate

 \Box 31-40 years old

 \Box 51-60 years old

□ Bachelor's degree

4. What is your job title?

\Box Senior title and above	□ SIntermediate title						
□ Junior professional title and	below						
5. How long have you worked in Baise College? :							
\Box 3 years and below	\Box 3-5 years						
\Box 5-10 years	\Box More than 10 years						
6. What is your current position?							

□ Administrative management □ Teaching full-time

Part II: Investigation Items

Please tick $\sqrt{}$ in the following questions where you can explain your environment and express your feelings.

Serial number	Investigation Items	Totally inconsistent→ Completely suitable					
1	Would you be willing to stay and work longer if it provided you with more opportunities to think innovatively to improve existing teaching methods or develop new courses or create new work platforms for administrative work?	1	2	3	4	5	
2	Do you think that improving the existing management system and supporting talents to innovate work methods or work procedures to improve work efficiency and improve the satisfaction of teachers and students can improve the talent retention rate?	1	2	3	4	5	

Serial number	Investigation Items	Totally inconsistent→ Completely suitable					
3	If you use performance incentives to stimulate innovation within the department, will this make you more willing to stay in Baise College for a long time?	1	2	3	4	5	
4	Do you think that innovative work methods to simplify work procedures and improve work efficiency can improve the retention rate of talents?	1	2	3	4	5	
5	Do you think that innovative work methods to simplify work procedures and improve work efficiency can improve the retention rate of talents?	1	2	3	4	5	
6	Do you think that effective innovative measures recognized by teachers and students can promote the improvement of talent retention rate?	1	2	3	4	5	
7	Do you think that improving the innovation level of Baise College through cooperation with external institutions can improve the current situation of brain drain?	1	2	3	4	5	
8	Do you think that strengthening the communication and learning of innovation achievements between departments to promote the improvement of innovation level of Baise College can improve the talent retention rate?	1	2	3	4	5	
Serial number	Investigation Items	Totally inconsistent Completely suitab					
------------------	--	---	---	---	---	---	
9	9 If your work is often recognized by leaders, will it		2	3	4	5	
	make you love your work in Baise College more?						
	If leaders provide you with a place for innovative	1	2	3	4	5	
10	thinking according to your innovation needs, will						
	you be willing to continue to serve Baise College?						
	Do you think that appropriate reduction of	1	2	3	4	5	
11	administrative workload and work pressure can						
	improve talent retention rate?						
	Do you think that reducing some working hours	1	2	3	4	5	
12	and increasing faculty and staff time with family						
12	can improve employee happiness and talent						
	retention?	Y					
	If Baise College sets up children's rooms in the	1	2	3	4	5	
13	office area for faculty and staff, will this make you						
	willing to work in Baise College?						
	Do you think that providing help or convenience to	1	2	3	4	5	
14	employees' lives to improve employees' happiness						
	will help Baise College to retain talents?						
	If the leader used positive words to evaluate the	1	2	3	4	5	
15	mistakes in your work, would you be willing to						
	work at Baise College for a longer time?						
	If everyone used positive words and complimented	1	2	3	4	5	
16	each other in the work environment, would it make						
	you prefer to work at Baise College?						

Serial number	Investigation Items	Totally inconsistent Completely suitabl				
	If Baise College sets up special funds to support		2	3	4	5
17	the personal development of employees, will it					
17	attract you to stay in Baise College for a longer					
	time?					
	If Baise College sets up special funds to support	1	2	3	4	5
18	the personal development of employees, will it					
18	attract you to stay in Baise College for a longer					
	time?					
	If the leader often communicates with you at work,	1	2	3	4	5
19	will you be willing to stay in Baise College for a					
	longer time?					
	Do you think co-workers and students often praise	1	2	3	4	5
20	employees for their work to leaders to improve					
	talent retention?					
	Do you think co-workers and students often praise	1	2	3	4	5
21	employees for their work to leaders to improve					
	talent retention?					
	Do you think attracting more people from	1	2	3	4	5
22	neighboring countries to learn knowledge in Baise					
	College can improve Baise College's international					
	reputation and help Baise College retain talents?					

Serial number	Investigation Items		•		sister suita	
	Do you think that developing Sino-foreign	1	2	3	4	5
23	cooperation in running schools and developing international education to improve Baise					
	University's international reputation can help					
	Baise University retain talents?					
24	You plan to stay and work at Baise University for	1	2	3	4	5
24	a long time. Do you agree with this point of view?					
25	You plan to work at Baise University for at least	1	2	3	4	5
25	two to three years. Do you agree?					
	You have the idea of leaving Baise University and	1	2	3	4	5
26	looking for a new job. Do you agree with this					
	point of view?	Y				
	NDED 196					

Appendix F

IOC Item Content validity





IOC Item Content Validity

Title: Research on the innovative talent management model to support the urban innovation of Baise, Guangxi, China

Objective: By using qualitative analysis and quantitative analysis, this paper makes an exploratory analysis on the innovative talent management strategy of Baise University, and obtains the innovative talent management strategy that can effectively help Baise University to retain talents. By summarizing the interviewees' comments and suggestions on the innovative culture and some innovative talent management strategies of THE University of Baise, some optimization strategies of the talent management model of the University of Baise are proposed.

Questions	Expert 1	Comment & Suggestion
Dr.Guangbo Lin		
1. (1) Do you feel that your current work is		
stressful?		
(2) What are the main sources of work stress?	1	
(3) Will work pressure make you have the intention		
to leave?		

Questions	Expert 1	Comment & Suggestion
Dr.Guangbo Lin		
2. (1) Where do you think new ideas and		
innovations in this department come from?		
(2) Do you know how often these new ideas and	1	
innovations appear? (3) Is it from employees or		
managers?		
3. Are there obvious barriers to innovation in Baise	1	
University? What kind of obstacle?	1	
4. Do you use methods to incentivize innovation		This question
within your department (pay for performance?	0	This question should only be
"Time to Innovate" strategies, recruiting employees	0	asked of leaders
with innovation "skills")		asked of leaders
5. (1) Can you describe an example of a successful	-	
innovation? (2)What do you think is the reason for	1	
its success?		
6. Can you describe an example of a failed		/
innovation? Why do you think it failed?		
7. Have you heard from the teachers and students of		This question is
Baise University about the benefits of innovative	0	unrealistic
services provided by various departments?		unrealistic
8. (1) Have you or your department established		
partnerships with outside agencies for innovation?		
(2) Have external agencies come to you to	1	
"test"/"demonstrate" ideas and innovations? Do you		
think there is an opportunity for this?		
9. Have you noticed the diffusion of innovation	1	
across sectors?	1	
10. (1) If you solve problems for your department	1	
with innovative work methods at work, your leader		

Questions	Expert 1	Comment & Suggestion
Dr.Guangbo Lin		L
will praise you at the regular meeting. What do you		
think about this?		
(2) If Baise University provides a place for		
innovators to think about how to improve the		
country's comprehensive strength through		
innovative methods. Will this entice you to stay		
longer?		
(3) Do you think the above methods of motivating	$\langle \rangle$	
employees can attract talents to stay longer?		
11. (1) If Baise University reduces working hours		
every Friday to increase family time. Will this		
entice you to stay longer?	-	-
(2) If Baise University provides a children's room		
for your children after school in the office. What do		
you think about this approach?	1	
(3) If Baise University provides a special sports		
venue for you and your family on weekends. What		
do you think about this approach? (4) Do you think		
the above practices can improve the happiness of		
employees?		
12. (1) If Baise University prevents your leaders		
from using negative words to evaluate your		
mistakes. Will this entice you to stay longer?		
(2) Would you be proud if Baise University set up	1	
bonuses for employees who want to continue their		
studies and those who provide media services to the		
countryside?		

Questions	Expert 1	Comment &
		Suggestion
Dr.Guangbo Lin		I
(3) Would you feel warm if Baise University		
encouraged colleagues to say compliments every		
morning?	1	
(4) Do you think the above practices contribute to a		
positive work culture in Baise University?		
13. (1) If your department heads talk to you like		
their child, nurturing you with new tests and		
challenging tasks every day, will that entice you to		
stay longer?		
(2) If your department head guides me to learn new		
skills and smart IoT technology courses. Will this		
entice you to stay longer?	1	
(3) Leaders always talk to you, and even go on		
outings together after get off work. What do you		
think about this?		
(4) Do you think the above approach can make the	GV	
relationship between superiors and subordinates		
better, thereby attracting talents to stay?		
14. (1) If the teachers and classmates of Baise		
University always write to the boss, praising your		
work. Are you proud of yourself?		
(2) If the students and teachers of Baise University		
have always recognized you for providing teaching	1	
or services to them. Are you proud of yourself?		
(3) If students and teachers at Baise University		
know your name and use positive words when		
talking to you. Are you proud of yourself?		

Questions	Expert 1	Comment &
		Suggestion
Dr.Guangbo Lin		I
(4) What practices do you think improve customer		
satisfaction that make you feel proud of your work	1	
and that attracts you to stay longer?		
15. Would you like to see Baise University attract		
people from Thailand, Laos, Vietnam, Japan,		
Cambodia and Myanmar to do the following?		
(1) Learning creative thinking? Why?		
(2) Learning Chinese? Why?		
(3) Do you know about China's "The Belt and		
Road " projects? Why?	1	
(4) Learning China's new classroom innovations		
here? Why?	7 -	41
(5) Do you think the above measures to improve		
international reputation can attract talents to stay		
longer?		

Approved and Endorsed:

市

(Dr.) Contact Number: Lecturer:





IOC Item Content Validity

Title: Research on the innovative talent management model to support the urban innovation of Baise, Guangxi, China

Objective: By using qualitative analysis and quantitative analysis, this paper makes an exploratory analysis on the innovative talent management strategy of Baise University, and obtains the innovative talent management strategy that can effectively help Baise University to retain talents. By summarizing the interviewees' comments and suggestions on the innovative culture and some innovative talent management strategies of THE University of Baise, some optimization strategies of the talent management model of the University of Baise are proposed.

Questions	Expert 2	Comment & Suggestion
Dr.Qiuxue Luo		
 (1) Do you feel that your current work is stressful? (2) What are the main sources of work stress? (3) Will work pressure make you have the intention to leave? 	1	
2. (1) Where do you think new ideas and innovations in this department come from? (2) Do you know how often these new ideas and innovations appear? (3) Is it from employees or managers?	0	The third problem can be described more clearly

Questions	Expert 2	Comment & Suggestion
Dr.Qiuxue Luo		
3. Are there obvious barriers to innovation in Baise University? What kind of obstacle?	1	
4. Do you use methods to incentivize innovation within your department (pay for performance?"Time to Innovate" strategies, recruiting employees with innovation "skills")	1	
5. (1) Can you describe an example of a successful innovation? (2)What do you think is the reason for its success?	1	
6. Can you describe an example of a failed innovation? Why do you think it failed?	1	
7. Have you heard from the teachers and students of Baise University about the benefits of innovative services provided by various departments?	1	$\langle \rangle$
 8. (1) Have you or your department established partnerships with outside agencies for innovation? (2) Have external agencies come to you to "test"/"demonstrate" ideas and innovations? Do you think there is an opportunity for this? 		

Questions	Expert 2	Comment &
		Suggestion
Dr.Qiuxue Luo		
9. Have you noticed the diffusion of innovation		It is recommended
across sectors?		to add some
		examples at the end
	0	of the question to
		make it easier for
VIIA		respondents to
OKUN		respond.
10. (1) If you solve problems for your department		
with innovative work methods at work, your leader		
will praise you at the regular meeting. What do you		
think about this? (2) If Baise University provides a		-
place for innovators to think about how to improve	1 -	
the country's comprehensive strength through		
innovative methods. Will this entice you to stay		
longer? (3) Do you think the above methods of		
motivating employees can attract talents to stay		
longer?	$b^{\circ}/$	
11. (1) If Baise University reduces working hours		
every Friday to increase family time. Will this		
entice you to stay longer? (2) If Baise University		
provides a children's room for your children after		
school in the office. What do you think about this	1	
approach? (3) If Baise University provides a special		
sports venue for you and your family on weekends.		
What do you think about this approach? (4) Do you		
think the above practices can improve the		
happiness of employees?		

Questions	Expert 2	Comment &
		Suggestion
Dr.Qiuxue Luo		
12. (1) If Baise University prevents your leaders		
from using negative words to evaluate your		
mistakes. Will this entice you to stay longer? (2)		
Would you be proud if Baise University set up		
bonuses for employees who want to continue their		
studies and those who provide media services to the	1	
countryside? (3) Would you feel warm if Baise		
University encouraged colleagues to say		
compliments every morning? (4) Do you think the		
above practices contribute to a positive work		
culture in Baise University?		-
13. (1) If your department heads talk to you like	-	
their child, nurturing you with new tests and	-	
challenging tasks every day, will that entice you to		
stay longer? (2) If your department head guides me		
to learn new skills and smart IoT technology		
courses. Will this entice you to stay longer? (3)		
Leaders always talk to you, and even go on outings		
together after get off work. What do you think		
about this? (4) Do you think the above approach		
can make the relationship between superiors and		
subordinates better, thereby attracting talents to		
stay?		
14. (1) If the teachers and classmates of Baise		
University always write to the boss, praising your		
work. Are you proud of yourself?		

Questions	Expert 2	Comment &
		Suggestion
Dr.Qiuxue Luo		
(2) If the students and teachers of Baise University		
have always recognized you for providing teaching		
or services to them. Are you proud of yourself?		
(3) If students and teachers at Baise University		
know your name and use positive words when	1	
talking to you. Are you proud of yourself?		
(4) What practices do you think improve customer		
satisfaction that make you feel proud of your work		
and that attracts you to stay longer?		
15. Would you like to see Baise University attract	U'	
people from Thailand, Laos, Vietnam, Japan,		5.
Cambodia and Myanmar to do the following? (1)	-	
Learning creative thinking? Why? (2) Learning		<
Chinese? Why? (3) Do you know about China's	1	
Belt and Road projects? Why? (4) Learning China's		
new classroom innovations here? Why? (5) Do you	6	
think the above measures to improve international	0	
reputation can attract talents to stay longer?		

Approved and Endorsed:

罗秋雪

(Dr.) Contact Number: Lecturer:



Master in Business Innovation



IOC Item Content Validity

Title: Research on the innovative talent management model to support the urban innovation of Baise, Guangxi, China

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Questions	Expert 3	Comment & Suggestion	
Dr.Jun Dai			
1. (1) Do you feel that your current work is stressful			
(2) What are the main sources of work stress?	1		
(3) Will work pressure make you have the intention	1		
to leave?			
2. (1) Where do you think new ideas and innovations			
in this department come from? (2) Do you know how	1		
often these new ideas and innovations appear? (3) Is	1		
it from employees or managers?			
3. Are there obvious barriers to innovation in Baise	1		
University? What kind of obstacle?			

Questions	Expert 3	Comment & Suggestion
Dr.Jun Dai	I	L
4. Do you use methods to incentivize innovation		
within your department (pay for performance? "Time	1	
to Innovate" strategies, recruiting employees with	1	
innovation "skills")		
5. (1) Can you describe an example of a successful		
innovation? (2)What do you think is the reason for its	1	
success?		
6. Can you describe an example of a failed		
innovation? Why do you think it failed?		
7. Have you heard from the teachers and students of		
Baise University about the benefits of innovative	1	
services provided by various departments?		
8. (1) Have you or your department established	X	
partnerships with outside agencies for innovation? (2)		
Have external agencies come to you to	1	
"test"/"demonstrate" ideas and innovations? Do you	6V/	
think there is an opportunity for this?		
9. Have you noticed the diffusion of innovation	1	
across sectors?	1	
10. (1) If you solve problems for your department		
with innovative work methods at work, your leader		
will praise you at the regular meeting. What do you		
think about this?		
(2) If Baise University provides a place for innovators	1	
to think about how to improve the country's		
comprehensive strength through innovative methods.		
Will this entice you to stay longer?		

Questions	Expert 3	Comment &
Questions Exp		Suggestion
Dr.Jun Dai		I
(3) Do you think the above methods of motivating		
employees can attract talents to stay longer?		
11. (1) If Baise University reduces working hours		
every Friday to increase family time. Will this entice		
you to stay longer? (2) If Baise University provides a		
children's room for your children after school in the		
office. What do you think about this approach? (3) If	1	
Baise University provides a special sports venue for		
you and your family on weekends. What do you think		
about this approach? (4) Do you think the above		
practices can improve the happiness of employees?		
12. (1) If Baise University prevents your leaders from		
using negative words to evaluate your mistakes. Will	K	
this entice you to stay longer?		
(2) Would you be proud if Baise University set up		
bonuses for employees who want to continue their	\sim	
studies and those who provide media services to the	0	
countryside?	1	
(3) Would you feel warm if Baise University		
encouraged colleagues to say compliments every		
morning?		
(4) Do you think the above practices contribute to a		
positive work culture in Baise University?		

Quartiens	Error and 2	Comment &
Questions	Expert 3	Suggestion
Dr.Jun Dai		
13. (1) If your department heads talk to you like their		
child, nurturing you with new tests and challenging		
tasks every day, will that entice you to stay longer?		
(2) If your department head guides me to learn new		
skills and smart IoT technology courses. Will this		
entice you to stay longer? (3) Leaders always talk to	1	
you, and even go on outings together after get off		
work. What do you think about this? (4) Do you think		
the above approach can make the relationship		
between superiors and subordinates better, thereby		
attracting talents to stay?		
14. (1) If the teachers and classmates of Baise		
University always write to the boss, praising your		
work. Are you proud of yourself? (2) If the students		
and teachers of Baise University have always		
recognized you for providing teaching or services to	\sim	
them. Are you proud of yourself? (3) If students and	01	
teachers at Baise University know your name and use		
positive words when talking to you. Are you proud of		
yourself? (4) What practices do you think improve		
customer satisfaction that make you feel proud of		
your work and that attracts you to stay longer?		

Questions	Expert 3	Comment & Suggestion
Dr.Jun Dai		
15. Would you like to see Baise University attract		
people from Thailand, Laos, Vietnam, Japan,		
Cambodia and Myanmar to do the following?		
(1) Learning creative thinking? Why?		
(2) Learning Chinese? Why?		
(3) Do you know about China's "The Belt and Road"	1	
projects? Why?	1	
(4) Learning China's new classroom innovations		
here? Why?		
(5) Do you think the above measures to improve		
international reputation can attract talents to stay	0,	
longer?		

Approved and Endorsed:

(Dr.) Contact Number: Lecturer:





IOC Item Content Validity

Title: Research on the innovative talent management model to support the urban innovation of Baise, Guangxi, China

Objective: By using qualitative analysis and quantitative analysis, this paper makes an exploratory analysis on the innovative talent management strategy of Baise University, and obtains the innovative talent management strategy that can effectively help Baise University to retain talents. By summarizing the interviewees' comments and suggestions on the innovative culture and some innovative talent management strategies of THE University of Baise, some optimization strategies of the talent management model of the University of Baise are proposed.

Questions	Expert 4	Comment &
	61	Suggestion
Dr.Qinghua Qin		
1. (1) Do you feel that your current work is stressful?	1	
(2) What are the main sources of work stress?		
(3) Will work pressure make you have the intention		
to leave?		
2. (1) Where do you think new ideas and innovations	1	
in this department come from? (2) Do you know how		
often these new ideas and innovations appear? (3) Is		
it from employees or managers?		
3. Are there obvious barriers to innovation in Baise	1	
University? What kind of obstacle?		

Questions	Expert 4	Comment & Suggestion
Dr.Qinghua Qin		
4. Do you use methods to incentivize innovation	1	
within your department (pay for performance? "Time		
to Innovate" strategies, recruiting employees with		
innovation "skills")		
5. (1) Can you describe an example of a successful	1	
innovation?		
(2)What do you think is the reason for its success?		
6. Can you describe an example of a failed	1	
innovation? Why do you think it failed?		
7. Have you heard from the teachers and students of	1	
Baise University about the benefits of innovative		
services provided by various departments?		
8. (1) Have you or your department established	1 🔫	
partnerships with outside agencies for innovation?		
(2) Have external agencies come to you to		
"test"/"demonstrate" ideas and innovations? Do you	GV/	
think there is an opportunity for this?		
9. Have you noticed the diffusion of innovation	1	
across sectors?		
10. (1) If you solve problems for your department	1	
with innovative work methods at work, your leader		
will praise you at the regular meeting. What do you		
think about this?		
(2) If Baise University provides a place for innovators		
to think about how to improve the country's		
comprehensive strength through innovative methods.		
Will this entice you to stay longer?		

Questions	Expert 4	Comment &
		Suggestion
Dr.Qinghua Qin	I	L
(3) Do you think the above methods of motivating		
employees can attract talents to stay longer?		
11. (1) If Baise University reduces working hours	0	There are summer
every Friday to increase family time. Will this entice		and winter
you to stay longer?		holidays to
(2) If Baise University provides a children's room for		increase family
your children after school in the office. What do you		time.
think about this approach?		
(3) If Baise University provides a special sports		
venue for you and your family on weekends. What do		
you think about this approach?		
(4) Do you think the above practices can improve the	_	
happiness of employees?	×	4
12. (1) If Baise University prevents your leaders from	1	
using negative words to evaluate your mistakes. Will		
this entice you to stay longer?	ΔI	
(2) Would you be proud if Baise University set up	07	
bonuses for employees who want to continue their		
studies and those who provide media services to the		
countryside?		
(3) Would you feel warm if Baise University		
encouraged colleagues to say compliments every		
morning?		
(4) Do you think the above practices contribute to a		
positive work culture in Baise University?		
13. (1) If your department heads talk to you like their		
child, nurturing you with new tests and challenging		
tasks every day, will that entice you to stay longer?		

Questions	Expert 4	Comment &
		Suggestion
Dr.Qinghua Qin		
(2) If your department head guides me to learn new	1	
skills and smart IoT technology courses. Will this		
entice you to stay longer?		
(3) Leaders always talk to you, and even go on		
outings together after get off work. What do you		
think about this?		
(4) Do you think the above approach can make the		
relationship between superiors and subordinates		
better, thereby attracting talents to stay?		
14. (1) If the teachers and classmates of Baise	1	
University always write to the boss, praising your		
work. Are you proud of yourself?	_	
(2) If the students and teachers of Baise University	×	
have always recognized you for providing teaching or		
services to them. Are you proud of yourself?		
(3) If students and teachers at Baise University know	ΔI	
your name and use positive words when talking to	0/	
you. Are you proud of yourself?		
(4) What practices do you think improve customer		
satisfaction that make you feel proud of your work		
and that attracts you to stay longer?		

Questions	Expert 4	Comment &
		Suggestion
Dr.Qinghua Qin	1	
15. Would you like to see Baise University attract	1	
people from Thailand, Laos, Vietnam, Japan,		
Cambodia and Myanmar to do the following?		
(1) Learning creative thinking? Why?		
(2) Learning Chinese? Why?		
(3) Do you know about China's "The Belt and Road"		
projects? Why?		
(4) Learning China's new classroom innovations		
here? Why?		
(5) Do you think the above measures to improve		
international reputation can attract talents to stay		
longer?		

Approved and Endorsed:

(Dr.) Contact Number: Lecturer:





		Exper		rt E	xpert	Expert		
		1	2	7	3	4	IOC	
Item	Questions	Dr.Gu: bo Lin	Luo	Dai	Dr.Jun	Dr.Qi a Qin	score	Comment
		Dr.Guang bo Lin	Luo		Jun	Dr.Qinghu a Qin		
		gn	fue			ghu		
	(1) Do you feel that your current work is stressful?							
1	(2) What are the main sources of work stress?	1	1		1	1	1	
	(3) Will work pressure make you have the intention to	1			1	1	1	
	leave?		0					
2	(1)Where do you think new ideas and innovations in this							The third problem
	department come from?							can be described
	(2)Do you know how often these new ideas and	1	0		1	1	0.75	more clearly
	innovations appear?							
	(3) Is it from employees or managers?							

IOC score table

		Expert	Expert	Expert	Expert		
		1	2	3	4	IOC	
Item	Questions	Dr.Guang bo Lin	Dr.Qiuxue Luo	Dr.Jun Dai	Dr.Qinghu a Qin	score	Comment
3	Are there obvious barriers to innovation in Baise University? What kind of obstacle?	1	1	1	1	1	
4	Do you use methods to incentivize innovation within your						This question
	department (pay for performance? "Time to Innovate"	0	1	1	1	0.75	should only be
	strategies, recruiting employees with innovation "skills")			K			asked of leaders
5	(1) Can you describe an example of a successful innovation?	1	1		1	1	
	(2) What do you think is the reason for its success?	1			1	1	
6	Can you describe an example of a failed innovation? Why do you think it failed?	1	1	1	1	1	
7	Have you heard from the teachers and students of Baise	0	1	1	1	0.75	This question is
	University about the benefits of innovative services						unrealistic
	provided by various departments?						

		Expert	Expert	Expert	Expert		
		1	2	3	4		
_		1	2			IOC	
Item	Questions	Dr.Gua bo Lin	Dr.(Luo	Dr.Jun Dai	Dr.Qi a Qin	score	Comment
		Dr.Guang bo Lin	Dr.Qiuxue Luo	Jun	Dr.Qinghu a Qin		
		ng	xue		ghu		
8	(1) Have you or your department established partnerships			5			
	with outside agencies for innovation?						
	(2) Have external agencies come to you to	1	1	1	1	1	
	"test"/"demonstrate" ideas and innovations? Do you think						
	there is an opportunity for this?						
9	Have you noticed the diffusion of innovation across	1	0	1	1	0.75	It is recommended
	sectors?			• /			to add some
				, /			examples at the
			0				end of the question
		n^{1}					to make it easier
		V					for respondents to
							respond.

			pert 1		pert 2	Expert 3	Expert 4	IOC	
Item	Questions	bo Lin	Dr.Guang	Luo	Dr.Qiuxue	Dr.Jun Dai	Dr.Qinghu a Qin	score	Comment
10	(1) If you solve problems for your department with					5			
	innovative work methods at work, your leader will praise								
	you at the regular meeting. What do you think about this?								
	(2) If Baise University provides a place for innovators to								
	think about how to improve the country's comprehensive		1		1	1	1	1	
	strength through innovative methods. Will this entice you								
	to stay longer?								
	(3) Do you think the above methods of motivating					7			
	employees can attract talents to stay longer?								
11	(1) If Baise University reduces working hours every								There are summer
	Friday to increase family time. Will this entice you to stay								and winter
	longer?		1		1	1	0	0.75	holidays to
									increase family
									time.

		Exp	ert	Expert			Expert		
Item	Questions	1 bo Lin	Dr.Guang	2 Dr.Qiuxue Luo	Dai	Dr.Jun	4 Dr.Qinghu a Qin	IOC score	Comment
	(2) If Baise University provides a children's room for your								
	children after school in the office. What do you think								
	about this approach?								
	(3) If Baise University provides a special sports venue for								
	you and your family on weekends. What do you think				X				
	about this approach?								
	(4) Do you think the above practices can improve the								
	happiness of employees?								
12	(1) If Baise University prevents your leaders from using			00					
	negative words to evaluate your mistakes. Will this entice								
	you to stay longer?			1		1	1	1	
	(2) Would you be proud if Baise University set up			1		L	1	1	
	bonuses for employees who want to continue their studies								
	and those who provide media services to the countryside?								

		Expert 1	Expert 2	Expert 3	Expert 4	IOC	
Item	Questions	Dr.Guang bo Lin	Dr.Qiuxue Luo	Dr.Jun Dai	Dr.Qinghu a Qin	IOC score	Comment
	 (3) Would you feel warm if Baise University encouraged colleagues to say compliments every morning? (4) Do you think the above practices contribute to a positive work culture in Baise University? 			SIT			
13	 (1) If your department heads talk to you like their child, nurturing you with new tests and challenging tasks every day, will that entice you to stay longer? (2) If your department head guides me to learn new skills and smart IoT technology courses. Will this entice you to stay longer? (3) Leaders always talk to you, and even go on outings together after get off work. What do you think about this? 	1	010		1	1	

		Expert	Expert	Expert	Expert		
		1	2	3	4		
Item	Questions				~ <u> </u>	IOC	Comment
nem	Questions	Dr.Guang bo Lin	Dr.Qiuxue Luo	Dr.Jun Dai	Dr.Qinghu a Qin	score	Comment
	ION C	juan	Jiux	un)ing n		
		00	ue		hu		
	(4) Do you think the above approach can make the			5			
	relationship between superiors and subordinates better,	1	1	_1	1	1	
	thereby attracting talents to stay?						
14	(1) If the teachers and classmates of Baise University						
	always write to the boss, praising your work. Are you						
	proud of yourself?						
	(2) If the students and teachers of Baise University have						
	always recognized you for providing teaching or services	1	1	1	1	1	
	to them. Are you proud of yourself?		00				
	(3) If students and teachers at Baise University know your	\mathbf{n}					
	name and use positive words when talking to you. Are						
	you proud of yourself?						

Item	Questions	Expert 1 bo Lin	Expert 2 Luo	Expert 3 Dai Dr.Jun	Expert 4 a Qin	IOC score	Comment
14	(4) What practices do you think improve customer satisfaction that make you feel proud of your work and that attracts you to stay longer?	1	ō 1	o SI	1	1	
15	 Would you like to see Baise University attract people from Thailand, Laos, Vietnam, Japan, Cambodia and Myanmar to do the following? (1) Learning creative thinking? Why? (2) Learning Chinese? Why? (3) Do you know about China's "The Belt and Road " projects? Why? (4) Learning China's new classroom innovations here? Why? (5) Do you think the above measures to improve international reputation can attract talents to stay longer? 	1	010		1	1	

BIODATA

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