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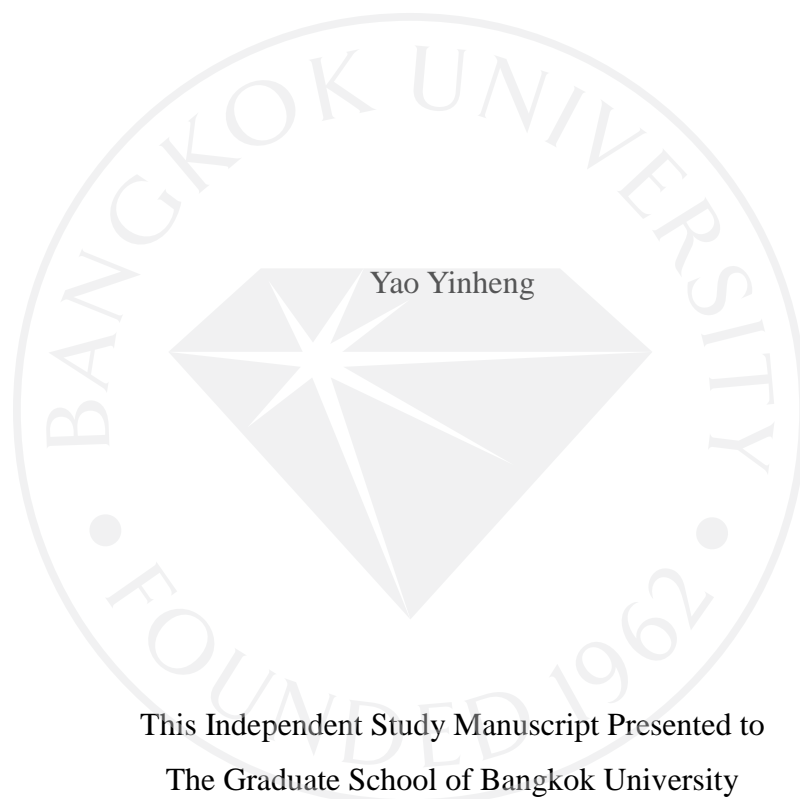
RESEARCH ON INNOVATIVE TALENT MANAGEMENT MODEL
TO SUPPORT URBAN INNOVATION IN BAISE, GUANGXI, CHINA

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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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Yao Yinheng

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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	Resettlement of family members
1	Winners of the National Science Fund for Distinguished Young Scholars, experts enjoying special allowances from the State Council, famous teachers in national colleges and universities, winners of the "National Special Support Program for High-level Talents"	600,000 Yuan	Under the age of 55	the subsidy amount for professors and equivalent professional technicians 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

(Continued)

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
1	(referred to as "National 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 ministerial level academic and technical leaders, provincial and ministerial level						

Table 2.1 (Continued): Generous Talent Introduction Policy

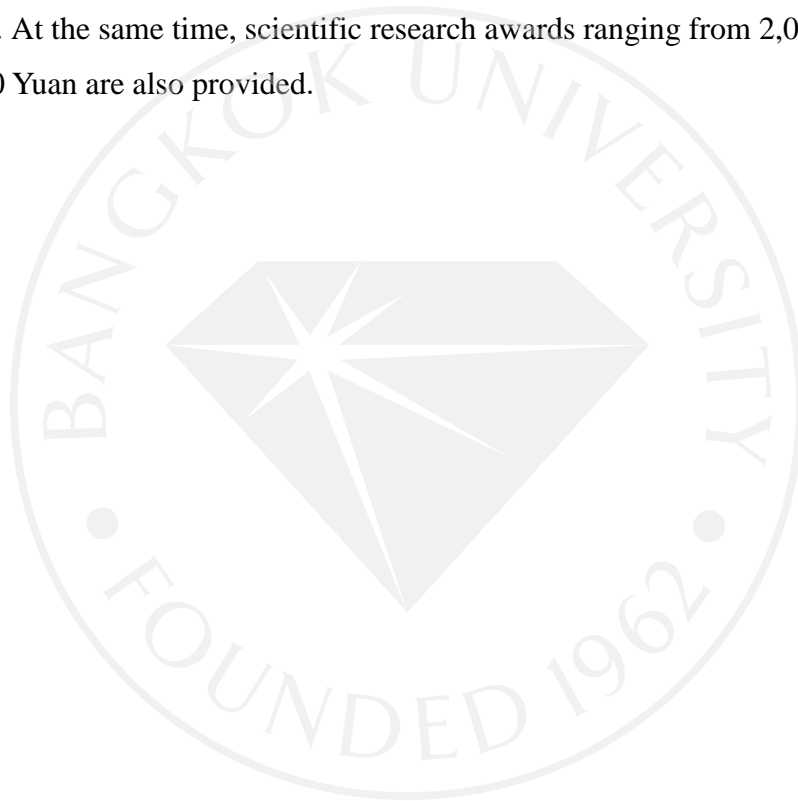| NO.	Type of introduced personnel	Settlement allowance (before tax)	Age requirement	Personal development security fund (before tax)	Research start-up funds	Work computer	Resettlement of family members
1	outstanding experts with outstanding contributions.						
2	Winner of the Ministry of Education's "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

(Continued)

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
2	and a reserve candidate for provincial and ministerial-level academic and technical leaders.						
3	Sponsor of the Ministry of Education's "Outstanding Young Teachers Subsidy Program" and	500,000 Yuan	under 50	The subsidy amount for professors and equivalent professional and technical personnel is 225,000 Yuan;	60,000 Yuan for science and engineering; 40,000 Yuan for humanities	1 unit (owned by the school)	Spouse can be arranged to work at school

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 Backbone Teacher Subsidy Program"			the subsidy amount for doctors is 175,000 Yuan	and social sciences		
4	Those who have both a professor (or equivalent professional and technical position) and a doctoral degree and have obtained a doctoral degree	450,000 Yuan	under 55	The subsidy amount for professors and equivalent professional and technical personnel is 225,000 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

(Continued)

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
4				the subsidy amount for doctors is 175,000 Yuan			
5	A professor (or equivalent professional technical position)	400,000 Yuan	under 55	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

(Continued)

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
6	Senior engineer with industry work experience or equivalent professional technical position and doctoral degree and obtained doctoral degree	380,000 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

(Continued)

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
7	Possess associate professor or equivalent professional technical position and doctoral degree and obtain a doctoral degree	350,000 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

(Continued)

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
8	There is a shortage of professional doctoral degree and those who have obtained a doctorate	320,000 Yuan	under 40	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

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
9	Doctoral degree and obtained doctorate degree	300,000 Yuan	under 40	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
10	Master's Degree in Shortage	20,000 Yuan	under 40	School provides transitional housing	5,000 Yuan	none	none

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)

Table 2.2: The Funding Matters

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

(Continued)

Table 2.2 (Continued): The Funding Matters

project name	Funding conditions	Funding	Remark
Featured Research Team Support Program	It is established on the basis of existing autonomous region-level key disciplines, key research bases (centers), and key laboratories, and meets the prescribed scientific research conditions.	200,000 Yuan per team	Please inquire for other details
Dual-training teacher training program	Have a bachelor's degree or above and the title of lecturer, and meet the prescribed conditions	School-funded training cost for double - qualified teachers: 6,000 Yuan in the district, 10,000 Yuan outside the 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
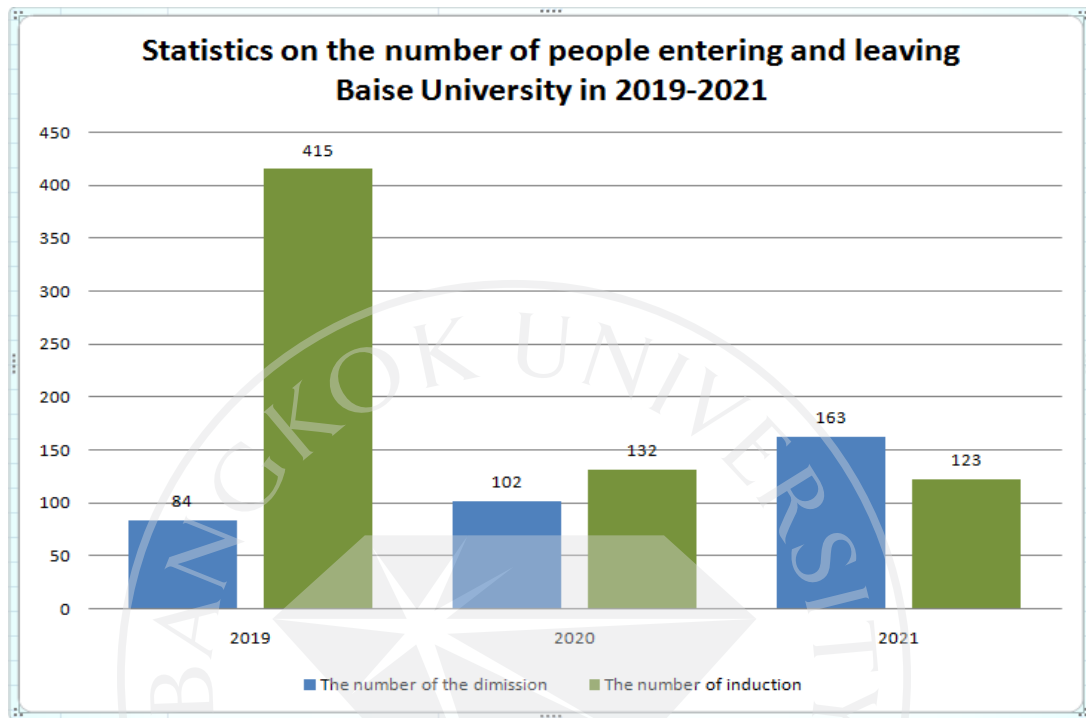
In China, talent retention in a region is largely influenced by the ability to attract and retain talent. Universities play an important role in shaping the economic geography of talent innovation and have profound implications for talent concentration. A tolerant and open society can also effectively 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 introduction rather than development; 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.

Figure 3.1: Research Process of the Explorative Mixed-method
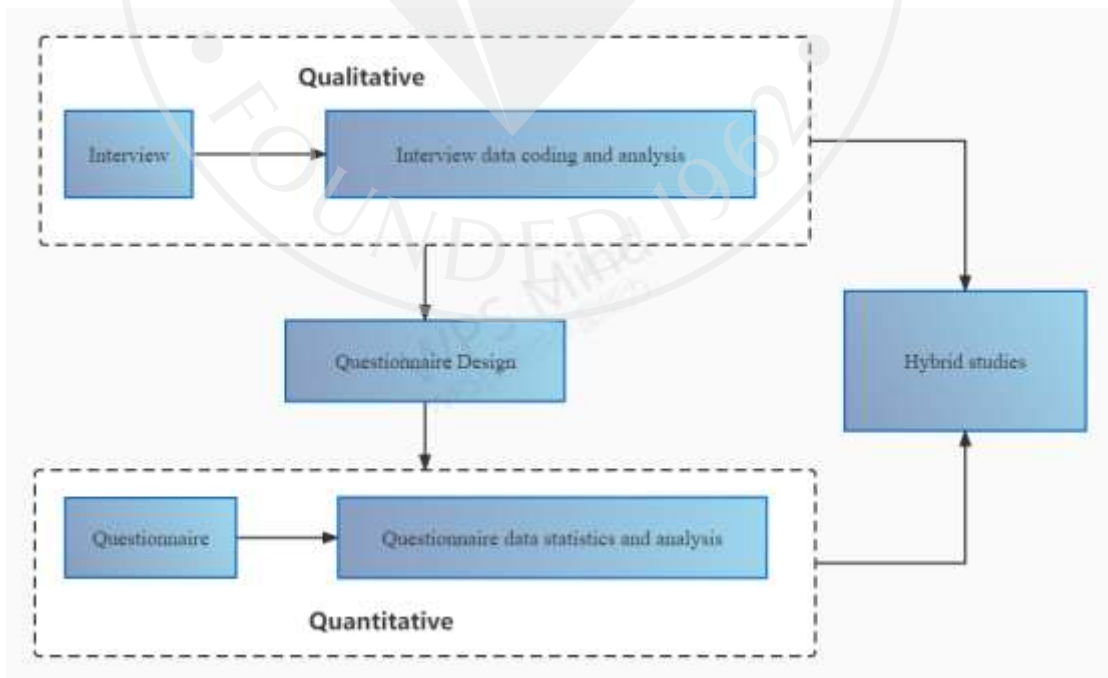
1) Search relevant literature by keywords. Retrieve relevant literature on the Internet or in the network of academic journals with keywords related to the

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
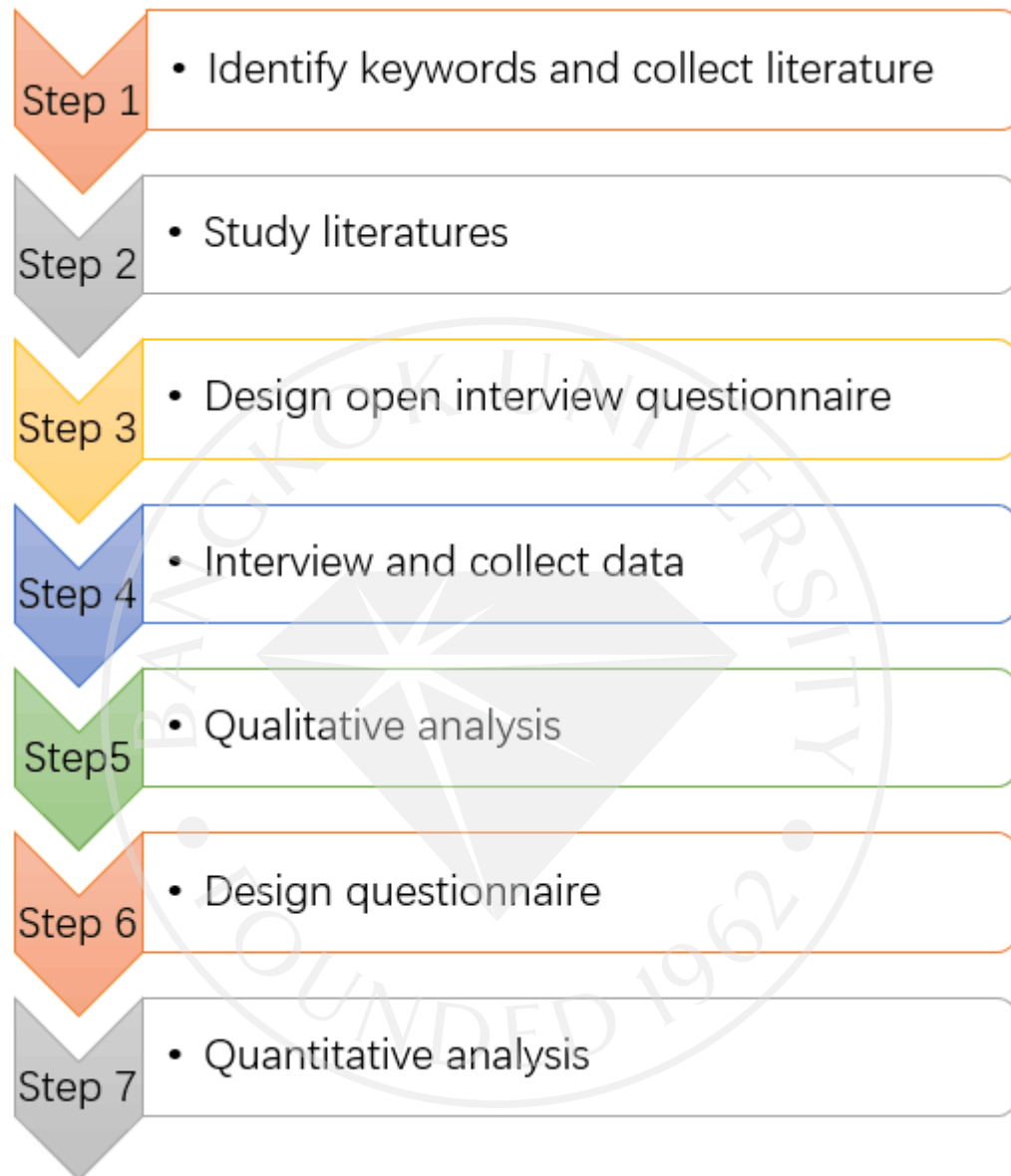
3.2 Sampling

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

Figure 3.3: Attitudes of Respondents
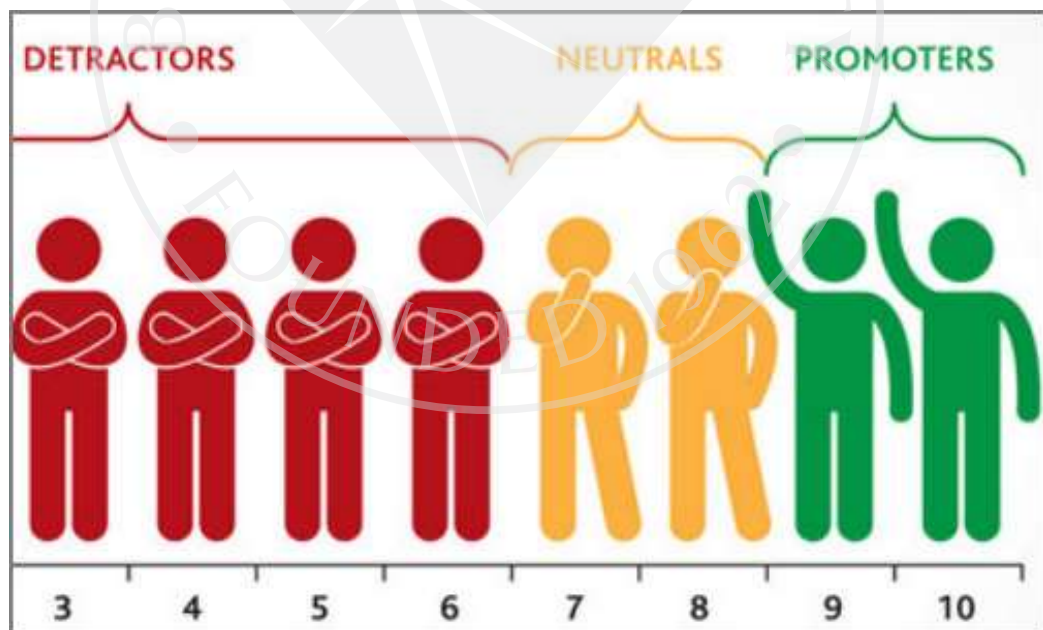
The questionnaire consists of two parts. The first part is to collect the demographic data of the interviewees in Baise University. The second part is to collect the data of respondents' choice of innovative talent management strategy proposed by the researcher. The questionnaire is detailed in Appendix 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
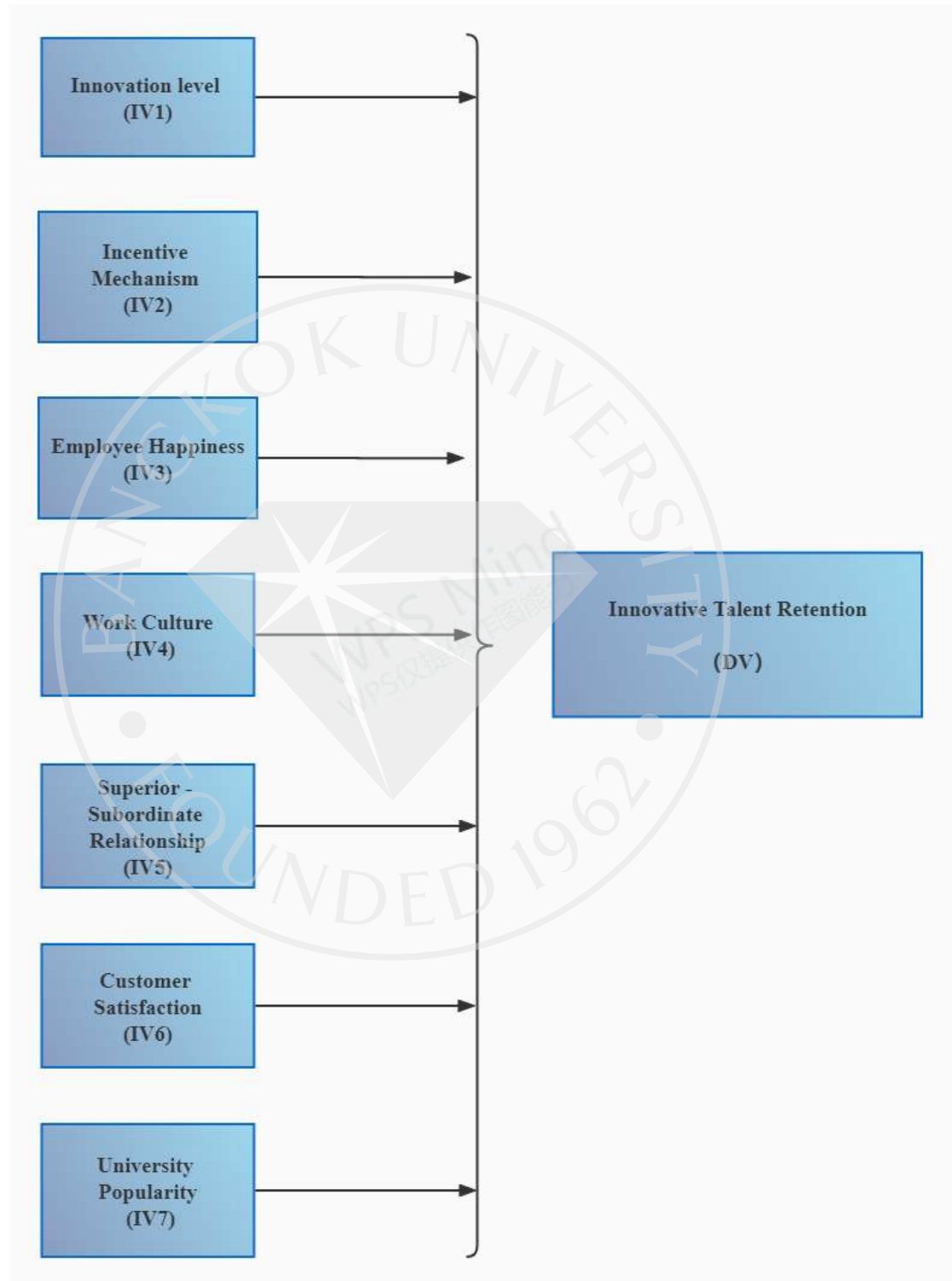
4.2 Quantitative Data Analysis

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

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

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

(Continued)

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

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

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.

Table 4.2: 26 Questions Recoded Across & Dimensions

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 Relationship	24, 25	Superior - Subordinate 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

4.2.3.1 Reliability Analysis

Table 4.3: Cronbach Reliability Analysis

Question	Correction Term Total Correlation (CITC)	Term Removed 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	

Table 4.3 (Continued): Cronbach Reliability Analysis

Question	Correction Term Total Correlation(CITC)	Term Removed Alpha 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	-	0.763
Incentive Mechanism 2	0.618	-	
Employee happiness 1	0.663	0.768	
Employee happiness 2	0.660	0.770	0.820
Employee happiness 3	0.638	0.776	
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 Relationship 1	0.583	-	0.736
Superior - Subordinate Relationship 2	0.583	-	
(Customer Satisfaction1	0.671	-	0.802
Customer Satisfaction 2	0.671	-	
University Popularity 1	0.783	-	0.877
University Popularity 2	0.783	-	
Talent Retention 1	0.750	0.826	
Talent Retention 2	0.797	0.783	0.873
Talent Retention 3	0.726	0.846	

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

KMO and Bartlett Tests		
KMO		0.883
Bartlett Sphericity Test	Approximate Chi-square	2927.734
	df	325
	p	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.

Table 4.5: Variance Explained Rate Table

Factor Number	Characteristic Root			Explanation Rate Of Variance Before Rotation			Variance Explained Rate After Rotation		
	Characteristic Root	Variance Explained Rate %	Accumulation %	Characteristic Root	Variance Explained Rate %	Accumulation %	Characteristic Root	Variance Explained Rate %	Accumulation %
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						

(Continued)

Table 4.5 (Continued): Variance Explained Rate Table

Factor Number	Characteristic Root			Explanation Rate Of Variance Before Rotation			Variance Explained Rate After Rotation		
	Characteristic Root	Variance Explained Rate %	Accumulation %	Characteristic Root	Variance Explained Rate %	Accumulation %	Characteristic Root	Variance Explained Rate %	Accumulation %
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						

(Continued)

Table 4.5 (Continued): Variance Explained Rate Table

Factor Number	Characteristic Root			Explanation Rate Of Variance Before Rotation			Variance Explained Rate After Rotation		
	Characteristic Root	Variance Explained Rate %	Accumulation %	Characteristic Root	Variance Explained Rate %	Accumulation %	Characteristic Root	Variance Explained Rate %	Accumulation %
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						

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%.

Table 4.6: Rotated Factor Loading Factor Component Matrix a

Question	Principal Component Factor Loading Factor							
	1	2	3	4	5	6	7	8
Innovation Level 1	0.675							
Innovation Level 2	0.826							
Innovation Level 3	0.780							
Innovation Level 4	0.694							
Innovation Level 5	0.754							
Innovation Level 6	0.738							
Innovation Level 7	0.665							
Innovation Level 8	0.647							

(Continued)

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

Question	Principal Component Factor Loading Factor							
	1	2	3	4	5	6	7	8
Incentive Mechanism 1							0.839	
Incentive Mechanism 2							0.816	
Employee happiness 1		0.750						
Employee happiness 2		0.765						
Employee happiness 3		0.771						
Employee Happiness 4		0.778						
Work Culture 1				0.766				
Work Culture 2				0.695				
Work Culture 3				0.814				
Superior - Subordinate Relationship 1								0.864
Superior - Subordinate Relationship 2								0.864

(Continued)

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

Question	Principal Component Factor Loading Factor							
	1	2	3	4	5	6	7	8
Customer Satisfaction1						0.871		
Customer Satisfaction 2						0.854		
(University Popularity 1					0.901			
University Popularity 2					0.911			
Talent Retention 1		0.774						
Talent Retention 2		0.805						
Talent Retention 3		0.804						

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

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 M±S.D.	Female M±S.D.	T	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

Table 4.9: Analysis of Age Group Differences

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

(Continued)

Table 4.9 (Continued): Analysis of Age Group Differences

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

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

Table 4.10: Analysis of Educational Differences

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

Continued)

Table 4.10 (Continued): Analysis of Educational Differences

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

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

Table 4.11: Job Title Difference Analysis

Variable	Deputy senior title and above	Intermediate title	Primary title and below	F	P
	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 Mechanism	4.07±0.74	4.26±0.74	4.19±0.60	1.061	0.348
Employee Happiness	4.14±0.65	4.09±0.70	4.13±0.61	0.125	0.882
Work Culture	4.16±0.62	4.15±0.70	4.12±0.63	0.092	0.912
Superior - Subordinate Relationship	3.99±0.77	4.19±0.75	4.15±0.60	1.343	0.263

(Continued)

Table 4.11 (Continued): Job Title Difference Analysis

Variable	Deputy senior title and above	Intermediate title	Primary title and below	F	P
	M±S.D.	M±S.D.	M±S.D.		
Customer Satisfaction	4.16±0.74	4.14±0.64	4.12±0.67	0.052	0.95
University Popularity	4.20±0.83	4.04±0.85	3.99±0.71	1.222	0.297

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

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4.2.5.5 Difference analysis of respondents working years in Baise University

Table 4.12: Analysis of Differences in Working Years

Variable	3 years and below	3-5 years	5-10 years	10+ years	F	P	Multiple 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

Table 4.13: Analysis of Job Differences

Variable	Administrative management M±S.D.	Teaching and research M±S.D.	T	P
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 Relationship	4.10±0.66	4.16±0.72	-0.598	0.55
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 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	M	S.D.	Innovation Level	Incentive Mechanism	Employee Happiness	Work Culture	Superior - Subordinate Relationship	Customer Satisfaction	University Popularity	Talent Retention Scale
Innovation Level	4.082	0.624	1							
Incentive Mechanism	4.186	0.676	0.430***	1						
Employee Happiness	4.118	0.645	0.773***	0.342***	1					
Work Culture	4.138	0.650	0.670***	0.387***	0.703***	1				
Superior - Subordinate Relationship	4.130	0.690	0.322***	0.252***	0.270***	0.318***	1			

(Continued)

Table 4.14 (Continued): Correlation Analysis

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

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)

	Unstandardized Coefficients			t	p	VIF	R^2	Adjustment R	F
	B	Standard error	Beta						
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 Relationship	0.138	0.066	0.100	2.103	0.037*	1.212			
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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Zhou, A.   (2021).   The promoting role of corporate culture on human resource
    management.   *Investment and Entrepreneurship*, (08), 151-153.

APPENDICES

Appendix A

Related Literature Research Results and Variables

Variables in a literature review	Author & year	Title	Literature Results	interview questions
Innovation level	Pang (2006)	Talking about how colleges and universities attract and retain talents-Taking the talent work of Hunan University of Technology as an example	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 retain people in their careers.	1. (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?

Variables in a literature review	Author & year	Title	Literature Results	interview questions
Innovation level	Kong (2021)	The Current Situation and Mechanism Innovation of Educational Management in Colleges and Universities under the New Situation	Retaining talent should be more innovative. Colleges and universities in the western region all have the problems of 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 the inability to retain talents.	2. Are there obvious barriers to innovation in Baise University? What kind of obstacle?

Variables in a literature review	Author and year	Title	Literature Results	interview questions
Innovation level	Papa, Dezi, Gregori, Mueller, & Miglietta (2020)	Improving innovation performance through knowledge acquisition: the moderating role of employee retention and human resource management practices	Retaining talents in colleges and universities is conducive to the innovation performance of colleges and universities. Talent retention and HRM practices such as performance rewards, flexible working, training and learning, recruitment and selection can facilitate the acquisition of knowledge, which in turn innovates performance	3 .Do you use methods to incentivize innovation within your department)pay for performance? "Time to Innovate "strategies, recruiting employees with innovation "skills")

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

Variables in a literature review	Author and year	Title	Literature Results	interview questions
Innovation level	(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?
	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.	8. Have you noticed the diffusion of innovation across sectors?
	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	

Variables in a literature review	Author and year	Title	Literature Results	interview questions
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 methods of motivating employees can attract talents to stay longer?

Variables in a literature review	Author and year	Title	Literature Results	interview questions
	Kumari & Dubey (2018)	Employee Performance andTheir Organizational Commitment InRelation To HRM Practices	Development exercises in training schedules, increased health and insurance benefits for employees and their families in addition to compensation, rewarding jobs 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 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?
	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.	

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

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

Variables in a literature review	Author and year	Title	Literature Results	interview questions
work culture	Zhou (2021)	The Promoting Effect of Enterprise Culture on Human Resource Management	By building a good corporate culture, we can stimulate the enthusiasm of the employees, further enhance the loyalty of the employees, improve the work efficiency of the company, give full play to the role of human resource management, and make employees willing to stay and work for the company.	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 countryside? (3) Would you feel warm if Baise University encouraged colleagues to say compliments every morning?

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

Variables in a literature review	Author and year	Title	Literature Results	interview questions
Subordinate relationship	Wang and Huang (2020)	The relationship between superior and inferior communication, organizational commitment and employment stability of college students	Both superior-subordinate communication and organizational commitment can positively affect the employment stability of college students. The better the superior-subordinate communication and organizational commitment, the stronger the employment stability of college students. Communication between superiors and subordinates plays a mediating role in the positive impact of college students' employment stability.	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?

Variables in a literature review	Author and year	Title	Literature Results	interview questions
				(4) Do you think the above approach can make the relationship between superiors and subordinates better, thereby attracting talents to stay?
Subordinate relationship	Yang Shuai, 2020	Research on the management of the turnover of young employees in X Power Supply Bureau	Strengthening the guidance and care for employees, guiding young employees to change students' thinking, building a bridge for communication between management and employees, paying attention to employees' spiritual life, and establishing an information feedback mechanism can reduce the turnover intention of talents	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?

Variables in a literature review	Author and year	Title	Literature Results	interview questions
				(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?

Variables in a literature review	Author and year	Title	Literature Results	interview questions
Subordinate relationship	(Sung & Choi, 2014)	Do organizations spend wisely on employees? Effects of training and development investments on learning and innovation in organizations.	Appropriate investment in training and development strengthens employees' ability to innovate. Providing employees with learning opportunities fosters organizational commitment.	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?

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?

Variables in a literature review	Author and year	Title	Literature Results	interview questions
customer satisfaction	Zheng Chaohui, 2019	How to make teachers feel professionally proud	Customer satisfaction fills the teaching profession with pride and a willingness to stay and continue in the field	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 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 positive words when talking to you. Are you proud of yourself?

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

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 Independent College	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, Cambodia and Myanmar to do the following?
	DingYuan Garden, 2021	Research on the Current Situation and Countermeasures of Sino-foreign Cooperation in Running Schools in Guangxi Universities	The implementation of reciprocal policies such as the signing of the China-ASEAN Free Trade Area has promoted the increasingly obvious trend of Guangxi-ASEAN economic integration, which has accelerated the development of higher education internationalization.	following? (1) Learning creative thinking? Why? (2) Learning Chinese? Why? (3) Do you know about China's Belt and Road projects? Why? (4) Learning China's new classroom innovations here? Why?

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

Variables in a literature review	Author and year	Title	Literature Results	interview questions
University popularity	Ransom (2019)	Smart Places: How universities are shaping a new wave of smart cities.	Universities can work closely with the community, business and government to address challenges faced by local towns and cities by focusing on their own competitive advantages, strengthening deep links with governments, leading projects, conducting research and collaborating with partners to promote talent retention.	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 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?

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   ☐ 31- 40 Years Old

☐ 41-50 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

☐ Junior professional title and below

Index	Questions	Answers	Remark
Q1	(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?		
Q2	(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?		
Q3	Are there obvious barriers to innovation in Baise University? What kind of obstacle?		
Q4	Do you use methods to incentivize innovation within your department (pay for performance? "Time to Innovate" strategies, recruiting employees with innovation "skills")		
Q5	Can you describe an example of a successful innovation? What do you think is the reason for its success?		
Q6	6. Can you describe an example of a failed innovation? Why do you think it failed?		
Q7	7. Have you heard from the teachers and students of Baise University about the benefits of innovative services provided by various departments?		

Index	Questions	Answers	Remark
Q8	(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?		
Q9	Have you noticed the diffusion of innovation across sectors?		
Q10	(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 methods of motivating employees can attract talents to stay longer?		

Index	Questions	Answers	Remark
Q11	(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 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?		
Q12	(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 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
Q13	(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?		
Q14	(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 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? (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
Q15	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?		

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.

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.

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 about 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.

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.
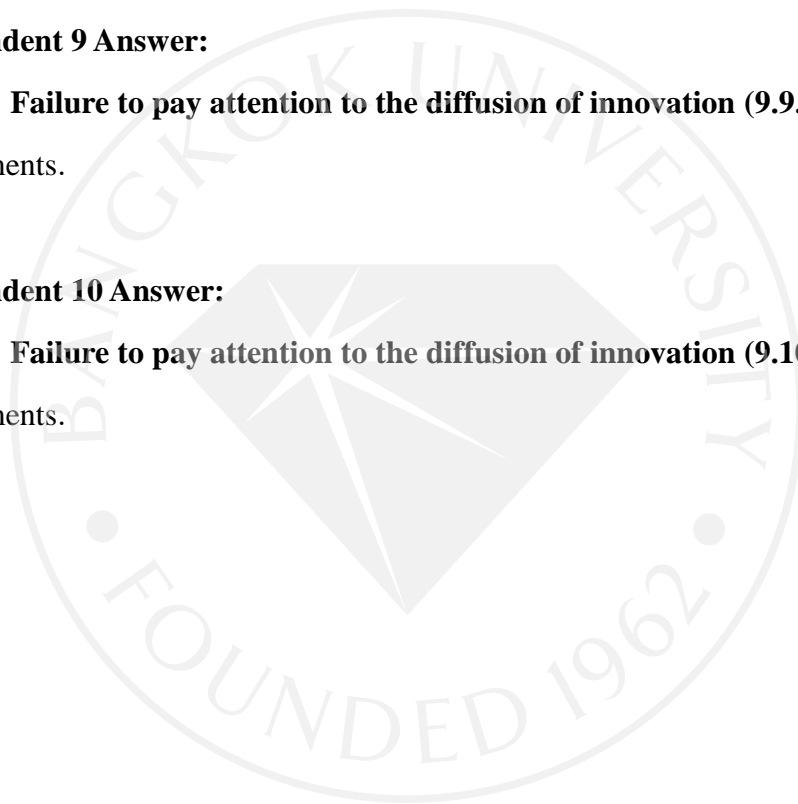
QUESTION 10:

(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.

QUESTION 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.
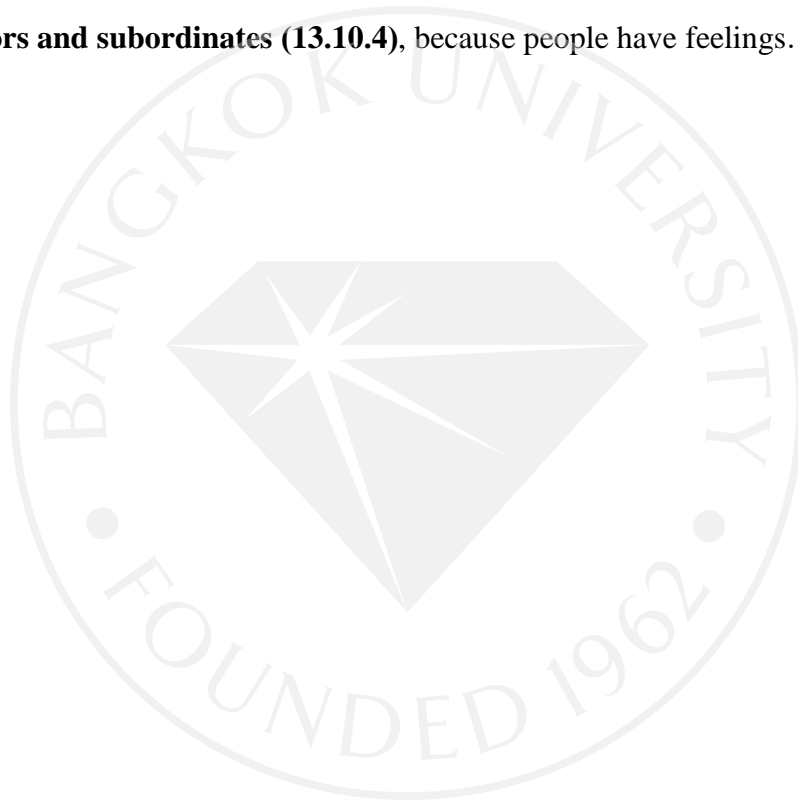
QUESTION 14:

(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.

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 improve**I 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 Chinese**I 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.
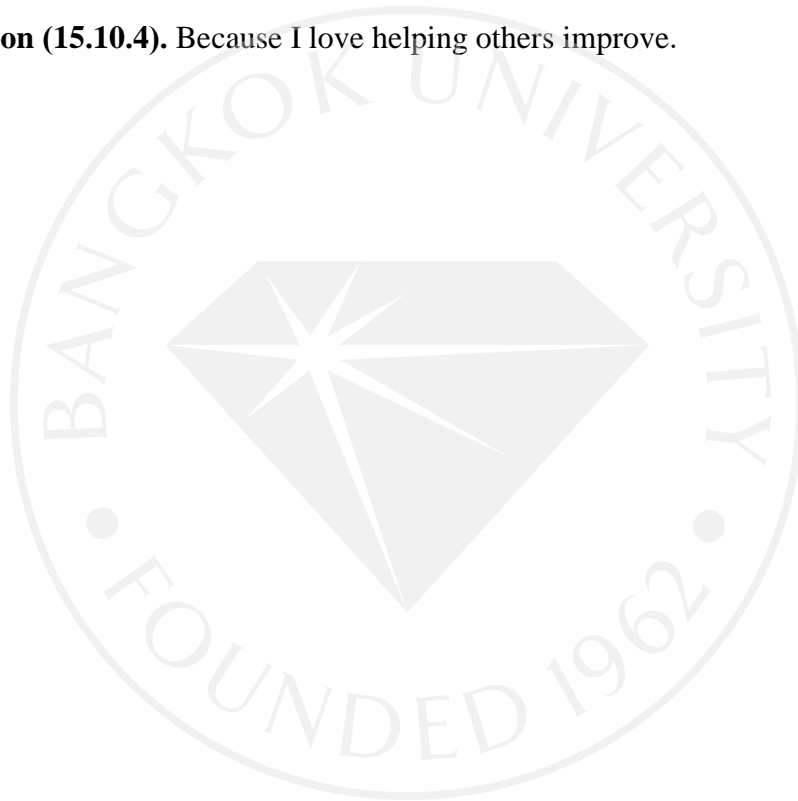
Appendix D

Finding and Analysis of Interviews

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

Respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent 5	Respondent 6	Respondent 7	Respondent 8	Respondent 9	Respondent 10	Coding round 1	Coding cycle 2	Categorizing (Keyword)	Evaluate
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 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	1.2.1 I don't have innovative ideas	1.3.1 The new ideas of this department mainly come from superior documents, usually once a year, mainly from management	1.4.1 The new ideas of this department mainly come from policy, usually once every 5-8 years, and proposed by policy makers.	1.5.1 The new ideas of this department are mainly put forward by employees and managers after learning and thinking, usually when a new problem is encountered	1.6.1 The ideas of teaching and scientific research innovation mainly come from the literature, and are summarized after consulting the literature.	1.7.1 New ideas from work practice, generally summarize once a year, put forward innovative ideas, generally put forward by managers.	1.8.1 The new ideas come from the manager's experience summary at work, generally once a month.	1.9.1 New ideas are generally proposed by managers due to changes in domestic and foreign situations, and will appear when the situation changes.	1.10.1 New ideas and innovations mainly come from managers and students, and new ideas will appear when problems need to be solved, so they appear irregularly	Communication (R1, R5, R10) Policy documents (R3, R4, R6, R9) Experience Summary (R7, R8) Occurrence time is not fixed (R1, R5, R6, R9, 10) Regular occurrence (R3, R4, R7, R8) From managers (R1, R3,	Policy documents manager	Policy documents manager	Most department managers work according to policy guidance, and departments rarely have the opportunity to think innovatively, or improve existing learning methods or means for better learning, or create new platforms or courses for administrative work for the Guangxi Economic Zone. Serve.

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

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

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

Respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent t 5	Respondent 6	Respondent 7	Respondent 8	Respondent 9	Respondent 10	Coding round 1	Coding cycle 2	Categorizing (Keyword)	Evaluate
4. Can you describe an example of a successful innovation? What do you think is the reason for its success?													
	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.		calculation more convenient and faster, and the accuracy rate is higher.							Methods (R5) Performance Innovation (R7) Recruit innovative talents (R10)			employees with innovative ideas.

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

Respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent 5	Respondent 6	Respondent 7	Respondent 8	Respondent 9	Respondent 10	Coding round 1	Coding cycle 2	Categorizing (Keyword)	Evaluate
5. Can you describe an example of a failed innovation? Why do you think it failed?													
		levels to solve the problem.	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.	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.						(R2) Simplify work processes and reduce meeting failures (R3) School-enterprise cooperation is a mere formality and has no effect. (R4) The fingerprint attendance method does not meet the reality and fails (R5) Failure to generate revenue due to school geography (R7)	is too large. Simplifying work processes and reducing meetings fail. School-enterprise cooperation is a mere formality and has no effect. The fingerprint attendance method does not meet the reality and fails. Revenue generation failed due to school geography	Fingerprint attendance revenue failure	

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

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

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

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

Respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent 5	Respondent 6	Respondent 7	Respondent 8	Respondent 9	Respondent 10	Coding round 1	Coding cycle 2	Categorizing (Keyword)	Evaluate
9. 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? 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? Do you think the above methods can motivate employees? Why?													
9.1.1 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.	9.2.1 I have not considered the praise of the leader. 9.2.2 The fact that the school provides a research site will not induce me to stay longer, at least not currently.	9.3.1 The leaders praised me at the meeting, and I will continue to innovate my way of working 9.3.2 The school provides a research site will tempt me to stay longer	9.4.1 I will be proud of myself and keep working hard 9.4.2 The school provides a research site that will tempt me to stay longer 9.4.3 The above two methods can motivate me, but I am not sure if they can motivate other employees.	9.5.1 The leader praised me at the meeting, saying that my work method has been recognized by the leader, and I will be very happy. 9.5.2 The school provides a research site will not tempt me to stay longer	9.6.1 I don't care about praise from leaders, but I am happy with my progress. 9.6.2 The school provides a research site will tempt me to stay longer	9.7.1 I will be very happy to be praised by the leaders and will continue to work hard in the future 9.7.2 The school provides a research site will tempt me to stay longer	9.8.1 The workload is too large to innovate 9.8.2 Providing research sites would tempt me to stay longer 9.8.3 I don't think it necessarily motivates employees.	9.9.1 Leader praise is conducive to creating an innovative atmosphere, encouraging employees to innovate work methods, improve work efficiency, and create good performance	9.10.1 I am encouraged by the praise from my leaders 9.10.2 The school provides a place for research which will induce me to stay longer	Leader praise can motivate employees (R1, R3, R4, R6, R7, R9, R10) Does not care about the praise of the leader (R2) Leader praise does not motivate employees (R5)	Leader praise can motivate employees Schools offering research sites can motivate staff to stay longer	Leadership Recognition Provide a place for innovation	Leaders recognize employees for their work and provide a learning workplace that meets their needs and can help retain employees

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

Respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent 5	Respondent 6	Respondent 7	Respondent 8	Respondent 9	Respondent 10	Coding round 1	Coding cycle 2	Categorizing (Keyword)	Evaluate
10. (1) Do you feel that your current work is stressful? (2) What are the main sources of work stress?													
10.1.1 I am mainly engaged in the administrative work related to internal audit, and the work pressure is not too big; 10.1.2 I think the work pressure is mainly due to the workload, because there were 8 people in our department before last year, and currently only 4 people work, the workload is very heavy.	10.2.1 I am mainly engaged in audit related administration, and I teach students two classes a week. The work pressure is not too big.	10.3.1 I am mainly engaged in administrative work related to supervision, and the work pressure is a bit heavy.	10.4.1 I am mainly engaged in teaching work, and the work pressure is not too big. 10.4.2 I think the work pressure mainly comes from the teaching workload, because I have to undertake teaching tasks for many classes.	10.5.1 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.	10.6.1 I am mainly engaged in teaching and academic research after work. The work pressure is not too big. 10.6.2 Work pressure mainly comes from the oppression of leaders.	10.7.1 I am mainly engaged in teaching work related to innovation and entrepreneurship education, and the work pressure is high.	10.8.1 I am mainly engaged in administrative work related to personnel management. I think the work pressure is very high.	10.9.1 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.	10.10.1 I am mainly engaged in teaching work, and also in administrative work of student management. The work pressure is greater than my previous position.	High working pressure (R3, R5, R7, R8, R10) Low working pressure (R1, R2, R4, R6, R9) Pressure comes from workload (R1, R3, R4, R5, R8)	Work pressure is great Stress comes from the workload Stress conference reduces happiness and wants to leave	work pressure heavy workload employee happiness	There is a lot of administrative work, and appropriate reduction of administrative workload can reduce work pressure, improve happiness, and improve talent retention rate.

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

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

Respondent 1	Respondent. 2	Respondent 3	Respondent 4	Respondent 5	Respondent 6	Respondent 7	Respondent 8	Respondent 9	Respondent 10	Coding round 1	Coding cycle 2	Categorizing (Keyword)	Evaluate
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?														
11.1.1 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.	11.2.1 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. 11.2.2 I think schools can try to provide children's rooms.	11.3.1 Reduced working hours to increase family time every Friday can attract me to stay longer because I have more time to spend with my family	11.4.1 Reduced working hours every Friday to increase family time can attract me to stay longer, which is in line with the needs of employees	11.5.1 Since I live alone now, I reduce work hours every Friday to increase family time. I don't need it. 11.5.2 It's a good idea to provide a children's room, I don't need it now, but I think a lot of teachers do.	11.6.1 I agree to reduce my working hours every Friday to increase family time, which allows me to spend more time with my parents 11.6.2 The idea of providing a children's room is attractive	11.7.1 Reducing my working hours does not necessarily allow me to have more time on a case-by-case basis. 11.7.2 I am not sure if it is good to provide a children's room as it may interfere with the work.	11.8.1 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.	11.9.1 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 11.9.2 I support schools to provide children's rooms.	11.10.1 Reduced working hours every Friday to increase family time can attract me to stay longer because I can spend more time with my children	Reducing work hours to increase family time increases happiness (R1, R2, R3, R4, R5, R6, R7, R9, R10)	Less work hours to more family time can boost well-being Providing children's rooms in the office for employees' children after school can improve well-being No need to provide special sports venues	Increase family time Children's room available	Measures to help or facilitate the life of employees, such as increasing the time employees spend with their families and providing children's rooms for employees can improve employees' happiness

Respondent 1	Respondent. 2	Respondent 3	Respondent 4	Respondent 5	Respondent 6	Respondent 7	Respondent 8	Respondent 9	Respondent 10	Coding round 1	Coding cycle 2	Categorizing (Keyword)	Evaluate
11.1.2 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.		11.3.2 I agree with the school to provide a children's room because I don't have an elderly person to help pick up the children.	11.4.2 I don't think the children's room is necessarily useful, because the school provides after-school services, and we also leave work after the children are out of school.				11.8.2 I believe that the provision of a children's room would affect work.		11.10.2 I support schools to provide children's rooms and create favorable conditions for teachers and staff.	Providing a children's room in the office for employees' children after school increases well-being (R1, R2, R3, R5, R6) No need to provide children's room (R4, R7, R8, R9, R10)			

Respondent 1	Respondent. 2	Respondent 3	Respondent 4	Respondent 5	Respondent 6	Respondent 7	Respondent 8	Respondent 9	Respondent 10	Coding round 1	Coding cycle 2	Categorizing (Keyword)	Evaluate
11. (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?													
11.1.3 I think it is good to provide a special sports venue, which saves time to go to the gym and brings convenience to employees and their families. 11.1.4 The above practices can improve the happiness of employees.	11.2.3 Special exercise venues. I think we can try 11.2.4 Yes, these practices increase employee happiness.	11.3.3 I think it is possible to bring convenience to employees and their families by providing special sports venues 11.3.4 Yes, these practices increase employee happiness.	11.4.3 Not everyone likes sports, it depends on everyone's interests. I don't need it myself. 11.4.4 Yes, these practices increase employee happiness.	11.5.3 I think it is good to have a special sports venue because I like sports 11.5.4 Yes, these practices increase employee happiness.	11.6.3 I don't think it is necessary to provide special sports venues, just take a walk around the residence after meals. 11.6.4 Yes, these practices increase employee happiness.	11.7.3 I don't think it is necessary to provide special sports venues 11.7.4 Yes, these practices increase employee happiness.	11.8.3 We all work overtime on weekends, so I don't need any special sports venues 11.8.4 I think these practices are not in line with the actual situation of the school and are difficult to implement.	11.9.3 I don't care if a special place is provided because I don't need it. 11.9.4 Yes, these practices increase employee happiness.	11.10.3 I don't think it is necessary to provide special sports venues 11.10.4 Yes, these practices increase employee happiness.	Providing sports venues can improve employee happiness (R1, R2, R3, R5,) No need to provide special sports venues (R4, R6, R7, R8, R9, R10)	Less work hours to more family time can boost well-being Providing children's rooms in the office for employees' children after school can improve well-being No need to provide special sports venues	Increase family time Children's room available	Measures to help or facilitate the life of employees, such as increasing the time employees spend with their families and providing children's rooms for employees can improve employees' happiness

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

Respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent 5	Respondent 6	Respondent 7	Respondent 8	Respondent 9	Respondent 10	Coding round 1	Coding cycle 2	Categorizing (Keyword)	Evaluate
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?													
12.1.2 Yes, as it is good practice for the University to take into account the personal development of staff and encourage them to serve the community.			12.4.2 I will be proud, because the bonus can not only meet the material needs of the staff, but also reflect the school's care for the staff							Baise University prevents employees' leaders from using negative words to rate their mistakes without attracting employees to stay longer (R2, R5, R8, R9)			

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

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

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

Respondent 1	Respondent. 2	Respondent 3	Respondent 4	Respondent 5	Respondent 6	Respondent 7	Respondent 8	Respondent 9	Respondent 10	Coding round 1	Coding cycle 2	Categorizing (Keyword)	Evaluate
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?													
13.1.2 This can attract me, can help me learn more knowledge and skills and improve my work ability.									13.10.2 Leadership instructing me to learn new skills or knowledge will attract me to stay longer because learning is endless	Leadership coaching to learn new skills keeps employees longer (R1, R3, R4, R5, R6, R7, R8, R10) Leadership coaching to learn new skills does not make employees stay longer (R2, R9)			communicating with employees frequently will attract them to stay. Most people think that work and life should be separated.

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

Respondent 1	Respondent. 2	Respondent 3	Respondent 4	Respondent 5	Respondent 6	Respondent 7	Respondent 8	Respondent 9	Respondent 10	Coding round 1	Coding cycle 2	Categorizing (Keyword)	Evaluate
13. (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?													
				the relationship with the leader mainly depends on the leader's character and whether the leader cares about his subordinates			It would be great if it could be implemented.			After-hours and leadership outings can improve relationships (R4, R6, R7) Outings with leaders after get off work do not improve the relationship between superiors and subordinates (R1, R2, R3, R5, R9, R10)			Most people think that work and life should be separated.

Respondent 1	Respondent. 2	Respondent 3	Respondent 4	Respondent 5	Respondent 6	Respondent 7	Respondent 8	Respondent 9	Respondent 10	Coding round 1	Coding cycle 2	Categorizing (Keyword)	Evaluate
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?													
14.1.1 If teachers and students often praise me in front of the leaders, I will be proud of myself. 14.1.2 Recognition of my work by colleagues will make me work better and I will be proud of myself.	14.2.1 I don't think anyone would do that 14.2.2 Teachers and students recognize that my teaching or work would make me happy	14.3.1 If the teachers and classmates of Baise University always write to the boss, praising my work. i would be proud of myself 14.3.2 I will be proud of myself for the recognition of my work by my colleagues.	14.4.1 Teachers and classmates always praise my teaching to the leadership, I will be proud of myself 14.4.2 I would be proud of my teaching or service recognized by school teachers and students	14.5.1 Teachers and classmates always praise my work to the leadership, I will be proud of myself 14.5.2 I will feel proud that my work is recognized by teachers and students in the school	14.6.1 Teachers and classmates always praise my work to the leadership, I will be proud of myself 14.6.2 I would feel proud that my teachers and students recognized my work	14.7.1 Teachers and classmates always praise my work to the leadership, I will be proud of myself 14.7.2 I will feel proud that the teachers and students of the school recognize my work	14.8.1 Teachers and classmates always praise my work to the leadership, I will be proud of myself 14.8.2 I will be proud of myself if my work ability can be recognized by teachers, students and leaders of the school	14.9.1 Teachers and classmates always praise my work to the leadership, I will be proud of myself 14.9.2 My work ability can be recognized by the teachers, students and leaders of the school.	14.10.1 Teachers and classmates always praise my work to the leadership, I will be proud of myself 14.10.2 Recognition of my work by leaders, colleagues and students would make me proud of myself	Teachers and students often praise me in front of leaders, and I will be proud of myself. (R1, R3, R4, R5, R6, R7, R8, R9, R10) Students and teachers have always recognized me for teaching or serving them and	Teachers and students often praise me in front of leaders, I will be proud of myself Students and teachers have always recognized me for teaching or serving them and I would be proud of myself	Leader's praise Teacher and student approval	Frequent access to inspiration and competence from leaders and teachers and students can improve retention rates

Respondent 1	Respondent. 2	Respondent 3	Respondent 4	Respondent 5	Respondent 6	Respondent 7	Respondent 8	Respondent 9	Respondent 10	Coding round 1	Coding cycle 2	Categorizing (Keyword)	Evaluate
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?													
								I will be proud of myself, which means that I have done a good job and have been affirmed by teachers and classmates.		I would be proud of myself (R1, R2, R3, R4, R5, R6, R7, R8, R9, R10)	Teachers and students know my name and I am proud to use positive language when talking to me		

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

Respondent 1	Respondent. 2	Respondent 3	Respondent 4	Respondent 5	Respondent 6	Respondent 7	Respondent 8	Respondent 9	Respondent 10	Coding round 1	Coding cycle 2	Categorizing (Keyword)	Evaluate
14. (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?													
			teachers and students, then all my efforts are worth it.			The approach to customer satisfaction makes me proud of what I do, because my work is recognized and value is realized.	The meaning of my work is to serve the people, and it is meaningful only when the clients are satisfied with my work.	how satisfied my customers are with me promotes self-improvement.	productive and successful in my work.	I would not be proud (R3)	Teachers and students know my name and I am proud to use positive language when talking to me		

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

Respondent 1	Respondent. 2	Respondent 3	Respondent4	Respondent 5	Respondent 6	Respondent 7	Respondent 8	Respondent 9	Respondent 10	Coding round 1	Coding cycle 2	Categorizing (Keyword)	Evaluate
15. (2) Would you like to see Baise University attract people from Thailand, Laos, Vietnam, Japan, Cambodia, and Myanmar learning Chinese? why?													
15.1.2 I would like Baise University to attract students from neighboring countries to study Chinese, because it can improve China's popularity and allow foreign countries to better understand Chinese culture	15.2.2 I would like Baise University to attract students from neighboring countries to study Chinese, because it is conducive to learning each other's languages and understanding their country's culture.	15.3.2 I would like to attract people from neighboring countries to learn Chinese, 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	15.4.2 I would like Baise University to attract students from neighboring countries to study Chinese. 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.	15.5.2 I would like Baise University to attract students from neighboring countries to learn Chinese, because it will help more people learn Chinese, understand Chinese, and help spread Chinese.	15.6.2 I would like Baise University to attract students from neighboring countries to study Chinese, Because it can promote the world to speak Chinese	15.7.2 I would like Baise University to attract students from neighboring countries to learn Chinese, because it will help more people learn Chinese, because students from all countries come to learn Chinese I am happy	15.8.2 I would like Baise University to attract students from neighboring countries to study Chinese, because it can make people from neighboring countries know more about China	15.9.2 I would like Baise University to attract students from neighboring countries to learn Chinese, because it can make people from neighboring countries better understand Chinese culture.	15.10.2 I would like Baise University to attract students from neighboring countries to learn Chinese, because I like to communicate with people from different cultural backgrounds	Willing to Baise University to attract students from neighboring countries to study Chinese (R1, R2, R3, R4, R5, R6, R7, R8, R9, R10)	Willing to Baise University to attract students from neighboring countries to study Chinese	learn creative thinking learning Chinese Introducing "The Belt and Road"Initiative Learning about China's new classroom innovations	Staff have a high level of enthusiasm to encourage the school to attract universities from neighboring countries (Myanmar, Vietnam, Laos, Cambodia) to study creative thinking, Chinese culture, Chinese language and the "The Belt and Road" project.

Respondent 1	Respondent.2	Respondent 3	Respondent 4	Respondent 5	Respondent 6	Respondent 7	Respondent 8	Respondent 9	Respondent 10	Coding round 1	Coding cycle 2	Categorizing (Keyword)	Evaluate
15. (3) Would you like to see Baise University attract people from Thailand, Laos, Vietnam, Japan, Cambodia, and Myanmar Know about China's Belt and Road projects? why?													
15.1.3 I would like Baise University to introduce China's "The Belt and Road " project to students from neighboring countries, promote foreign cooperation, and drive economic development in western my country	15.2.3 I would like Baise University to introduce China's "The Belt and Road " project to students from neighboring countries, which can effectively promote the local economic development of Baise	15.3.3 I would like Baise University to introduce China's "The Belt and Road " project to students from neighboring countries, because it is related to our local economic development and the development of Baise University	15.4.3 I would like Baise University to introduce China's "The Belt and Road" project to students from neighboring countries. 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.	15.5.3 I would like Baise University to introduce China's" The Belt and Road" project to students from neighboring countries, because it will help more people understand China.	15.6.3 I would like Baise University to introduce China's "The Belt and Road" project to students from neighboring countries, because China has a large population, and more cooperation projects can increase more employment opportunities	15.7.3 I would like Baise University to introduce China's "The Belt and Road" project to students from neighboring countries, because the cooperation will be beneficial to both parties.	15.8.3 I would like Baise University to introduce China's "The Belt and Road " project to students from neighboring countries, because it can promote economic development	15.9.3 I would like Baise University to introduce China's "The Belt and Road" project to students from neighboring countries, because more people can understand the opportunities for cooperation in "One Belt One Road" project.	15.10.3 I would like Baise University to introduce China's "The Belt and Road" project to students from neighboring countries, because it can improve China's popularity.	I would like Baise University to introduce China's "Belt and Road" projects (R1, R2, R3, R4, R5, R6, R7, R8, R9, R10)	I would like Baise University to introduce China's "The Belt and Road " project to students from neighboring countries	Introducing "The Belt and Road" Initiative	Staff have a high level of enthusiasm to encourage the school to attract universities from neighboring countries (Myanmar, Vietnam, Laos, Cambodia) to study creative thinking, Chinese culture, Chinese language and the "The Belt and Road" project.

Respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent 5	Respondent 6	Respondent 7	Respondent 8	Respondent 9	Respondent 10	Coding round 1	Coding cycle 2	Categorizing (Keyword)	Evaluate
15. (4)Would you like to see Baise University attract people from Thailand, Laos, Vietnam, Japan, Cambodia, and Myanmar Learn about China's new classroom innovations here? Why?													
15.1.4 I hope that Baise University can attract students from neighboring countries. 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	15.2.4 I hope that Baise University can attract students from neighboring countries. I would like to come to Baise to learn about China's innovation in education, because we can exchange experience and make progress together.	15.3.4 I hope that Baise University can attract students from Thailand, Laos, Vietnam, Japan, Cambodia and Myanmar to study China's innovation in education, because they can attract more people after bringing	15.4.3 I would like Baise University to introduce China's "The Belt and Road" project to students from neighboring countries. Only after understanding the project of the One Belt One Road, can we understand that common development	15.5.4 I hope that Baise University can attract students from Thailand, Laos, Vietnam, Japan, Cambodia and Myanmar to study China's innovation in education, because it will help more people understand	15.6.4 I hope that Baise University can attract students from Thailand, Laos, Vietnam, Japan, Cambodia and Myanmar to study China's innovation in education. It is an unforgettable thing to receive	15.7.4 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 because they can learn from each other.	15.8.4 I would like Baise University to attract students from Thailand, Laos, Vietnam, Japan, Cambodia and Myanmar to learn Chinese innovations in education, because they can learn from each other	15.9.4 I hope that Baise University can attract students from Thailand, Laos, Vietnam, Japan, Cambodia, and Myanmar to learn Chinese innovations in education, because they can learn from each other.	15.10.4 I hope that Baise University can attract students from Thailand, Laos, Vietnam, Japan, Cambodia and Myanmar to study China's innovation in education. Because I love helping others improve.	to students from neighboring countries Wish Baise University can attract students from Thailand, Laos, Vietnam, Japan, Cambodia and Myanmar to Baise to learn new classroom innovations in China	I hope that Baise University can attract students from Thailand, Laos, Vietnam, Japan, Cambodia and Myanmar to Baise to learn new classroom innovations in China	Learning about China's new classroom innovations	Staff have a high level of enthusiasm to encourage the school to attract universities from neighboring countries (Myanmar, Vietnam, Laos, Cambodia) to study creative thinking, Chinese culture, Chinese language and

Respondent 1	Respondent 2	Respondent 3	Respondent 4	Respondent 5	Respondent 6	Respondent 7	Respondent 8	Respondent 9	Respondent 10	Coding round 1	Coding cycle 2	Categorizing (Keyword)	Evaluate
15. (4)Would you like to see Baise University attract people from Thailand, Laos, Vietnam, Japan, Cambodia, and Myanmar Learn about China's new classroom innovations here? Why?													
improve the popularity of Baise University in neighboring countries, which is beneficial to Baise University development of.		this innovative method back to their country. Learn.	and common prosperity are the goal, and will we accept and promote it. 15.4.4 I hope Baise University can attract students from Thailand, Laos, Vietnam, Japan, Cambodia, and Myanmar to study China's innovation in education, because all good learning methods should benefit more people.	that China is also constantly developing and innovating.	knowledge that is different from what they have learned before.					(R1, R2, R3, R4, R5, R6, R7, R8, R9, R10)			"The Belt and Road " project.

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 √ in the following questions that meet your basic situation

1. What is your gender?

    ☐ Male   ☐ Female

2. How old are you?

    ☐ Under 30 years old   ☐ 31-40 years old

    ☐ 41-50 years old   ☐ 51-60 years old

3. What is your highest degree?

    ☐ PhD candidate Master's   ☐ degree candidate

    ☐ Bachelor's degree

4. What is your job title?

☐ Senior title and above   ☐ SIntermediate title

☐ Junior professional title and below

5. How long have you worked in Baise College? :

☐ 3 years and below   ☐ 3-5 years

☐ 5-10 years   ☐ More than 10 years

6. What is your current position?

☐ Administrative management   ☐ Teaching full-time

Part II: Investigation Items

Please tick √ 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 suitable				
9	If your work is often recognized by leaders, will it make you love your work in Baise College more?	1	2	3	4	5
10	If leaders provide you with a place for innovative thinking according to your innovation needs, will you be willing to continue to serve Baise College?	1	2	3	4	5
11	Do you think that appropriate reduction of administrative workload and work pressure can improve talent retention rate?	1	2	3	4	5
12	Do you think that reducing some working hours and increasing faculty and staff time with family can improve employee happiness and talent retention?	1	2	3	4	5
13	If Baise College sets up children's rooms in the office area for faculty and staff, will this make you willing to work in Baise College?	1	2	3	4	5
14	Do you think that providing help or convenience to employees' lives to improve employees' happiness will help Baise College to retain talents?	1	2	3	4	5
15	If the leader used positive words to evaluate the mistakes in your work, would you be willing to work at Baise College for a longer time?	1	2	3	4	5
16	If everyone used positive words and complimented each other in the work environment, would it make you prefer to work at Baise College?	1	2	3	4	5

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

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

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.

Student ID: 7640201468   **Student Name:** Yinheng Yao

Date of Collection March 14, 2022

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? (3) Will work pressure make you have the intention to leave?	1	

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 innovations appear? (3) Is it from employees or managers?	1	
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")	0	This question should only be asked of leaders
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?	0	This question is unrealistic
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?	1	
9. Have you noticed the diffusion of innovation across sectors?	1	
10. (1) If you solve problems for your department with innovative work methods at work, your leader	1	

Questions	Expert 1	Comment & Suggestion
Dr.Guangbo Lin		
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 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 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?	1	
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 countryside?	1	

Questions	Expert 1	Comment & Suggestion
Dr.Guangbo Lin		
(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?	1	
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?	1	
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 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?	1	

Questions	Expert 1	Comment & Suggestion
Dr.Guangbo Lin		
(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	
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	

Approved and Endorsed:

林宁波

(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.

Student ID: 7640201468   **Student Name:** Yinheng Yao

Date of Collection March 14, 2022

Questions	Expert 2	Comment & Suggestion
Dr.Qiuxue Luo		
1. (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	
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?	1	

Questions	Expert 2	Comment & Suggestion
Dr.Qiuxue Luo		
9. Have you noticed the diffusion of innovation across sectors?	0	It is recommended to add some examples at the end of the question to make it easier for respondents to 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 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?	1	
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 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?	1	

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 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?	1	
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?	1	
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 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?	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 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	

Approved and Endorsed:

罗秋雪

(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.

Student ID: 7640201468   **Student Name:** Yinheng Yao

Date of Collection March 14, 2022

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? (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?	1	
3. Are there obvious barriers to innovation in Baise University? What kind of obstacle?	1	

Questions	Expert 3	Comment & Suggestion
Dr.Jun Dai		
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	
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?	1	
9. Have you noticed the diffusion of innovation 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 to think about how to improve the country's comprehensive strength through innovative methods. Will this entice you to stay longer?	1	

Questions	Expert 3	Comment & Suggestion
Dr.Jun Dai		
(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 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?	1	
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 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?	1	

Questions	Expert 3	Comment & 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 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?	1	
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 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? (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	

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" 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	

Approved and Endorsed:

戴俊

(Dr.)

Contact Number:

Lecturer:

Master in Business Innovation

IKI-SEA
THE INSTITUTE FOR
KNOWLEDGE & INNOVATION
SOUTH-EAST ASIA
BANGKOK UNIVERSITY

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.

Student ID: 7640201468   **Student Name:** Yinheng Yao

Date of Collection March 14, 2022

Questions	Expert 4	Comment & Suggestion
Dr.Qinghua Qin		
1. (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?	1	
3. Are there obvious barriers to innovation in Baise University? What kind of obstacle?	1	

Questions	Expert 4	Comment & Suggestion
Dr.Qinghua Qin		
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	
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?	1	
9. Have you noticed the diffusion of innovation 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 to think about how to improve the country's comprehensive strength through innovative methods. Will this entice you to stay longer?	1	

Questions	Expert 4	Comment & Suggestion
Dr.Qinghua Qin		
(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 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?	0	There are summer and winter holidays to increase family time.
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 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?	1	
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 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?	1	
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 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? (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	

Questions	Expert 4	Comment & Suggestion
Dr.Qinghua Qin		
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	

Approved and Endorsed:

(Dr.)

Contact Number:

Lecturer:

IOC score table

Item	Questions	Expert 1 Dr.Guang bo Lin	Expert 2 Dr.Qiuxue Luo	Expert 3 Dr.Jun Dai	Expert 4 Dr.Qinghu a Qin	IOC score	Comment
1	(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	1	1	1	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?	1	0	1	1	0.75	The third problem can be described more clearly

Item	Questions	Expert 1 Dr.Guang bo Lin	Expert 2 Dr.Qiuxue Luo	Expert 3 Dr.Jun Dai	Expert 4 Dr.Qinghu a Qin	IOC 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 department (pay for performance? "Time to Innovate" strategies, recruiting employees with innovation "skills")	0	1	1	1	0.75	This question should only be asked of leaders
5	(1) Can you describe an example of a successful innovation? (2) What do you think is the reason for its success?	1	1	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 University about the benefits of innovative services provided by various departments?	0	1	1	1	0.75	This question is unrealistic

Item	Questions	Expert 1 Dr.Guang bo Lin	Expert 2 Dr.Qiuxue Luo	Expert 3 Dr.Jun Dai	Expert 4 Dr.Qinghu a Qin	IOC score	Comment
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?	1	1	1	1	1	
9	Have you noticed the diffusion of innovation across sectors?	1	0	1	1	0.75	It is recommended to add some examples at the end of the question to make it easier for respondents to respond.

Item	Questions	Expert 1 Dr.Guang bo Lin	Expert 2 Dr.Qiuxue Luo	Expert 3 Dr.Jun Dai	Expert 4 Dr.Qinghu a Qin	IOC score	Comment
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 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?	1	1	1	1	1	
11	(1) If Baise University reduces working hours every Friday to increase family time. Will this entice you to stay longer?	1	1	1	0	0.75	There are summer and winter holidays to increase family time.

Item	Questions	Expert 1 Dr.Guangbo Lin	Expert 2 Dr.Qiuxue Luo	Expert 3 Dr.Jun Dai	Expert 4 Dr.Qinghua 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 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 bonuses for employees who want to continue their studies and those who provide media services to the countryside?	1	1	1	1	1	

Item	Questions	Expert 1 Dr.Guang bo Lin	Expert 2 Dr.Qiuxue Luo	Expert 3 Dr.Jun Dai	Expert 4 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?						
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	1	1	1	1	

Item	Questions	Expert 1 Dr.Guang bo Lin	Expert 2 Dr.Qiuxue Luo	Expert 3 Dr.Jun Dai	Expert 4 Dr.Qinghu a Qin	IOC score	Comment
	(4) Do you think the above approach can make the relationship between superiors and subordinates better, thereby attracting talents to stay?	1	1	1	1	1	
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 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?	1	1	1	1	1	

Item	Questions	Expert 1 Dr.Guangbo Lin	Expert 2 Dr.Qiuxue Luo	Expert 3 Dr.Jun Dai	Expert 4 Dr.Qinghua 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	1	1	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	1	1	1	1	

BIODATA

Name	Yao Yinheng
Email	261623350@qq.com
Education Background	September 2004 to June 2007 Tianyang High School in Baise city Guangxi province
	September 2007 to June 2010 Guangxi Electric Power Vocational and Technical College in Nanning city Guangxi provinceat
	January 2012 to June 2014 Baise University in Baise city Guangxi province.