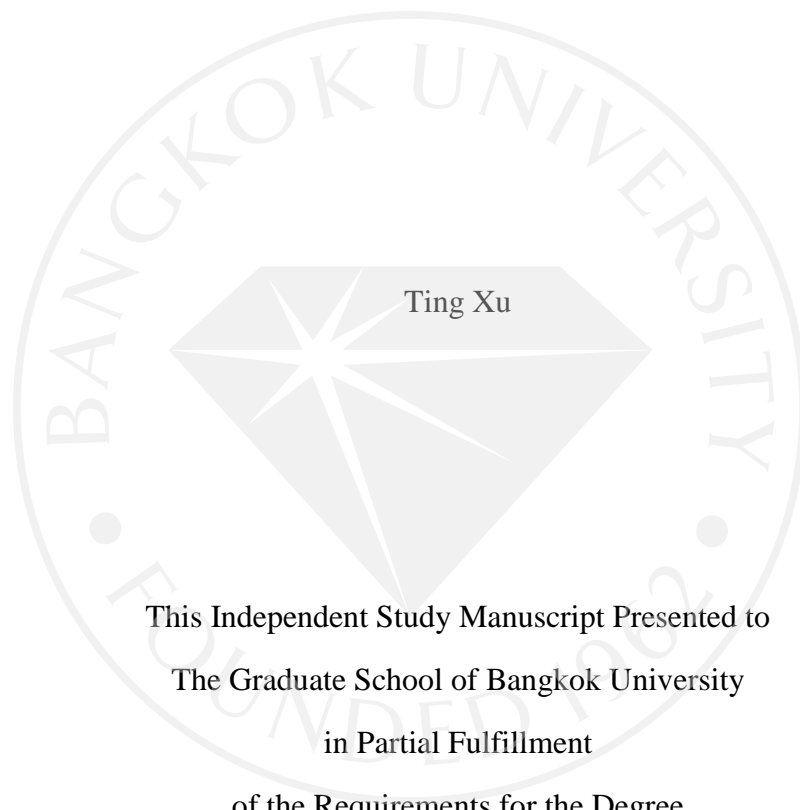


**BUILDING KNOWLEDGE-INTENSIVE ORGANIZATION (KIO) VIA ACQ
HIRING TALENTED KNOWLEDGE WORKERS: A CASE STUDY OF
RECRUITING AND MANAGING NEW TALENTS AT BAISE UNIVERSITY**



BUILDING KNOWLEDGE-INTENSIVE ORGANIZATION (KIO) VIA
ACQUIRING TALENTED KNOWLEDGE WORKERS: A CASE STUDY OF
RECRUITING AND MANAGING NEW FACULTY MEMBERS AT BAISE
UNIVERSITY



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ABSTRACT

This study adopts the method of case study. Under the existing research background, taking the process of introducing and managing knowledge-based talents in Baise University and successfully building a knowledge intensive organization as the case study object, the researchers put forward a main problem: How does a local university transform itself into a knowledge-intensive organization by attracting and managing skilled knowledge workers? Through interviews, data collection and other research methods, the researchers used maxqda software to code and analyze the interview materials, and finally reached a conclusion. Although this study has certain limitations, it still contributes to the talent team construction and knowledge management of similar universities.

*Keywords: Knowledge Acquisition, Absorptive Capacity, Knowledge-Intensive
Organization*

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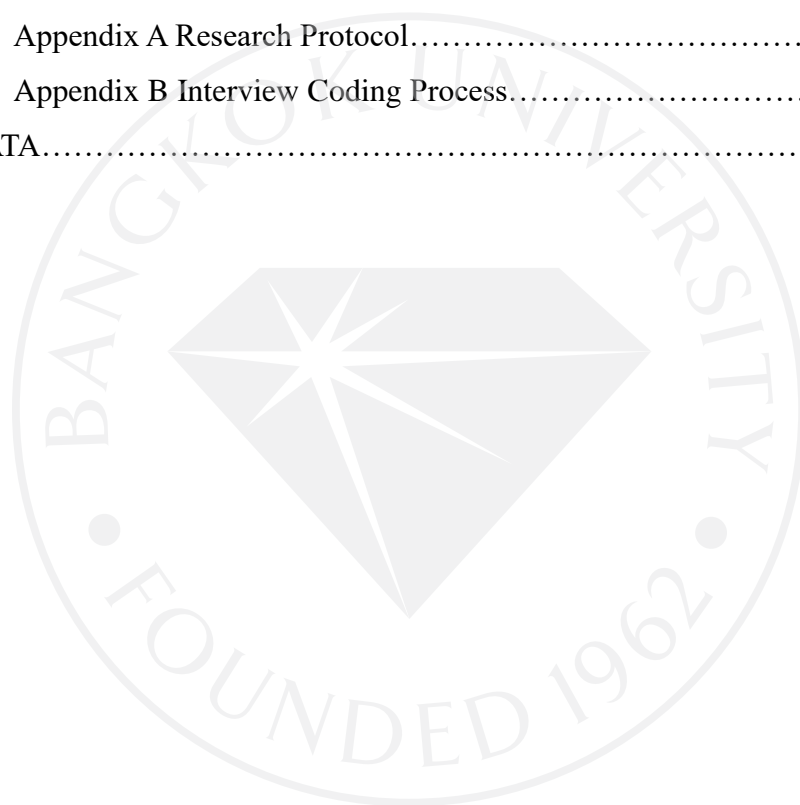
Ting Xu

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CHAPTER 1

INTRODUCTION

This study examines how a university in a rural and economically depressed area may attract and retain talents for development, and eventually transition into a knowledge-intensive university. From the knowledge management perspective, this research emphasizes the importance of talent management in knowledge-intensive businesses. Therefore, how can one of China's major local universities create a breakthrough in the scenario and produce a development effect?

1.1 Motivation of the Study

Researchers and lecturers are the foundations of higher education and the critical resource for educational progress. Likewise, talents in universities are valuable resources for university development, and university competition is fundamentally a talent competition.

Many factors influence the talent management in a university. The geographical location, the cultural atmosphere, the local economic level, wages, the local government's talent policy, the natural environment, and air pollution can all affect the talent employment. Economically and culturally developed universities need numerous advantages in cultivating organizational knowledge. Because excellent talents gather in these areas, many well-known universities enjoy these advantages from their “excellent” locations. Besides, the educational institutions located in remote areas can not offer such advantages. Therefore, the burning question from all of these situations is, "Can local universities and other tertiary educational institutions recruit knowledge workers?"

This leads us to the following question: "How should local universities maintain knowledge workers and develop knowledge-based organizations?" As one of

the China's major local universities, Baise University can hardly enjoy location-related advantages, although it has made significant efforts to develop a knowledge-intensive organization. Therefore, investigating the question above would be both essential and exciting because the study findings will inform other universities in a similar circumstance regarding talent management and knowledge management strategies.

1.2 Objective of the Study

In order to understand how local universities attract and develop knowledge workers and construct knowledge-based organizations, this study seeks to fulfill the following three objectives.

1.2.1 To comprehend local universities' issues and challenges in acquiring and nurturing talents.

1.2.2 To assist local universities in developing knowledge management strategies.

1.2.3 To provide a talent management model for creating competitive universities.

1.3 Scope of the Study

Taking the recruitment and administration of new instructors at Baise University as an example, this study intends to introduce and promote knowledge-based skills to build a knowledge-intensive organization. It focuses on how local universities acquire and manage researchers and faculty members, as well as how they construct knowledge-intensive enterprises in the face of numerous challenges.

This study will focus on how local universities acquire faculty members in remote places, what challenges the universities will encounter in this process, and

how the organizations deal with them. The study also looks at how to manage the newly-acquired faculty members so as to keep them in a few years.

1.4 Research Questions

Local universities and colleges in remote areas lack geographic, economic, and resource advantages. For these reasons, developing a knowledge-intensive organization by recruiting and managing researchers and faculty members is challenging under such circumstance.

Skilled knowledge workers are important human resources of local universities and colleges. They are the key factors affecting the reform and development of local universities and colleges. Since the number of doctoral talents needs to meet certain index requirements in the construction of master's degree programs, doctoral degree programs, and qualification assessments or audit assessments at all levels and types, the overall number of doctoral talents in China is in short supply. Therefore, doctoral talents have become a scarce resource in the talent competition of universities and colleges around the country. In order to introduce doctoral talents, universities and colleges around the country have rushed to issue a new talent introduction policy. Universities and colleges with superior economic conditions attract the attention of doctoral talents with a substantial increase in salary.

Due to the limitations of location, economy, policy and so on, local newly-built undergraduate universities and colleges are in an obvious inferior position in the national talent competition; especially those local universities and colleges located in remote areas are vulnerable groups for the introduction of doctoral talents. Under the conditions of limited financial funds and underdeveloped economy, it is undoubtedly a major challenge for local universities and colleges to recruit a large number of doctoral talents in a short time. It is very important to know how to realize the reverse flow of doctoral talents to local universities and colleges with

underdeveloped economy, and how to transform themselves into knowledge-intensive organizations to achieve development.

MQ: “How does a local university transform itself into a knowledge-intensive organization by attracting and managing skilled knowledge workers?”

The main question is then broken down into three sub-questions below:

SQ 1: “How can a local university in a remote area recruit and retain knowledge workers?”

The scale and quality of knowledge-based talents are important factors in building a knowledge intensive organization. Only with a certain number of knowledge-based employees, it is possible to build a knowledge intensive organization. Local universities in remote areas are often at a disadvantage in the acquisition of knowledge-based employees. It is of great significance to overcome adverse factors and successfully acquire knowledge-based employees. China has a frequent flow of talents, and the brain drain rate of universities in remote areas has been very high, especially high-level knowledge-based talents. This study will explore the experience of retaining knowledge workers in this type of university after successfully acquiring knowledge workers, which is very meaningful for knowledge management.

SQ 2: “What challenges are arisen for local universities in a remote area regarding acquiring and retaining knowledge workers?”

Local universities in remote areas have many common challenges in acquiring and retaining knowledge-based employees. If such universities want to acquire and retain knowledge-based employees, they must overcome these challenges, including remote location, insufficient government policy support, backward economy, the city where the university is located is not attractive, and so on. These challenges are real. Sorting out the challenges and difficulties in detail is very

necessary for studying this type of university to successfully build a knowledge intensive organization.

SQ 3. “How do local universities in a remote area deal with the challenges and transform into knowledge-intensive organizations?”

The successful construction of knowledge intensive organizations is an effective development path for local universities to quickly gather knowledge workers and improve the efficiency of knowledge management. In this process, local universities need to try their best to overcome the obstacles of economic difficulties, break the geographical disadvantages, and compete for talent resources with universities in high-level economically developed cities. Successful cases are indeed very few in local universities in China. This study investigates and analyzes the successful experience of Baise University in successfully coping with challenges and transforming it into a knowledge intensive organization, and tries to explain this problem.

1.5 Significance of the Study

There exists much literature on knowledge-intensive organizations. However, little literature exists on how universities in underdeveloped areas develop into knowledge-intensive organizations. The research on this topic using knowledge-management theories could offer more.

There are a variety of issues for local universities and colleges. Although the data show the relevance of talent management to the development of an organization, few researches were conducted on how this is implemented in local universities. Finally, as society, education, and institutions expand, the added effect of developing knowledge-intensive abilities will become increasingly significant. Universities with similar features can use the research findings from this study as a reference, which is also the study's relevance.

1.6 Organization of the Study Report

The second chapter highlights the relevant literature by 1) introducing the notion of knowledge, including knowledge theory, 2) introducing associated concepts of knowledge acquisition, and 3) intensively introducing related concepts of knowledge.

The third chapter explains how to perform case studies in this study and why case study method was chosen. The case, Baise University, is then introduced as an excellent case object for this study because it shares many characteristics with other universities. It is representative because it is a newly-built undergraduate institution in undeveloped areas and is still in the early stage of development.

The fourth chapter defines three key components to answer the above questions based on data analysis, including surveys, interviews, meetings, rules and regulations, and other materials. The first section primarily discusses the difficulties and roadblocks encountered throughout the talent acquisition process and examines the root causes of these roadblocks. Since the first part has introduced the factors that impede talent acquisition, the second part will focus on the ways and impacts of overcoming the barriers. Finally, this study explores how to use talents and construct a knowledge-intensive organization through effective management.

Finally, the fifth chapter gives a conclusion of this study by summarizing the study and providing implications, limitations, and future direction.

CHAPTER 2

RESEARCH BACKGROUND

In this chapter, the study explores existing literature on knowledge acquisition, absorptive capacity, and knowledge intense organization to build a conceptual foundation for the investigation.

2.1 Knowledge Acquisition

Knowledge acquisition is a process by which an individual or organization learns knowledge and can reflect on and apply that knowledge as part of knowledge management (North & Kumta, 2018). It is a crucial survival mechanism that begins at a young age and continues to develop throughout our lives.

Knowledge acquisition is an important part of the learning cycle because it allows an organization to grow up and increase its knowledge repository over time. Some researches have highlighted the importance of knowledge acquisition in business innovation (North & Kumta, 2018). The influence of knowledge acquisition methods on innovation performance may be boosted further when the activities are matched with KM strategy posture, according to a contingency perspective. When knowledge exchange occurs primarily through direct person-to-person connections, internal social networks, or social media, a company will pursue a personalization approach (Ammirato, Linzalone, & Felicetti, 2021). More specifically, if knowledge acquisition processes are aligned with the organization's present KM strategies, an organization may perform better in terms of innovation (Ngoc Thang & Anh Tuan, 2020)

Human resource management (HRM) is any management actions that affect the connection between the company and its employees may have an impact on the ability to acquire and manage knowledge effectively. This can encourage companies to adopt an "open" innovation culture. Certain approaches in the HRM area have been

identified to promote knowledge management and innovation processes. Furthermore, gaining or obtaining external knowledge might cause a lot of internal conflicts, necessitating cultural and HRM activities and practices. Despite this, the intra-organizational components of open innovation (Bogers et al., 2017) and internal determinants and antecedents that aid knowledge acquisition and open innovation methods have received less attention (Papa, Dezi, Gregori, Mueller, & Miglietta, 2020). Employee retention and HRM practices are the subject of the empirical study. To begin with, from a resource-based perspective, talents and knowledge workers are intangible resources critical to gaining competitive advantage; these workers are motivated by commitment, which is a requirement for an innovative culture. Second, there is evidence that HRM practices promote knowledge sharing and innovation (Lazarotti, Manzini, & Pellegrini, 2015), hence we anticipated that it also promotes knowledge acquisition (Papa et al., 2020).

This is remarkable, given that learning or obtaining external knowledge can cause a slew of internal conflicts that necessitate cultural and HRM activities and practices (Chesbrough, Vanhaverbeke, & West., 2014). Open approaches to innovation, in fact, include tensions, as well as complex and risky outcomes (Del Giudice & Della Peruta, 2016). Previous researches have attempted to identify the knowledge management and organizational capabilities required to manage such a complicated situation (Ahn et al., 2016; Ferraris, Santoro, & Papa., 2018; Santoro, Vrontis, Thrassou, & Dezi, 2017). Despite this, no HRM explanation has been provided for the problem. HRM is in charge of all decisions made by a company's management, which has an impact on the company's connection with its employees. Within the broad field of HRM, the literature normally differentiates a number of key areas of policies and practices. HRM controls, in particular.

According to one early viewpoint, the HRM goal should be the construction of a safe environment that, through motivation, rewards, and education, matches the corporate strategy and climate with the values of the employees. The organizational

strategy would also be connected with the enterprise's human side, fostering organizational development and improving organizational culture. As a result, from an organizational standpoint, human resource management must be a critical component of the company's ability to achieve and realize its goals (Salampasis, Mention, & Torkkeli, 2015). Despite this, few studies have looked into how HRM affects knowledge management and the acquisition and integration of external knowledge through open innovation. As a result, there are little researches on the relationship between knowledge acquisition and HRM. However, some researches suggest that a company's innovative culture, HRM, and employee characteristics influence the adoption of open innovation initiatives and aid in their successful implementation (Bogers et al., 2017; Salampasis et al., 2015). One of the most crucial issues in HR management for open innovation is talent. Firms aim to locate, recruit, and retain top talents and knowledge employees (Murray, Papa, Cuozzo, & Russo, 2016). This is difficult to achieve.

Employee retention is likely to be linked to dedication and trust in the company, as well as knowledge specialization and fortification (Politis, 2003). Short-term contracts and the lack of commitment have proved detrimental to the firm's ability to innovate. Furthermore, knowledge acquisition initiatives have the ability to increase employees' professional dedication (Bogers et al., 2017). By providing a positive social climate to inspire creativity, the commitment may generate a positive social climate that encourages employees to act the following goals of the firm (Soto-Acosta, Popa, & Palacios-Marques, 2017; Papa et al., 2020). The greater the effects of knowledge acquisition on innovative performance are, the higher the staff retention rate is (Papa et al., 2020).

According to the absorptive capacity idea, retaining personnel enhances the firm's knowledge base, which raises the possibility of the firm profiting from knowledge acquisition. As a result, organizations develop higher levels of absorptive ability, which is essential for recognizing, acquiring, absorbing, and integrating

external knowledge acquired through knowledge acquisition (Ferrerias-Mendez, Newell, Fernandez-Mesa, & Alegre, 2015; Ferreras-Mendez, Fernandez-Mesa, & Alegre, 2016; Ferraris et al., 2018).

2.2 Absorptive Capacity

The ability of a corporation to recognize the value of new external information assimilates it into the firm's internal knowledge repositories, and uses it for commercial goals, such as innovation, which is known as knowledge absorptive capacity (Cohen & Levinthal, 1990). The findings suggest that opportunity capture has a stronger mediation impact between absorptive capacity dimensions and firm success than technological innovation (Petti, Tang, Barbieri, & Rubini, 2019).

Zahra and George (2002) divide absorptive capacity into four dimensions: information acquisition, absorption, transformation, and exploitation, each with potentially diverse results. Ali et al. (2018) and Garcia-Villaverde, Rodrigo, Requena, & Ortega (2018) have lately established the foundations in project management and entrepreneurial orientation literature. Knowledge exploitation, on the other hand, is a firm's ability to use newly acquired and assimilated knowledge to expand existing skills or establish new innovative operations, processes, competencies, and routines (Garcia-Villaverde et al., 2018).

Knowledge absorptive capacity has been identified as a strong predictor of organizational capability and a source of creativity in a large body of literature (Xie, Wang, & Zeng, 2018). Firms with knowledge absorptive capabilities incorporate external knowledge into their current knowledge vaults, resulting in unique processes and innovation capabilities, and are more inclined to seek innovation (Cepeda-Carrión, Cegarra-Navarro, & Jiménez-Jiménez, 2012). However, if a company lacks the ability to absorb new information, it is more likely to be inventive. Many researches have looked into the impact of absorptive ability on a variety of outcomes. There has been the evidence that Chinese enterprises have used information absorptive capacity as a

technique to transition from imitation to innovation.

The role of knowledge absorptive capacity on project innovativeness was addressed in Fouzia Kanwal's study, as well as the contingent effect of internal and external social capital on the connection. Although the direct link between knowledge absorptive capacity and project innovativeness is substantially positive, as theorized, internal and external social capital has a negative moderating effect on said relationship, as they attain a value higher than their mean level, according to the research (Kanwal, Tang, Ur Rehman, Kanwal, & Fawad Sharif, 2020). The study's findings reveal that there is a positive and statistically significant causal association between teams' knowledge absorptive capacity and project innovativeness in an IT setting.

In China's Guanxi culture, the internal and external social capitals of organizations are also the significant influential factors of project innovativeness, according to the current study's findings. Furthermore, the study discovered a negative and significant moderating effect of internal and external social capital on knowledge absorptive capacity and project innovativeness. As both internal and external social capital are low, the relationship between knowledge absorptive capacity and project innovativeness is positive and elastic. However, when both internal and external social capitals reach levels above the mean, the relationship becomes negative and less elastic. To put it in another way, 1) a low level of social capital tends to amplify the effect of knowledge absorptive capacity on project innovativeness; and 2) as internal and external social capital levels rise, their marginal moderating effect on project innovativeness tends to decline, eventually becoming negative. These findings differ from that of Ali et al (2018). The research finding is significant to this study. The implementation of Baise University's talent initiative is intertwined with capital, innovation, and knowledge absorption.

However, Khachlouf & Quélin (2018) findings suggest that promoting strong personal interactions is a critical step for successful knowledge transfer from external

partners, and individuals could develop their absorptive capacity to counteract the locking effect of strong ties. Some human resource management strategies aiming at boosting employees' absorptive ability could be encouraged at the business level, according to Minbaeva, Pederson, Bjorkman and Fey (2013), in order to leverage the influence of strong individual social bonds. Firms could, for example, conduct competence/performance appraisals and training programs to improve employees' ability of using external knowledge. We agree with Reinholt, Pedersen, & Foss (2011) that personnel with a high knowledge-sharing ability (absorptive capacity) is more competent and motivated to share their information. Companies could also use performance-based compensation to encourage employees to learn and apply expertise outside of the company (Khachlouf & Quélin, 2018).

Knudsen and Schleimer (2020)'s research explores whether companies should outsource employee knowledge acquisition, hire employees with existing relevant knowledge, or engage in employee knowledge development within the company for various sorts of innovations. Individuals owing the highest possible domain-specific absorptive ability benefit organizations, but employees with more comprehensive knowledge should be hired for product-related service developments. For the finest innovative results, employees' individual absorptive potential should be cultivated internally (Knudsen & Schleimer, 2020). In consequence, pooling the expertise of highly talented persons results in a greater pool of product-specific information and more novel goods. The findings lead to the recommendation that organizations outsource this absorptive capacity by acquiring workers with existing, relevant knowledge rather than developing it internally. These findings are consistent with Un (2017), who finds that staff education is a key measure of achieved absorptive capacity, which allows the business to extract value from outsourced R&D information by combining it with firm-internal knowledge and transforming it. If we widen this perspective even more, the findings reveal that, while education is a direct driver of new goods, employees' absorptive capacities may also assist enterprises to

engage in R&D and more specialized activities such as R&D outsourcing. On the other hand, as they discovered, more specialization based on educational degrees may deter the pursuit of product-related service innovations (Knudsen & Schleimer, 2020).

Despite the advantages of acquiring highly qualified individuals for any company, reaping the rewards of hiring these human resources is still difficult. To successfully integrate new complex, technological knowledge into an organization's existing activities, Cohen and Levinthal (1990, p. 135) argue that it requires technologists and scientists who are both competent in their fields and familiar with the organization's idiosyncratic needs, procedures, complementary capabilities, and extramural relationships. We show that an individual's knowledge contains the potential for innovation; however, the source of this capability development is essential; whether a firm hires individuals with the most general knowledge or develops this knowledge with individuals within the organization depends on the creative output of the organization seeks. The firm's management team and its own absorptive capacities for understanding these mechanisms makes the final decision. Knowledge consolidation, decision-making centralization, knowledge formalization, inter-connectivity, and knowledge-management infrastructures all have a direct and positive impact on absorptive ability (Ponce-Espinosa, Peiro-Signes, & Segarra-Oña, 2020).

2.3 Knowledge-intensive Organization (KIO)

Knowledge management, according to Rowley (2000), is a set of activities or efforts undertaken by an organization to acquire, store, share, create, distribute, and deploy knowledge by individuals or teams in order to improve organizational performance.

Those who are fight for a living are known as knowledge workers. Knowledge workers demand more autonomy and are expected to manage themselves,

as opposed to manual labor, which can be easily monitored during the course of the activity being completed (Drucker, 1999).

A knowledge-intensive organization, according to Starbuck, is one in which information is valued more than other inputs and human capital is the king. Kärreman (2010) expanded on this issue, stating that while all businesses are built on knowledge to some degree, a knowledge-intensive firm draws on uncommon, particular, and esoteric knowledge. Furthermore, knowledge-intensive firms are more likely to be project-intensive, meaning they manage a significant amount of work in projects (Keegan, Huemann, & Turner, 2012).

Competitive advantages and innovation in knowledge-intensive and project-intensive businesses, according to Medina and Medina (2017), are based on how well a company manages its competence. They also underline that projects should be viewed as learning opportunities and provide four strategies for effective competence management in what they refer to as "the competence loop." The four mechanisms are as follows:

- 1) Utilization: how the organization uses its competence in projects and other initiatives in accordance with the organization's strategic goals.
- 2) Accumulation: how the organization generates new competence by working on projects or other problem-solving tasks or through absorptive learning.
- 3) Assimilation: how the organization interprets, understands, and assesses new competence developed in projects.
- 4) Transformation: how the organization transforms new competence developed in projects.

According to Medina and Medina (2017), the utilization and assimilation mechanisms are the interface between a project and a permanent organization, and knowledge-intensive organizations are also project-intensive. Despite the fact that the theoretical framework offers a fresh viewpoint on managing skills in knowledge-intensive, project-intensive companies, the authors argue that it has to be

empirically evaluated and further modified to practical usage (Medina and Medina, 2014).

There is no clear agreement on the definition and instances of KIO, but the baseline is that expert knowledge is not only required for a KIO's growth and survival, but also the organization's cornerstone (Shimazoe, 2020). In order to develop inside innovation systems, KIO enterprises are characterized as new learning organizations that use and change existing knowledge as well as generate new knowledge (Malerba, Caloghirou, McKelvey, & Radošević, 2016; Malerba & McKelvey, 2018; McKelvey & Lassen 2013).

The emergence of a knowledge economy and knowledge-based competitiveness has highlighted the importance of KIO in enabling firms to gain a knowledge-based competitive advantage (Chuang, Jackson, & Jiang, 2016; Jackson, Chuang, Harden, & Jiang, 2006). A KIO is a group of knowledge workers who use theoretical and analytical expertise to solve difficult knowledge gaps and problems related to innovation and knowledge-based competitive advantage in enterprises (Chuang et al., 2016; Gardner, Gino, & Staats, 2012; Swart & Kinnie, 2013). The usage of KIO in knowledge-intensive sectors and organizations has increased in recent decades, as there is academic and practitioner interest in the performance dynamics of these teams (e.g., Bijlsma-Frankema, De Jong, & Van De Bunt, 2008; Chuang et al., 2016; Hoozeboom & Wilderom, 2020).

First, researchers have lately begun investigating the impact of human resource management (HRM) systems on KIO (Chiang & Shih, 2011; Chuang et al., 2016; Collins & Smith, 2006). However, such studies are few and far between, and they often do not provide a comprehensive picture of how firm-level knowledge-intensive HRM systems influence KIO processes and team performance as a result. Chuang et al. (2016) observed a beneficial influence of HRM systems on knowledge acquisition and shared in KIO in their research of 162 R&D teams. They did not, however, look into whether such HRM systems and knowledge processes

helped team performance in the long run. The impact of knowledge-oriented HR set up on team learning and new product performance was explored by Chiang and Shih (2011). They did not, however, incorporate knowledge worker recruiting and selection as part of the main HRM system (Jiang, Lepak, Hu, & Baer, 2012; Lepak, Liao, Chung, & Harden, 2006).

Second, there are still chances to learn more about the underlying mechanisms that explain the link between HRM systems and team performance in a knowledge-intensive environment. Scholars have stressed "knowledge acquisition" and "knowledge sharing" as two important knowledge processes for effective cooperation (see Cheung, Gong, Wang, Zhou, & Shi, 2016; Chuang et al., 2016; Ma, Long, Zhang, Zhang, & Lam, 2017; Ryan & O'Connor, 2013). Despite this, studies show that even after accounting for knowledge acquisition and sharing, teams perform differently, owing to a lack of ability to develop, modify, and use information to make creative judgments or solve problems in complex and dynamic environments. To that purpose, we concentrate on team knowledge exploration and knowledge exploitation as two broad KIO activities that encapsulate the fundamental mechanisms that link HRM systems to team performance (Shahzad, Hong, Jiang, & Niaz, 2022).

Knowledge exploration and exploitation as the basic performance mechanisms of a KIO are theoretically justified in two streams of literature. The first stream contends that achieving long-term performance benefits necessitates a comprehensive knowledge management strategy that encompasses knowledge development and utilization (Nonaka & Toyama, 2015; Osiyevskyy, Shirokova, & Ritala, 2020). The second stream denotes the coexistence of exploratory and exploitative processes that can be managed collaboratively at the team level using specific HRM tools (Chuang et al., 2016; Gonzalez & De Melo, 2018; Ma et al., 2017). According to the findings, knowledge-intensive businesses are increasingly obliged to invest in specific HRM systems that help KIOs with their knowledge processes and performance (Shahzad et al., 2022).

CHAPTER 3

RESEARCH DESIGN

3.1 Method

The single case study was chosen for this study. "A case study is an empirical research that looks into a current occurrence in depth and is about its real-life environment" (Yin, 1994). The study has chosen one or more situations as the target of study, collected data and resources methodically, and conducted in-depth research to investigate the situation of a phenomenon in the real world, particularly in the field of education.

Case studies provide answers to study issues such as "how to change", "why", and "what happened". It also comprises one-of-a-kind design logic, unique data collecting, and one-of-a-kind data analysis techniques. Field observations or information collected from research publications can also be utilized. CS, on the other hand, may be applied to individual studies, groups of individuals, communities, social groupings, organizations, and institutions, giving it a lot of versatility when it comes to examining a phenomenon in its various contexts (Yin, 1994). Compared with other research methods, this study tends to utilize qualitative research. Such method shares the characteristics of relying on multiple sources of evidence in data collection and data analysis, which can provide solid description and systematic understanding of cases, and grasp dynamic interactive processes and situations. It is possible to acquire a more thorough and holistic perspective.

The case study will be a complicated system with distinct functionality, scope, and overview. The case study technique delves into the specifics of a circumstance or event, such as social groupings, surroundings, communities, and individuals. This research will take Baise University as an example to learn how local comprehensive universities build knowledge-intensive organizations through the recruitment and management of new teachers, including the methods used in the recruitment process,

the school's new teacher management model, and so on. Interviews to learn more about some instances.

The case study method was chosen to understand better the strategies and impacts used by local comprehensive colleges in talent recruiting, management, and organizational building. More thoughtful services, a higher wage, and a modern management model are likely to be the variables that attract and promote knowledge-based personnel to stay.

3.2 Case Selection

This study has chosen Baise University, a provincial university in Guangxi, China as a case. This research sample shares several characteristics with local universities: they face similar problems, face similar bottlenecks, face similar challenges, and have similar development ambitions. The case study approach will acquire insight into the behavior and tendencies of this social group of high-level intellectual talents, as well as the talent measures and repercussions of Baise University, to investigate the specific group of the main goal.

The "Recruitment and Management of New Teachers in Baise University" scenario was chosen for this study. Baise University is a regular undergraduate university that was upgraded in 2006 by the Ministry of Education from Youjiang National Teachers College for Nationalities. Its origins may be attributed to the Guangxi Provincial Tianxi Normal School, which was founded in 1938. Baise Normal School, Baise Regional Normal School, and Youjiang National Normal School have witnessed the stages in its development. The school insisted on running schools in inaccessible highland areas for decades.

Baise University focuses on developing local application-oriented talents for the economic and social growth of the region. After the deconstruction of the original education system, the difficulties of living in the mezzanine, the exploration of the regulations of running an undergraduate school, and the clear positioning of the

objective of running a school, the school's development has undergone alteration, the act of jumping, and so on. In 2018, the school reached a critical time of structural reform, and the large-scale recruitment of high-level personnel, such as doctors, has become a must for the school's successful transformation and quick improvement.

When there were only 26 doctors at Baise University in June 2018, the strategic plan "Double Hundred Talents" was clearly presented, and the school aimed to introduce 200 doctors with doctoral degrees in 2018 and 2019, considerably enhancing the school's high-level teaching personnel. In the history of Baise University, the proportion of talents and the large-scale introduction of high-level talents are unparalleled. Baise University had 310 Ph.Ds by January 2020. After more than a year of recruitment activity, Baise University had built a high-level knowledge-intensive organization in a short period of time.

The case study "Recruitment and Management of New Teachers in Baise University" was chosen for three reasons:

- 1) Baise University is a local comprehensive university; there are many universities around the world, and the current Baise University has a lot in common with other universities, so it will confront the same talent shortage.

- 2) Successful talent recruiting is a critical component of Baise University's knowledge-intensive organization-building process. This study emphasizes the critical importance of new teacher recruitment in developing knowledge-intensive enterprises.

- 3) The researcher for this study has studied for four years and worked for six years at Baise University. He has studied and worked at Baise University for the past ten years.

3.3 Data Collection

Data collection was based on theoretical sampling (Yin, 1994), and interviews, observations, Baise University's policy documents were used for data.

The researcher monitored members of Baise University. Each interview covers 30 minutes in length. A total of 12 participants were questioned and recorded following the interview criteria in order to maintain focus. Most of the interviews took place in person at the office of Baise University. Respondents were divided into groups based on their work function and rank, as well as the amount of time they spent in school. The distribution of respondents is depicted in Table 3.1.

Table 3.1: Descriptions of Respondents

Position/School Date	New Faculty	Human Resources Manager	School Senior Leadership	Old Staff	Total
1 year	2	0	0	0	2
2 years	3	0	0	0	3
3 years and above	0	2	2	3	7
Total	5	2	2	3	12

The following were the respondents' choices: 2 new teachers, 1 new teacher, 1 new teacher, 1 new teacher, 1 new teacher, 1 new teacher, 1 new teacher, 1 new teacher, 1 new teacher, 1 new teacher, 1 new teacher, 1 new teacher, 1 new teacher. There are two human resource managers, two school senior leaders, and two retired faculty members. Identifying this vast and diverse scope will contribute to more accurate and reliable data collecting. Most respondents have spent a significant amount of time at the university. Seven of the 12 respondents are faculty members

with more than three years of experience at Baise University. Among them, one is a teacher with two years of experience at Baise University, and two are new teachers with one year of experience at Baise University.

Because the researchers are Baise University teachers, they have significant research convenience during the research period because they can witness the recruitment of new teachers in the school and contact the research objects at any time. Because they are well documented and explain labor methods, system operation, and social interactions, observational field annotations are included in the coding process (Saldanha, 2013).

In addition to these two methods, the Human Resources Department of Baise University contributed various archival data and documentation materials for this study.

3.4 Data Analysis

The data analysis of this study covers the following five steps:

- 1) Become acquainted with the data: Read all of the interview transcripts to get a complete picture of everyone's point of view.
- 2) Create indexes for subject frameworks with major subjects and sub-themes.
- 3) In transcripts, indexing or coding.
- 4) Make a diagram and provide a summary of what the respondents said.
- 5) Map the results and interpret.

There is one major topic, three subtopics, and a few minor subtopics in the topic framework, as shown in the table below:

Table 3.2: Theme Presentation

Theme	Subtopic Level 1	Sub-theme level 2
Building knowledge-intensive organization	Recruitment and maintenance	Recruit knowledge workers
		Maintain knowledge workers
	The obstacles	School reasons
		Personal reasons
	Development	Challenges
		Impact

The issues discussed are all related to one basic theme: How a small institution in a remote location might grow into an information-intensive enterprise by attracting and managing great knowledge employees. The three sub-themes are: (1) How Baise University recruits and maintains knowledge workers; (2) The obstacles Baise University faces in attracting and retaining talented knowledge workers; and (3) Knowledge-intensive organizational development.

3.5 Validity and Reliability

The study's reliability and validity are as follows:

This investigation was carried out with high confidence by the researcher. To begin with, the researchers chose Baise University as the research object, using a case study to investigate the talent team formation at Baise University, and then disclose the relationship between the accumulation of knowledge-based talents and the formation of knowledge-intensive companies. Baise University, as a local university, shares many of the same characteristics as many other universities, so the study is extremely representative.

Second, the researcher has lived and worked at Baise University for 11 years, with four years as a student, and seven years as a teacher. The researcher has worked

in different positions at Baise University and understands the school's administrative and development processes. Living and working at Baise University for an extended period familiarizes the researcher with the university and allows her to master additional difficult-to-understand research facts. Besides, the researcher's family members work as managers at the human resources department of Baise University, where they have worked for the past eight years. Finally, all levels of staff at the school have expressed significant support for this project. This study is both fascinating and important. The researcher obtained help from school leaders, leaders of relevant administrative departments, and high-level school officials during the inquiry and interviews. Talent and student representatives have provided their support. The interview went off without a hitch. The interviewees not only answered the researcher's questions, but also added a number of appropriate supplements based on the interview plan. These add-ons are also highly useful because they contain the researcher's analysis and judgment. excellent assistance

This research is really reliable. First and foremost, the research topic has been chosen in accordance with the school's actual development experience. The research's substance and direction are based on a real-life case of Baise University's collection of knowledge-based skills. There are a lot of researches on similar universities in this scenario. Second, the sincerity with which the interview was conducted. The researcher carefully identifies the interview objects based on the research content and develops the research content through genuine interviews, records, and sorting materials. The research's efficacy is enhanced by the process's authenticity and effectiveness.

Finally, several high-level talents have contributed their assistance to this research. This support includes not only representatives of high-level talents who served as interview objects, but also high-level talents from Baise University's human resources major and human resources department managers. This study has produced a number of useful recommendations, many of which are based on years of actual

experience. These guidelines assist researchers in mastering a large body of knowledge in this domain, which increases the research's validity.

Following the general qualitative research norms and using a standardized research procedure to improve the research's reliability and validity are primarily evident in the uniformity of the material collection process. Under the supervision of experts in the field of knowledge management, we use a strategy that combines interviews and data collecting; at the same time, the data collection is complemented by scientific tools that store, retain, and record first-hand data. Voice recorders, digital cameras, and other tools, for example, ensure the integrity and accuracy of data collection and the seamless flow of the interview process. The research topic directly quotes the interviewees' original words, respects local concepts, reads the interview materials repeatedly and carefully, writes specific and precise interview records and memos, analyzes and codes the data, and integrates the researcher's coding and data in the data analysis process. When the analysis results were compared to them, the findings revealed that the coding situation was consistent, and they were the analysis results. Finally, by standardizing the data gathering and analysis processes, we improve the research's dependability and validity.

Second, to improve the research's reliability and validity, we combine peer and participant inspection, do a good job with data collection and data processing, invite experts in the field of knowledge management, and combine the suggestions and guidance of experts in the subject area in the data analysis process. Finally, after the interview, the researcher presents the participants and interviewees with a full analysis of the material as well as the study findings for evaluation. After the interview is completed and the research results get available, the analysis materials, analysis results, and interview objects will be checked, and the research content will be adjusted based on the feedback of the interviewees to ensure that the research data accurately reflects their voices. Confirmation of material integrity follows the interview: Following the research analysis, the findings were provided to the

respondents, who indicated that they corresponded to their actual ideas and situations.

According to the comments, the interview substance and research findings correspond to the respondents' true feelings. The table displays the respondents' specific feedback results.

Table 3.3: The Result Feedback of Interview

Respondent code	Interview content	Feedback on research results	Respondent code	Interview content	Feedback on research results
A1	True	Conform	A7	True	Conform
A2	True	Conform	A8	True	Conform
A3	True	Conform	A9	True	Conform
A4	True	Conform	A10	True	Conform
A5	True	Conform	A11	True	Conform
A6	True	Conform	A12	True	Conform

The interview content of the case study was analyzed using Maxqda software by the researcher. The researcher coded all of the interview information using Maxqda software, including 159 codes for knowledge-based talent acquisition and 175 codes for knowledge-based talent management. The research information can be precisely and effectively examined using coding and categorization. An analysis was performed, which proved to be extremely useful in terms of statistics and analysis of the findings.

Finally, this research was carried out at Baise University. Baise University offers long-term study and job opportunities. The researcher is able to get a thorough picture of Baise University thanks to previous research and informal interviews. Before conducting the interview study, the researcher examined many documents that had been prepared ahead of time. Through case studies, the research aims to

understand the construction of knowledge-intensive organizations better and identify exciting and innovative approaches, paving the way for future research to advance knowledge worker acquisition and knowledge-intensive organization construction.



CHAPTER 4

FINDINGS

Only in 2019, Baise University hired almost 200 faculty members with Ph.Ds, and the university's talent team has been expanded due to this massive talent acquisition. This chapter describes the development, challenges, and responses to those challenges of Baise University regarding its recruitment of knowledge workers.

4.1 Knowledge Acquisition

From the overall planning and design of the school to launching publicity, large-scale introduction, and introducing substantial effects, Baise University's talent acquisition has gone through many stages. It took three years to accomplish this process. Learning or acquiring external knowledge comes with a slew of challenges and roadblocks. Internal conflicts need a variety of cultural and HRM actions and practices (Chesbrough, Vanhaverbeke & West, 2014). There are tensions in open innovation models, as well as complex and dangerous effects (Del Judith & Della Peruta, 2016). However, Baise University's acquisition of high-level knowledge-based abilities is ultimately effective as a remote regional comprehensive university.

4.1.1 Acquisition Planning (2018)

Due to resource restrictions and geographic factors, Baise University's development as a local comprehensive university was delayed prior to 2018. There were only 30 doctors at the school in 2018. According to the existing development circumstances, Baise University did study and analysis and concluded that the school's development required more high-level knowledge-based abilities. As a result, the school administrators devised a high-level design and devised a strategy for introducing high-level knowledge-based talents. Within two years, 200 high-level knowledge-based talents must be hired to work at Baise University.

The school is still in the early stages of talent acquisition, despite having developed an introduction plan. Baise University seeks to recruit high-level knowledge-based talents, and the school tries to advertise it on the website, in accordance with the earlier introduction concepts and the treatment at the moment. It is envisaged that increased public awareness will result in the introduction of high-level knowledge-based abilities as soon as possible.

Simultaneously, the school is attempting to distribute the index of introducing high-level knowledge-based talents to the school's 18 secondary colleges, hoping that each secondary college will do its best to enhance publicity and the number of persons introduced.

However, at the end of 2018, Baise University has only introduced 12 high-level knowledge-based talents, which means that it is well short of the aim of 200. Talent is one of the most important aspects of open innovation human resource management. The purpose of the organization is to find, hire, and retain top talents and knowledge workers (Murray et al., 2016). This is a difficult task. According to the researcher, the benefits of high-level knowledge-based abilities were not immediately apparent in 2018, and the introduction process was lengthy. After a long wait, some lecturers who were interested in working at Baise University decided to give up. As a result, the school began to experiment with this feature at this point. Although the effect isn't great and several issues have been discovered, it at least has a goal and has begun to work toward it. It is apparent that money, innovation, and knowledge absorption are all entwined in the implementation of Baise University's talent program.

4.1.2 Recruitment stage (2019-2020)

Baise University has won a major triumph in the acquisition of knowledge-based talents as a local comprehensive university. This staged victory took place primarily in the years 2019 and 2020. The purpose of human resource management, according to one early view, should be to establish a secure environment

that aligns business strategy and climate with employees' values through motivation, rewards, and education. The organizational strategy will also address the human part of the business, with a focus on organizational development and cultural improvement. As a result, human resource management must be a vital component of a company's ability to achieve and to achieve its goals from an organizational standpoint. Baise University has re-established the compensation treatment and talent level of high-level knowledge-based talents in 2019, based on the conclusion that the school's talent acquisition effect in 2018 was not very good. Guangxi Province is at the forefront of adjusting the treatment of high-level knowledge-based talents. Although raising the wage will put a strain on Baise University's finances, the school has opted to increase the advantage by raising the salary in order to realize the acquisition's effect. The original introduction procedure in each secondary college was modified to be recruited directly by the school's personnel department, which reduced the recruitment process time for each secondary college and accelerated the speed of introduction, and the school also invested in collaboration with large domestic talent headhunting companies. The speed and efficiency of acquiring high-level knowledge-based abilities at Baise University has substantially increased in 2019 as a result of these excellent efforts. Baise University scored a thorough success in talent acquisition in 2019 by completing its target of introducing 200 high-level knowledge-based talents in one year. This outcome has had a significant impact on a number of universities in Guangxi. Baise University is a public university located in Baise, Its popularity has risen as well.

If an organization's information acquisition method is linked with its existing knowledge management strategy, it may perform better in terms of innovation (Ngoc Thang & Anh Tuan, 2020). We discovered that every interviewee thought that Baise University's acquisition of knowledge-based abilities was exceptional. At the same time, they stated that by hiring knowledge-based professionals, the school's influence has grown and its development has accelerated. The inclusion of new expertise has

improved the overall level of teaching and research at the school. Four of the 12 responses were women. It was claimed that having such talents to achieve marks is difficult for Baise University.

"In recent years, our school has made significant efforts to increase the introduction of talents, particularly high-level talents, and has developed a number of talent introduction plans and measures that have yielded excellent results. For example, over 300 high-level talents, such as doctors and professors, were energetically introduced by the school from 2019 to 2021, over a three-year period, in order to apply for the development of a master's degree program. The quality of teaching and research at the school has substantially improved." (Chen Rui, personal communication, March 17, 2022)

"In addition, the school's social influence has substantially improved. Our school's model and method for promoting talent introduction have become a model that other colleges and institutions are emulating. Some of our school's talent introduction accomplishments are listed here. I believe the effect is still significant, and it is still a favorable effect." (Chen Rui, personal communication, March 17, 2022)

"Due to our talent team's continued expansion, the number of high-level talents has increased from more than 60 to more than 300." (Fang Chunqiu, personal communication, March 19, 2022)

"We can work in a distant mountainous border location in a short amount of time. We attracted 200 to 300 Ph.Ds between 2019 and 2020, which is rather amazing. 2019 was a great year for us. Baise University has been able to recruit so many high-level individuals in such circumstances, and we are the only school in the district that has done so." (Song Bei, personal communication, March 20, 2022)

"It's absolutely astonishing that the talent work in Baise University can reach to this level, especially in such a location as Baise." (Song Bei, personal communication, March 20, 2022)

4.1.3 Transformation into a KIO (2021)

Survival comes first, followed by progress. Many local universities in rural places are in this state. The survival dilemma is typically more direct for a small university in a distant location. The development, however, is intended to help colleges and universities withstand the severe competition. According to Starbucks, information is more valuable than other inputs in knowledge-intensive firms, and human capital reigns supreme. In order to make breakthroughs, Baise University has successfully attempted to construct a knowledge-intensive company through acquiring and managing knowledge-based skills. The facts show that this is highly beneficial to the school's development.

Throughout the interview, the interviewees emphasized the importance of developing a knowledge-intensive organization for a local university in a distant place like Baise University. The researchers addressed this element 44 times, indicating that it is a highly high-frequency material that everyone knows. Following their sorting, the interviewees believed that constructing a knowledge-intensive organization in a local university in a remote area could speed up the school's development, introduce advanced concepts, improve the overall level of teachers, increase the proportion of teachers in the structure, improve the university's ability to serve society, strengthen the school's connotative development, improve the quality of personnel training, and promote the school's connotative development. This outcome can be used as a guide to help make more accurate assessments for other local universities in distant locations that are still struggling to survive and develop. As a result, the researchers believe it is vital to describe the investigation of Baise University's knowledge-intensive organization construction at this time.

1) Encouraging the Transformation

All interviewees noted it, and some interviewees mentioned it more than once, according to 14 of the 44 frequencies.

"This is a pretty intimate bond. It is possible to say that the growth of

the college is inextricably linked to the encouragement of talents. The interaction between fish and water, like talent, is the first aspect of the college's development. The growth of the college is inextricably linked to the guts to act and dare others to promote it. All of our progress is inextricably linked to people's participation." (Song Bei, personal communication, March 20, 2022)

"I believe that the relationship between talents and academics should, first and foremost, compliment each other and that it should be a relationship that breathes and advances together with destiny." (Xuan Xiaodong, personal communication, March 20, 2022)

"Talents are a source of growth for schools." The amount and quality of skills are critical to the growth of schools. Schools can develop only if they have a certain number and high quality of abilities. This is also supported by the art itself. Our school, for example, is involved in agriculture, particularly mango production, as well as fungal cultivation. It has been designated as the school's autonomous region-level key laboratory. This is a significant achievement for our school. Our school put together a team of doctors and academics to help some of the counties in the Baise area. I have sent them knowledge and skills, made significant contributions to the local economy and development, and gained social influence and prestige for the school as some science and technology commissioners for rural rejuvenation. (Chen Rui, personal communication, March 17, 2022)

"One of the most significant components in a school's development is talent. Only a talented group of people can help the school progress. They have a close relationship." (Fang Chunqiu, personal communication, March 17, 2022)

"Because university labor is mostly about providing intelligence, I believe that establishing this knowledge-intensive organization is essential for universities to improve." (Liu Dong, personal communication, April 18, 2022)

"I believe that all universities and colleges would benefit from forming a knowledge-intensive talent team. Why? It tells us that theory comes from practice to

practice because of the philosophical link between theoretical practice and theory. That is to say, an applied skill-based development university also requires a theoretical knowledge background, and with this theoretical knowledge background, an applied university's development will be more solid." (Xuan Xiaodong, personal communication, March 20, 2022)

"Because university competitiveness today includes internal and international competition." It is also vital to improve the university's brand and reputation. The goal is to recruit many students and grow into a powerful and sophisticated modern higher education institution. It is both a school and a national obligation. The achievement of the goal of improving the country and the school via education is critical." (Zhang Daoling, March 20, 2022)

2) Bringing New Concepts

Adding new talents (Researchers and instructors) to Baise has enabled new life for the faculty members initiating the structural reforms of the university. A university's advanced concepts are critical. In his study in 2020, Fouzia Kanwal examined the role of knowledge absorptive capacity on project innovation. The results revealed that in an IT environment, a team's knowledge absorptive capacity and project innovation capacity are substantially positive. A causal association between the two is positive and statistically significant (Kanwal et al., 2020). A university should be an inclusive, open environment that welcomes diverse ideas and information. As a result, our education will be more relevant to society and reality, and students will obtain more information as a result. This was notably highlighted in our discussion by the deputy head of the school's teaching quality assessment center, a Ph.D. student we introduced.

"A lot of progressive thoughts have been offered to us by some geniuses from companies and other organizations." Our pupils have also interacted with these teachers, resulting in a class that is distinct from the norm. Some teachers in the School of Entrepreneurship, for example, are highly gifted. They work for our

students, find platforms for their prior work, and are in charge of their students' employment. Their endorsements are overwhelmingly positive. Their excitement is sometimes even more significant than that of our school's professors who have completed majors. Because more knowledge-based talents have joined, our disciplinary structure has been richer, and our talent level has increased, and our school has become more three-dimensional and in-depth, which is a wonderful feeling." (Song Bei, personal communication, March 20, 2022)

3) Having More Instructors in Class

Many interviewers have also brought up this point. According to the researcher's statistics, a total of 5 interviewers stated that the addition of new teachers and the arrival of excellent knowledge-based teachers have improved the structure of the school's teaching staff to some extent. The number of teachers with high academic qualifications and professional titles has been strengthened, and the structural proportion of school teachers has changed from a small proportion of high-level talents to a particular profusion. This is a significant adjustment for schools, particularly in terms of building. Having a local university in a rural area of a top-tier university is critical. An exceptional teacher structure ratio can effectively increase the development speed of the complete teaching team and can play a role in encouraging ordinary teachers to achieve progress together, thereby raising the teaching team's level. Let's see the viewpoints from the interviewers.

"The first, in my opinion, is that our faculty has altered in composition. After all, at the time, we were introducing over 300 Ph.D students, accounting for around 30% of our full-time faculty. This is a fantastic achievement." (Liu Jihui, personal communication, March 20, 2022)

"It is, in fact, conceivable to raise the share of highly educated faculty members, according to my knowledge." (Zhang Wei, personal communication, March 20, 2022)

4) More services to society

Serving society is a primary function of a local university in a distant location and the university is the intellectual output unit, and it is the university's function to provide intellectual and technological assistance for the development and progress of society. However, not all universities are capable of serving society adequately, or the quality of service is poor, which is dependent on the university's level. The level of the university is mostly determined by the level of the university's teachers. As a result, the formation of knowledge-intensive groups is highly beneficial to the university's social serviceability.

"The school's talent development program has significantly impacted local development." Baise city is now progressing, and the city's core development and opening pilot area require the introduction of many talents. Institutions and universities are where many talents break through, and Baise University is the best among universities in Baise, so I think Baise College's talent work is pretty satisfying in terms of a comprehensive evaluation." (Chen Rui, personal communication, March 17, 2022)

"From the standpoint of the university's development and the school's development, it will have more research findings." The society gathering of knowledge-intensive talents will be greater, faster, and better due to this theoretical and practical research. Science and technology advancements are highly beneficial to society." (Xuan Xiaodong, personal communication, March 20, 2022)

5) Achieving Connotative Development

Connotative development is a type of development structure mode, which takes the internal factors of things as the driving force and resources. For colleges and universities, it is a working idea to pay attention to the construction of school philosophy, school culture, education and scientific research, teacher quality, talent training quality and level.

The acquisition of knowledge workers and the creation of knowledge-intensive organizations can serve as a possible precondition for a local university in a remote area to improve connotative development in development work, professional discipline development, management development, and personnel training development. These are some of the contents of colleges and universities' connotative development, and these developments must be supported by abilities. Half of the interviewees agreed that the connotative development of colleges and universities is inextricably linked to the creation of knowledge-intensive organizations during the interview process.

"A talent team with a high level of knowledge can create a crucial condition for the school's connotation to develop." (Chen Rui, personal communication, March 17, 2022)

"The second is the infusion of a lot of new blood, which has given the school a lot of new development and vigor. For example, the development of agriculture college in Baise University was slow in the past, but we introduced high-level talents on a large scale, and now it forms its own doctoral team. The characteristics of agriculture college have been developed; its industry has been developed; and its key laboratories have been successfully applied. I believe that the college's development is inextricably linked to the talent team. "Quantity and level are inextricably linked." (Xuan Xiaodong, personal communication, March 20, 2022)

6) Developing Talent Management

Building a knowledge-intensive organization can increase the quality of talent training at a local university in a remote location, which is critical to the school's success and widely acknowledged. During the interviews done by the researchers, 90% of the interviewees mentioned this. A university's objective and principal responsibility are to cultivate talents for society and the country, and one of the most essential factors for evaluating a university is the quality of the cultivated talents.

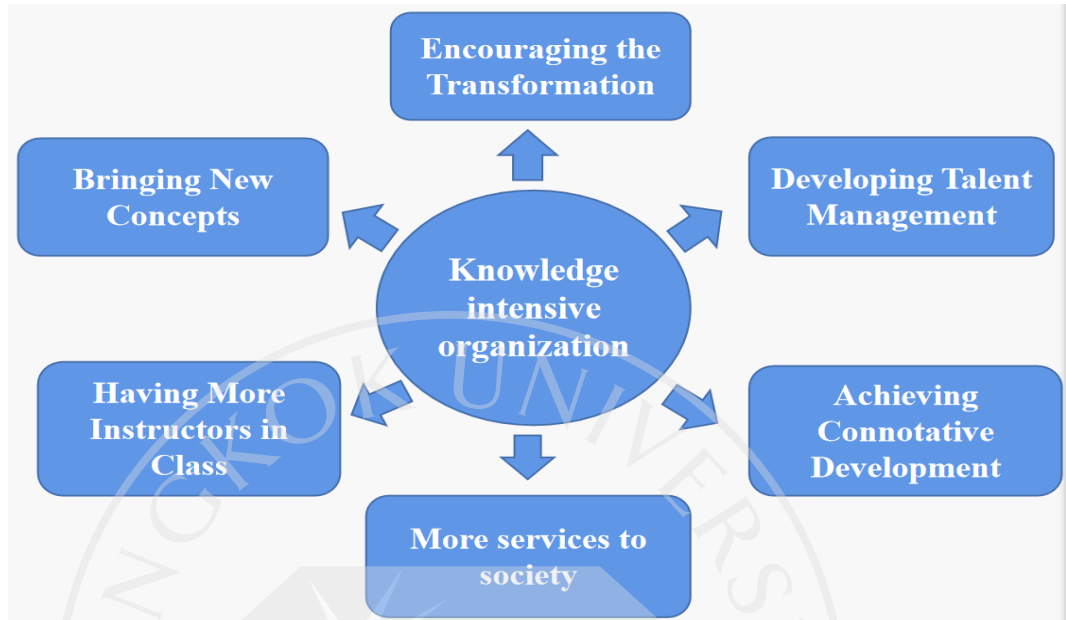
"The second is talent development. A significant number of teachers with advanced understanding are required to boost talent cultivation." (Chen Rui, personal communication, March 17, 2022)

"If there are insufficient knowledge-intensive talents, the quality of the students instructed will undoubtedly suffer." (Liu Lifeng, personal communication, March 20, 2022)

"Universities require more knowledge-intensive talent, and it means that bringing together knowledge-intensive talent would increase the quality of talent training in universities, which is self-evident"

The formation of a knowledge-intensive talent team will raise the level and quality of a university's education. Because the primary goal of universities and colleges is to develop skills, and the impact of talent development is inextricably linked to teaching. Different levels of teachers will attain various levels of training effects. A group of teachers with a group of high-quality knowledge-intensive abilities must play a relatively important role in talent development, and it is highly appropriate.

Figure 4.1: Turn into KIO's role



4.2 Challenges of Talent Acquisition

4.2.1 Environmental issues

The researchers used the Maxqda software to conduct statistics on the interview content of 12 respondents and discovered that the respondents' challenges to local comprehensive universities in acquiring knowledge workers appeared 28 times, primarily in four aspects: a. geographical location is not dominant; b. economic strength is insufficient; c. the school is not well-known; and d. local government policy support is insufficient.

Guangxi is an economically disadvantaged province in China and Baise is a city in Guangxi. Baise's economy is highly backward resulting that Baise University's economic strength is also very poor, especially at the moment the school has established a new campus for expansion. Financial support for talent acquisition is essential. Eight interviewees addressed the school's financial strength, which should be a common issue for a small university in a rural circumstance. This glaring

shortcoming came up often in our interviews. The phrase "inadequate economic strength" was stated eight times by the interviewers.

"The second is that the school's financial resources are limited. After all, it's a brand-new undergraduate institution. It was previously under the dual supervision of the District Education Department and the Baise Municipal Government before being categorized under the Autonomous Region Education Department's management." (Chen Rui, personal communication, March 2022 19)

"You stated that our treatment is not very good when compared to educational settings in China." (Song Bei, personal communication, March 20, 2022)

"Because the local government's financial resources in our school are restricted, they will not provide many resources to the talents introduced by our school, which is also a significant disadvantage for us." (Xuan Xiaodong, personal communication, March 20, 2022)

Due to numerous factors such as geographical location, economic level, teaching quality, a local university in a distant place has a relatively low national and local ranking, so there will be a scenario of low popularity, but for knowledge. It is extremely difficult for a company without a well-known reputation to attract high-quality people. Because it is easier to access resources from a well-known school or institution, job seekers are more inclined to attend. Baise University has a poor reputation in the country as a local university. Because many job seekers have never heard of this school, it has a poor visibility, which is detrimental to talent acquisition.

"My school in Guangxi's ranking is not very high, so bringing in a very good talent, like a graduate from a prestigious university, seems unrealistic." (Fang Chunqiu, personal communication, March 19, 2022)

"Many people are unaware that there is a university in China like Baise University, which makes it difficult for us to attract talent." Peking University, Tsinghua University, Fudan University, Zhejiang University, and other well-known schools have no brand awareness. Everyone knows the school, but when you mention

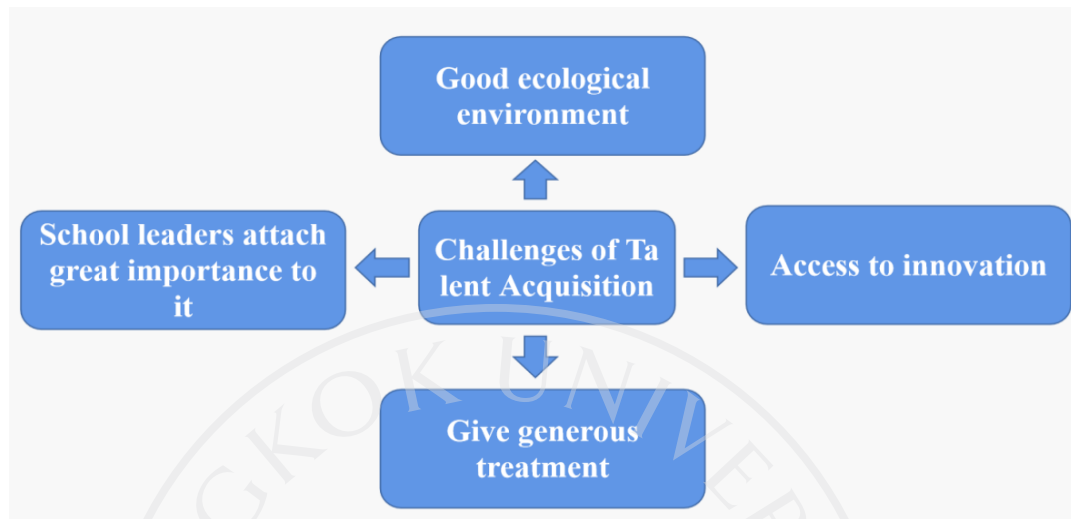
it many people at Baise University discuss where Baise is. They have no idea where Baise is, so how could they know there is a Baise University?" (Xuan Xiaodong, personal communication, March 20, 2022)

This disadvantage was acknowledged by more than half of the interviewers in the researcher's survey. It can be seen that the development of local comprehensive universities is heavily influenced by local government support, and Baise University is one of such universities that local government will not give sufficient policy supports. It is quite difficult for a university to introduce talents without the cooperation of the local government. The school must invest a significant amount of resources in order to develop and expand the introduction of talents. The local government's talent introduction policy is critical in this scenario.

"First of all, I hope that the talents of our school can benefit from Baise City's talent introduction policy. Baise City does not provide our school with a settling fee, a high-level talent allowance, or housing subsidies. This is a request. Second, high-level talents must address the issue of their children's education, as well as their spouses' and family members' job arrangements, which are currently not supported by Baise City policy. The third issue is the lack of living places. Baise Municipal Government, for example, is not present at our school. Teachers will be given special consideration when it comes to residing in talent apartments." (Fang Chunqiu, personal communication, March 19, 2022)

"The second problem is that our government's assistance is insufficient, which is a really unfavorable phenomena for our talent introduction. For example, in Guizhou, which is next door to us, talent introduction work is like this: every time we introduce a high-level talent, Guizhou's finance department will provide a talent settlement allowance and a talent allowance. Baise City, on the other hand, is unable to do so." (Xuan Xiaodong, personal communication, March 20, 2022)

Figure 4.2: Challenges of Talent Acquisition



4.2.2 Managerial Issues

The acquisition and successful management of knowledge-based abilities are required for the development of a knowledge-intensive organization. Some of the earlier scholars studied the acquisition of knowledge-based talents at local comprehensive universities in depth. Due to limited resources, remote locations, insufficient local government policy support, relatively backward management approaches, and a lack of information, local comprehensive universities and colleges like Baise University face numerous obstacles and challenges in managing knowledge-based skills. These issues and challenges are genuine, and both researchers and respondents may sense their presence. Researchers use research and statistics to sort out and demonstrate these issues as much as feasible. The goal is to provide references for universities that are similar to Baise University. The content of this research is planned to be used in knowledge-based talent management by a local university in a remote place. We may face issues, but we should be confident to challenge ourselves, and create breakthroughs as a result of this process.

In fact, as a local university, particularly one that has not been in existence for a long time, there are numerous issues with regard to the management of knowledge-based abilities. Here, the researcher links the interviewees' quotes with the current reality at Baise University to restore the issues encountered by Baise University in the administration of knowledge-based skills as accurately as possible.

The school's development direction, management style, and management ideas are inextricably linked to the top-level design of school leaders in China's university management system. As a result, whether or not the top-level design of school leaders is scientific and proper is critical to the school's progress. And this necessitates leaders with extensive management experience and a high level of management ability. Baise University is taken as an Example in the study. It has long lacked advanced management skills because it is a distant local university far away from the first-tier center cities. Furthermore, the school has only been open for a short period and is still in its infancy. Only a few dozen Ph.Ds were high-level talents prior to 2019, and great high-end knowledge-based talents have not yet to developed into a large scale, so the school lacks expertise managing knowledge-intensive businesses. By 2020, the school have possessed more than 300 high-level talents, many of whom already have advanced degrees. In such a setting, the school's top-level design cannot keep up with the rate of change, and there is a lack of long-term and fair management design for managing knowledge-intensive teams. The interviewees have corroborated this.

“I don't believe the whole school can be considered in this way, because this kind of talent is involved in the development of the school, but how to develop specific and how to make an overall plan for the school are problems to solve. For example, when each department issues corresponding documents, it should be taken from the whole school. Consideration does not imply that this department issues a document and that department issues a document, but it does imply that the school's

top-level officials are unclear about the talent structure.” (Fang Chunqiu, personal communication, March 20, 2022)

During the investigation, the researchers discovered that practically every interviewee brought up the issue of the backward school administration system, which drew the researcher's full attention. Many universities' management modes are still trapped in the thinking mode of China's planned economy era, and the backward management system is particularly detrimental to school management. When the researcher spoke with the managers of Baise University's personnel department, they discovered that breaking through the system is extremely tough, and the system's obstacles are enormous. As a result, the change of a management system is critical, but it is extremely difficult. "The school's initial management practices have been unable to keep pace with the present management scenario. The traditional techniques of managing high-level talents are no longer appropriate for today's management needs. As a result, it must be updated."

"Because I believe our school's talent management investment is still insufficient. For example, I believe that the creation of the personnel system and the administration of the talent information roster are insufficient, and that there are omissions from time to time." (Fang Chunqiu, personal communication, March 17, 2022)

"Our management practices, management regulations, and the ability of managers in various management positions are all challenged as a result of this. Some management techniques must be updated." (Liu Jihui, personal communication, March 20, 2022)

"The third issue raises the personnel department's management difficulty since we used to be able to handle more than 20 high-level talents very well, and we can do it with nearly no effort because individuals are extremely good. There are only 400 or 500 teachers in the school, which makes it quite manageable, but our school today possesses over 1,600 teaching personnel, with 1,100 full-time teachers

and more than 300 high-level talents. Talent management will undoubtedly need to be strengthened in this situation. There must be a lot of lags in talent management as a very young institution, as a university that is always generating new challenges in rapid development, which needs to be rectified and improved. (Xuan Xiaodong, personal communication, March 20, 2022)

Without knowledgeable personnel, knowledge-intensive organizations cannot be developed. A knowledge-intensive organization is a collection of knowledge workers who use their theoretical and analytical skills to handle severe knowledge gaps and difficulties connected to corporate innovation and knowledge-based competitive advantage (Chuang et al., 2016; Gardner, Gino, & Nation, 2012; Swart & Kinnie, 2013). Only knowledge-based employees, on the other hand, may not be able to create a knowledge-intensive organization. To be more conducive to the building of knowledge-intensive companies, knowledge-based workers must be more active in unity and integration, as well as increase cohesiveness through management. However, new knowledge-based talent integration into the company is typically low, and the higher the degree of talent is, the lower the integration will be. Managers face a significant task in answering this question. The interviewer believes that the newly recruited high-level knowledge-based talents' integration and participation in the school is low, and that the school has not fully exploited the newly recruited knowledge-based talents. For the school, this is both a challenge and a problem. Obtaining a big number of knowledge-based employees demands a significant amount of financial assistance for Baise University, but the loss will be significant if the desired effect is not realized.

4.2.3 Knowledge loss

Researchers discovered an intriguing phenomenon during the investigation and interview process. Despite Baise University's best attempts to hire knowledge-based employees, 82 Ph.Ds were lost during the next three years. The loss of knowledge-based staff is particularly adverse for creating a knowledge-intensive

organization and preserving its stability for a local institution in a distant place where talent acquisition is difficult. As a result, when doing research, researchers consciously conducted interviews on brain drain.

The researchers discovered 15 coding items for the brain drain of Baise University by interview inquiry and coding categorization of interview texts, covering management system, management style, academic climate of the school, and other elements. The management system is outdated; the academic environment is insufficient; the position setting is unreasonable; the academic direction of knowledge-based employees is unacclimatized; there is no sense of accomplishment or belonging in working here; the school fails to maintain people's emotional retention; and differentiated talent management is not achieved.

However, we must consider whether there are some who do not convince the doctor that he is a gifted intellectual and that he must be distinguished from regular teachers. In this group, he doesn't notice any differences. I'm sure I'm different since I'm a doctor. This is certain, because inviting you here will cost the school a lot of money. The doctor surely hopes that the school will have some differences during the job procedure, but this is unlikely. The distinction does not necessarily imply which components of the task you do, which one you do not do, and which aspects make him feel that the distinction may be significant, but how to achieve it should be discussed with each department. (Song Bei, personal communication, March 20, 2022)

"In the school, there is not much of a scientific research atmosphere. When a lot of talented people come to work at the school, the consequences are not always visible." (Chen Rui, personal communication, March 17, 2022)

"However, I believe that everyone has emotions." The perspective of human nature is perhaps more significant in terms of emotional care in schools. Emotional retention, for example, should be prioritized." (Liu Lifeng, personal communication, March 20, 2022)

"This will also deprive doctors of a sense of success in the course of their employment, because self-fulfillment is a person's highest demand." The treatment of a person, for example, is the most basic type of demand, and it has been met. We need a sense of accomplishment in self-realization in these circumstances." (Song Bei, personal communication, March 20, 2022)

"Our talent work team, the school has made tremendous efforts to bring in talents, but our other departments have not coordinated in a cohesive manner, rendering him useless here, I don't know what I'm doing here, and the school has not employed them properly and efficiently." (Xuan Xiaodong, personal communication, 20 March 2022)

Figure 4.3: Overcome challenges and build KIO



4.3 Response to the Challenges

4.3.1 Effective use of local ecology

A local university in a rural area is generally isolated, far from major cities and urban centers, resulting in a favorable ecological environment for local institutions. In comparison to first-tier cities, the air quality is good, and water

contamination is minimal. Life is also quite healthy here. Researchers found that certain job seekers were eager to stay and work at Baise University since the natural environment was good and it was more ideal for long-term living when they conducted a case study of the university.

"The natural environment comes first. Baise has stunning mountains and clear waterways, as well as clean air and high-quality water resources, making it a very good natural habitat. This is also an excellent location for us to recruit talent from other provinces. The advantage is that there are abundant natural resources, and working and living here is quite healthy." (Xuan Xiaodong, personal communication, March 20, 2022)

When the researcher performed an interview with a Ph.D introduced by Baise University in 2019, he said, "the most attractive point for me in Baise is the ecological environment." Some claim the rhythm is the most appealing spot for him, so perhaps not everyone's attention is focused in the same way. "Exactly the same." (Zhang Daoling, personal communication, March 19, 2022)

4.3.2 Attaching acquisition knowledge talents

In a Chinese university, achieving a goal is inextricably linked to the leadership's attention. Materials are rare and resources are limited at a local institution in a remote location, so leaders must pay extra attention to achieve a specific aim. When the acquisition aim is aligned with the school's development goals, and the acquisition behavior is appreciated by school officials. It will take a long time to break through the stumbling block and attain the goal more readily.

"At our school, we have the benefit of forming talent teams. First and foremost, the school is still in its early stages of development. In Guangxi, our school is part of a new wave of application-oriented undergraduate universities. The school must complete objectives such as promotion to a master's degree and an assessment of undergraduate qualifications. This is also the school's connotation. The development

of China's economy is at a crossroad." (Chen Rui, personal communication, March 19, 2022)

According to the interview, Baise University made a breakthrough in the introduction of doctors in 2019, obtaining more than 200 doctors in a single year. Other local universities in a rural place struggle to achieve this, but Baise University succeeds. One of the explanations is that the school's top administrators place a high value on talent acquisition and are deeply worried about it.

4.3.3 Access to new technology

It's tough to find good knowledge workers, and it's even more difficult for a small university in a remote location to get exceptional knowledge employees. The typical way of posting job openings and holding interviews will almost certainly not yield positive outcomes. Traditional recruitment will almost certainly miss the opportunity for a school like Baise University, which is located in a distant place and is not well-known. As a result, when Baise University conducts large-scale acquisition of knowledge-based employees, it draws on updated experience and employs a more effective acquisition method.

"The second advantage is that, despite being an undergraduate institution, our school has learned from more efficient experience and practices in the area of talent introduction, and has made new breakthroughs," says the second advantage (Chen Rui, personal communication, March 19, 2022).

Baise University has embraced the strategy of partnering with professional talent headhunting businesses in order to acquire knowledge-based personnel, and has broadened the scope of talent acquisition by locating suitable individuals in a variety of talent companies.

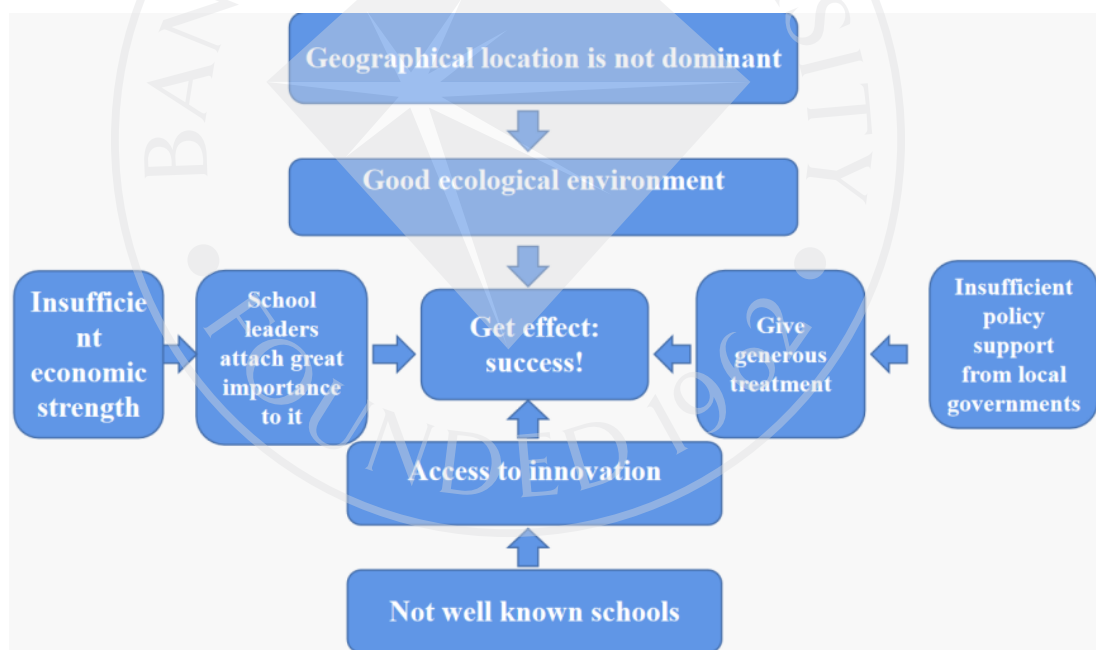
4.3.4 Respecting the knowledge workers

Baise University's financial status is poor, as the school has spent a significant amount of money on the construction of a new campus in order to expand its scope. However, the school still decides to hire a big number of quality

knowledge-based personnel in order to grow, therefore raising the salary is a good way to achieve this. When the school was ready to introduce high-level knowledge-based talents on a broad scale in 2019, it elevated their treatment to the highest level in Guangxi. This shift is extremely beneficial in terms of attracting talent and increasing the number of acquisitions.

"If we talk about the benefits, it's possible that when we introduced talents, we treated them better." (Lu Songsong, personal communication, March 20, 2022)

Figure 4.4 How to Response to the Challenges



4.3.5 Reducing brain drain

The statistics on the causes of loss are highly significant for local comprehensive universities like Baise University to use as a guide. Systematic analysis and adjustment of ideas for the reasons can effectively prevent the loss of skills and, to a greater extent, ensure the completeness of the knowledge-intensive

teaching staff. Employee retention is linked to a company's commitment and trust, as well as knowledge specialization and reinforcement (Politis, 2003). When confronted with the challenge of brain drain, many interviewees talked about how universities and colleges like Baise University may begin to lower attrition rates and strengthen the robustness of knowledge-intensive enterprises.

According to the researchers' findings, a total of 19 coding frequencies in all 12 interview texts were linked to better tactics for preventing brain drain. The school should, among other things, improve service, create a development platform for knowledge-based personnel, improve treatment, boost instructors' sense of belonging, and retain emotional capabilities. Employee retention is higher when knowledge acquisition has a bigger impact on innovation performance (Papa et al., 2018).

"The third step is to provide excellent logistical support, such as teacher training, school attendance issues, housing issues." (Liu Jihui, personal communication, March 20, 2022)

"The second factor is the development platform or space. It should allow these informed and talented knowledge-based skills to play to their strengths to the fullest extent possible." (Liu Jihui, personal communication, March 20, 2022)

"Today, the first factor for maintaining people in our school is the treatment and retention" (Fang Chunqiu, personal communication, March 17, 2022)

"The first is to increase salary levels." (Liu Jihui, personal communication, March 20, 2022)

Retaining employees, according to the concept of absorptive ability, enhances the organization's knowledge base, increasing the possibility that the company will profit from knowledge acquisition. As a result, organizations have greater absorptive ability, which is critical for finding, capturing, assimilating, and integrating external knowledge gained through knowledge acquisition (Ferrerias-Mendez et al., 2015; Ferrari et al., 2017).

4.3.6. Increasing the number of managers

While all organizations are built on knowledge, knowledge-intensive firms use exceptional, distinctive, and esoteric knowledge, according to Karreman (2010). The management of professors and employees at a local institution like Baise University in a distant place has been evolving and changing in response to the current situation. Despite the numerous issues and immaturity, there are certain experiences that can be shared. Everyone, especially knowledge-based employees who witnessed the large-scale acquisition of doctoral degrees in the school in 2019, adjusts the management direction, and teacher management is more inclined to the new high-level knowledge-based employees who work hard to build high-level knowledge-intensive organizations in the face of this new situation. The purpose of human resource management, according to one early view, should be to establish a secure environment that aligns business strategy and climate with employees' values through motivation, rewards, and education. Baise University has accumulated some experience over the course of more than two years of exploration.

The relevance of schools and school leaders is frequently strongly tied to the influence of management and policy implementation in China's university management. Baise University, for example, concentrated more on recruiting teachers and staff before to 2019, and did not have an unique high-level talent introduction plan in place, nor did it consider how to establish a knowledge-intensive organization. Beginning in late 2018, and especially after 2019, Baise University's school authorities have placed a greater emphasis on the acquisition of knowledge-based talents. Through the implementation of a series of policies and strategies, aiming at building a knowledge basis for Baise University, the institution has continued to gain talents. The talent team is with a lot of experience.

"School administrators place a premium on top-down design as well as talent development. For the past 19 years, our school has been at the vanguard of the region's talent introduction. Our school's talent introduction program has made us a

model for other colleges and universities to follow.” (Chen Rui, personal communication, March 17, 2022)

As a result, if a small university in a remote location wishes to accomplish advances in the acquisition of knowledge-based skills and the creation of knowledge-intensive companies, it is inextricably linked to the school's high-level attention.

Building a knowledge-intensive organization is a successful story for the current Baise University, which was unknown to the prior Baise University. It takes a long time to go from unknown to successful. All of the school's departments, particularly the personnel department, are deeply involved in this process, which is aiming at raising the management level. There are managers from Baise University's personnel department and staff employees from Baise University's personnel department in the researcher's case interview. During the interview, they all brought up the topic of management level improvement. This progress is the result of two factors, one external and the other internal. In the last two or three years, the dominant supply has been from the outside. Baise University has consistently increased the number of high-level talents in the school; the talent team has continued to expand and the personnel department has encountered problems that need to be solved as a result of the introduction and purposeful construction of a knowledge-intensive organization. As a result of the increase, the personnel management department's management level continues to improve. On the other hand, the personnel department must constantly develop management thinking, management methods, and management effects in order to build a knowledge-intensive organization and successfully manage knowledge-based talents.

Facts show that, after several years of modifications, the school's management level has significantly improved. This is excellent news for a small university in a rural location.

"Because we have experienced many new difficulties, like how to address these new problem and how to better solve problems for the school's development, our ability to think and solve problems has improved during the course of our management. This necessitates that our employees, personnel employees, and employees in other departments think about and solve these challenges on a regular basis, which I believe are these parts of our talent work improvement." (Lu Songsong, personal communication, March 20, 2022)

"The availability of management talent has increased. In the past, the school had a smaller student body. Our administration, namely the department of the management of teachers, was relatively straightforward. Employee management is only divided into two components. Because there are more levels of talent now, our management will have to meet higher standards. Our management requirements are considerably higher since we have high-level and high-level talent management, master's management, undergraduate management, teaching-oriented talent management, and scientific research-oriented talent management." (Lu Songsong, personal communication, March 20, 2022)

In the course of becoming a knowledge-intensive enterprise, a local institution in a remote location would surely face numerous challenges. These issues serve as a constant reminder to the management department to think, enhance management level, strengthen management ability, improve management thinking, and extend management level, among other things. This is a self-healing and system evolution process in which numerous new management systems and upgrades to existing management systems will emerge. This is similar to many other universities, and the development era is when the system is at its best. The researchers discovered during their interview and examination of Baise University's personnel department that in 2021, the personnel department will construct and amend a total of 11 new system documents, which is a significant quantity. A new system may not be implemented in a year, according to popular belief. HRM methods have been shown

to increase knowledge sharing and innovation (Lazzarotti, Manzini, & Pellegrini, 2015). We anticipate that it will also promote knowledge acquisition (Papa et al., 2020). The reason for the large number of documents released by Baise University's Personnel Department is that it has run into a number of issues that need to be addressed, all of which reflect the previous system's backwardness and the current system's absence. As a result, when it came to introducing knowledge-based abilities and developing a knowledge-intensive organization, Baise University developed a number of methods and policies in recent years. Its goal is to increase management efficiency.

This is quite fascinating for other universities of a similar type, and it deserves to be considered. This, I believe, is a result of the management system's advancement.

"In areas where we excel, we'll have clear rules and regulations in place, as well as papers that represent wages, workload, and procedures." As a result, we have a rather full process for presenting talents." (Liu Dong, personal communication, April 18, 2022)

"The second is to serve talents, and we've implemented a number of incentives, such as resolving some work for the spouse's family members and boosting talent treatment. A dedicated office for high-level talents has been established in some universities and colleges. (Chen Rui, personal communication, March 18, 2022)

"At the moment, our school is establishing development strategies for the school in various periods based on the school's current status, as well as related treatment and measures." (Fang Chunqiu, personal communication, March 18, 2022)

This point, I believe, is relatively simple to grasp. During my interviews, knowledge-based employees of Ph.D. all stated that the school's talent service level has increased. This is correct. The scale of knowledge-intensive organizations is gradually taking shape, with the improvement of school management level, the

growth of the school's high-level talent team, and the school's demand for talent management continues to strengthen, which also requires the school's administrative department to do more. The goal of boosting service work, service quality, and service efficiency is to accelerate the school's development while maximizing the contentment and happiness of new knowledge workers in the school. Enhancement of service quality is a comprehensive assessment of the school's service management. This was confirmed not just by freshly hired high-level personnel, but also by interviewers from the management department.

"The school has considerably improved the working conditions of high-level talents as well as the service environment in order to retain and serve these high-level talents well. The second reason, in my opinion, is that the school has done a lot of volunteer work for talents, and many high-level talents may now safely educate and teach. The school has then given the talent team a policy tendency in terms of treatment and welfare so that they can undertake scientific research and instructional work with peace of mind while calming the hearts of their students. The service is excellent, and the school union also assists some high-level talents with child enrollment issues in order to help address the problem. This is to educate and instruct high-level skills in a secure environment, and it has provided extensive logistical support." (Chen Rui, personal communication, March 17, 2022)

Baise University has continued to increase its management level in the face of adversities. Baise University is fumbling in development and continually upgrading and developing in talent work, as we can see from the previous talks. There are not many universities in Guangxi that can produce more than 200 Ph.Ds in a short period of time, even among the country's local comprehensive universities. The researchers acquired several ideas from the interviewees for upgrading Baise University's knowledge-based talent management while getting the results. These tips will come in handy as a reference. They are all presented by the interviewees based on the current circumstances at Baise University, and they may also be viewed as the

interviewees' hopes. Some of these proposals have already been implemented by Baise University, while others have not yet to be implemented but will be in the near future. These suggestions, according to the experts, are quite useful for these tips can help a local university of the same type in a remote place, as well as universities of the same type avoid mistakes in the management of their individual schools and achieve more effective scientific management. According to statistics and coding, all of the interviewees' interview texts contain 51 pieces of management improvement advice. As can be seen, this is the section that the interviewers value the most, and it is also the section that appears the most frequently. The researchers came at the following conclusions after classifying and merging their findings:

Chuang et al. (2016) found that HRM systems improve knowledge acquisition and exchange among KIOs in their research of 162 R&D teams. This point is broken down into 26 codes, with five sub-codes: strengthening management specialization, strengthening management humanization, strengthening management refinement, strengthening system execution, and further developing the management system, according to the author of this study. It is envisaged that the institution would improve its ability to manage high-level talent. This is also a point that many interviewers bring up. Indeed, the school's rapid growth has successfully acquired a large number of knowledge-based talents in a short period of time, realized the construction of a knowledge-intensive organization, and promoted the development and growth of the school's teaching staff. However, it has also imposed additional demands on school management. We can only become more flexible to change requirements by consistently enhancing the level of talent management and establishing a refined, professional, and humanized talent management.

"First and foremost, talent management at the highest level must be extremely professional. The direction and impact of talent work are influenced by the professional level of managers." (Xuan Xiaodong, personal communication, March 20, 2022)

"Instead of making him feel cold when he enters with enthusiasm, the school should accept him and embrace him with wide arms like a mother." (Zhang Wei, personal communication, March 20, 2022)

"On talent service, we can go into more detail." (Liu Dong, personal communication, April 19, 2022)

"If you experience challenges during the implementation process, you should constantly revise it and then improve it, according to the system and according to the system." That's all to do." (Fang Chunqiu, March 17, 2022)

"We must first build a good set of management procedures and systems in today's talent management." (Fang Chunqiu, personal communication, March 17, 2022)

"The first is that we should develop uniform and reasonable norms and regulations that comply with state regulations and utilize them to regulate these persons. Second, our management approaches, particularly talent management methods, can no longer be found in conflict with other departments or management systems. (Liu Jihui, personal communication, March 20, 2022)

"Secondly, at the school level, our management must be more scientific; our management methods must be more in line with the features and realities of the times; and the effectiveness of our management must be enhanced, so that some policies are appropriate for school development." (Xuan Xiaodong, personal communication, March 20, 2022)

"However, I believe that talent mechanism innovation and talent culture need to be improved." (Zhang Daoling, personal communication, March 19, 2022)

"The goal of talent introduction is to strengthen the assessment, but we cannot keep up with the management of talents after the introduction of talents, resulting in many high-level talents not completing their tasks according to the agreement, and even breaching the agreement." We have not, however, done any more

investigations or strict assessments." (Chen Rui, personal communication, March 20, 2022)

According to the interviewees, newly hired teachers experience occupational anxiety or panic, fearing that they would not be able to accomplish their teaching tasks adequately, and are unclear about the teacher's career growth route. As a result, some university departments, such as the personnel department or other departments, should consciously boost teacher training and development. Teachers can improve their professional abilities and make their professional development plans more clear through training, which is also more favorable to build teacher stability and achieve a sense of accomplishment in their work.

"Schools should satisfy their professional development needs based on their own needs, then cultivate them in a targeted way." (Liu Dong, personal communication, April 19, 2022)

"The later education of talents should be increased, although we already accomplish this through programs like the school teacher development center, the teacher development center, which is primarily focused on this type of teacher training, and so on." (Liu Jihui, personal communication, March 20, 2022)

"In the next step, we'll focus on finding new teachers." We can undertake other related training unique training, and train them with the method of immersion teaching, in addition to unified training. We will train them using similar people, such as businesses. The group of individuals called them over and allowed them immerse themselves in the lesson, after which everyone had a talk, and then they were asked, "What are your concerns and challenges?" (Song Bei, personal communication, March 20, 2022)

This also depends on the current circumstances. Researchers discovered that some new professors are not well integrated with the school, and their recognition of the school is low, which is not conducive to knowledge-intensive organizations' build at Baise University. In the face of such real problems, the interviewees believe

that new knowledge-based employees' ideological education should be strengthened, and that through ideological education, they can be made to love the education industry, teaching profession and our school more, allowing them to be more effective. It is preferable to integrate into the school more quickly and to foster the development of knowledge-intensive enterprises more effectively. To develop a knowledge-intensive organization, a local university in a distant area must not only introduce and gain knowledge-based abilities, but also boost the ideological education of newly hired professors. However, there are certain areas that may be improved.

“First, I believe we need to strengthen and improve education since many high-level talents' political quality needs to be improved. The political position is frequently insufficient in the implementation of national programs and educational requirements. There will be some concerns with incorrect remarks” (Chen Rui, personal communication, March 19, 2022)

"Strengthen some education about these people's style, morality, and other issues." This is increasingly critical, and it must teach and guide skills in terms of ideology, knowledge, consciousness, and identity." (Liu Jihui, personal communication, March 20, 2022)

CHAPTER 5

CONCLUSION

5.1 Summary of the Research

The findings of the study are divided into three sections. First, taking Baise Institution as an example, it analyzes the process of gaining knowledge-based talents and developing knowledge-intensive organizations at a local comprehensive university. It then examines the issues of attracting and managing newly acquired knowledge-based employees in order to develop a knowledge-intensive organization. Some of the obstacles cited include the lack of regional economic and cultural benefits, a considerable talent drain and backward management methods. Finally, considering the subject of the primary challenges, Baise University has made appropriate measures. These initiatives have sped up the acquisition of high-level knowledge-based skills and enhanced management levels to some extent, creating favorable conditions for the creation of a knowledge-intensive company.

Based on the limitations of previous research, the author concludes that it is difficult for local comprehensive universities without geographic advantages to introduce high-level knowledge-based talents, and that the entry of a large number of knowledge-based talents also presents numerous challenges to school administration. According to the findings, if a local comprehensive university in a remote area wants to successfully recruit knowledge-based talents, it needs top-level school design and planning to clarify recruitment goals and tasks, raise salaries to increase competitiveness among similar institutions, and use large off-campus headhunting companies to broaden the scope of publicity and improve the rate of success (SQ1). To retain talents, schools must also improve service standards, give platforms for knowledge workers to grow, improve treatment, and boost instructors' sense of belonging (SQ2). The school should improve management and service levels for newly hired knowledge-based talents, place a greater emphasis on building a

knowledge-based talent team, and make management more professional, refined, and humanized, in order to achieve the goal of creating a knowledge-intensive organization and tackle the challenges of becoming a knowledge-intensive organization (SQ3).

After determining the responses to these sub-questions, the researcher came to the conclusion that when local comprehensive colleges in distant locations recruit and manage knowledge-based workers, the school's top management must set clear plans and task metrics. Schools must establish a variety of management approaches and measures to promote knowledge management and innovation processes in order to achieve this. The talents recruited into the school should also be managed and served in a timely manner to reduce the turnover rate. At the same time, the school should improve the management level and management system to overcome this process, which includes improving the treatment of newly recruited staff, simplifying recruitment procedures, using external forces, and so on. A wide range of issues develop, making the creation of knowledge-intensive organizations easier.

5.2 Theoretical Contribution

The successful experience of large-scale recruitment of high-level knowledge-based talents in remote and regional comprehensive universities is one of the contributions of this study to knowledge management theory. At Baise University, these metrics and experiences are thought to be valuable and effective in the recruiting of talent. Talent is one of the most important aspects of open innovation human resource management. Companies want to find, recruit, and keep top talent and knowledge employees (Murray et al., 2016). However, there are few examples of mass recruitment of high-level intellectual talents that have been successful, particularly in rural locations with underdeveloped economies.

One issue that local colleges will face is a significant loss of staff, particularly high-level and high-level knowledge-based abilities, which will be

detrimental to their development. Employee retention is linked to a company's commitment and trust, as well as knowledge specialization and reinforcement (Politis, 2003). The company's ability to innovate has been harmed by short-term contracts and the lack of commitment. Knowledge acquisition programs can also help employees become more committed to their jobs (Bogers et al., 2017). This research looks on ways to effectively retain talent and boost new recruits' engagement and contribution to the school.

The second contribution of the study to knowledge management theory is to look into how comprehensive universities in remote places might develop strategies for managing knowledge-based talents in order to build knowledge-intensive organizations in universities. Human resource management (HRM), or any managerial action that influences a company's relationship with its personnel, can have an impact on the ability to acquire and manage information successfully. This is significant because acquiring external knowledge might result in a slew of internal disputes that necessitate cultural and HRM actions and practices (Chesbroff et al., 2014). Attempts have been made in the past to determine the knowledge management and organizational abilities needed to handle such complicated situations (Ahn et al., 2016; Ferrari et al., 2017; Santoro et al., 2017). HRM has provided an explanation for the problem.

According to Medina and Medina (2017), a firm's capacity to manage its capacities is critical to its competitive advantage and innovation in knowledge-intensive and project-intensive industries. They also stressed the need of viewing projects as learning opportunities and offered four effective competency management strategies: employ, accumulate, absorb, and transform. Despite the fact that this theoretical framework offers a fresh viewpoint on management abilities in knowledge-intensive, project-intensive organizations, the author suggests that it should be empirically tested and further improved for practical use (Medina and Medina, 2014). Although several solutions for knowledge management in an

information-intensive environment exist, the most of them are focused on companies, and their effectiveness in other units has been determined. The management approaches and recommendations given in this study are not only additions to previous research, but they also demonstrate the theory's applicability in local comprehensive universities in remote places.

Finally, management techniques and concepts in universities in distant areas of China are frequently conservative, and the level of innovation is significantly lower than in institutions in big cities. Some of Baise University's approaches were tested in Guangxi for the first time and yielded positive results, providing a successful model for universities of similar types to acquire and manage high-level knowledge-based talents in the growth process.

5.3 Managerial Implications

Universities in China nowadays are at various stages of development and have varying resources. Institutions in economically developed places have several advantages in terms of location and resources, whereas universities in remote mountainous areas have limited resources. In fact, acquiring knowledge-based talents and forming knowledge-intensive organizations is a must for all types of colleges. The difference is that the former is easier to obtain, while the latter is more difficult. Universities in distant mountainous locations, on the other hand, should have a greater need for this because there are fewer talents, so management experience and level are relatively low. Despite the absence of demand, many universities in remote places have not taken this step due to an uneven status quo. This study offers university administrators with advice on: how to find and manage knowledge-based people in order to create knowledge-intensive businesses; how to improve the success rate of recruiting knowledge-based talents through a series of measures; how to reduce talent loss and adjust the management system and management strategies to better adapt to

the new situation, especially in the case of a lack of resources and without advantages in all aspects, in order to achieve effective knowledge management.

In the absence of a competitive advantage in recruitment, the university can increase the attention paid to talents by top-level personnel, improve the treatment of talent acquisition, improve the recruitment process, expand the publicity effect, and borrow headhunting from companies outside the school, as what Baise University has done so as to strengthen the sense of belonging of newly hired knowledge talents while lowering the turnover rate by expanding the recruitment advantage and improving the sense of belonging of newly recruited knowledge talents through management. When it comes to recruiting high-level knowledge-based talent, it's critical to alter methods quickly and break through system limits, improve treatment, and aggressively leverage external factors to meet recruitment goals.

Due to system constraints, management methods and management models in China's university management are very simple, and management models of universities in remote locations are relatively behind. In the face of new scenarios and issues, management of high-level knowledge-based abilities, in particular, is trailing behind. "Knowledge workers" are people who make a living through thinking. Knowledge workers demand more autonomy and self-management than physical laborers, who can be easily watched as tasks are accomplished (Drucker, 1999). As a result, when the present general management model is copied to the university, issues are likely to arise, but a management approach that is altered and enhanced in response to the actual situation against the backdrop of knowledge management theory is more effective. The impact of knowledge-based HR settings on team learning and new product performance was investigated by Chiang and Shih (2011). They did not, however, include knowledge worker recruiting and selection in the core HRM system (Jiang et al., 2012; Lepark et al., 2006). This research proposes a management level improvement method, service quality improvement, policy, and system improvement strategy, based on the social function of the university and the

specific situation of knowledge-based talents working in the school, in order to realize the professionalism and refinement of knowledge-based talent management and achieve a more suitable system. Local comprehensive universities' actual management effect. Certainly, Baise University's management strategy is still being refined, and there are still many problems to be solved. Nonetheless, these scenarios and challenges can not only enrich management material, but also serve as a useful reference for similar units. This also gives our study a sense of direction and momentum.

5.4 Limitations and Future Direction

Because of the unique background and characteristics of this case study, recreating the successful case experience of talent acquisition at Baise University will be hampered by a number of distinct issues, which will make promotion more difficult. This study, on the other hand, accurately and objectively portrays the challenges and methods of local comprehensive universities for acquiring and managing knowledge workers, and it adds to the production of more knowledge management research in universities.

Future researches will continue to follow the development of knowledge-intensive organizations at Baise University, as well as the current status of knowledge-based talents, with the goal of expanding the research object to other similar universities in the province to study the similarities and differences in this area, in order to provide insights into the new era. Knowledge-based talent management at universities provides new perspectives. Researchers can, on the other hand, compare the similarities and differences in knowledge-based talent acquisition and management strategies in universities from different cultural backgrounds, such as China and Thailand, in order to conduct a larger-scale investigation and research for the university in the context of educational globalization. New ideas on how to use

knowledge management in a more scientific and successful way to build knowledge-intensive organizations are provided.



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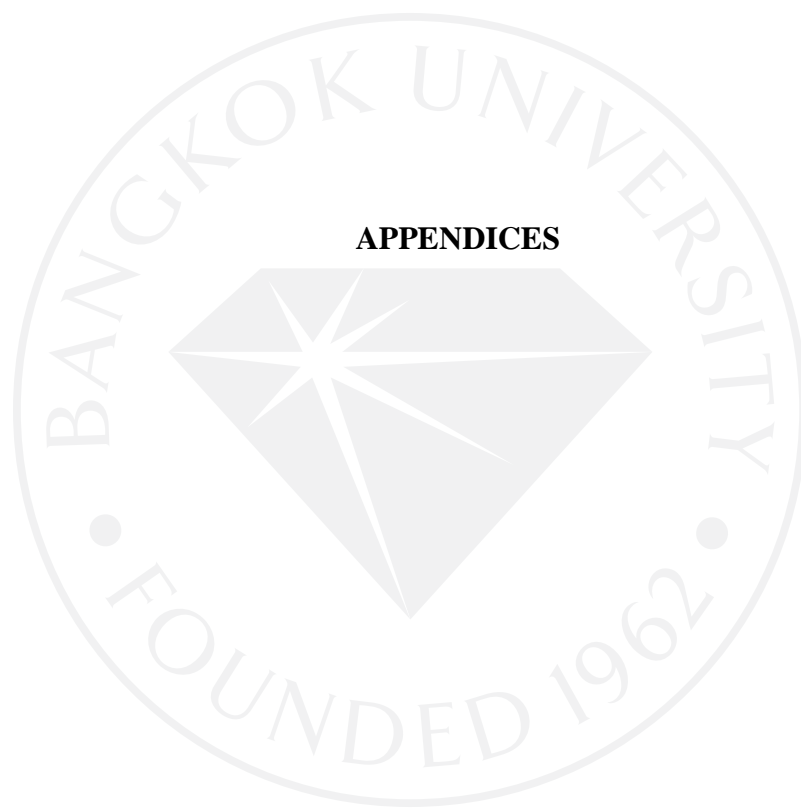
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Appendix A

Research Protocol

Section A: Overview of the Case Study

Baise University is an ordinary undergraduate university approved by the Ministry of Education of China in 2006. Its history can be traced back to the Tianxi Normal School of Guangxi Province established in 1938. It has nearly 84 years of experience. Baise University has provided the society with more than 150,000 professionals who can "get on, stay, use, and do well", which has effectively promoted the development of the regional economy, society, and education, and contributed to the economic development of the frontier ethnic areas. It has made great contributions to social progress and the consolidation of national defense. The school currently has 1,641 faculty members, including 1,351 teachers of various types, 339 teachers with senior professional titles, 70 teachers with senior professional titles, 4 doctoral tutors, 56 master tutors, and 546 "double-qualified" teachers. Many foreign teachers have been hired to teach in the school for a long time. The case study of Baise University aims to understand how local universities attract and develop knowledge-based talent, build knowledge-intensive organizations, and serve as a reference for other similar universities. In addition, the study learns what challenges and obstacles Baise University faces in the process of development, and how it addresses and overcomes the challenges and obstacles in the development process to maintain the university's development. In this study, Baise University is defined as a knowledge-intensive organization that builds knowledge-intensive organizations by recruiting and managing new talent. This case study seeks to understand building knowledge-intensive organizations through the acquisition of talented knowledge workers.

Hence, the study tries to answer the research question: How does a local comprehensive university develop into a knowledge-intensive organization by successfully acquiring and managing talented knowledge workers?

This main question is followed by three sub-questions:

SQ1: How does LCU acquire and retain knowledge workers to become a knowledge-intensive organization?

SQ 2. What are the challenges for LCU to embed good knowledge workers into the organization?

SQ 3. How does LCU meet the challenges of developing itself as a knowledge-intensive organization?

Part B: Data Collection Procedures

Baise University was selected as the case for this study. The primary point of contact, in this case, will be the senior leaders and managers responsible for talent management at Baise University. Since the researcher are employees of Baise University and have close ties to the university, the researcher can quickly access the school team and arrange interviews with all parties. The researcher also observed relevant work sessions and conferences. The researcher expected to conduct 11 interviews with various stakeholders over 4 to 5 weeks, with an average of 1 to 2 interviews per week.

The researcher will also conduct observations and read Baise University policy documents and other materials. During the research period, the research objects are teachers of Baise University, which brings great convenience to the study. They can observe the recruitment of new teachers in the university and contact the research subjects at any time. Looking at this phenomenon from a third-party perspective, the research objects will identify the challenges and corresponding solutions that Baise University faces in recruiting and managing employees. In addition, when multiple stakeholders from different departments and different disciplines are involved in the

school recruitment and management process, how can Baise University effectively collaborate with different departments to solve problems. In addition, observations will be carried on. The research objects will also take part in many working sessions with the university's personnel management department to gain a more immersive experience and observe the phenomenon from a different perspective. The researcher will record key takeaways from participant observations immediately after the session.

Part C: Interview Questions

Interviews will be conducted at Baise University with stakeholders, and questions that can be addressed can follow several themes.

1. General questions about knowledge acquisition are mainly raised to the senior leaders in charge of personnel work in the university.

1.1 What is the field you are in charge of?

1.2 How long have you been working at Baise University?

1.3 Please talk about your understanding of the university.

1.4 What do you predict the future direction of the school will be?

1.5 Please evaluate the introduction of high-level talents in the school.

1.6 What do you think is the relationship between talents and the development of the school?

1.7 What do you think is the significance of building a knowledge-intensive talent team in a university?

1.8 Could you please talk about the key factors for a university to attract and retain talents?

1.9 In the past two or three years, under the background of the introduction of a large number of high-level talents, what improvements has Baise University made in talent management?

1.10 What do you think are the advantages and disadvantages of Baise University in the process of building a talent team?

1.11 What is your ideal talent team structure?

1.12 How do you think the current talent team of Baise University contributes to the development of the school?

1.13 What do you think is the difficulty in embedding good knowledge workers into the organization in our school? The knowledge workers with implanted fingers here develop together with Baise University and share the same destiny.

1.14 Knowledge-intensive is one of the trends in the development of university talent teams. How can schools deal with the challenges brought by the development of knowledge-intensive organizations?

1.15 What do you think are the shortcomings of Baise University's talent work at this stage? Do you have any suggestions?

2. On how to acquire and retain knowledge workers to build a knowledge-intensive organization, it mainly aimed at mid-level leaders of the main administrative departments of Baise University and staff responsible for recruiting from the Human Resources Department to understand their efforts and challenges in acquiring and retaining knowledge workers.

2.1 What is your name please? What is your academic qualification?
What is your current job title?

2.2 How long have you been working at Baise University?

2.3 What is your current position? What is your current position?

2.4 What do you think is the relationship between talents and the development of universities?

2.5 What do you think is the significance of building a knowledge-intensive talent team in a university?

2.6 Could you please evaluate the talent work of Baise University?

2.7 What do you think are the advantages and disadvantages of Baise University in building a talent team?

2.8 What do you think factors in schools acquiring and retaining knowledge workers? How can Baise University use these factors to increase the acquisition of knowledge-based talents and expand the scale of knowledge-intensive teams?

2.9 In 2019, the school has increased the introduction of high-level talents, and the influx of a large number of knowledge-based high-level talents has brought what benefits to the school? What challenges did it bring?

2.10 What is your ideal talent team structure?

2.11 Please evaluate the high-level talents of our school and the integration of the school. How to improve and strengthen this aspect?

2.12 As a functional department, what practices and experiences do you have in talent introduction, talent development, and talent management?

2.13 How do you think the current talent team of Baise University contributes to the development of the school?

2.14 What do you think are the shortcomings of Baise University's talent work at this stage?

2.15 Please give some opinions on the talented work of Baise University.

3. How to retain talents, mainly for the talents of the school, to understand the situation of talents working in the school and their needs.

Questions for school talents:

3.1 What is your name please? What is your academic qualification?

What is your current job title?

3.2 How long have you been working at Baise University?

3.3 Which department of Baise University do you work in?

3.4 Can you tell me what is the most attractive thing about your department? What do you think is the most attractive thing about Baise University?

3.5 Why did you come to Baise University to work?

3.6 How involved are you in the work of the department? How involved are other teachers in your department with some of the school's work?

3.7 Could you please evaluate the talent introduction work and talent service level of Baise University? What has been achieved and what needs to be improved.

3.8 What do you think is the relationship between talents and the development of universities?

3.9 What do you think is the significance of building a knowledge-intensive talent pool in a university?

3.10 Could you please evaluate the talent work of Baise University?

3.11 What do you think are the advantages and disadvantages of Baise University in building a talent team?

3.12 What is your ideal university talent team structure?

3.13 How do you think the current talent team of Baise University contributes to the development of the school?

3.14 What do you think the school has done well in serving high-level talents? What else needs improvement?

3.15 Have you ever thought about leaving school? If so, what is the reason? If you haven't thought about it, what do you think made you stick around and continue working?

Part D: Preliminary Outline of the Case Study Report

Originally collected qualitative data will be compiled and iteratively compared for different themes and themes for universities, especially those located in economically underdeveloped areas like Baise University. Topics will be divided into knowledge workers, acquiring and retaining knowledge workers, and knowledge-intensive organizations. The research results will provide ideas for the

development of the same type of universities, especially in the process of construction and development of universities, provide research references for the absorption and retention of knowledge-based talents, and the significance and challenges of building knowledge-intensive organizations to universities. These findings are also applicable to other vocational colleges or primary and secondary schools in the construction of teaching staff and the acquisition of knowledge-based talents.

During the interview, pay attention to the names and positions of the respondents by category.

Pay attention to correctly describing the interviewee's expression, tone, key points, etc. during the interview, to infer the interviewee's point of view and attitude. For unclear places, you can interview a different angle.

Pay attention to the design of the time and place of the interview to ensure that the interview process is not interrupted as much as possible to improve the effectiveness of the interview.

Before starting the interview, it is necessary to tell the interviewee that this interview is mainly for scientific research and will not tell your leaders, making he or she feels free to accept the interview, to enhance the effect of the interview.

Use a way of communication to improve the quality of the interview, instead of simply asking and answering. When encountering sensitive issues, you can pay attention to the way of asking questions.

When recording, a variety of recording methods are used, which can be recorded, and some content can be replaced by symbols.

Appendix B

Interview Coding Process

Maxqda software application display

C:/Users/54643/Desktop/maxqda/知识密集型人才论文.mx22 - MAXQDA Analytics Pro 2022 (Release 22.1.1)

开始 导入 代码 备忘录 变量 分析 混合方法 可视化工具 报告 MAXDiction Stats

MAXMaps 代码矩阵浏览器 代码关系浏览器 代码地图 文件地图 文件比较图 配置文件比较图 文件概述 代码行数 文字云

文件列表

文件	时长
刘动-04月18日_1.wav_2022年04月19日21时35分33秒	15
陈瑞-03月17日_1.wav_2022年03月19日10时34分44秒	58
方春秋-03月17日_2.wav_2022年03月19日10时33分22秒	39
刘继辉-03月20日_2.wav_2022年03月20日19时15分41秒	32
刘立峰-03月19日_4.wav_2022年03月20日19时14分43秒	22
刘武军-03月20日_3.wav_2022年03月20日19时16分09秒	15
吕嵩崧-03月20日_6.wav_2022年03月20日22时26分05秒	33
宋贝-03月20日_1.wav_2022年03月20日19时43分27秒	40
宣小东-03月20日_5.wav_2022年03月20日22时25分32秒	58
张道陵-03月19日_2.wav_2022年03月20日19时13分49秒	28
张炜-03月20日_4.wav_2022年03月20日19时16分44秒	10

代码列表

代码列表	计数
构建知识密集型组织	0
受访者类型	16
知识型人才获取	0
获取劣势	0
地方政府政策支持不够	7
地理位置不占优势	9
知名度不高	4
经济实力不足	8
流失原因	0
未体现人才差异化	1
岗位设置不合理	2
管理体制落后	3
学术氛围不够	1
感情留人不够	2
缺少归属感	2
没有工作成就感	2
没有合理安置	1
学术方向水土不服	1
获取优势	17

文件浏览器: 陈瑞-03月17日_1.wav_2022年03月19日10时34分44秒 (62 段落)

型组织\知识型人才获取\获取劣势\地理位置不占优势

I: 您在百色学院工作有多久了?

C: 我是2009年7月份到百色学院工作, 至今已经有13年了。

I: 您是通过什么样的渠道了解到百色学院并参加招聘进入到百色学院的?

C: 我记得我当时毕业的时候参加了全区高校大学毕业生的一个双选会, 是09年3月份, 我还记得很清楚这个时间。当时我是递交了简历, 然后应聘的老师看了我的简历以后, 在4月份安排了面试, 面试通过以后, 我很荣幸的被被学校录用, 所以也是很幸运的一个过程。

I: 当时您在投递简历的时候有其他学校有选择性, 比如说除了百色学院, 还有其他学校的选择性吗?

C: 有, 当时我还报名了玉林师范学院, 还有贺州市委组织部, 还参加了贵港市的港北区公务员考试。当时最新得到录用通知的是百色学院, 百色学院是4月份就确定录用我了, 然后5月份的时候贺州市委组织部也跟我说我也被录用了, 但是当时我已经在百色学院报到了, 也因为得到当时老师的一个教育, 说要诚信就业, 所以我就没有违约, 直接就来百色学院工作了。

I: 你觉得百色学院最吸引你的地方是什么? 因为您当时其实有很多选择, 但最终您还是留在了百色学院。

C: 在百色学院工作, 一个是属于教育行业, 作一名教师是我毕生的一个梦想。所以当时我看到被学校录用, 我觉得挺高兴的, 跟公务员还有其他行业相比, 我更喜欢做一名老师。

C: 第二个方面就是百色学院跟其他学校相比, 它处于一个发展阶段, 所以他很多的管理方式方法都处于一个上升的阶段。

C: 所以我觉得在这样一个环境下, 学校发展个人肯定也会得到相应的一个发展。第二方面我是觉得百色学院有比较深厚的人文底

代码矩阵浏览器

代码列表	刘动...	陈瑞...	方春...	刘继...	刘立...	刘武...	吕嵩...	宋贝...	宣小...	张道...	张炜...
构建知识密集型组织											
> 受访者类型	1	1	2	1	1	1	4	1	2	1	1
> 知识型人才获取											
> 获取劣势											
> 地方政府政策支持不够			2		1		1		3		
> 地理位置不占优势	1	1	1	1			1		2	2	
> 知名度不高	2		1						1		
> 经济实力不足	1	1	1						1	3	1
> 流失原因											
> 未体现人才差异化									1		
> 岗位设置不合理									2		
> 管理体制落后									1		
> 学术氛围不够		1		1							
> 感情留人不够											1
> 缺少归属感									2		
> 没有工作成就感									1		1
> 没有合理安置									1		
> 学术方向水土不服									1		
> 获取优势											
> 生态环境好										1	1
> 地处边境, 对接东盟									1		
> 少数民族聚集地	1								1		
> 服务热心										1	
> 给予丰厚待遇											1
> 地处红色文化地区									1	2	1
> 创新引进途径	1		1								
> 可以借鉴成熟经验	1										
> 发展需求, 领导重视	1										
> 改进建议	6	6		1	2	1	4	2			2
> 获取现状	1	4	1		1		2	6	2	3	
> 存在问题	3	1	1	1	2	1			2	1	
> 工作时间	1	2	1	1	1	1	1	1	1	1	1
> 入职渠道	2										
> 入职原因	2				1						
> 留任原因	4	2	5	1	5	3			2	3	2
> 知识型人才管理											
> 管理评价			2								1
> 稳定性评估		3			1						
> 构建知识密集型组织的意义	1	6	2	3	4	2	4	4	13	2	4
> 优势表现	1	7	1		1		3				
> 改进建议	3	4	7	9		3	4	6	11	3	1
> 存在问题	2	6	8	9	5	1	3	7	12	5	1

BIODATA

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