

The Dilemma and Countermeasures of the Construction of High-level Talents in Higher Vocational Colleges

Shengyong Zhang

Shanghai Urban Construction Vocational College, Shanghai, 201415, China

Email: shengyongzh2021@126.com

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Abstract: The construction of a high-level talent team is the foundation and source of development of higher vocational colleges. Most vocational colleges have implemented the strategy of strengthening the school with talents, vigorously introducing high-level talents, and insisting on the organic combination of talent introduction and talent training. However, there are some unreasonable aspects in the process of the introduction of high-level talents, which hinder the sustainable development of the introduction of high-level talents. This article analyzes the significance of the introduction of high-level talents in higher vocational colleges, and the difficulties faced by the introduction of high-level talents in higher vocational colleges, and proposes strategies to solve the problems in the introduction of high-level talents in higher vocational colleges, in order to provide lasting power and development guarantee for the healthy and sustainable development of the school.

1. Introduction

Higher vocational education is an important part of higher education. The key to the stable scale and sustainable development of higher vocational colleges is to improve the quality and level of personnel training. The construction of high-level and high-level teaching staff is the key to cultivate high-level technical and skilled talents. The introduction of high-level talents in higher vocational colleges should be significantly different from that in ordinary universities. They must have a solid professional theoretical foundation, rich practical experience and excellent technical ability. The construction of high-level talent team is the foundation and development source of higher vocational colleges. It is an urgent problem to build a talent team with high-level professional knowledge, practical skills, teaching ability and innovation ability to meet the needs of higher vocational education[1].

2. The significance of introducing high level talents in Higher Vocational Colleges

2.1. Contribute to the rapid development of higher vocational colleges

At present, my country's higher education has entered a stage of popularization, and the total number of higher vocational colleges is increasing year by year. Based on the national policy of building a "double first-class" university [1], higher vocational colleges across the country have combined their own education and development to set off a talent introduction project to create a "first-class higher vocational college". High-level talents promote the development of higher vocational colleges. The introduction of high-level talents is an indispensable means and strategy for the school's efficient development and construction, so as to promote the school's rapid development.

2.2. Help the school cultivate high-level and highly skilled talents

Through the introduction of high-level talents, higher vocational colleges inject new "innovative talents"[2] into education and teaching. High level talents have profound scientific and theoretical knowledge, rich practical experience and strong professional practice and application ability. High

level talents engaged in education and teaching in higher vocational colleges can improve the teaching level and talent training quality of higher vocational colleges to a certain extent, help students improve their knowledge and practical ability, and cultivate a large number of professional and technical talents for the school.

2.3. Help improve the structure of teachers and improve the overall level of teachers

There is a shortage of teachers in characteristic majors or key majors in higher vocational colleges. Most of the teachers in stock have low academic qualifications or insufficient technical skills, and lack an influential team of teachers or professional leaders. The introduction of high-level talents can effectively improve the problem of unreasonable teacher team structure, improve the professional quality and practical ability of the teacher team, improve the quality of the teacher and optimize the structure of the teacher team.

2.4. Contribute to improving the talent-leading role of the internal faculty team of higher vocational colleges

The pressure on teachers in higher vocational colleges to engage in education and teaching work is not great. The most pressure comes from the pressure of scientific research and innovation. The original knowledge ability, scientific research level and innovation ability of talents in the school are insufficient, and high-level talents go to higher vocational colleges. They can motivate and drive other teachers' innovation consciousness and scientific research consciousness, and can play a leading role within the teacher team and play a leading role in talents.

3. The main dilemma faced by the introduction and training of high-level talents in higher vocational colleges

In recent years, higher vocational colleges have realized the importance of high-level talents, formulated generous introduction policies, and adopted a number of measures to strengthen the construction of high-level talents. However, there are still some problems to be solved in the process of introducing and cultivating high-level talents.

3.1. The introduction of high-level talents lacks competitiveness

With the deepening of the reform process of vocational education, the construction of "double high" plan [3] and "double first-class", some application-oriented undergraduate colleges turn to vocational education, and some National Demonstration Higher Vocational Colleges transform into new undergraduate colleges, constantly improving the level of vocational education. The construction of high-quality and high skilled talents is the key factor to improve the level of vocational education, which also causes the current high-level development of higher vocational colleges. The competition for talent introduction is becoming increasingly fierce. At the same time, the high-level talents with strong scientific research and practical ability urgently needed by higher vocational colleges are influenced by the traditional social concept. Some high-level talents have prejudice against higher vocational education and are unwilling to work in higher vocational colleges. Due to the influence of salary and various personnel policies, it is difficult for higher vocational colleges to introduce urgently needed high-level talents with strong theoretical knowledge and rich practical experience.

3.2. High level talent introduction planning is lack of systematicness

When higher vocational colleges introduce talents, they lack long-term planning for the construction of high-level talent team, which leads to the fact that they are divorced from their own disciplines and professional development in the process of talent introduction. Higher vocational colleges should take into account the overall development of the school, the school's specialty, the teaching staff and other construction factors when making the teacher development plan and the teacher team construction plan. However, in the actual process of talent introduction, they often pay attention to the specific number of talent introduction, while ignoring the introduction of talents in

the subject team construction, the subject development platform and the follow-up training and application of the school, which leads to the introduction of talents. The advanced talents do not meet the needs of college development, professional teaching and scientific research. Individual introduction of talents emphasizes the treatment and ignores the demand of talents and talents themselves, which can't help the teaching and scientific research of the college. Therefore, we should integrate the introduction of high-level talents into the long-term development plan and the construction plan of teaching staff, reasonably adjust and optimize the talent team, and ensure that the construction of high-level talent team and the future development of the school complement each other.

3.3. The lack of integration between high-level talents and the talents of the school

In order to attract talents' attention, higher vocational colleges have made a series of favorable policies and measures. Higher vocational colleges invest a lot of manpower and financial resources to explore and attract high-level talents, and provide corresponding home settlement fees and scientific research funds for the introduction of different types of high-level talents (as shown in the figure below). Talents in our school can not enjoy the support of the corresponding policies, which will lead to the idea that "foreign monks are good at chanting scriptures", to a certain extent, dampen the feelings of talents in our school, making it difficult for the introduced talents to really integrate into the construction of our school, and even the phenomenon that the introduced talents are excluded. As shown in Table 1.

3.4. Lack of diversity in the introduction of high-level talents and insufficient publicity

The channels for higher vocational colleges to introduce high-level talents are relatively single. They usually publish recruitment information on the website or participate in on-site recruitment fairs. The recruitment channels and methods are too single and lack of initiative. The time of talent recruitment and talent introduction is relatively concentrated. However, most of the high-level talents do not pay too much attention to the recruitment information on the website, and they have no time to attend the on-site recruitment fair, so it is more difficult to recruit some internationally famous talents. In order to better carry out the construction of high-level talent team, colleges and universities should actively find new ways to introduce talents, expand the scope of talent recruitment, broaden their horizons, and use information channels to increase publicity.

3.5. The evaluation mechanism of high-level talents lacks pertinence

The construction of high-level talent team needs long-term planning, and higher vocational colleges often lack a scientific and reasonable evaluation system for the introduction of high-level talents. At the same time, we should establish a perfect high-level talent assessment and evaluation mechanism, try our best to quantify the assessment indicators, and strengthen the mechanism construction of the combination of year-end assessment and appointment assessment. The annual assessment of the introduction of high-level talents mainly assesses the development of daily work. The assessment of the employment period should take teaching and scientific research as the main line, establish scientific and reasonable evaluation indexes, and strictly assess them, so as to stimulate the work motivation of high-level talents. The corresponding scientific research conditions and environmental support of the school are not in place, which makes the high-level talents at a loss in the process of work and unable to carry out their work normally. The supervision and assessment system in higher vocational colleges is unscientific and unreasonable, which will also make some high-level talents lack of work enthusiasm, meet the status quo, do not want to make progress, and fail to achieve the ideal effect of talent introduction.

4. Effective strategies for the introduction of high level talents in Higher Vocational Colleges

4.1. Systematic planning and perfect the policy system of talent introduction

Some colleges and universities are lack of careful thinking and deployment in talent introduction, and they have not formulated a perfect system and mechanism for talent introduction,

retention and cultivation. They blindly pursue the number of high-level talents, but ignore the actual situation of their own school, professional development and discipline talent team, which makes the introduction of high-level talents can't fill the gap or introduce talents, The expected effect can't be achieved after the test. In the process of introducing high-level talents, higher vocational colleges should follow the requirements of national policies, based on the overall development goals and professional construction goals of the colleges, according to the actual situation, including the academic qualifications, majors and titles of the talent team, based on the discipline construction, with the construction of the teaching team as the core, reasonably design the high-level talents introduction strategy, formulate a detailed talent introduction plan, and promote the development of higher vocational colleges. We should try our best to introduce high-level technical talents who are suitable for the characteristics of vocational education. Higher vocational colleges should also take the initiative to provide them with a good living environment and sufficient scientific research funds and equipment when formulating policies for the introduction of high-level talents.

4.2. Expand talent introduction channels and innovate talent introduction mechanism

In the introduction of high-level talents, we should use various channels to employ all kinds of talents to join the school teaching team, and build a high-level, high-quality and high skilled teaching team. On the basis of the traditional mode of talent recruitment and introduction, higher vocational colleges should publish recruitment advertisements through the school Website, Wechat public platform and other ways, innovate the system, and use a variety of effective ways to broaden the channels of talent recruitment publicity. On the one hand, higher vocational colleges can introduce talents through headhunting companies. It is also the most direct and effective way to select headhunting companies with higher qualifications to assist in the introduction of high-level talents. Secondly, higher vocational education should pay attention to the effective integration of different disciplines, and change the direction from one-way single talent introduction to team talent introduction. Thirdly, it should strengthen the introduction of flexible talents, such as scientific research projects, lectures, expert guidance, visiting professors and part-time teachers. To attract entrepreneurs, high-tech talents and high skilled talents with innovative and practical experience to teach part-time in the form of professors[4], to realize the rational allocation and efficient utilization of human resources, and to form an introduction mode that meets the characteristics of talent demand in higher vocational colleges.

4.3. Attach importance to personnel training and strive to build an innovative platform for the development of high-level talents

In the process of introducing high-level talents, higher vocational colleges should formulate different introduction and management policies for different types of talents, and strive to achieve "one person, one policy". When introducing high-level talents, we should pay attention to all kinds of problems in the work and life of high-level talents when we emphasize the salary. We should try our best to meet the work needs of high-level talents and provide them with the most basic scientific research conditions and environmental protection. For example, in work, we should actively provide all-round guidance and assistance, start funding for scientific research, and help the introduced talents adapt to the new working environment as soon as possible. In life, we provide one-stop service for talents enthusiastically and thoughtfully, and solve the problems of treatment, household registration, Children's education, spouse placement, etc [5]. Higher vocational colleges actively create good development opportunities for high-level talents. On the one hand, they make use of school enterprise cooperation and other school resources to actively build a collaborative development platform for high-level talents. On the other hand, we should make full use of the development platform of teachers in the school, give full play to the group strength through the construction of teaching, scientific research and social service innovation team in higher vocational colleges, establish a high-level talent training base, and promote the rapid growth of introduced talents in education, teaching, skill level and scientific research ability[3].

4.4. Promote the integration of the introduction of high-level talents and our own talents

The introduction of high-level talents is different from the growth track of our school talents, and the differences between the two types of talents will inevitably lead to certain conflicts in teaching, scientific research and management. The school should strengthen the improvement of teaching, scientific research and management system, actively promote the integration of the two types of talents, and enhance the overall efficiency of the school teaching staff. In order to promote the introduction of high-level talents to better integrate into the school working environment, give full play to the school strong support for the introduction of talents, build a "high-level talents + professional team" development mode, through the combination of high-level talents assessment and professional team assessment, promote better communication and cooperation among team members, and cultivate good cooperation between the introduced talents and the school talents. At the same time, To form a good working mechanism of collaborative development, higher vocational colleges should pay attention to explore some backbone teachers or young scholars with great potential in the school, increase training efforts, actively create scientific research conditions for them, increase support for basic research[6], form a gathering effect on the basis of both external introduction and internal training, create a good talent gathering atmosphere, and provide a harmonious and harmonious working atmosphere for high-level talents.

4.5. Establish a scientific evaluation mechanism to promote the introduction of high-level talents to play a positive role

Most higher vocational colleges pay attention to the academic background, the number of scientific research achievements and honorary titles in the assessment of high-level talents, but ignore the assessment of the comprehensive quality of the introduced high-level talents in the aspects of teaching evaluation, contribution to discipline construction, contribution to team construction and personal morality. Unreasonable evaluation standards, short evaluation cycles, and short-term effects have seriously affected the long-term encouragement and stability of high-level talents, and also hindered the future development and construction of higher vocational colleges. Therefore, in the assessment of high-level talents, it is necessary to clarify the assessment standards and improve the content of the assessment. It is necessary not only to inspect professional knowledge, but also to inspect professional qualities and moral qualities. At the same time, it is necessary to improve the reward and punishment mechanism, the assessment results and the evaluation of teacher titles. Recruitment, job promotion, and personal income are linked, and the assessment results are not up to the standard, or reduce the standard and implement low employment, or directly dismiss; improve the incentive mechanism, and form a comprehensive evaluation of performance, ability, conduct, scientific research projects, social services, etc. System, implement dynamic incentive measures, so that the introduction of talents can achieve "the capable ones are above, the mediocre ones are below".

5. Conclusion

Higher vocational colleges take the opportunity of the national development of vocational education, and put the introduction of high-level talents in the focus of the construction of teaching staff. Higher vocational colleges should formulate characteristic talent introduction policies based on their own school running characteristics and development direction, use a variety of effective ways to attract qualified high-level talents to join the teaching team, continuously optimize the talent introduction policy system, improve the assessment and evaluation mechanism, broaden the channels of talent introduction, strengthen the management of talent introduction, and improve the assessment and evaluation incentive mechanism, attract and retain talents, improve the quality of talent training and the level of running schools, and realize the sustainable and stable development of higher vocational colleges.

Table 1. High level talent introduction treatment

| Type | Leading talents | Discipline leader | Academic backbone | Industry master | Doctor A | Doctor of B | Doctor of C |
|----------------------|--|--|--|--|--|--|----------------|
| Settlement fee | One person, one policy, one discussion | 100ten thousand | 50ten thousand | 50ten thousand | 30ten thousand | 15ten thousand | 10ten thousand |
| Research funds | | 800000 in natural sciences and 400000 in Social Sciences | 300000 in natural sciences and 200000 in Social Sciences | 200000 in natural sciences and 100000 in Social Sciences | 200000 in natural sciences and 150000 in Social Sciences | 200000 in natural sciences and 100000 in Social Sciences | 10ten thousand |
| Rental subsidy | | 6000 yuan / month | 4000 yuan / month | | | | |
| Management standards | Enterprise establishment management | | | | | | |

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