

Research on the Construction Path of Teaching Staff in Local Universities from the Perspective of Blue Ocean Strategy

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Abstract

Local universities are an important part of Chinese higher education system. They bear the responsibility of improving the comprehensive quality of most citizens, and the construction of teaching staff has become the key to the realization of the value of local universities. Due to the shortage of development resources, fierce competition for talents and other factors, the construction of teaching staff in local universities are faced with the bottleneck of the lack of high-level talent team, the low degree of internationalization of teachers, the weak sense of organizational identity, and the scattered strength on teaching staff construction. The construction of teaching staff has fallen into a brutal Red Sea competition situation. From the perspective of blue ocean strategy, this paper puts forward four suggestions for optimizing the construction path of teachers' team from four aspects: broadening the working vision of high-level talents, grasping the opportunity of international running schools, enhancing the soft power of cultural atmosphere, and adhering to the development of team characteristics, so as to provide decision-making reference for promoting the implementation of the strategy of strengthening universities with talents and helping the development of local universities.

Key Words: Blue ocean strategy, Local universities, Teaching staff, Talent competition

1. INTRODUCTION

Teaching staff is the core resource for the development of higher education, and plays a key role in teaching and research, personnel training and social services. Universities have formed a broad consensus on the importance of teachers. They have put forward the strategy of strengthening the school with talents and formulated various preferential policies to attract teachers. The high-quality talent resources are obviously scarce, and the competition for teachers among universities is becoming increasingly fierce. Unlike central subordinate universities directly administered by ministries such as the Ministry of Education, local universities in China are under the jurisdiction of governments at all levels, most of which rely on local governments' financial support. Restricted by objective factors, local universities have certain disadvantages in scientific research platform, budget, discipline construction and so on compared with the central subordinate universities, resulting in greater challenges in the competition of teachers. According to the latest statistics from the Chinese Ministry of Education, as of May 31, 2022, there were 2,759 general higher education schools in China, of which 2641 were local universities, accounting for 95.72%. The huge group of local universities shoulders the important task of improving the quality of most of the people, but the problems of many but not strong, large responsibility but small ability are very prominent. The low overall level of local university teachers has become an important factor restricting the development of local universities. Therefore, under the background of fierce competition for talents among universities, this paper studies the construction path of teaching staff in local universities from the perspective of blue ocean strategy, and innovates the theory and method of talent work, which is of great significance to promote the implementation of the strategy of strengthening the university with talents and help the development of local universities.

2. BLUE OCEAN STRATEGY ANALYSIS OF THE CONSTRUCTION OF TEACHING STAFF IN LOCAL UNIVERSITIES

2.1 Basic Connotation of Blue Ocean Strategy

Blue ocean strategy is a strategic management theory proposed by Professor Chan Kim W and Professor Renée Mauborgne of the European Institute of Business Administration in the book *Blue Ocean Strategy* published by Harvard Business School in 2005. It has aroused enthusiastic response in the management academia and the business community, leading the innovative paradigm change in the field of strategic management. The blue ocean strategy regards the market as an ocean, which consists of two plates: the 'Red Sea' and the 'Blue Sea'. The 'Red Sea' represents a mature market space, market rules have been determined, the participants competitive strategy similar, there is a fierce and bloody competitive relationship. The 'Blue

Ocean' represents the market space that needs to be developed urgently, market rules are uncertain, there are few competitors, and the development potential is huge, which can bring rapid and efficient value growth to market pioneers. The theoretical foundation of the Blue Ocean Strategy is derived from the endogenous growth theory, which is a strategic perspective of reconstructionism. By realizing differentiation and low cost at the same time, it provides value innovation for market pioneers and realizes value leap^[1]. With the gradual crowding of mature market space, the prospect of value growth of market has become increasingly dim, which makes the blue ocean strategy that represents high growth opportunities gain more and more attention. At the same time, the successful application of the blue ocean strategy has also strengthened the confidence of researchers.

2.2 Analysis on the Necessity of Adopting Blue Ocean Strategy in the Construction of Teaching Staff in Local Universities

Under the background of Chinese government's vigorous implementation of talent power strategy, it has become a common consensus among Chinese universities to actively implement the strategy of strengthening schools with talents. The role of teachers in the development of school is gradually reflected. Discipline construction, teaching level, scientific research strength, social services and other aspects are inseparable from the support of excellent teachers. All kinds of universities have increased their investment in the construction of teaching staff. However, the investment measures mainly focus on salary, scientific research funds, mate emplacement and so on. The homogenization of measures is very serious. This has led to unrealistic comparisons between different universities and between universities and other employers such as enterprises, further exacerbating talent competition. With the increasingly fierce competition for talents, it has even triggered chaos such as disorderly flow of talents and abnormally high treatment, which is not conducive to the long-term development of universities and talents themselves. From the perspective of human capital, high-quality talents are scarce, which means that they have higher market value and need higher treatment. Therefore, in order to obtain more high-quality teacher resources in the talent competition, universities need to pay more capital investment. However, the financial gap between different universities is very large. Compared with the central subordinate universities, the development funds of local universities have obvious disadvantages. Among the top 100 universities in the comprehensive strength of the 'Chinese University Evaluation' of the Chinese Academy of Management Sciences in 2022, there are 65 central subordinate universities. The highest financial budget of such subordinate universities in 2022 is Tsinghua University's 36.21 billion yuan. There are 15 universities with a budget of more than 10 billion yuan, and all of them are central subordinate universities. Most of the top 100 local universities have budgets below 3 billion yuan, such as Nanjing

Tech University 2.27 billion, Jiangsu University 2.09 billion, Yanshan University 1.78 billion, Nanjing University of Posts and Telecommunications 1.47 billion. Due to the disparity in financial resources, it is difficult for local universities to continuously attract talents through the traditional talent competition method of high salary treatment. More prominent financial pressure forces local universities to choose other more reasonable teaching staff development strategies. In addition, factors such as subject platform and social reputation will also affect the process of teaching staff construction. Compared with the '985', '211', 'double first-class' densely existing central subordinate universities, local universities are at a disadvantage in terms of development platform, school ranking, social impact, and so on. Excellent talents will give priority to central subordinate universities, even if local universities providing equal treatment. Therefore, it is more unfavorable for local universities to adopt homogeneous talent competition strategy, and it is more necessary for them to adopt the blue ocean strategy of teaching staff development.

2.3 Feasibility Analysis of Adopting Blue Ocean Strategy in the Construction of Teaching Staff in Local Universities

Blue ocean strategy is initially applied to enterprise strategic management, to help enterprises get rid of the bloody Red Sea competition, open up new market space, to achieve rapid growth of enterprise value. With the deepening of the academic research on the blue ocean strategy, the research on this theory has broken through the scope of enterprises and been successfully applied to non-profit institutions, such as libraries, religious organizations, universities, government departments and other institutions^[2,3]. Many scholars have carried out fruitful theoretical research on this, which confirms the theoretical feasibility of local universities adopting the blue ocean strategy. At the same time, the innovative measures implemented by some universities are the actual performance of the application of the blue ocean strategy, thus effectively promoting the development of the school. For example, when building the discipline of quantum information many years ago, the University of Science and Technology of China did not blindly follow the popular fields at that time, but instead devoted its development energy to promising directions that were not valued at that time, opening up a new blue ocean. When quantum information became a popular subject, the school has gathered a number of outstanding talents resources, laid a clear development advantage, in the international leading position. The blue ocean strategy has been successfully explored in the development of universities, but it has not yet attracted wide attention from the academic community and management, and lacks a theoretical application system in the field of university management. Therefore, it is feasible for local universities to adopt the blue ocean strategy.

3. PATH BOTTLENECK ANALYSIS OF THE CONSTRUCTION OF TEACHING STAFF IN LOCAL UNIVERSITIES

3.1 Lack of High-level Talent Team

High-level talents are very precious resources in the ranks of university teachers, the key to the development of talent innovation-driven, and an important symbol of the level of running a university. For this reason, universities are very competitive for high-level talents, showing a clear Red Sea characteristics. The development of local universities urgently needs the support of high-level talents. However, local universities obviously lag behind the central subordinate universities in financial investment, discipline platform, social resources and so on. Under the situation of the Red Sea competition, the attraction of local universities to high-level talents is generally low, which makes the stock of high-level talents in local universities obviously insufficient. At the same time, under the effect of talent agglomeration effect, talent stock will have an important impact on talent increment. Due to the lack of high-level talents, local universities lack industry influence and academic discourse power. They are at a disadvantage in key aspects reflecting the level of teachers, such as undertaking major scientific research projects, national talent plans, and important scientific and technological awards. The growth of high-level talents is weak, and this talent gap will be further amplified through the Matthew effect^[4]. Due to the lack of high-level subject leaders, teaching and research team leaders and other high-level talents, this gap will further restrict the improvement of the overall level of local university teachers. Obviously, the objective situation of insufficient stock and increment of high-level talents in local universities is in stark contradiction with the actual needs of the construction of school teachers, which will have a restrictive effect on the development process of universities.

3.2 Low Degree of Internationalization of Teachers

Under the background of the Chinese government's vigorous implementation of "The Belt and Road" strategy and efforts to build a community of shared future for mankind, scholars and students in Chinese universities have more opportunities to appear on the international stage and participate in international affairs. At the same time, more and more overseas talents have gone to China to study and cooperate with Chinese scholars. The demand for the internationalization of teachers in universities is becoming increasingly urgent. In promoting the internationalization of teachers, most local universities work progress is not ideal. On the one hand, because international education requires a certain cycle, the short-term effect is not obvious. Due to the lack of sense of crisis, local universities have insufficient support and guidance for teachers to carry out international exchanges and cooperation, which makes the proportion of teachers with overseas experience generally low, and the breadth of internationalization of teachers is not enough. On the other hand, most of the teachers

with overseas experience in local universities are limited to short-term study visits within one year, while the number of teachers with doctoral degrees from overseas elite universities and long-term teaching and research overseas is not large, and the depth of internationalization of teachers is not enough. The low degree of internationalization of the teaching staff has led to a long-term lack of international academic resources and international exchanges and cooperation in local universities. Teachers who play an important role in actively participating in international academic exchanges, exerting significant international influence, and establishing international joint experimental platforms are very scarce, which directly limits the development potential of local universities.

3.3 Weak Sense of Organizational Identity

Organizational identification generally refers to the rational sense of responsibility of organizational members for the organization, as well as irrational sense of belonging and dependence. These factors will have an impact on the behavior of organizational members, making members consciously consistent with the organization in psychology and behavior^[5]. Due to the shortage of school-running resources, local universities under greater pressure need to strive to produce more explicit results to win more external resources support. Therefore, local universities usually focus more on scientific research, employment and other quantifiable hard indicators, while the campus culture, humanistic care, democratic participation mechanism to enhance the aggregation of the organization's soft power is not enough attention, resulting in teachers group organizational identity is not strong. The schools did not pay enough attention to teachers' reasonable opinions and appeals, the development strategy planning has not been understood and recognized by teachers, and the hidden internal management disadvantages of universities, such as not providing teachers with a good personal development platform, will reduce teachers' sense of organizational identity to the schools and even cause brain drain. Especially in the central and western regions of China, the problem of brain drain will be more serious due to unfavorable location factors. At the same time, the exerting the function of teachers is reflected in the form of intangible human capital, and the function of this capital is hidden and subjective^[6]. Teachers who lack of organizational identity to the school, even if there is no brain drain, but will produce negative work, do not give full play to their personal role, resulting in a hidden waste of human resources. At present, in local universities, some teachers working in a negative attitude, muddle along, illegal part-time jobs and other problems occur frequently. One of the important reasons is that teachers' organizational identity is not strong. To enhance teachers' sense of organizational identity, local universities do not need to face the fierce external competition, only need to optimize their own management service mechanism, and can achieve considerable returns through lower costs.

3.4 scattered strength on teaching staff construction

For universities, it is difficult to rely on personal strength to meet the major strategic needs of the country and tackle the world's cutting-edge scientific and technological problems. Instead, it is necessary to establish an efficient teacher team for division of labor and cooperation, relying on the wisdom and strength of the team to achieve important breakthroughs. Although the lack of team teachers can achieve certain results through their own efforts, but most of these results are low-level, repetitive work, the potential capacity of teachers has not been fully realized. Due to the limitation of development resources, local university teachers can not achieve comprehensive and rapid development in many different disciplines as the central subordinate universities. However, the subjective will to promote the development of all aspects of the school has prompted local universities to subconsciously allocate resources averagely, resulting in scattered strength to teacher team. First of all, the introduction of talents in local universities has not always been well matched with the key teaching and research directions of the school. The introduction of talents is not focused and arbitrary, and there is even a phenomenon of introducing unsuitable talents in order to complete the assessment indicators. Secondly, the teacher team training mechanism is not perfect. Some young teachers fail to join the teaching and research team in time, lack the care and help of experienced teachers, and are often hindered in the key links of personal growth, resulting in a waste of human resources. Thirdly, the cross-integration between the existing teachers team is not enough, the lack of communication and cooperation between teams in similar research directions, the same research direction there are a number of small teams, scattered research force, fail to form a joint force. It is very common for local universities in China to show the phenomenon of scattered direction, loose team and isolated work in the management of teacher teams, which exposes the obvious shortcomings of management mode, and the strength of teacher team building needs to be further focused.

4. OPTIMIZED PATH OF LOCAL UNIVERSITY TEACHING STAFF CONSTRUCTION UNDER BLUE OCEAN STRATEGY

4.1 Broadening the Working Vision of High-Level Talents

To strengthen the construction of high-level talent team, local universities should try to avoid homogeneous competition, follow the principle of rebuilding market boundary of the blue ocean strategy, break the existing talent competition situation, expand the vision of talent work and explore new growth points. First, local universities should pay close attention to the national talent policy orientation and make full use of policy support. Vigorously introducing and training excellent teachers is the common goal of the government and universities. In the process of

gathering high-level talents, local universities need to make full use of the policy support of governments at all levels. For example, at the national level, lecture professor program of 'Changjiang Scholars Award Program', the short-term program of 'Thousand Talents Program' are only open to universities in the central, western and northeastern regions, and the age of applicants is also relaxed, which means that positive competition with most central subordinate universities can be avoided at the policy level. Each local government will also formulate some talent support plans suitable for the region, providing support for high-level talents in universities in terms of scientific research funds, settlement fees, tax relief, etc., which provide differentiated competitive advantages for local universities. Secondly, local universities can change the concept of talent work, adopt the way of using talents without seeking employment, but seeking use, and improve the flexible cooperation mechanism of talents^[7]. The role of high-level talents is achieved through the value they create for universities. As long as they can create value, local universities can boldly innovate the form of use. At the same time, the flexible cooperation mechanism can greatly reduce the cost of talent use and create higher benefits for local universities. Thirdly, local universities should pay more attention to the hidden talents. Compared with the talents who have become famous with more attention and use cost, local universities focus on potential talents who are not famous yet is more in line with the long-term interests of schools and talents. Through continuous investment during the growth of talents, increasing the emotional recognition and sense of belonging of talents to their local universities can provide greater returns with smaller input for local universities.

4.2 Grasping the Opportunity of International Running Schools

The central subordinate universities dominate in China's higher education system, which indirectly caused the development of local university often falling into a misunderstanding. Many local universities actively or passively follow and imitate the development plans and measures of the central subordinate universities, working in a similar way, and gradually fall into the red sea. In the context of increasingly frequent contacts in the world economy and trade, scientific and technological cooperation, and cultural exchanges, China has vigorously implemented 'The Belt and Road' development strategy and more actively carried out global cooperation, which has also brought new historical opportunities for the development of teaching staff in universities^[8]. Following the principle of transcending the existing needs of the blue ocean strategy, local universities should actively adapt to the development trend of the new era and grasp the opportunity of internationalization. First of all, local universities should vigorously cultivate teachers with international teaching ability and strengthen overseas education to meet the strong market demand for foreign students to study in China, which not only avoids the cruel competition in the Red Sea,

but also wins more resources for the school and improves its international influence. Some local universities with keen sense have been laid out in advance and seized the opportunity of development. For example, Jiangsu University implemented the internationalization project of the teaching staff earlier, and increased the intensity of overseas education. There are 2300 international students with academic qualifications. The scale of international students ranks first in Jiangsu Province with developed education and exceeds many central subordinate universities. Secondly, local universities need to vigorously introduce teachers with international perspective, recruit foreign teachers and post-doctoral with outstanding comprehensive ability, and select excellent teachers worldwide, reducing the pressure of domestic talent competition. Some local universities have carried out fruitful attempts. For example, Soochow University regularly held the International Young Scholars' Dongwu Forum, which introduced a large number of excellent teachers at a low cost and obviously optimized the international academic relationship structure of the teaching staff. Thirdly, local universities should actively encourage teachers to carry out in-depth exchanges and cooperation with well-known foreign universities and scientific research institutions, tap the potential of international cooperation, strive to establish academic ties, and continuously promote the rapid development of school teaching and research, personnel training, and social services.

4.3 Enhancing the Soft Power of Cultural Atmosphere

Compared with the digital indicators such as salary, scientific research funds, subject platform and professional title, the soft power of local universities is a key factor with higher input-output ratio and attractive to talents. Following the principle of focusing on the overall situation rather than the number of the blue ocean strategy, local universities should strive to create a good overall campus atmosphere of respecting and caring for talents, pay more attention to the personal demands and feelings of teachers, and continuously optimize the internal management service mechanism of the school. First, local universities should maintain a fair working mechanism. The blue ocean strategy emphasizes the process of fairness, and its main core content is the 'Three E Principles', namely, Engagement, Explanation and Expectation. Specifically, local universities should actively invite teachers to actively participate in the formulation of major policy, actively explain and communicate on the issues that teachers are concerned about, and clarify the rules of rewards and punishments in advance in the incentive management of teachers, so as to ensure that teachers are treated fairly when they fulfill their personal rights. Secondly, actively build a diversified platform to help teachers realize their personal value. According to Maslow's hierarchy of needs theory, the need for self-realization is an important force motivating and guiding individual behavior^[9]. Local universities should try to meet the needs of teachers' self-realization, build a development platform to help teachers

grow, promote teachers to realize their personal values in the process of serving the development of school undertakings, and enhance teachers' sense of achievement, satisfaction and identity. Thirdly, local universities need to create a strong humanistic care campus atmosphere. Local universities should constantly improve the level of management and quality of service, solve the worries of teachers, so that talents truly feel valued, needed and concerned, so as to continuously enhance the majority of teachers' sense of ownership and organizational identity. Through the construction of cultural soft power, local universities can enhance teachers' organizational identity, effectively prevent the quit of outstanding talents, stimulate teachers' subjective creativity, and further promote the development of school undertakings.

4.4 Adhering to the Priority Development of Characteristic Team

Under the objective limitation of insufficient development resources, local universities try to promote the construction of teachers in all aspects, which will inevitably lead to the dispersion of investment power, the difficulty of forming teaching and scientific research achievements with important social influence, and the inability to obtain more external resources support, which will make the development of school undertakings fall into a low-level cycle. Following the principle of reasonable strategic order of the blue ocean strategy, local universities should formulate and implement the priority development matters in the construction of teachers' team in a forward-looking manner, concentrate limited school-running resources, strive to build a characteristic direction of teachers' team, and focus on building a brand of teachers' team that can produce momentous influence, so as to actively seek external resources support, and make the development of school enter a benign track. First of all, local universities need to plan the characteristic development direction of teachers according to the actual situation. The development of local universities is more dependent on the policy orientation of the local government and the regional industrial structure^[10]. Local universities need to comprehensively consider the existing school foundation, regional policies and industrial characteristics, concentrate the superior forces, and give priority to the development of characteristic teacher teams. Around the development goals of the teacher team, local universities need to set up reasonable positions, focusing on the introduction of all kinds of talents urgently needed by the teacher team, and accelerate the construction of teacher teams that can produce important influence. Secondly, local universities need to strengthen the integration of existing teacher resources and optimize the teacher teams. The insufficient role of the existing teacher resources in local universities has caused huge potential losses to the schools. It is necessary to optimize and integrate the existing scattered teacher resources in local universities. Through the merger or reorganization of different teams in the same direction, the teachers who are free from the team are included in similar teams for management, and the quantitative assessment of

individuals is transformed into team assessment, so as to strengthen the construction of teacher team with clear responsibilities and objectives, and gather the joint power of teams. Thirdly, local universities should give full play to the leading role of brand teacher teams, as to drive the overall development of the schools. Giving priority to the development of brand teacher teams is the development strategy of local universities under the condition of limited resources, but the ultimate goal of the strategy implementation is still to promote the overall development of school undertakings. Local universities should actively encourage the brand teacher teams to cooperate with other teacher teams, guide the teams to focus on the cutting-edge and challenging development direction, and strive to produce landmark achievements with international influence. Through the influence of brand teacher teams, local universities gradually drive the development of other disciplines and teacher teams, and constantly improve the school efficiency, so as to better realize the value of local universities.

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