The Talent Management Of Art Design In Universities In Digital Era Under Liaoning Province

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Abstracts

The objective of this study were (1) to explore the components of the talent management in digital era of university art design majors; (2) to verify the talent management components in digital era of university art design majors; (3) to propose the talent management guideline in digital era of university art design majors in Liaoning Province.

The study was a mixed study involving 2341 leaders, professional teachers and administrators from 10 public universities in Liaoning Province. Using the Krejcie and Morgan table, the researchers identified 331 individuals as the sample size by stratified random sampling technique. Targeted screening of 7 key information providers. The tools for data collection include the collection and analysis of relevant literature, semi-structured interviews with key insiders, questionnaire surveys and focus group discussions. Data analysis and statistics are mainly carried out through the statistical package analysis software used to verify the model analyze.

The research results show that: (1) the talent management in digital era in Liaoning Province is divided into 4 components consistent of: university talent management, digital era, art design major and management policy. (2) the talent management components in digital era of university art design majors were consistent with the empirical data of research. (3) there are 45 guidelines for the talent management in digital era of university art design majors in Liaoning Province.

Keywords: Talent Management, Digital Era, Art Design Major, Liaoning Province

Introduction

Education is considered as a key factor in promoting social progress, improving the quality of human resources and promoting economic development. Education not only involves the transmission of knowledge, but also covers the individual's comprehensive accomplishment, value cultivation and social responsibility. Education needs to adapt to the changing social needs, technological development, and professional requirements. The successive issuance of national School Art Education Development Plan (2001-2010) and National School Art Education Development Plan (2011-2020) is enough to reflect the importance that the country attaches to aesthetic education.In the context of the digital age, information and communication technologies and Internet platforms can be used to deeply integrate the Internet with traditional industries and create a new development ecology. For the talent management of universities , the arrival of the digital age has provided new opportunities and challenges for our university talent management.Constantly improving the efficiency of university talent management has become a problem that modern university talent management

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workers must pay attention to. (Zhang Juan, 2016)With the rapid development of network technology and the advent of the "Internet +" era, the Internet has become an important platform for the daily management of talents in universities. However, when existing universities use Internet technology to manage talents, there are still "insufficient attention and lack of capital investment", "emphasis on technology and neglect of ideas", "fragmentation, lack of interconnection", "relatively closed, lack of openness" ", "Lack of compound management talents who understand both network technology and talent management" and many other problems.(Du shoufeng, 2016) This study will start from the current situation of the talent training mode of design majors in universities, with the help of excellent cases of talent management of art design majors at home and abroad, analyze and summarize the problems that still exist in the development process of the talent management mode of art design majors in Liaoning Province, so as to try to analyze the problems in universities. The talent management method of art design specialty is constructed in a model, in order to accumulate experience and provide theoretical support for the talent training mode of art design specialty in the digital age.

Research objectives

1. To explore the components of the talent management in digital era of university art design majors.

2. To verify the talent management components in digital era of university art design majors.

3. To propose the talent management guideline in digital era of university art design majors in Liaoning Province.

Research Methodology

1. Population sample and key informants

To explore the components of the talent management in digital era of university art design majors.

The key informants consisted of 7 persons, they mainly target important figures such as the principal or vice-principal, teacher leaders and administrative personnel from art design major in the Liaoning Province.

Selection Qualifications:

1). Art instructional teachers with university teacher qualification certificate;

2). Lecturer or above of art design major in University;

3). More than 5 years of instructional experience in Art design major.

To verify the talent management components in digital era of university art design majors.

Population consisted of 2,341 who were main leaders, professional teachers and administrative staff.They came from 10 universities of art design major in Liaoning province.

The sample size was 331 deans, professional teachers and administrative staff with a stratified sampling technique.

To propose the talent management guideline in digital era of university art design majors in Liaoning Province.

The key informants were 9 in a focus group discussion to guiding the talent management guideline in digital era of university art design majors in Liaoning Province .

Selection Qualifications:

1). Art instructional teachers with university teacher qualification certificate;

2). Professor or Associate Professor of art design major;

3). Rich academic management experience and leadership experience Management professionals.

2.Research instruments

Used three research instruments to examine the objectives of this research.1) Semi-structured interview 2) A five-point rating scale questionnaire 3） Focus Group Discussion form.

2.1 Semi-structured interview

Firstly, literature review was carried out in the Chinese CNKI(China National Knowledge Infrastructure) and Google academic resource databases, the main research content and framework were determined, and the literature content was fully sorted out and analyzed.Secondly, the researchers conducted semi-structured interviews with seven key informants. The process of semi-structured interviews emphasizes communication and understanding between the researcher and key informants to understand the views and experiences of key informants. With adequate preparation, flexible adjustment, and effective analysis, semi-structured interviews can provide a wealth of qualitative data, providing valuable information for research and understanding of complex issues. This phase was combined using literature review analysis and semi-structured interview analysis, with a total of 72 variables. It can be divided into four dimensions: university talent management, digital age, art design major, and management policy.

2.2 Questionnaire

The researchers used a three-part questionnaire; Part 1: Demographic Information (6 items), and Part 2: Variables in Talent Management for Art Design Professionals (five-point rating scale). Part 3: Recommendations and Additional Comments.

The researchers asked the respondents to fill in the degree of recognition of each model in order to develop the talent management model of art design majors in universities in Liaoning Province in the context of the digital age . Each components were measured on a 5-point rating scale.

The variables obtained in the section 1 were used to compile the questionnaire as a instruments for collecting data.Content validity and reliability were used to evaluate the quality of the questionnaire.

Validity of the contents of the questionnaire: The researcher sent the questionnaire to five experts for verification. Items of the questionnaire were evaluated from the range of-1 to + 1 using item-objective consistency (IOC). Items with scores below 0.6 were modified, and items with scores above or equal to 0.6 were retained. We found that 67 variables were passed.

Reliability of the questionnaire content: Before conducting formal analysis, the researcher issued 30 questionnaires to confirm the reliability of the study results.Cronbach's alpha coefficient of 0.80 or above means that there is sufficient confidence to determine the internal consistency or average relevance of the items in the survey tool to measure the reliability of the questionnaire. The results show that Cronbach's alpha coefficient is 0.891, which can be used to describe the reliability of the questionnaire site.

2.3 Focus Group Discussion form

Using each component of step (2) and through focus group discussion, to propose the talent management guideline in digital era of university art design majors in Liaoning Province. 9 key informants (deans, vice deans and academic leaders from universities in Liaoning Province).

3.Data collection

1) Semi-structured interview: The researcher interviewed 7 key informants.

2) Questionnaire: It consists of a series of scoring items or subjective statements designed to collect participant data. The answer structure of the questionnaire makes it easier for researchers to collect and analyze data than the interviews.

3) Focus group discussion: The researcher acted as moderator and detailed details.

4. Data analysis

1) Semi-structured interview: Through comprehensive analysis, the components of the management mode of art design talents in Liaoning Province in the context of digital era can be better defined. Reference for the questionnaire design for subsequent quantitative studies.Data analysis by content analysis.

2) Questionnaire: First, the researchers passed the reliability and validity of the questionnaire. Descriptive statistics were used to analyze the demographic variable data. In this paper, confirmatory factor analysis (CFA) is used to verify the components of the talent management in digital era of art design major in universities under Liaoning Province. Through the above methods, we can prove that the questionnaire used is stable and reliable.

3) Focus group discussion: Content analysis of the discussions in the focus groups. Based on the principle of freedom and voluntary, according to the research results of Section 2, the experts formulated the guidelines for the talent management model in digital era of universities art design major in Liaoning Province for Section 3.

Research Conceptual Framework

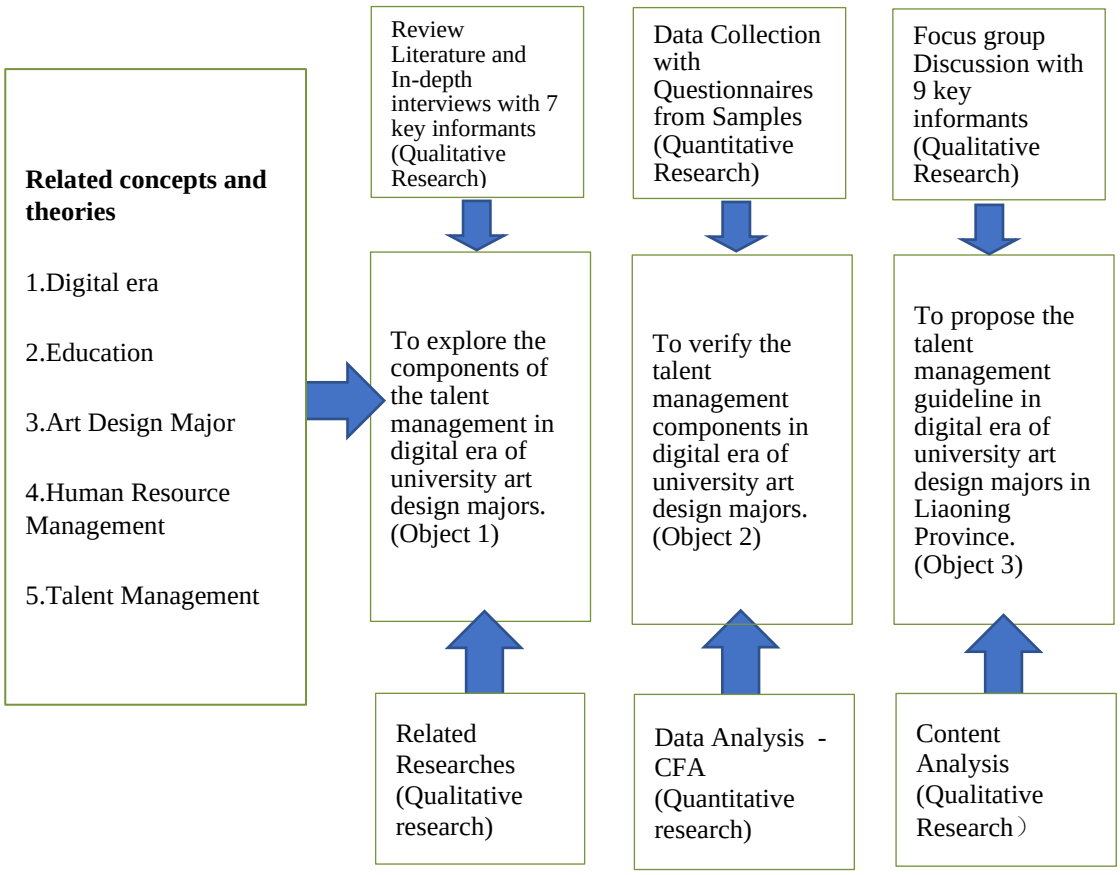


Figure-1 Conceptual framework

Research Results

Section 1: Result of Content Analysis for Research Objective 1

The talent management in digital era in Liaoning Province is divided into four component consistent of: Component 1：University talent management (21) Component 2： Digital era (16) Component 3 ：Art design major (14) and Component 4： Management policy (16)

Section 2 : Result of Data Analysis for Research Objective 2

Part I: Result of Data Analysis on Questionnaire: Demographic Information

By analyzing the distribution and structure characteristics of universities in Liaoning Province, 331 teachers from universities art design major in Liaoning Province were selected for the questionnaire survey. They are the main leaders, professional teachers, student counselors and administrative teachers of university art design majors in Liaoning Province.

The proportion of Male and Female is basically the same. Among them, 178 were Male, accounting for 53.8% of the total, slightly more than Female. From the perspective of age, there are more people aged 31-35 years old and 36- 45 years old, with 108 and 118 people, accounting for 32.6% and 35.6% respectively.From the perspective of teaching age, the number of people in 5-10 years is the highest, with a total of 127 people, accounting for 38.4%.The maximum number of master’s degree is 202, accounting for 61%.From the

perspective of the position, there were 34 deans, accounting for 10.3%, and 234 professional teachers, (including teacher leaders and teachers) accounting for 70.1%.From the perspective of school type, the number of provincial universities and universities directly under the central government was relatively large, with 175 and 108, accounting for 52.9% and 32.6%,

Part II Result of Data Analysis on Questionnaire: Confirmatory Factor Analysis

KMO and Bartlett's sphericity test is used to test whether there is a correlation between variables in the dataset, that is, whether the data is suitable for factor analysis. If the variables in the dataset are independent, factor analysis may not provide meaningful results. If the P-value is less than the selected significance level (usually 0.05), the original hypothesis is rejected, indicating a correlation between the variables in the dataset and suitable for factor analysis. In summary, it can be found that KMO=0.941, P=0.000<0.05, therefore, factor analysis is suitable.

Table-1 The KMO test and the Bartlett's test

KMO		0.941
The Bartlett Sphelicity Test	Chi-Square	31212.308
	df	2211
	p	0.000***
Note: * * *, * * and * represent the significance levels of 1%, 5% and 10%, respectively		

Descriptive statistics: From the mean, it can be seen that the average value of each item is higher than the theoretical median of 3, indicating that the measured dimensions are higher than the median level; the S.D value was between 0.877 and 1.2,the data volatility is small,indicating that the respondents' opinions on the variable differ little;The coefficients of variation(CV) are all less than 0.5, indicating that the data selected for the sample is at a moderate level of variation. By comparing Skewness and Kurtosis, it can be seen whether the measured data conforms to a normal distribution. Generally, the absolute value of Skewness is less than 10, and the absolute value of Kurtosis needs to be less than 3. From the table, the absolute values meet the requirements, which means that the data conforms to a normal distribution. Based on the average situation, all of them are above 3, which means that the level of these 67 projects is relatively high.

The researcher analyzed the arithmetic mean, Standard Deviation and Coefficient of variation by comparing the derived arithmetic mean to the criteria based on Best’s concepts, it also shows Skewness and Kurtosis are shown in the Table-2:

Table-2 Results of the coefficient of variation table of the questionnaire

Items	Mean	Standard Deviation (S.D.)	Skewness	kurtosis	Coefficient of variation (CV)	level
UAM1	3.616	1.065	-0.534	-0.061	0.294	high
UAM2	3.184	1.003	0.15	-0.284	0.315	high
UAM3	3.317	0.934	-0.132	-0.02	0.281	high
UAM4	3.577	1.025	-0.286	-0.522	0.287	high
UAM5	3.659	1.045	-0.322	-0.571	0.286	high

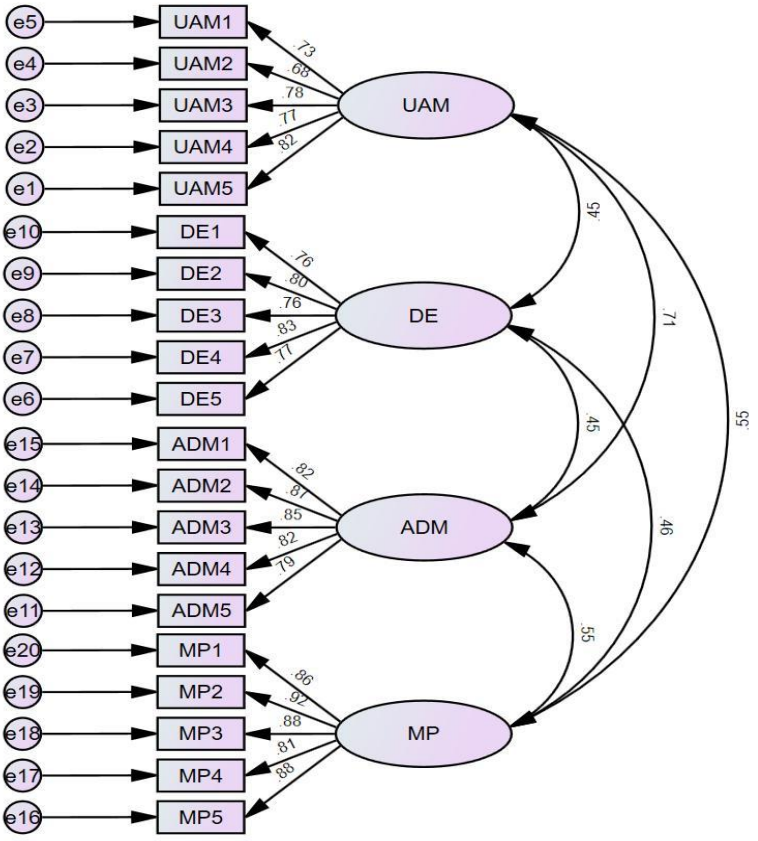
Items	Mean	Standard Deviation (S.D.)	Skewness	kurtosis	Coefficient of variation (CV)	level
UAM6	3.199	1.057	0.236	-0.333	0.351	high
UAM7	3.940	1.085	0.268	-0.476	0.368	high
UAM8	3.017	1.142	0.231	-0.621	0.393	high
UAM9	3.081	1.079	0.342	-0.328	0.402	high
UAM10	3.014	1.2	0.236	-0.751	0.422	high
UAM11	3.156	1.016	0.086	-0.298	0.319	high
UAM12	3.116	0.985	0.148	-0.329	0.313	high
UAM13	3.176	1.006	0.242	-0.461	0.315	high
UAM14	3.159	1.004	0.095	-0.427	0.315	high
UAM15	3.027	1.023	0.259	-0.292	0.337	high
UAM16	3.233	1.052	-0.058	-0.511	0.318	high
UAM17	3.282	1.06	0.001	-0.635	0.316	high
UAM18	3.342	1.08	-0.086	-0.619	0.318	high
UAM19	3.272	1.073	0.017	-0.649	0.321	high
UAM20	3.226	1.059	0.031	-0.552	0.321	high
UAM21	3.953	1.067	0.206	-0.5	0.357	high
DE1	3.718	1.038	0.388	-0.044	0.374	high
DE2	3.734	1.011	0.379	-0.006	0.368	high
DE3	3.824	0.983	0.338	0.025	0.349	high
DE4	3.724	0.997	0.347	0.02	0.367	high
DE5	3.728	1.023	0.404	-0.246	0.380	high
DE6	3.967	1.07	0.223	-0.506	0.362	high
DE7	3.94	1.028	0.258	-0.275	0.346	high
DE8	3.947	1.022	0.363	-0.377	0.342	high
DE9	3.894	1.075	0.325	-0.349	0.368	high
DE10	3.007	1.086	0.135	-0.744	0.360	high
DE11	3.973	1.029	0.268	-0.369	0.344	high
DE12	3.987	1.089	0.33	-0.576	0.364	high
DE13	3.983	1.044	0.173	-0.538	0.346	high
DE14	3.013	1.092	0.279	-0.623	0.362	high
DE15	3.561	1.058	-0.228	-0.693	0.295	high
DE16	3.542	1.072	-0.262	-0.771	0.298	high
ADM1	3.452	1.062	-0.537	-0.179	0.298	high
ADM2	3.502	1.005	-0.37	-0.345	0.283	high
ADM3	3.548	1.03	-0.236	-0.577	0.285	high
ADM4	3.475	1.002	-0.089	-0.651	0.283	high
ADM5	3.439	1.058	-0.26	-0.406	0.301	high
ADM6	3.482	1.1	-0.225	-0.655	0.310	high
ADM7	3.508	1.076	-0.184	-0.758	0.306	high
ADM8	3.478	1.066	-0.182	-0.677	0.301	high
ADM9	3.551	1.043	-0.282	-0.498	0.289	high
ADM10	3.462	1.103	-0.269	-0.517	0.312	high

Items	Mean	Standard Deviation (S.D.)	Skewness	kurtosis	Coefficient of variation (CV)	level
ADM11	3.455	0.877	-0.597	0.403	0.247	high
ADM12	3.728	0.894	0.763	0.544	0.328	high
ADM13	3.329	0.981	-0.007	-0.493	0.291	high
ADM14	3.465	0.94	-0.181	-0.255	0.266	high
MP1	3.362	0.993	-0.146	-0.33	0.290	high
MP2	3.199	1.039	0.061	-0.677	0.323	high
MP3	3.216	0.998	0.129	-0.433	0.305	high
MP4	3.409	1.034	-0.083	-0.463	0.301	high
MP5	3.266	1.063	0.016	-0.679	0.320	high
MP6	3.532	1.021	-0.143	-0.806	0.286	high
MP7	3.841	1.037	0.374	-0.323	0.365	high
MP8	3.133	0.96	0.173	-0.232	0.303	high
MP9	3.243	1.009	0.027	-0.47	0.305	high
MP10	3.907	1.012	0.394	-0.347	0.346	high
MP11	3.983	1.041	0.239	-0.51	0.348	high
MP12	3.269	0.968	0.055	-0.339	0.291	high
MP13	3.299	0.985	-0.226	-0.064	0.295	high
MP14	3.322	1.055	-0.076	-0.594	0.311	high
MP15	3.269	1.005	-0.056	-0.395	0.305	high
MP16	3.316	1.041	-0.046	-0.623	0.310	high

Descriptive statistics: From the mean, it can be seen that the average value of each item is higher than the theoretical median of 3, indicating that the measured dimensions are higher than the median level;the S.D value was between 0.877 and 1.2,the data volatility is small,indicating that the respondents' opinions on the variable differ little;The coefficients of variation(CV) are all less than 0.5, indicating that the data selected for the sample is at a moderate level of variation. By comparing Skewness and Kurtosis, it can be seen whether the measured data conforms to a normal distribution. Generally, the absolute value of Skewness is less than 10, and the absolute value of Kurtosis needs to be less than 3. From the table, the absolute values meet the requirements, which means that the data conforms to a normal distribution. Based on the average situation, all of them are above 3, which means that the level of these 67 projects is relatively high.

In order to further assess whether the questionnaire meets expectations, it is necessary to measure the specific compliance exhibited by the project and conduct confirmatory factor analysis on the questionnaire through AMOS26.Before the formal analysis, a confirmatory factor analysis model was established to import sample data from SPSS and evaluate the fit of the model. The specific model is as follows:

Figure-2 CFA of the talent management in digital era under Liaoning Province in the standardized estimates



Chi-Square /df=2.788,GFI=0.879,TLI=0.930,CFI=0.939,NFI=0.909,IFI=0.940,PGFI=0.690, PNFI=0.791,PCFI=0.819,RMSEA=0.074,SRMR=0.044

From Figure-2, the fit of the model reflects the matching between theoretical and actual data. The more fit, the more practical the model. The value of x2 / df (Chi-Square / df) of 2.788 was used to assess the difference between the observed data and the model fit, with smaller values indicating a better model fit. The value of GFI (Goodness of Fit Index) is 0.879, which indicates the overall fit of the model, and the closer to 1, the better the fit. TLI (Tucker-Lewis Index), also known as NNFI (Non-Normed Fit Index), has a value of 0.93 to measure the relative fit of the model. The closer the value to 1, the better the model fit. The value of CFI (Comparative Fit Index) is 0.939, which is also used to measure the relative fit of the model. The closer to 1, the better the fit. The value of NFI (Normed Fit Index) is 0.909 to measure the fit of the model to the data. The closer the value is to 1, the better the fit is. The value of IFI (Incremental Fit Index) is 0.94, which is also used to measure the fit of the model. The closer the value is to 1, the better the fit is. The value of PGFI (Parsimony Goodness of Fit Index), at 0.69, is used to consider the complexity of the model. The smaller value indicates that the model performs well when considering parsimony. The value of PNFI (Parsimony Normed Fit Index) is 0.791, similar to PGFI, used to consider the complexity of the model. The value of

PCFI (Parsimony Comparative Fit Index), at 0.819, is also an indicator used to consider the parsimony of the model. The value of RMSEA (Root Mean Square Error of Approximation) is 0.074, which is used to measure the error approximation of the model, and the smaller values indicate a good fit. The value of SRMR (Standardized Root Mean Square Residual) of 0.044 is also used to measure the fit of the model, with smaller values indicating a better fit.

Factor loading coefficient table

By measuring the model, the standard load coefficient values in the measurement model are all above 0.6, and the standard relative error is small. The critical ratios are all above 3.29, and the parameter estimation values are significant at the 0.001 level. Therefore, the explanatory power of each factor for the measurement model is high, and the adaptability of the model is high.

Table-3 Factor loading coefficient table

Measurement item (explicit variable)		Factor (latent variable)	Coef.	Std. Error	z (CR)	p	Std. Estimate
UAM1	<---	UAM	1.000	-	-	-	0.731
UAM2	<---	UAM	0.881	0.074	11.898	0.000***	0.684
UAM3	<---	UAM	0.94	0.069	13.647	0.000***	0.783
UAM4	<---	UAM	1.011	0.076	13.380	0.000***	0.768
UAM5	<---	UAM	1.099	0.077	14.235	0.000***	0.818
DE1	<---	DE	1.000	-	-	-	0.758
DE2	<---	DE	1.045	0.071	14.629	0.000***	0.8
DE3	<---	DE	0.962	0.070	13.773	0.000***	0.757
DE4	<---	DE	1.064	0.070	15.137	0.000***	0.827
DE5	<---	DE	1.026	0.073	14.013	0.000***	0.769
ADM1	<---	ADM	1.000	-	-	-	0.825
ADM2	<---	ADM	1.014	0.053	19.259	0.000***	0.872
ADM3	<---	ADM	1.004	0.054	18.448	0.000***	0.847
ADM4	<---	ADM	0.941	0.054	17.456	0.000***	0.816
ADM5	<---	ADM	0.965	0.058	16.775	0.000***	0.794
MP1	<---	MP	1.000	-	-	-	0.861
MP2	<---	MP	1.131	0.048	23.740	0.000***	0.919
MP3	<---	MP	1.027	0.047	21.817	0.000***	0.88
MP4	<---	MP	0.993	0.052	18.940	0.000***	0.814
MP5	<---	MP	1.101	0.050	21.993	0.000***	0.884

Pearson correlation and AVE square root value

Correlation analysis mainly focuses on whether two variables are related or not. Considering the characteristics of variables in this analysis, Pearson correlation was mainly used for analysis. The main considerations are as follows: firstly, whether it is correlated is mainly judged by the P-value. When the P-value is less than 0.05, it can be considered that two variables are correlated, and when the value is greater than 0.5, it can be considered as uncorrelated. Secondly, there is a question of positive correlation or negative correlation. When

the coefficient value is greater than 0, it is expressed as positive correlation, and when it is less than 0, it is negative correlation. The strength of the correlation is mainly determined by the absolute value of the coefficient, When the absolute value of the coefficient is closer to 1, it indicates a stronger correlation, while closer to 0, it indicates a weaker correlation.

Through correlation analysis, UAM, DE, ADM, and MP are all correlated and positively correlated. Through discriminant validity values, the values in the top row are higher than the absolute values in the bottom row, indicating good discriminant validity.

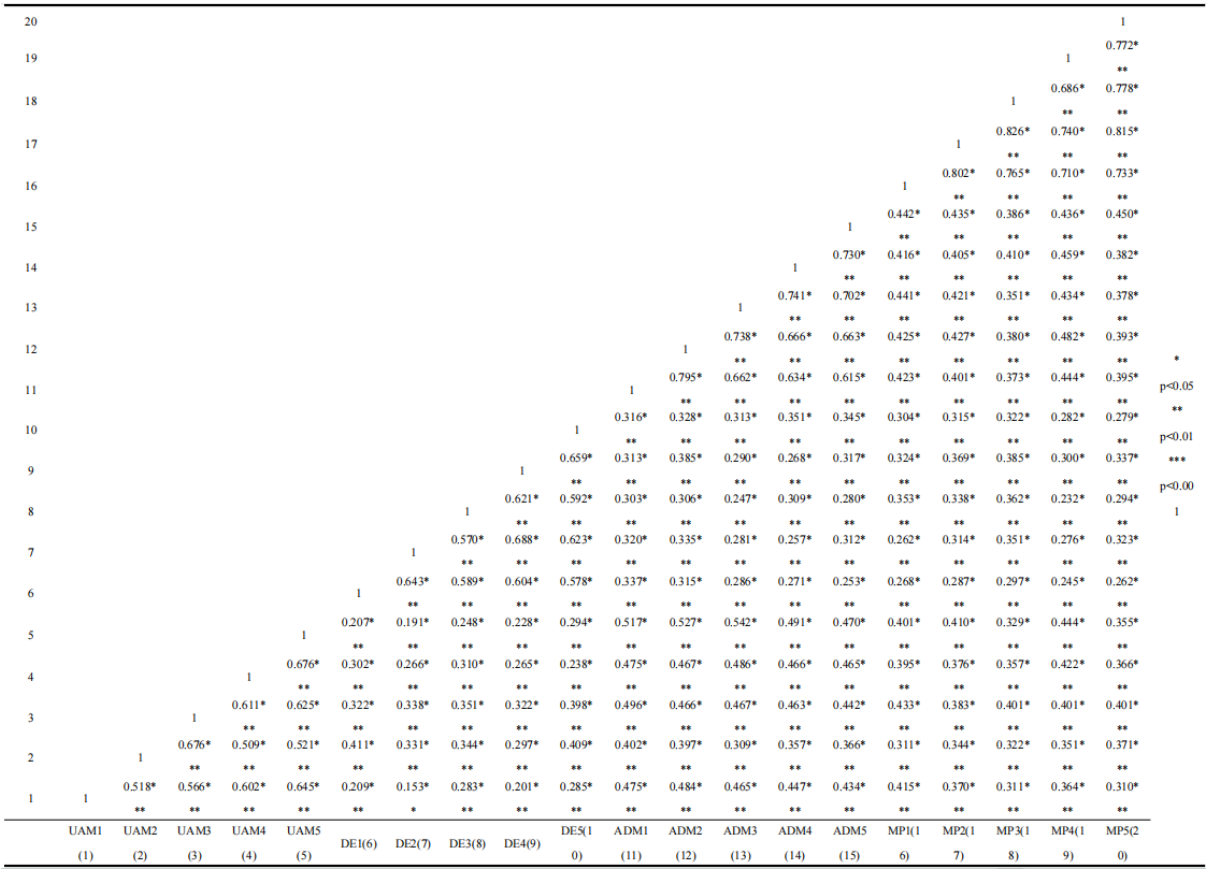
Table-4 Discriminant validity analysis (Pearson correlation and AVE square root value)

	UAM	DE	ADM	MP
UAM	0.758			
DE	0.41	0.783		
ADM	0.628	0.409	0.831	
MP	0.504	0.414	0.522	0.872

Correlation analysis

Through correlation analysis, it can be found that different variables are positively correlated.

Table-5 Discriminant validity analysis (Pearson correlation)



From the AVE and CR values, both AVE and CR values are greater than 0.5, and both CR values are above 0.7. Therefore, the convergence validity of the scale is also good.

Table-6 Model Evaluation Form

Factor	AVE	CR
UAM	0.575	0.871
DE	0.612	0.888
ADM	0.691	0.918
MP	0.761	0.941

According to the above analysis, the components of talent management models for art design majors in colleges and universities in the digital age are as follows:A total of 67 components were discussed. Among them, University talent management 21,Digital era 16, Art design major 14, Management policy 16.

Step 3: Result of Data Analysis for Research Objective 3 :

A content analysis of the data from focus group discussions was performed. 9 experts discussed the issues related to the talent management model in digital era of universities art design major in Liaoning Province policy, and put forward corresponding strategies. A total of 67 guidelines were discussed. The researchers then selected guidelines with ≥50% criteria, resulting in 45 key guidelines .Among them, there are 14 guidelines on the university talent management, 10 guidelines on the digital era, 9 guidelines on art design major, and 12 guidelines on the management policy.

Discussion

Based on the research objectives, the discussion will be presented as follows:

Section 1 Discussion about Research Objective 1:

There were 4 components of the talent management in digital era of university art design majors, which consisted of 1) University talent management, 2) Digital era, 3) Art design major,4) Management Policy.

University talent management: it is needs to be constantly innovated and optimized to adapt to the challenges and needs of the new era.By setting up scientific talent management goals, establishing talent management information support system and other ways, build a perfect university talent management system, combining the power guarantee, regulation and decision- making and coordination education mechanism, to build a high-quality talent team to meet the needs of society. The results of this study are consistent with the theory of Wang Yuning, Lu Yang (2013).

About Digital era: on the morning of March 5,2015, at the third Session of the 12th National People's Congress, Premier Li Keqiang put forward the "Internet Plus" action plan for the first time in the government work report. In the government work report, Li Keqiang proposed to " formulate the 'Internet Plus' action plan to promote the integration of mobile Internet, cloud computing, big data and the Internet of Things with modern manufacturing, promote the healthy development of e-commerce, industrial Internet and Internet finance, and guide Internet enterprises to expand the international market."(Dushoufeng, 2016)

Art design major: the research on the significance and value of aesthetic education has also produced many results. If aesthetic activities can be understood as people's poetic understanding activities, then aesthetic education is a kind of education on the ability of such poetic understanding activities, and a kind of education for the cultivation of human literacy.

That is to say, aesthetic education is the education of people's aesthetic concept, consciousness, ability and other aspects, is the poetic education, is the connection between people and the world, and is the education to cultivate people's comprehension ability.(Xia Qing, 2016)

Management Policy: in order to have the spiritual strength, the ideological depth, and the real avant-garde, we must rebuild the unique aesthetics in the intellectual system of education management. Its significance is that it must go beyond the training significance of traditional aesthetics. Because its purpose is not for beauty, nor for the purpose of art —— is the generative meaning of the construction of art education management policy in universities.(Shang Yingli,2019)

Section 2 Discussion about Research Objective 2:

The talent management components in digital era of university art design majors were consistent with the empirical data of research.

Section 3 Discussion about major findings of objective 3:

There are 45 guidelines for the talent management in digital era of university art design majors in Liaoning Province.

The guideline for improving the talent management model in digital era of universities art design major in Liaoning Province . There were 45 guidelines on the talent management of universities art design major in Liaoning Province.

Recommendation

Part I: Recommendation for policy formulation

The management of art design professionals in Liaoning province needs to fully realize the change and influence of the digital age, actively use digital means and information technology, and formulate flexible and adaptive policies and strategies. At the same time, we should pay attention to cultivating innovation awareness and adaptability, as well as ensuring information security. Through these efforts, it will be able to better meet the needs of talent training in the digital era, provide more excellent talents for the art design industry in Liaoning Province, and promote the prosperity and development of the industry.

Part II: Recommendation for practical application

1. Establish a comprehensive digital platform, integrate recruitment, training, performance evaluation, information sharing and other functions, to improve the efficiency of information transmission and management.

2.Use big data analysis technology, analyze students' learning and performance data, and provide predictive advice to help students plan their career development paths.

3.Students are encouraged to conduct cross-school cooperation and project cooperation on the digital platform to improve teamwork and communication skills.

Part III: Recommendation for Further Research

1. Study the talent management policy of art design professionals in Liaoning Province in the digital age, and promote the talent management mode of art universities in Liaoning Province.

2. The reform of using digital technology to guide talent management and professional teaching is an important part of the reform of education management in universities. The use of digital technology can effectively improve the efficiency of talent management and the innovation of education and teaching, and integrate diversified teaching resources.

3. Study the digital talent management system model, learn from the successful cases of well-known universities, and build a high-quality talent management evaluation system in the basic talent management system to guide the healthy development of talent management.

4. The effectiveness and rationality of the development of the management mode of art and design professionals in Liaoning Province in the digital era.

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