The Classical Theory of Talent Development in State-Owned Enterprises and Its Guiding Significance

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Abstract. Focusing on the key links such as talent occupation and talent training, this paper selects classic theories such as combing career development theory and SECI knowledge transfer model to provide theoretical basis and guidance for state-owned enterprises to strengthen talent introduction and training, establish career channels for talent development, improve talent training system, stimulate employees' potential and improve employees' efficiency.

Keywords: Talent Development, State-owned enterprises, Theoretical guidance.

1   Introduction

Talent is the first resource. The fundamental source of innovation and development of state-owned enterprises lies in talents. Strengthening the development of talents in state-owned enterprises is a strong support and guarantee for the overall situation of innovation and development of enterprises, the realization of state-owned economy and the promotion of high-quality development. Report to the 20th CPC National Congress of the Communist Party of China pointed out that talents are the basic and strategic support for building a socialist modern country in an all-round way, and we must insist that talents are the first resource, implement the strategy of strengthening the country through talents in depth, and constantly shape new development momentum and new advantages. It is of great significance for China's economic and social development to explore how to innovate and build the talent development model of state-owned enterprises, carefully build a team of talents with excellent quality and promote the sustainable development of state-owned enterprises [1].

2   Career Development Theory and Enlightenment

Career development theory is the theoretical cornerstone for enterprises to build employee career development channels. It originated in the United States at the beginning of the 20th century. After more than a century of development, it has experienced a transformation from "matching people with jobs" to attaching importance to career

planning. At present, there are three mature and widely used career development theories in the world: career choice theory, career exploration decision theory and career development theory. The representative theories of career choice theory are Parsons' theory of job matching and Holland's theory of career orientation. Parsons believes that everyone's characteristics can be measured objectively. Different occupations should be equipped with people with different characteristics. The closer the cooperation between personal characteristics and job requirements, the greater the possibility of career success. Holland believes that the ideal career choice is to coordinate and match personality and career interest types with career types, which requires measuring personal career interests first, and then finding a suitable career for career planning [2].

The representative theory of career exploration decision-making theory is the career anchor theory of mercy, which holds that employees gradually realize themselves in their work, and then develop a clear and comprehensive career self-concept, such as autonomy, entrepreneurship and management ability. Enterprises can help employees determine their career anchor by designing career development channels and job rotation, and find the best combination of enterprise development and personal development.

Representative career development theories include Ginzberg's career development theory, Schuber's career stage theory and greenhouse's career stage theory. Ginzberg divided workers' career into three periods: fantasy period, trial period and reality period, and mainly discussed the development and change process of people's professional consciousness or career pursuit before their first employment. Schuber divides career development into five stages: growth, exploration, establishment, maintenance and decline. He believes that career selection and debugging is a process that will change with time and experience, and the career development process is highly plastic. Greenhouse divides the career into five stages: career preparation, entry into the organization, early stage, middle stage and late stage. He believes that organizations should understand the knowledge level, career preferences, job expectations, needs and incentives of employees in each career stage, so as to better realize effective career management.

Career development theory provides theoretical guidance for state-owned enterprises to build a smooth and orderly career development channel, stimulate employees' vitality and potential, and improve employees' efficiency. Enterprises should establish a career development channel for scientific and technological talents and encourage talents with career development. On the one hand, the establishment of a career development channel that matches scientific and technological innovation talents encourages them to stand on their posts and develop into talents. Break the single channel that only job promotion can promote the post level, and establish a "research sequence" career development channel parallel to "management sequence" so that the two can be interconnected. Pay attention to the formation of benign interaction between various functions such as career development, salary incentive, performance appraisal and talent development, and truly exert the synergistic effect of various mechanisms. On the other hand, through the construction of scientific and technological research teams, talents are forged in scientific research practice, and training programs covering the positions, qualities and ability requirements of scientific and technological innovation

talents at all levels are established to enhance the pertinence and effectiveness of scientific research training. Form a talent training organization system in which the company headquarters and scientific research institutions are responsible at different levels, and improve the systematization and systematization of talent training for scientific and technological innovation [3].

3   SECI Knowledge Transfer Model and Its Enlightenment

Knowledge management is a dynamic and continuous process for enterprises to gain competitive advantage in the future and systematically acquire, transfer, store, share and innovate the explicit knowledge and tacit knowledge of employees and teams in the organization. Explicit knowledge refers to standardized knowledge that can be clearly expressed by words, figures, graphics or other symbols and conveyed in a systematic way, such as documents and reports stored in organizations. Tacit knowledge refers to knowledge that is difficult to record and spread in words, highly individualized, and difficult to communicate and share with others, mainly from personal experience, intuition and insight. Relevant data show that 20% of human knowledge is explicit and 80% is implicit, and this 80% of tacit knowledge is hidden in people's minds, which is not easy to pass on and externalize to others. Tacit knowledge and explicit knowledge do not exist statically and in isolation, and they can complement, transform and penetrate each other.

There are four types of transformation modes of explicit knowledge and tacit knowledge: socialization, which refers to the knowledge transformation mode of realizing the transformation from tacit knowledge to tacit knowledge through the interaction between individuals, is a process of creating tacit knowledge through observation, imitation and practice, and one can acquire tacit knowledge without language; Combination refers to the combination of different subjects of explicit knowledge held by individuals by social processes, that is, the knowledge transformation model of explicit knowledge is created from explicit knowledge, and the explicit knowledge such as data and historical materials is screened, classified, added, combined and analyzed through communication mechanisms such as documents, conferences, telephone exchanges and modern information technology tools to produce new explicit knowledge; Externalization refers to the knowledge transformation mode from tacit knowledge to explicit knowledge, and the process of expressing tacit knowledge into clear language with explicit concepts. The transformation methods include metaphorical concepts and models. Internalization refers to the knowledge transformation mode from explicit knowledge to tacit knowledge, which visualizes and concretizes explicit knowledge. Through the process of "combination", new explicit knowledge is absorbed and digested by employees, and sublimated into their own tacit knowledge, which can be applied to work at any time.

SECI knowledge transfer model provides a deep theoretical logic for state-owned enterprises to build a systematic scientific and technological talent team construction system and strengthen the construction of scientific and technological research teams. Organizations can combine "teaching in large classes" and "mentoring system" in

employee training. "Teaching in large classes" refers to taking professional teachers, excellent craftsmen and model workers as teachers, training personnel, teaching theoretical knowledge and practical experience, and conducting relevant tests and assessments. Give full play to the combination of explicit knowledge between teachers and students in the system field and realize the transmission of explicit knowledge. "Mentoring system" refers to mentoring, which supplements the places where teachers "don't say enough" in teaching with the way of "master" teaching by example and "apprentice" seriously understanding, so as to cultivate skilled talents with higher efficiency and better effect. The efficiency here is reflected in the fact that "master" not only has the externalization function, but also has the socialization function, combining the skills he has learned with the practice form. The communication between "master" and "apprentice" forms a dialogue field, and the "master" hands-on teaching of "apprentice" forms an origin field. "Master" transfers personal tacit knowledge into vivid language or concept to "apprentice", and "apprentice" accepts it as his own knowledge and internalizes it into his own tacit knowledge after digestion and absorption, thus realizing the inheritance of skills and experience between "master and apprentice" [4].

4   Stakeholder Theory

Stakeholder theory was gradually developed in western countries around 1960s, and its influence expanded rapidly after 1980s, which began to affect the choice of corporate governance mode in the United States and Britain, and promoted the transformation of enterprise management mode. The concept of stakeholders was put forward by Stanford University Institute in 1963, that is, "stakeholders are very important groups that determine the survival of organizations. Without the support of stakeholders, organizations cannot survive." This definition only considers the unilateral influence of stakeholders on the survival of enterprises, but it also makes people realize that there are other groups around enterprises that affect their survival besides shareholders. Subsequently, Eric Rhenman put forward a more comprehensive definition: "Stakeholders rely on enterprises to achieve their personal goals, and enterprises also rely on them to survive." This definition makes stakeholder theory an independent branch of theory. In 1984, Freeman clearly put forward the theory of stakeholder management in his book Strategic Management: An Analytical Method of Stakeholder Management. Stakeholder management theory refers to the management activities carried out by enterprise managers to comprehensively balance the interests of various stakeholders. The traditional shareholder supremacy emphasizes that shareholders are the owners of the enterprise, and the property of the enterprise is formed by the physical capital they have invested. They bear the residual risks of the enterprise and naturally become the holders of the residual claim and control rights of the enterprise. In contrast, the theory holds that the development of any company can not be separated from the input or participation of all stakeholders, and enterprises pursue the overall interests of stakeholders, not just the interests of some subjects. Stakeholder theory strongly questions the traditional core concept that "a company is owned by individuals and institutions holding common shares of the company", and points out that with the development of

the times, the status of material capital owners in the company is gradually weakening. Stakeholders include shareholders, creditors, employees, consumers, suppliers and other trading partners of the enterprise, as well as pressure groups such as government departments, local residents, local communities, media, environmentalism, and even objects directly or indirectly affected by business activities such as the natural environment and human descendants. These stakeholders are closely related to the survival and development of the enterprise. Some of them share the business risks of the enterprise, some pay the price for the business activities of the enterprise, and some supervise and restrict the enterprise. The business decision of the enterprise must consider their interests or accept their constraints.

The full integration of stakeholder management theory embodies the humanistic management thought, which makes the business activities of enterprises pay attention to the interests of corporate stakeholders [5].

5   Theoretical Guiding Significance for Talent Development

First, the talent management of state-owned enterprises should comprehensively consider the development characteristics of enterprises and the differences in talent demand, and adopt different talent management strategies to enhance the effectiveness of incentives. The purpose of talent management in state-owned enterprises is to stimulate the vitality of talent development and establish a management system that meets the needs of enterprise development and scientific and technological talents' achievements and self-realization. Content-based motivation theories, such as hierarchy of needs theory and two-factor theory, focus on the needs of talents, emphasizing that the role of motivation is to meet the physiological and psychological needs of talents, thus stimulating their motivation and enthusiasm. For scientific and technological talents, their salaries are generally at a relatively high level, and the effect of short-term incentives has shown a diminishing marginal effect. Although a simple salary increase can also improve their happiness index, it has little effect on stimulating their vitality and mobilizing their enthusiasm. Therefore, effective incentives for scientific and technological talents should not only meet their needs for achievement and self-realization, but also encourage them to set new goals and work hard for them to achieve a win-win situation for talent growth and enterprise development.

Second, the talent management of state-owned enterprises should adhere to the humanistic management concept of people-oriented and realize risk sharing, benefit sharing and harmonious symbiosis with scientific and technological talents, an important stakeholder. The talent management of state-owned enterprises should fully implement the humanistic management thought and closely bind the interests of employees with those of enterprises. Scientific and technological talents are important stakeholders of enterprises, the main body of enterprise value creation, and the indispensable key resources for enterprise survival and development, so they should participate in enterprise value distribution. Talent management in state-owned enterprises should fully reflect and consider the demands of scientific and technological talents, an important stakeholder, to stimulate the initiative and enthusiasm of scientific and

technological talents, and provide impetus for the long-term development of enterprises by sharing risks and participating in enterprise value creation. At the same time, by binding the interests of employees with the long-term development of enterprises and focusing on the realization of long-term goals, it is beneficial for enterprises to obtain sustainable development momentum and lasting competitive advantage [6].

6 Conclusion

Talent development is an important work related to the reform, development and market competitiveness of state-owned enterprises, which must be highly valued. In the new era, state-owned enterprises should actively update the concept of talent development, adhere to the people-oriented principle, formulate scientific incentive measures, enrich talent incentive methods, improve the talent development mechanism, increase talent reserves, improve the utilization rate of talent resources, strengthen the education and training , strengthen the comprehensive quality and post competence of talents, and escort the high-quality development of state-owned enterprises.

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