

The Relationship between Career Mission, Psychological Ownership, and Creativity of Skilled Talents in China

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Abstract

Cultivating a sense of professional mission for skilled talents and stimulating skilled talents to break through limitations and dare to innovate will be of great significance to the high-quality development of my country's economy and society. Therefore, this study's objective focuses on the occupational group of skilled talents. Under the research design which based on the framework of psychological ownership and resource conservation theory, it explores the connotation and dimension of the occupational mission sense of skilled talents, compiles a measurement scale for the occupational mission sense of skilled talents, and reveals the occupational mission sense of skilled talents. The findings include that the mechanism of action on their creativity provides a theoretical basis for cultivating the professional mission sense of skilled talents and improving their creativity. The theoretical implication and significance of this research is that under the background of the new era in my country, the research is aimed at the professional mission sense of skilled talents, an important and special group, and the impact of the professional mission sense of skilled talents on their creativity is deeply explored. The relationship between mission sense and creativity enriches the theory of professional mission sense and related research fields. The practical significance is that the research conclusions will help cultivate the professional mission sense of skilled talents, and at the same time provide a certain theoretical basis for improving the management practice of the creativity of skilled talents.



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Introduction

In recent years, under the background of a new round of scientific and technological revolution and industrial transformation, new business formats and new models based on digital, networked, and intelligent technologies have been accelerated. Thoroughly implement the new development concept, always adhere to innovation as the driving force, and become a new driving force leading the development of the manufacturing industry. My country's economy and society have entered the "fast lane" of high-quality development. Skilled talents are an important part of my country's talent team and play an irreplaceable and important role in accelerating industrial optimization and upgrading, promoting technological innovation, and transforming scientific and technological achievements (Guo & Zhang 2018). Whether it is the strategic demand of "Made in China 2025" or the value pursuit of "Quality Power", it is urgent to stimulate the innovative spirit of skilled talents. However, due to traditional concepts such as "light skills" and "heavy education", the total amount, structure, and quality of skilled talents cannot meet the needs of economic and social development. To stimulate the growth of skilled talents, it is necessary to cultivate the innovative soil of skilled talents to provide a solid support for the implementation of the innovation-driven strategy and the manufacturing power strategy. According to the National Occupational Canon, policy documents related to skilled talents and academic research, this study believes that skilled talents in the new era refer to workers who have obtained national vocational qualification certificates in front-line production positions and front-line commercial service positions, including senior technicians, technicians, senior workers, intermediate workers and junior workers (among which senior technicians, technicians, and senior workers are high-skilled workers). Among them, high-skilled talents are those with superb skills and superb skills, who can perform creative labor and contribute to society, especially those who have obtained professional qualifications as senior technicians, technicians, and senior technicians among skilled workers. High-skilled talents account for about 30% of skilled talents. Only people called skilled craftsmen can make "high-skilled talents". The crowd gathered in this study is skilled talents, that is, ordinary-skilled talents and high-skilled talents share a sense of occupational mission, which is determined by the occupation itself and is determined by occupational attributes. Therefore, the skilled talents in this study include both ordinary-skilled talents and high-skilled talents, and no longer distinguish between ordinary-skilled talents and high-skilled talents, nor do they limit industries. According to the data of the Ministry of Human Resources and Social Security of China in 2022, there are more than 200 million skilled talents in my country, accounting for 26% of the total employed population, and more than 60 million high-skilled talents, accounting for 6% of the total employed population. Compared with developed countries, there is still a large gap. For example, senior technicians in Japan account for 40%, and in Germany is as high as 50%. At present, the gap of high-skilled talents in my country is more than 20 million. According to the "National Recruitment and Job Search 100 Shortage Occupations Ranking in the Third Quarter of 2019", technical jobs including lathes, welders, and numerical control machine tool operators account for nearly one-third of the job demand. The main reasons are the low treatment and status in the enterprise and the lack of a sense of labor acquisition and honor. These phenomena make it difficult for skilled talents to exert their enthusiasm, initiative, and creativity. In addition, in the context of Chinese culture, the diversion of education has led to the innate sense of inferiority of skilled personnel practitioners, and the general lack of recognition and respect for the work of skilled talents in society has led to the low workplace status of skilled talents. Enterprises need not only white-collar workers with high education, nor blue-collar workers with ordinary labor, but also "elites" with skills, a certain level of knowledge, and good at practical operation. Based on the new development stage, implementing new development concepts, and realizing high-quality economic and social development urgently need the transformation of old and new kinetic

energy, and the construction of skilled personnel is more urgent and practical. My country once played the role of "world factory" in the transfer of world industries. Relying on the demographic dividend, my country has undertaken many labor-intensive processing and manufacturing industries. With the progress of the industrial revolution, industrial transformation and technological innovation are even more needed. In management practice, how to manage, motivate and cultivate skilled talents more effectively, so that they can better enhance their creativity, devote themselves to their skills, improve processes, production processes, and improve production efficiency has become a realistic industrial transformation and high-quality development. An important topic of quality development. From the perspective of a professional mission, it provides a new entry point for solving this management problem. (Li & Chen 2021; Xiao & Zhou 2022; Zhou & Wang 2022; Lin & Dai 2022; Amabile 2017; Argyris 1957; Guo & Zhang 2018)

Problem Statement

Professional mission (calling) is an emerging concept in Western occupational psychology, which provides a new entry point for research fields such as career decision-making, career choice, and career development (Guo & Zhang 2018). Some scholars believe that professional mission refers to the fact that individuals regard certain jobs as their life goals. Other scholars believe that professional mission is a very high degree of love for the profession they engage in, and can experience a strong sense of meaning. Zhang (2021), through a survey of 684 Chinese university graduates 1 week before graduation and 6 months after graduation, found five different types of professional mission: strongly undeveloped calling, moderately undeveloped calling, transcendent calling, highly transcendent calling, and modern calling. But no matter how it is defined, a sense of professional mission has a common feature, that is, in terms of job selection or development, people with a sense of professional mission no longer pursue economic incentives or job advancement, but emphasize personal core values, sense of meaning and purpose, self-expression, and social contribution. They will experience inner pleasure and self-worth realization in this job. Therefore, when people are looking for a job, they are not only looking for a job that can support their families but also want to find their sense of mission. The academic community mainly focuses on two aspects of research. On the one hand, it studies the impact of the professional mission on work attitudes, organizational behavior, and other behaviors, and on the other hand, it studies the impact of the professional mission on psychological factors. For example, individuals with a sense of professional mission will think that their work has a strong sense of meaning, and there will be a strong willingness to contribute to their own goals at work, which will have a significant impact on work attitudes, work behaviors, mental states, and well-being. The professional mission will have many positive effects, especially the improvement of the internal driving force, which is regarded as another work motivation, resulting in more innovative behaviors. The research groups also mainly focus on careers with public welfare attributes such as college students, teachers, and civil servants. Like all career development, with the improvement of technical proficiency, the career of skilled talents is also a process of continuous advancement and continuous advancement. (Li & Chen 2021; Xiao & Zhou 2022; Zhou & Wang 2022). In the new era of advocating innovation and promoting the spirit of craftsmanship, the industry needs innovation, and innovation comes from skilled talents, especially skilled talents with a sense of professional mission. Cultivate a sense of professional mission for skilled talents, and further stimulate skilled talents to break through limitations and dare to innovate. The study found that in the formation stage of creativity, the sense of professional mission of front-line skilled talents can enhance the degree of investment in innovation and the activity of thinking of skilled talents in the workplace, fully activate the endogenous resources of the organization, promote the acquisition and transmission of non-redundant information, and form an internal

organizational ecological environment conducive to innovation. So, in the context of the new era, what is the sense of professional mission of skilled talents who shoulder the responsibility of converting new and old kinetic energy? What is its connotation? At the same time, a higher sense of professional mission can promote an individual's positive emotions, change the individual's way of thinking, trigger new thinking, and promote the continuous improvement of innovative ideas, which is conducive to the integration and realization of ideas. However, for skilled talents in the context of the new era in my country, is this conclusion correct? What is the mechanism of action? What is the theoretical basis? At present, research is also very scarce and needs to be further studied and explored. (Li & Chen 2021; Xiao & Zhou 2022; Zhou & Wang 2022)

Research objectives

The core goal of this study is to construct a mechanical model of the influence of professional mission sense on the creativity of skilled talents in the context of the new era in China and to reveal the mechanism of action between professional mission sense and the creativity of skilled talents. Introducing psychological ownership as a mediating variable, this paper explores the internal psychological mechanism of occupational mission sense as an inducing factor to activate employee creativity. In addition, human-organization matching is also used as a moderating variable of the study, focusing on the relationship between professional mission sense and human-organization matching, and promoting in-depth research on professional mission sense. The specific goals are as follows: 1. To discuss the impact of the professional mission sense of skilled talents on their creativity. 2. To discuss the impact of the professional mission sense of skilled talents on their psychological ownership. 3. To explore the impact of the psychological ownership of skilled talents on their creativity. 4. To explore the mediating role of the psychological ownership of skilled talents between professional mission and creativity and 5. To discuss the regulating effect of human-tissue matching.

Research questions

Based on the above problem statement, the specific questions of this study are as follows:

1. Does the professional sense of mission of skilled talents positively affect their creativity?
2. Does the professional sense of mission of skilled talents positively affect their psychological ownership?
3. Does the psychological ownership of skilled talents positively affect their creativity?
4. Does the psychological ownership of skilled talents play a mediating role between professional mission and creativity? And
5. What is the regulating effect of human-tissue matching?

Scope of study

Based on the theory of psychological ownership and resource conservation, this study explores the influence and mechanism of the professional mission of skilled talents on their creativity in the Chinese context. Through sorting out, summarizing, and deducing relevant literature, a theoretical model of the mechanism of the professional mission of skilled talents on creativity is established, and the professional mission of skilled talents and the direct impact of each dimension on creativity are explored. At the same time, the relationship between psychological ownership and human-organization matching on professional mission and creativity is explored, and the "black box" for studying the influence of professional mission on the creativity of skilled talents is opened.

Literature review

Independent variable

There is also a description of "organizational mission" in strategic management (where "mission" is "Mission" in English), which refers to the strategic intent and business direction of

the organization. Therefore, the Chinese translations of Calling and Mission may have great similarities, but they are two concepts with different connotations, and there are differences in specific content. This study uses only the sense of mission, which mainly refers to the English word "Calling". A professional mission is a complex psychological experience. People with a professional mission tend to associate their own identity with the profession they are engaged in, combine work with personal and social meaning, hope that their work can make a valuable contribution to society, and experience intrinsic pleasure and self-actualization in their work. So where does professional mission come from? Where does it come from? Some scholars believe that the sense of mission originates from the needs of society, some believe that it originates from the inner true self, and some scholars believe that the sense of mission originates from their own beliefs. (Li & Chen 2021; Xiao & Zhou 2022; Zhou & Wang 2022) emphasizes "predestination", where an individual subjectively feels that predestination is destined to fulfill his profession through a specific talent, talent, etc. A sense of mission is a person's destiny, and an individual subjectively feels that predestination is destined to fulfill his profession through a specific talent, talent, etc. The professional mission is an internal psychological structure that involves the process by which an individual pursues prosocial. In addition to reflecting personal value in work, the professional mission also contains altruistic or prosocial tendencies, that is, professional mission contains a willingness to help others, serve the public interest, and even the well-being of society as a whole. A sense of purpose contains a strong sense of purpose and meaning, which is closely related to the purpose and meaning of life. Only in a certain occupation can one experience one's life's value and meaning. (Li & Chen 2021; Xiao & Zhou 2022; Zhou & Wang 2022) believes that a sense of professional purpose is a strong passion for a profession and experience a strong sense of meaning. Hall and the sense of professional purpose refers to seeing a profession as one's life goal. A sense of purpose includes altruistic or prosocial tendencies, that is, a sense of professional purpose includes a willingness to help others, serve the public interest, and even the well-being of society. In addition, some researchers emphasize other characteristics of individuals, such as individual-environment matching. Some scholars have studied the source of professional mission, and through a survey of 684 Chinese university graduates 1 week before graduation and 6 months after graduation, they have found five different types of professional mission: strongly undeveloped calling, moderately undeveloped calling, transcendent calling, highly transcendent calling and modern calling (Zhang, 2021). According to the different states of individuals with a sense of professional mission, they can be divided into four types: searching calling, perceived calling, having a calling, living out a calling, and unanswered calling. Scholars have also conducted empirical research on these different states of professional mission. Perceiving the calling and living out the calling has become current research hotspots in academia. (Li & Chen 2021; Xiao & Zhou 2022; Zhou & Wang 2022) examined the impact of perceived and fulfilled professional purpose on professional commitment, job meaning, and job satisfaction in an empirical study. In response to the deficiencies and problems used. (Li & Chen 2021; Xiao & Zhou 2022; Zhou & Wang 2022) proposed a career mission model from the perspective of goal setting, in which the development and maintenance of a sense of mission is seen as a positive process that relies on a person's review of themselves and their environment and adjustment, the motivation to pursue a sense of mission is a necessary condition for obtaining the greater benefits of professional mission.

Dependent variable: business growth

The study of creativity originally originated in psychology. Psychologists interpret creativity as a personality trait and thinking pattern (Guilford, 1967; Amabile, 1983), which originated from inspiration and sudden creativity in psychological research, and showed fluency, flexibility, and originality. In the process of completing various tasks, whether it is the optimization of

workflow or a breakthrough in technology, employees are the embodiment of their creativity (Amabile, 2017). The interactive theory of creativity (Woodman, 1990) argues that the formation of creativity is a complex process that is not only influenced by individual traits, but also by a combination of factors such as psychological factors, job task characteristics, and social atmosphere. (Li & Chen 2021; Xiao & Zhou 2022; Zhou & Wang 2022) made similar findings, arguing that employee creativity is the product of a creative activity, which refers to novel and useful ideas for products, services, business models, management processes or working methods., with the aim of improving productivity or optimizing workflow. The dimensional structure and measurement of creativity are at the core of creativity research and practice. Due to the complexity and multidimensionality of creativity, research on the dimensions and measurement of creativity has always been difficult. Therefore, it has always been a hot spot in creative research, but it is also one of the focuses of debate. One is that some scholars believe that it is impossible to measure creativity, and the other is that even if some scholars believe that creativity can be measured, they are critical of the current measurement methods and believe that they cannot reflect certain dimensions of creativity. The measurement of creativity includes the level of individual creativity and the level of overall creativity. Psychologists mostly focus on the characteristics of individual creativity, and sociologists and economists mostly focus on overall creativity, such as an organization, country or region. The measurement of creativity starts from the perspective of a single ability or trait at the earliest, and later people gradually realize that the key to creativity is not a single ability or trait, such as the creative process, creative people, creative products, and creative environment, but a combination of multiple dimensions. The earliest and most widely used creativity assessment is ability-oriented, while the divergent thinking test dominates. The assessment of creative people mainly includes personality assessment, motivation assessment, and interest and behavior. Creative product measurement is mainly a graded assessment using external judgment. The measurement of creative environment is mainly the external environment, including tutoring environment, school environment, etc. There are not many related studies on the impact of professional missions on creativity. The current research mainly focuses on the impact of the professional mission on innovation performance, the impact of the professional mission on innovative behavior, the relationship between perceived organizational support and employee creativity, and creativity. Forming paths and other aspects. In terms of the impact of the professional mission on innovation performance, through questionnaire research, it is found that the internal mechanism of professional mission affecting employees' innovation performance, that is, professional mission significantly positively affects innovation performance, and autonomous motivation plays a mediating role and the impact of the TMT work professional mission on innovation performance and found that the TMT work mission can improve enterprise innovation performance through a survey of corporate executives. In terms of the impact of the professional mission on creativity. (Li & Chen 2021; Xiao & Zhou 2022; Zhou & Wang 2022) studied the relationship between perceived organizational support and employee creativity and found that perceived organizational support and professional mission contribute to the improvement of creativity. The sense of mission plays a mediating role in it. In terms of research populations, there are also studies focusing on specific occupational groups, including nursing workers and skilled talents. Through a survey of 477 nursing managers to study the relationship between nursing managers' professional mission sense and innovative behavior, the study found that their professional mission sense will promote work engagement, which in turn improves their innovative behavior. Some studies have studied the formation path of the creativity of new-skilled talents from the perspective of professional mission sense. The study found that professional mission sense has an impact on creativity through multiple intermediaries, innovation self-efficacy, and innovation intrinsic motivation. However, the current research on

the relationship between professional mission and creativity has not risen to a theoretical level, and the measurement method of professional mission cannot be based on the occupational characteristics of skilled personnel so the influence on creativity cannot be more clearly explored.

Mediating variables

The concept of psychological ownership was first proposed by Pierce et al. (1992), and it was found that when an individual feels that the object or part of the object is owned by him, he will feel strong psychological ownership. The core element of psychological ownership is the feeling of possession, which enables people to perceive that the object is an extension of the self, which in turn affects the individual's attitude, motivation, and behavior. The existing literature mainly includes the connotation, dimension and measurement, influencing factors and mechanism of psychological ownership, which have always been the hotspots of psychological ownership research. The following is to sort out and analyze the literature one by one according to these three categories. In his research, James (1890) proposed the expressions "I" and "my things", which can be regarded as the earliest origin of psychological ownership theory. Psychological ownership arises because it satisfies certain intrinsic human motivations, which are partly genetic and partly social. This suggests that psychological ownership satisfies three human needs: (1) utility; (2) self-identification; (3) belonging. Effectiveness reflects the basic human need to feel in control in a particular area, and having tangible or intangible resources enhances an individual's sense of self-efficacy because it provides people with a sense of power, control, or influence (Pierce et al., 2004). (Li & Chen 2021; Xiao & Zhou 2022; Zhou & Wang 2022) argue that psychological ownership also includes a dimension of responsibility, which is the implicit or explicit expectation that a person may be called upon to justify his beliefs, feelings, and actions of others. Avey et al. (Li & Chen 2021) propose two distinct and independent forms of psychological ownership: facilitative and preventive, both of which are derived from constraint focus theory. Promotive psychological ownership consists of four substructures: self-identity, self-efficacy, belonging, and responsibility. Preventive psychological ownership is related to fulfilling obligations and avoiding punishment and may be related to the individual's over-possession of the organizational goals of his ownership. In earlier research, Pierce et al. (1992) studied psychological ownership as a single-dimensional concept and developed a seven-item psychological ownership measurement scale, which became a measurement tool for related research, but the scale does not distinguish between individual ownership and the collective community.

Theoretical basis

The core element of psychological ownership is possession, which allows employees to perceive the object as an extension of themselves, which in turn affects the individual's attitudes, motivations, and behaviors. Possession of tangible or intangible objects can enhance efficacy, and in psychology, efficacy reflects a human feeling capable in a particular area (Li & Chen 2021) because they provide a sense of power, control, or influence. Psychological ownership theory can explain many psychological phenomena because it satisfies three human needs, namely efficacy, self-identity, and belonging. Three paths of psychological ownership: control of objects, intimate knowledge of objects, and self-commitment to objects. The more control, and intimate knowledge of a target, or the more time, energy, and attention an individual can devote to a target, the more psychological ownership can be generated and enhanced. Individuals have positive emotions about the objects of their ownership and stimulate a sense of responsibility, which is important for the formation of employee creativity. Relevant studies have shown that employees with psychological ownership tend to see themselves as the masters of their work, and thus actively focus on the achievement of work

goals and the continuous improvement of work status. According to the job characteristics model, the study found that the core characteristics of work such as skill diversity, task identity, task importance, autonomy, and feedback can affect individual psychological ownership and further affect individual attitudes and behaviors. That is, psychological ownership theory can be used to explain the psychological processes by which job characteristics affect individual attitudes and behaviors in organizations. Conservation of Resource. The process of interaction has become a new theoretical perspective on coping with stress. The theory believes that resources are divided into four types. The first is objective resources, which can meet people's basic needs, such as food, water, etc.; the second is conditional resources, such as friends, lovers, power, etc.; the third is character resources, which help resist external disturbances such as stress, such as self-efficacy and self-esteem; the fourth is energy resources, including time, money, knowledge, etc. Having abundant resources can not only make individuals feel infinitely satisfied but also guide individuals to recognize themselves and identify their roles in society and organizations. Further improved the theory, arguing that resources can be divided into two categories, namely individual resources and relational resources. Individual resources refer to the resources possessed by the individual itself and are a positive evaluation of the individual's self, surrounding environment, and organizational atmosphere from the inside out, such as self-esteem, self-confidence, optimism, etc.

Methodology

Research Design

1. Build a theoretical model

Explain the theoretical basis of the research and establish a research model. Based on clarifying the research questions and literature research review, it is found that the overall and various dimensions of the professional mission sense of skilled talents have a significant positive impact on creativity, that is, the professional mission sense of skilled talents and their professional persistence, altruistic contribution, orientation, excellence, meaning, and value. The higher the level of the five dimensions, the higher the creativity.

2. Empirical analysis and hypothesis testing

Firstly, the research process and survey questionnaire of the empirical analysis are designed, the skilled talents who meet the theme of this research are selected as samples, and the appropriate measurement scale is selected to form the survey questionnaire according to the core concepts involved in the hypothesis. Among them, the professional mission questionnaire for skilled talents mainly involves professional persistence, altruistic contribution, orientation, excellence, meaning, and value scale; correlation analysis and regression analysis methods are used to test the reliability and validity of the theoretical research model. Secondly, empirical analysis and hypothesis testing are carried out respectively, and the test results are discussed.

3. Provide management inspiration and practical suggestions

Focusing on the research conclusions of this study, according to the analysis of psychological ownership theory and resource preservation theory, psychological ownership is selected as the intermediary, and human-organization matching is used as the regulating variable. Using multiple linear regression analysis and BOOTSTRAP methods, a moderated mediation model is constructed, revealing the "black box" of the influence mechanism of skilled talents' professional mission on creativity under the background of the new era in my country. It is proposed to establish correct entrepreneurial values, pay attention to the cognitive and emotional factors of entrepreneurs, and put forward practical suggestions from the individual and social levels of entrepreneurs.

Data collection

This study deeply explores the dimensional structure of the professional mission sense of skilled talents and its relationship to their creativity in the context of the new era in my country.

The following work was done when the questionnaire was distributed: First, to find the facilitators of the benchmark, and to find classmates who are engaged in transportation, manufacturing, electric power, construction, and other industries among the part-time MBA and part-time DBA alumni of Asia City University, and who are middle and senior managers. A total of 10 classmates were found. Each classmate distributed 30 questionnaires to the front-line skilled talents of his company. At the same time, 4 friends who are familiar with the medical apparatus industry and are senior executives of the company each distributed 30 questionnaires to the front-line skilled talents of their company. Secondly, they assisted the survey method mainly by using the questionnaire star (a professional online questionnaire distribution platform) to send the electronic version of the questionnaire to the respondents and collected the questionnaire data through online channels. Before distributing the questionnaire, they promised the respondents that the relevant data of the questionnaire was limited to this research.

Target population

This study conducted descriptive statistics on the data. 1. In terms of gender, men account for 57.63% and women account for 42.37%. There are slightly more men than women, but overall, the difference is not big.

2. In terms of age, the largest number of skilled talents surveyed are 26-35 years old, accounting for 70.00%. The proportions of the age groups under 25 and 36-45 years old are similar, and the number of people over 45 years old is the smallest.

3. In terms of working years, the number of people who have been on the job for 3-10 years is the largest, accounting for 57.63%, more than half.

4. In terms of the highest education, the largest number of people is undergraduate education, accounting for 64.74%, and the smallest number is junior high school and education.

5. In terms of technical level, in the sample, the number of skilled personnel with the technical level of intermediate workers is the largest, accounting for 40.79%, followed by senior workers, while the proportion of junior workers and technicians is similar, and the number of junior workers is the same. Technicians account for only 4.47%.

Sampling size

The questionnaire data will be treated confidentially and will not be leaked to third parties. A total of 420 questionnaires were distributed in this survey, 406 valid questionnaires were recovered, and 26 invalid questionnaires were excluded. The invalid questionnaires mainly involved the convergence of answers and inconsistencies before and after answering. Finally, 380 valid questionnaires were obtained, and the effective collection rate was 90.48%.

Questionnaire design and instrumentation

To ensure the accuracy of the questionnaire as much as possible, before using the English scale selected in this study, the "translation and back-translation" procedure was first carried out, which was completed by 2 doctoral students in human resource planning; the scale was adjusted appropriately according to the work characteristics of skilled talents; finally, the author compared and screened.

1. Independent variable: professional mission

This study refers to the three-dimensional scale developed by Zhang (2015) and integrates the research results of Liao et al. (2014). According to the occupational characteristics of skilled talents, this study adds the dimension of "professional persistence". At the same time, based on the traditional occupational mission measurement, combined with the occupational characteristics of skilled talents, the new dimension of "excellence" is introduced, and the five-dimensional model of the structure of the occupational mission of skilled talents is theoretically

deduced: guiding force, altruistic contribution, professional persistence, excellence, meaning and value. The specific analysis is as follows.

(1) In the context of the new era, skilled talents are the backbone force for the development of productive forces and the booster for the development of the national industrial manufacturing industry. They shoulder the mission of the times to cultivate new economic momentum and achieve high-quality economic development. It can be said that this is the responsibility entrusted to skilled talents in the new era (Liu, 2018). The sense of mission of skilled talents reflects the perception and recognition of skilled talents to the mission entrusted by the state and society and defines the sense of professional mission from the perspective of the responsibility of the country and society. Therefore, the "guiding force" should be the measurement dimension of the professional mission of skilled talents in the context of the new era, but more emphasis is placed on the driving force of a sense of responsibility.

(2) Under the influence of collectivist culture, the values of traditional Confucianism affect the formation of an individual's sense of professional mission (Huang, 2019). Dik (2009) believes that the sense of mission is a cross-cultural concept, and different cultural backgrounds will bring about different expressions of the sense of mission. For example, in the context of Western individualism, more emphasis is placed on the sense of the meaning of the sense of mission to the individual, while in the context of Eastern collectivist culture, more emphasis is placed on the contribution to the country and society, that is, the altruism of the sense of mission. Confucian culture, the idea of a home country and the world, has left a deep imprint in the minds of the Chinese people. Chinese traditional culture may also make the mission of the Chinese people feel the influence of the country and family in many ways. The education received since childhood is to go to the place where the motherland needs it most, serve the motherland, and work hard to realize the great rejuvenation of the Chinese nation. Such values deeply affect the people of the country. In the Chinese context, skilled talents have a sense of family and country with perseverance and silent dedication and place more emphasis on contributing to the country and society. They shoulder the mission, take responsibility, contribute to the country, contribute to the society, and have a sense of responsibility and overall situation. Therefore, "altruistic contribution" can be used to define the connotation of the professional mission of skilled talents in the new era.

(3) Skilled talents have certain skills and skills, and rich practical experience. This is based on the ability required by the job position of skilled talents. In the process of promoting high-quality development and upgrading industries, the requirements of the new era have driven them to base themselves on the requirements of the position, continuously improve and optimize the production process and operation process and put forward new ideas to solve practical problems. For their careers, they are more willing to make continuous efforts and devote themselves to the work they are engaged in. They strive to become indispensable talents for their positions, continuously improve their adaptability, adaptability, and creativity and place more emphasis on the practicality and operability of innovation. Therefore, it is more necessary to measure the sense of mission of skilled talents from the dimension of "professional persistence".

(4) For skilled talents in the new era, their work characteristics determine that their work content is mainly operational technical work. Solid technical skills are the basic literacy of skilled talents. Excellent technology and the spirit of innovation are the spiritual qualities that modern skilled talents should have (Lu, 2014). To make perfect products, skilled talents continue to hone and improve their skills, pursue their careers persistently, have a sense of responsibility, are full of awe, devote themselves to research, focus on practice, make products meticulously, and be diligently loyal to their careers, reflecting the spirit of craftsmen. The work characteristics of skilled talents fully reflect and emphasize the importance of technology. However, superb skills and extraordinary skills cannot be cultivated overnight, but require

long-term thinking, learning, tempering, and practice in work practice. Therefore, through practical analysis and theoretical deduction, "keep improving" can be used as a dimension to measure the professional mission of skilled talents.

(5) Meaning and value Work is an important part of human life, but everyone has a different understanding of the meaning of work (Bunderson, 2009; Gu, 2015). The concept of professional mission originated in the West. During the Renaissance, the West formed the cognition that "work is a way of connecting human beings with God". Subsequently, Marx Weber once proposed that "work is an act of self-realization", and Freud believed that "work is an act of self-denial". Because of their dedicated and excellent work, skilled talents often feel that they are shouldering a specific mission and are committed to work and strive to constantly find concepts that match their self-perception in their work, find meaning in life, and gain happiness. The professional mission is a work value orientation, which is a motivating force that can prompt individuals to pursue a specific career, as well as a strong driving force that points to a specific career field and hopes to obtain a sense of meaning, responsibility, and personal value from this specific career. Passion. Therefore, "meaning and value" can be used as a dimension to measure the professional mission of skilled talents.

Reliability Analysis

This study uses Cronbach's a coefficient to reflect the reliability of the scale. Usually, the value of Cronbach's a coefficient is between 0-1. If the value of Cronbach's a coefficient does not exceed 0.6, it is generally considered that the internal consensus reliability of the scale is insufficient, and the scale is not suitable for this time; if the value of Cronbach's a coefficient reaches 0.6-0.7, it means that the scale has a certain degree of reliability; if the value of Cronbach's a coefficient reaches 0.7-0.8, it means that the scale has good reliability; if the value of Cronbach's a coefficient exceeds 0.8, it means that the scale has very good reliability. The reliability analysis of this research scale is shown in Table 3-1. The Cronbach's a coefficient of the Skilled Talent Occupational Mission Scale is 0.914, indicating that the reliability of the scale is very good; among the five dimensions, the Cronbach's a coefficient of the meaning and value dimension is 0.828, the Cronbach's a coefficient of the guiding force dimension is 0.770, the Cronbach's a coefficient of the altruistic contribution dimension is 0.697, the Cronbach's a coefficient of the career persistence dimension is 0.704, the Cronbach's a coefficient of the excellence dimension is 0.648, and the Cronbach's a coefficient of each dimension is greater than 0.6, which indicates that the reliability of each dimension of the Skilled Talent Occupational Mission Scale is acceptable, and the scale can be adopted. In addition, the Cronbach's a coefficient for the single-dimensional scale of creativity used in this study is 0.828, and the Cronbach's a coefficient for the single-dimensional scale of psychological ownership is 0.835, indicating that the reliability of these two scales is very good; The Cronbach's a coefficient of the organization matching single-dimensional scale is 0.748, which indicates that the reliability of the scale is acceptable and the scale can be used.

Table3- 1 reliability test results

Scale	Dimension	Cronbach's a
Skilled talents' sense of professional mission (Total table a value is 0.914)	Guiding force	.770
	Altruistic contribution	.697
	Career persistence	.704
	Keep improving	.648
	Significance and value	.828
Creativity		.869
Psychological ownership		.835
Person-organization matching		.748

Correlation analysis of variables

In this study, exploratory factor analysis and confirmatory factor analysis were used to analyze the validity of the Skilled Talents Occupational Mission Scale and Creativity Scale.

1. Structure Validity Analysis of Variables

(1) Exploratory factor analysis of professional mission sense of skilled talents

When taking exploratory factor analysis, it is first necessary to judge whether the sample data is suitable for exploratory factor analysis through Bartlett's spherical test value and KMO value. The data analytics results in Table 3-2 show that the KMO value of the Skilled Talents Occupational Mission Scale is 0.934, which is greater than 0.7, indicating that it is suitable for exploratory factor analysis; in addition, the approximate chi-square value of Bartlett's spherical test is 2771.659, and the significance probability is 0.000, which also indicates that the sample data can be used for exploratory factor analysis.

Table3- 2 KMO and Bartlett Test of Occupational Purpose Scale

Quantity of KMO sampling suitability	.934
Bartlett sphericity test	Approximate chi-square 2771.659
	Degree of freedom 136
	Significance 0.000

Findings

Demographic Profile

Table4- 1 Descriptive statistical analysis results (N = 380)

Category	Options	Number of people	Percentage of
Gender	Male	219	57.63
	Female	161	42.37
Age	Under 25 years old	57	15.00
	26-35 years old	266	70.00
	36-45 years old	49	12.89
	Over 45 years old	8	2.11
Highest educational background	Junior high school and below	2	0.53
	High school or technical secondary school	23	6.05
	Junior college	70	18.42
	Undergraduate	246	64.74
	Graduate and above	39	10.26
Years of service	Less than 1 year	25	6.58
	1-3 years	93	24.47
	3-10 years	219	57.63
Technical grade	Over 10 years	43	11.32
	Junior Worker (Grade 5)	62	16.32
	Intermediate workers (level 4)	155	40.79
	Senior Worker (Grade III)	86	22.63
	Technician (Level II)	60	15.79
	Senior Technician (Level I)	17	4.47

Table4- 2 Correlation Analysis Results

Variable	Mean value	Standard deviation	1	2	3	4	5	6	7	8	9	10	11	12
1.G	1.42	.49	1											
2.A	2.02	.60	-.118*	1										
3.E	3.78	.73	0.45	-.020	1									
4.WS	2.74	.74	-.062	.612*	.035	1								
5.SL	2.51	1.08	-.156*	.336*	.234*	.422*	1							
6.WP	5.87	0.62	-.058	.136*	.066	.211*	.134*	1						
7.EC	5.69	0.81	-.017	.108*	.071	.225*	.187*	.763*	1					
8.GF	5.61	0.89	-.072	.122*	.085	.137*	.108*	.814*	.615*	1				
9.AC	6.01	0.71	-.072	.044	.088	.087	.031	.791*	.516*	.566*	1			
10.PP	6.06	0.68	-.027	.133*	.068	.256*	.129*	.795*	.580*	.473*	.473*	1		
11.SR	5.87	0.63	-.047	.120*	.000	.182*	.137*	.835*	.721*	.556*	.556*	.682*	1	
12.SV	5.83	0.83	-.028	.132*	.044	.209*	.136*	.894*	.697*	.708*	.609*	.626*	.656*	1

Note: N = 380, ** p < 0.01, * p < 0.05.

Table4- 3 Professional mission versus creativity regression analysis results

Variable model	Creativity			
	Model 1		Model 2	
	Standard beta	t	Standard beta	t
Control variables:	0.004	0.085	0.036	1.085
Gender	-0.058	-0.911	-0.061	-1.456
Age	0.037	0.705	-0.004	-1.110
Highest educational background	0.214	3.228**	0.072	1.625
Years of service	0.108	1.868	0.084	2.191*
Technical grade				
Independent variable:				
Sense of professional mission			0.748	22.095***
AdjR2	0.052		0.588	
F	5.155***		91.265***	

Note: *** p < 0.001; ** p < 0.01; * p < 0.05.

Table4- 4 Regression Analysis of Career Mission Orientation Dimension to Creativity

Variable model	Creativity			
	Model 1		Model 3	
	Standard beta	t	Standard beta	t
Control variables:	0.004	0.085	0.040	0.985
Gender	-0.058	-0.911	-0.091	-1.782
Age	0.037	0.705	-0.011	-0.267
Highest educational background	0.214	3.228**	0.162	3.063**
Years of service	0.108	1.868	0.094	2.029*
Technical grade				
Independent variable:				
Guiding force			0.597	14.774***
AdjR2	0.052		0.400	
F	5.155***		43.168***	

Note: *** p < 0.001; ** p < 0.01; * p < 0.05.

Table4- 5 Professional mission altruistic contribution dimension on creativity regression analysis results

Variable model	Creativity			
	Model 1		Model 4	
	Standard beta	t	Standard beta	t
Control variables:	0.004	0.085	0.044	1.000
Gender	-0.058	-0.911	-0.052	-0.946
Age	0.037	0.705	-0.013	-0.289
Highest educational background	0.214	3.228**	0.160	2.815**
Years of service	0.108	1.868	0.131	2.632**
Technical grade				
Independent variable:				
Altruistic contribution			0.504	11.623***
AdjR2	0.052		0.302	
F	5.155***		28.354***	

Note: *** p < 0.001; ** p < 0.01; * p < 0.05.

Table4- 6 Professional sense of mission Professional persistence dimension Regression analysis results of creativity

Variable model	Creativity			
	Model 1		Model 5	
	Standard beta	t	Standard beta	t
Control variables:				
Gender	0.004	0.085	0.013	0.307
Age group	-0.058	-0.911	-0.038	-0.705
Highest educational	0.037	0.705	0.005	0.122
Years of service	0.214	3.228**	0.063	1.120
Technical grade	0.108	1.868	0.102	2.109*
Independent				
Career persistence			0.555	12.841***
AdjR2	0.052		0.341	
F	5.155***		33.659***	

Note: *** p < 0.001; ** p < 0.01; * p < 0.05.

Table4- 7 Professional Mission Excellence Dimension Regression Analysis Results of Creativity

Variable model	Creativity			
	Model 1		Model 6	
	Standar	t	Standard	t
Control variables:				
Gender	0.004	0.085	0.022	0.614
Age group	-0.058	-0.911	-0.058	-1.281
Highest educational	0.037	0.705	0.052	1.419
Years of service	0.214	3.228**	0.109	2.317*
Technical grade	0.108	1.868	0.056	1.364
Independent				
Keep improving			0.701	19.529***
AdjR2	0.052		0.530	
F	5.155***		72.227***	

Note: *** p < 0.001; ** p < 0.01; * p < 0.05.

Table4- 8 Professional mission meaning and value dimension on creativity regression analysis results

Variable model	Creativity			
	Model 1		Model 7	
	Standard beta	t	Standard beta	t
Control variables:				
Gender	0.004	0.085	0.011	0.288
Age group	-0.058	-0.911	-0.059	-1.260
Highest educational	0.037	0.705	0.019	0.492
Years of service	0.214	3.228**	0.088	1.801
Technical grade	0.108	1.868	0.075	1.761
Independent variable:				
Significance and value			0.676	18.024***
AdjR2	0.052		0.492	
F	5.155***		62.162***	

Note: *** p < 0.001; ** p < 0.01; * p < 0.05.

Reliability and Validity

Reliability analysis of the scale

Based on the selection of control variables in the relevant literature such as occupational mission and creativity of existing skilled talents, as well as the conclusions of the previous chapter, this study selects five variables related to individual work characteristics as control variables, namely gender, age, education, working years and technical level.

Table3- 3 Gender Difference Test of Professional Mission and Creativity of Skilled Talents

Variable	Male (N=219)	Female (N=161)	T	P
Creativity (EC)	5.697 ± 0.816	5.669 ± 0.812	0.336	0.737
Career Mission (WP)	5.904 ± 0.607	5.831 ± 0.643	1.129	0.260
WP1: Guiding Force	5.664 ± 0.87	5.534 ± 0.917	1.401	0.162
WP2: Keep improving	5.893 ± 0.617	5.832 ± 0.657	0.918	0.359
WP3: Altruistic Contribution	6.056 ± 0.685	5.952 ± 0.749	1.405	0.161
WP4: Significance and Value	5.849 ± 0.848	5.803 ± 0.81	0.538	0.591
WP5: Career persistence	6.079 ± 0.658	6.041 ± 0.718	0.532	0.595

Note: *** p < 0.001; ** p < 0.01; * p < 0.05.

Table3- 4 Age group ANOVA test on various factors

Age group	WP1: Guiding force		WP2: Altruistic contribution		WP3: Career persistence		WP4: Keep improving		WP5: Significance and value		WP: Sense of professional mission		EC: Creativity	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
	Under 25 years old	5.22	5.68	6.06	5.71	6.14	5.61	5.61	5.91	5.47	5.89	5.56	5.93	5.31
26-35 years old	5.68	5.69	6.00	6.14	6.10	5.91	5.91	5.91	5.89	5.88	5.93	5.91	5.76	5.74
36-45 years old	5.69	5.54	5.79	6.10	6.00	5.91	5.91	5.91	5.88	5.97	5.91	5.85	5.74	5.44
Over 45 years old	5.54	5.61	6.01	6.00	6.06	5.91	5.91	5.87	5.97	5.83	5.85	5.87	5.44	5.69

F	4.38**	2.23	6.46***	3.77*	4.22**	5.82**	5.27**	
LSD	1<2/3/4		1<2/3/4		1<2/3/4		1<2/3/4	

Note: *** p < 0.001; ** p < 0.01; * p < 0.05.

Validity analysis of the scale

In this study, the working years of skilled personnel are used as independent variables, and the overall sense of occupational mission, each dimension of occupational mission and creativity are used as dependent variables. The ANOVA test is carried out on the score difference on the working years. The specific test results are shown in Table 3-12.

Table3- 5 years of service ANOVA test on various factors

Years of service	WP1: Guiding force		WP2: Altruistic contribution		WP3: Career persistence		WP4: Keep improving		WP5: Significance and value		WP: Sense of professional mission		EC: Creativity	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
	Less than 1 year	5.13	1.07	5.87	1.05	5.47	1.07	5.50	1.02	5.17	1.33	5.42	0.96	4.97
1-3 years	5.56	0.97	5.94	0.67	5.93	0.70	5.80	0.63	5.76	0.78	5.80	0.63	5.64	0.72
3-10 years	5.66	0.85	6.04	0.69	6.16	0.59	5.90	0.56	5.89	0.78	5.93	0.56	5.73	0.77
Over 10 years old	5.74	0.74	6.10	0.70	6.22	0.57	6.05	0.65	6.06	0.67	6.04	0.55	5.95	0.72
F	3.09*		0.98		10.46***		4.67**		7.22***		6.76***		8.83***	
LSD	1<2/3/4		1<2/3/4		1<2/3/4		1<2/3/4		1<2/3/4		1<2/3/4		1<2/3/4	

Note: *** p < 0.001; ** p < 0.01; * p < 0.05.

It can be seen from the results of Table 3-12 that there are significant differences in the guiding force dimension (Sig. < 0.05), career persistence dimension (Sig. < 0.001), and the meaning and value dimension (Sig. < 0.01) of excellence dimension (Sig. < 0.01) in different working years. < 0.001). In addition, there are significant differences in the overall occupational mission and creativity of skilled talents among different age groups at the level of 0.001. Compared with other groups, skilled talents with a working experience of less than 1 year showed lower levels in terms of the orientation of professional mission, professional persistence, excellence, meaning and value, overall professional mission and creativity. Specifically, the average score of the orientation dimension was 5.13; the average score of the professional persistence dimension was 5.47; the average score of the excellence dimension was 5.50; the average score of the meaning and value dimension was 5.17; the average score of the overall professional mission was 5.42; the average score of creativity was 4.97, which was quite different from the average score of the other three groups.

5. Technical level difference test of professional mission and creativity of skilled talents

According to the technical level, this study divides skilled talents into five categories, that is, the fifth level is junior workers, the fourth level is intermediate workers, the third level is senior workers, the second level is technicians, and the first level is senior technicians. Taking the technical level of skilled talents as an independent variable, and taking the overall sense of occupational mission, various dimensions of occupational mission (guiding force, excellence, altruistic contribution, meaning and value, and professional persistence), and creativity as dependent variables, it was explored whether their different technical levels had differential effects on each factor. The results of the ANOVA test are shown in Table 3-13.

Table3- 6 technical grade ANOVA test on each factor

Technical grade	WP1: Guiding force		WP2: Altruistic contribution		WP3: Career persistence		WP4: Keep improving		WP5: Significance and value		WP: Sense of professional mission		EC : Creativity	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Junior worker	5.32	1.09	5.99	0.85	5.84	0.88	5.73	0.80	5.56	1.10	5.69	0.78	5.33	1.04
Intermediate worker	5.67	0.81	5.99	0.67	6.05	0.69	5.84	0.61	5.84	0.77	5.87	0.60	5.69	0.76
Senior worker	5.56	0.93	6.01	0.74	6.14	0.53	5.88	0.58	5.84	0.82	5.88	0.57	5.75	0.73
Technician	5.82	0.77	6.11	0.70	6.24	0.57	6.04	0.54	6.09	0.70	6.06	0.56	5.92	0.72
Senior technician	5.61	0.77	5.94	0.56	5.94	0.65	5.96	0.62	5.79	0.52	5.85	0.53	5.79	0.63
F	2.73*		0.37		3.17*		2.08		3.10*		2.84*		4.71**	
LSD	1<2/3/4				1<2/3/4		1<2/3/4		1<2/3/4		1<2/3/4		1<2/3/4	

Note: *** p < 0.001; ** p < 0.01; * p < 0.05.

According to the data results in Table 3-13, different working years have significant differences in the guiding force dimension (Sig. < 0.05) of the professional mission sense of skilled talents (Sig. < 0.05) and the meaning and value dimension (Sig. < 0.05) of the overall professional mission sense (Sig. < 0.05) There are significant differences in creativity (Sig. < 0.01). However, the difference in working years does not make a significant difference in the altruistic contribution and excellence of the professional mission sense of skilled talents.

Conclusion

1. Skilled talents have significant differences in their age, education, working years, and job categories

Through combing and summarizing the literature, this study finds that factors such as gender, age, education, working years, and job category will affect the level of professional mission displayed by skilled talents to a certain extent. Therefore, based on studying the content structure of skilled talents' professional mission sense, this study further explores whether skilled talents' professional mission sense will show significant differences among groups with different characteristics through independent sample T-test and ANOVA analysis of variance. The results show that there are significant differences in the professional mission sense of skilled talents in terms of age, education, working years, and job categories, but there is no significant difference in gender. Specifically: ① There are significant differences between different age groups in the guiding force dimension, occupational persistence dimension, excellence dimension, meaning and value dimension, overall occupational mission sense of skilled talents, and the above indicators of skilled talents under the age of 25. The average score is lower than that of other groups. ② Different academic qualifications will only have a significant difference in the occupational persistence dimension of the occupational mission sense of skilled talents. The performance of skilled talents with the highest education in high school or secondary school is significantly worse than that of other groups. ③ There are significant differences in the guiding force dimension, occupational persistence dimension, excellence dimension, meaning and value dimension, and overall occupational mission sense of skilled talents with different working years. All showed a lower level.

④ There are significant differences between different job categories in the occupational persistence dimension, orientation dimension, meaning and value dimension, and overall occupational mission sense of skilled talents. Among them, primary skilled talents show a lower level than other groups in the average scores of the above indicators.

2. Under the background of the new era in my country, the professional mission sense of skilled talents and its various dimensions (orientation, altruistic contribution, professional

persistence, excellence, meaning, and value) have a significant positive impact on their creativity

At present, there are few domestic studies on the impact of skilled talents in the new era on their creativity, and the influence mechanism of each dimension on creativity is not clear. In addition, most of the existing studies focus on teachers, civil servants, enterprise employees, etc., but few scholars have paid attention to the group of skilled talents. Therefore, it is an important research issue in this paper to find out the professional mission of skilled talents and the direct impact of each dimension on their creativity. This paper uses the New Era Skilled Talents Occupational Mission Measurement Scale developed in Chapter 4 to collect questionnaires for enterprise skilled talents through the professional data collection platform (Credam) and recycles a total of 380 valid questionnaires. Through hierarchical regression analysis, it explores the new era. The occupational mission of skilled talents and the influence mechanism of each dimension on creativity, the empirical research results show that occupational mission has a significant positive impact on the creativity of skilled talents; the "guiding force" dimension, "altruistic contribution" dimension of the occupational mission have significant positive effects on the creativity of skilled talents Impact.

3. Under the background of the new era in my country, the professional mission of skilled talents indirectly affects their creativity by promoting their psychological ownership

Through a systematic review of the literature, it is found that the process and mechanism of the impact of professional missions on the creativity of skilled talents are still ambiguous. According to the psychological ownership theory, professional mission can endow work with a high sense of value and meaning and can correspondingly promote individual employees' understanding of the value and meaning of work, so that employees have stronger psychological ownership of their work. Based on the psychological ownership theory, this study introduces psychological ownership as a mediating variable to explore and demonstrate the indirect mechanism of professional mission affecting the creativity of skilled talents. Through regression analysis, this paper verifies the partial mediating role of psychological ownership between professional mission and creativity of skilled talents.

4. Human-organization matching plays a moderating role between the professional mission and creativity of skilled talents in the new era, and its moderating effect is realized through the mediating role of psychological ownership.

With the deepening of research, scholars have found that there are certain differences in the degree of influence of skilled talents' professional mission on their creative success. Human-organization matching reflects the cognitive overlap between individuals and organizations, and few previous studies have focused on the relationship between professional mission and human-organization matching. To further clarify the contextual factors that affect the degree of their relationship, this paper introduces "human-organization matching" to explore its moderating effect on skilled talents' professional mission and creativity. Through regression analysis, the results show that: human-organization matching positively regulates the positive impact of skilled talents' professional mission sense on their creativity, that is, the higher the degree of human-organization matching, the stronger the positive impact of skilled talents' professional mission sense on their creativity. Further, using hierarchical regression analysis and BOORSTRAP methods, the moderated mediating effect was tested, and the results showed that human-organization matching also positively regulates the mediating effect of psychological ownership, that is, the higher the human-organization matching, the psychological ownership The stronger the mediating effect, and vice versa.

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