

Study on the Social Inclusion of Postgraduate-level Talents in Grass-roots Unit

A Case Study of D County of Guizhou Province

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Abstract—This paper takes the postgraduate-level talents introduced to D County in Guizhou Province as an example and describes the integration conditions of such group of talents in grass-roots unit and analyzes the factors of their social inclusion from the perspectives including integration on social level, integration on economic level, integration on psychological level and the integration on identity level. It is found from the analysis that unclear role, closed role adjustment channel and social policies are the main factors impacting the integration of postgraduate-level talents in grass-root society. To realize better social inclusion in grass root, the postgraduate-level talents need to enhance their role definition and the government and related departments also need to provide guidance through more reasonable policies so as to provide strong support for the social inclusion of postgraduate-level talents introduced in grass root.

Keywords—postgraduate-level talent; role; social inclusion

I. INTRODUCTION

In current China, the employment difficulty has become a social problem drawing high attention and the employment difficulty of postgraduate is also becoming more and more serious. The General Secretary, Xi Jinping pointed out in the 19th, National Congress of the Communist Party of China that, “encourage and lead the talents to go to outlying poverty-stricken areas”.¹ With the progress of urbanization, we need more and more talents to give advice and suggestions for urbanization. Therefore, the state strategy of guiding large quantity of talents to go to grass root is still not changed and the fact of shortage in talents in grass root is also not changed. Under such background, many local places issue the serial policies to solve the problem of shortage of local talents. Therefore, part of the postgraduates enters basic level in towns and villages which builds the platform among postgraduate employment, balance of demands on two sides, talent construction and township services and can yet be regarded as a good measure favorable for the development of all sides. Recently, General Office of the CPC Central

Committee and General Office of the State Council have issued the Opinion on Further Guiding and Encouraging College Graduates to Work in Grass Root and it is pointed out in the Opinion that “speed up the construction of the long-term mechanism to guide and encourage the college graduates to work in grass root and guarantee them to be capable of ‘working in grass root, staying in grass root, doing good jobs in grass root and flowing to other places’”.² Then, we take the postgraduate group introduced in 2012 in D County, Guizhou Province as object to study whether the talents can be capable of “working in grass root, staying in grass root, doing good jobs in grass root and flowing to other places” as postgraduates,

In 2012, to realize the strategy of “strengthening the county through talents”, D County enhanced the reserve and construction of talent teams in towns and villages, optimized the cadre team structure and introduced 57 postgraduates through the strategy of direct introduction of postgraduate-level talents where 16 postgraduates have entered towns and villages to take offices and 41 postgraduate-level talents are working in towns and villages.³ Now five years have passed. As a continuous and interactive integration process, how are their social inclusion conditions in grass root? As a social action, the social inclusion is a dynamic action process, the continuous interaction process of main body with surrounding and is relevant with others’ behaviors. Then, we attempt to discuss and analyze the various factors impacting the social inclusion of postgraduate-level talents in grass root through analysis on the current situations of such postgraduate group and go in-depth analysis on whether the strategy of introduction of talents is reasonable. We also

² Data source: Notice on the issuance of Opinion on Further Guiding and Encouraging College Graduates to Work in Grass Root of General Office of the CPC Central Committee and General Office of the State Council (Z.B.F. [2016] No. 79), please refer to: http://www.gov.cn/zhengce/2017-01/24/content_5163022.htm

³ It can be known from the general regulations for recruitment issued by Human Resources and Social Security Bureau of D County that: introducing postgraduate-level talents to work in towns and villages means the personnel introduced to work in township public institutions and civil servant posts; introducing postgraduate-level talents to take office in township means to take the post as assistant of Town Mayor or the deputy in township party leading group.

¹ Report of General Secretary Xi Jinping on the 19th National Congress of the Communist Party of China Representing 18th Central Committee, China Network, October 18, 2017. http://www.china.com.cn/cppcc/2017-10/18/content_41752399.htm

attempt to provide deeper thinking for the option for guiding employment of postgraduates in the future and for the government to formulate policies.

II. LITERATURE REVIEW

In foreign countries, some scholars think that social inclusion is proposed as the counterpart of “social exclusion”. But as the core concept for interpretation of social conflicts and social harmony, social inclusion is an independent concept. Some other scholars think that the concept of social inclusion is originated from “Durkheim” and think that he inferred the concept of social inclusion when studying the changes of social solidarity mechanism (Li Peilin, Tian Feng, 2012: 3). The definition of social inclusion on Copenhagen Summit Conference on Social Development of the United Nations in 1995 possesses more comprehensiveness. It deems “social inclusion” as one of the three major social development fields and defines the objective of social inclusion as creation of “a sharing society for everybody” where everybody can play an active role and also will bear corresponding rights and responsibilities (Xu Limin, 2014: 86). Friedkin thinks that the definition of social inclusion of early social psychology focuses much more on the attitude and behavior of individual. With the deepening of research, more and more researchers start to pay attention to the group social inclusion (Li Peilin, Tian Feng, 2012:3). For example, the foreign countries mainly pay attention to the social integration of immigrants while Chinese mainland mainly pays attention to the social inclusion of immigrants, migrant population, peasant-workers, national minority people, village officials and other similar groups. The social integration of postgraduate-level talents is such group social inclusion. Although the postgraduate-level talents do not belong to the distinct “vulnerable group” in those groups mentioned above, they still possess relative “weakness” with respect to their inclusion environment. From the perspective of administrative system of China, the level where they currently are is absolute “weakness”. Portes and Zou think that there are many different ways for new immigrants to adapt to new social environment: which may possibly be inclusion in mainstream society or middle class circle according to the traditional linear inclusion mode or forced inclusion in lower class (Li Peilin, Tian Feng, 2012:3). Sure, the immigrants entering lower class may also flow to upper society through other paths. Similarly, the introduction of postgraduate-level talents into grass root is to integrate in “lower class”; but they can also flow to upper society through promotion, examination and other paths.

Social inclusion is a continuous process. This inclusion process is mainly reflected though the role integrated. It includes role play and role identity. Maxwell thinks that the social inclusion includes establishment of sharing value system and shortening of wealth and income gap which generally can enable the people to feel like they are integrated into a community (Li Peilin, Tian Feng, 2012:3). While the role is the important index during inclusion process, whether a role is played successfully reflects the conditions of social inclusion. In the 1920s, Chicago School of American sociologist started to study the social structure

with the concept of “role”. In 1934, George Meader, a sociologist gave a definition on the social role in Mind, Self and Society and thought that it is a kind of standard and is also the behavior pattern that must be complied with by individuals. It includes power, obligations and the expectations of others. In 1936, R Linton, the American anthropologist connected role with social status and thought that social role is a kind of role expectation. When the role expectation is separated with role standard, the role conflict will be generated. Current situations of postgraduate-level talents in grass root: they do the jobs like common workers under the honor of introduced talent and obtain lower social identity. Well, whether there is distance between their role expectations and the reality and whether they obtain role identity.

In Chinese mainland, most of scholars conduct studies from the social and economic inclusion, political inclusion, cultural inclusion and inclusion of migrant population in subject society. Yang Juhua thinks that there are the hierarchical relationship, precedence order and causal relationship among economic Integration, cultural acceptance, behavior adaptation and identity (Yang Juhua, 2009: 17-29). Guo Xinghua, et al thinks that there are four kinds of theoretical perspectives about urban adaptability including social exclusion theory, social capital theory, social distance theory and social identity theory. Its research subject is also peasant-worker. And at the same time, they think that the process for peasant-worker to adapt to urban society is also the process from cultural conflict to cultural adaptation (Guo Xinghua, 2011). Li Peilin also studies the social inclusion of Chinese peasant-workers from the economic level, social level, psychological level and identity level. Xu Limin thinks that the social inclusion is a multidimensional and multifaceted concept which includes the inclusion on aspects including economics, politics, society, system, culture, mentality and other levels (Xu Limin, 2014: 86). Yang Juhua thinks that the policy-oriented and public opinion oriented support and more fair social policy improve the situations of migrant population to a certain extent. Yang also thinks that the inclusion not only requires the subjective wishes and efforts of migrant population but also needs the respect and identification of local people (Yang Juhua, 2015: 62). Li Han also promotes the social inclusion of peasant-workers through improvement of the guarantee of social policies (Li Han, 2016: 151).

It is not hard to see from above researches that different scholars have obtained rich achievements on the study on social inclusion of different groups. However, their achievements mainly focus on immigrants, peasant-workers and other migrant population. The flow direction of such groups main is from rural area to urban area. They do not possess high cultural capital and corresponding special policy guarantee compared with postgraduate group. Therefore, there is the essential difference between the inclusion of postgraduate-level talents in grass root and their inclusion. However, we can still refer to their research achievements to analyze and study the social inclusion of postgraduate-level talents in grass root from the economic level, social level, psychological level and identity level.

III. CURRENT SITUATION OF SOCIAL INCLUSION OF POSTGRADUATES

A. Basic Situations of D County in Talents Introduction

In 2012, D county, Guizhou planned to introduce 92 postgraduate-level talents, including 32 taking office in villages and towns and 60 working in villages and towns. According to related personnel, there are only 57 of them registered, including 16 taking office in villages and towns and 41 working in villages and towns. By the end of 2017, these postgraduates had served in D county for five years. The author conducted a survey on them and found their position change as shown in the following table:

TABLE I. POSITION CHANGE OF POSTGRADUATES INTRODUCED (2012-THE END OF 2017)

Position Change Job Category	The Number of Separating Employees (%)	The Number of Retaining Employees (%)	The Number of Promoted Employees (%)	The Number of Motivated Employees (%)	Total (%)
Position	11 (68.8%)	1 (6.3%)	2 (12.5%)	2 (12.5%)	16 (100.0%)
Job	21 (51.2%)	11 (26.8%)	5 (12.2%)	4 (9.8%)	41 (100.0%)
Total	32 (56.1%)	12 (21.1%)	7 (12.3%)	6 (10.5%)	57 (100.0%)

According to the above "Table I", we can see that 32 of postgraduates introduced in 2012 left office by the end of 2017, accounting for 56.1% of the total number of the postgraduates introduced; 12 of them were still in the original position, accounting for 21.1%; 7 of them were promoted, accounting for 12.3%; 6 of them got lateral move, accounting for 10.5%. Among those who left the office, 11 of postgraduates taking office in towns and villages left, accounting for 68.8%; 21 of postgraduates working in villages and towns left, accounting for 51.2%.

B. Current Situation of Social Inclusion of Postgraduates

In view of the serious talents loss in D county, we conducted an interview survey on those who stayed and left, trying to describe the objective situation of the social inclusion of postgraduates in grassroots society from the perspectives of social level, economic level, psychological level and identity level.

1) Inclusion at social level — social role fails to meet expectations:

a) *Their role failed to meet their expectations:* According to Ralph Linton, a man takes a status and plays a role. Therefore, everyone has a role expectation, especially those who just have a new identity, they must constantly understand and learn how to play such a social role (David

Popenoe, 2007:110). Then, as newly introduced postgraduates, they must learn how to play this role. "Social role" refers to a set of norms and behaviors defined by their rights and obligations consistent with people's certain social status and identity, and it is people's behavior expectation on those with special status, which constitutes the foundation of social groups or organizations (Zheng Hangsheng, 2013:155). In this sense, these introduced postgraduates' cognition of their social role not only includes their social status, but also their norms and behaviors of rights and obligations endowed by their role. Both those who remain and those who leave believe that most of the postgraduates are ambitious and expect to contribute to the development and construction of D county, but the various environments at the grassroots level determine their final behaviors. They are very satisfied with the halo of "introduced postgraduates", and such a role they are given also forms an invisible distance between them and others, so that others or they themselves have a high positioning of their role. They hope that they can make contributions to the development of the township, or have more right of speech, just as they are expected. In fact, when they are assigned to towns and villages, they do the same work as ordinary employees, and all their rights and duties are to do trivial work day after day. They position themselves as people who can do "the work that really makes a difference," which falls short of expectations. In this regard, we have interviewed D who had been in office for five years.

It was at the end of 2012 that I first met D who came County D for registration. On the day of registration, he was travel-stained but it did not affect his enthusiasm on his new post. He spoke with fervor and assurance, full of passion and hope. Afterwards, I met him several times, and what impressed me most was that every time he would passionately say: "I'm going to work here for 30 years". It's like a vow, and also an encouragement to him. He is cautious and solid and attends to everything personally. In December 2014, he had a chance to leave the small town and go to college as a teacher, but he refused with the reason "the work of hardening the country roads has not been completed". He is really a down-to-earth person. Although he knew he had little change to get promotion, he still chose to remain in office, and hoped to do his work well. At the end of 2017, I met him again when he was looking around again for a suitable job.

Interviewer: "Didn't you say you were going to work here for thirty years? Why do you want to leave?"

Interviewee D: "In these five years, I have lost all my hope. Everyone has either left or been promoted. I'm too bored to be here alone. Now I want to take part in the civil servant exam and get a job in the city. If I don't leave now, I will be over the age limit."

b) *Professional status failed to meet expectations:* Role is the external manifestation of social status and social status is the internal basis of role. For introduced postgraduates, they care more about professional status. They hope their professional status to be more consistent with their identity, regardless of their role. Most of them

think that after one year's probationary period, if they perform well, they shall be promoted and rated as a leader of deputy chief level, but no one had met such expectation of professional status after one year's probationary period. By the end of 2017, only 5 people had been promoted to the rank of deputy chief, only accounting for 12.2%.

Interviewer: "what are the plans of postgraduates without promotion after five years?"

Interviewee D: "They have limited quota of promotion, and those who stay mostly want to leave, but there are restrictions." He showed me the chatting history of QQ group of the introduced postgraduates, and a postgraduate wanted to go to the job fair on weekends but was not approved by the leader. All the postgraduates who remained in office told him not to directly express the will of attending a job fair, so as not to affect the interests of left-behind ones.

It is not hard to see that, after five years, most of the left-behind postgraduates are dissatisfied with their current situation, and their original role expectations also vanish like soap bubbles. They privately were looking for a better job when maintaining the current one, and re-planned their careers. However, the road was not smooth, and even attending a job fair on weekends was not allowed by the leaders.

2) *Inclusion at economic level — Economic treatment fails to meet expectations:* Inclusion at economic level mainly emphasizes wages paid to the postgraduates, which also reflects the postgraduates' expectations on their rewards in their posts. First, we compare the wages for postgraduates in 2012 and in 2017.

TABLE II. WAGES FOR POSTGRADUATES IN 2012 AND IN 2017 (UNIT: YUAN/MONTH)

Year	Job category	N	Mean Value	Standard Deviation	Min. Value	Max. Value
2012	Take office	6	5000	0	5000	5000
	Work	23	4000	0	4000	4000
	Total	29	4206.8966	412.25082	4000	5000
2017	Take office	5	4624.8333	489.9267	4227	5227
	Work	20	5119.9565	281.76578	4227	5205
	Total	25	5017.5172	383.28119	4227	5227

From the comparative statistical table of wage income between 2012 and 2017(as shown in "Table II"), we can see that in 2012, the average salary income of postgraduates taking offices in towns and villages was 5,000 yuan, and that of those working in villages and towns was 4,000 yuan; in 2017, the average salary income of the same group of postgraduates taking offices in towns and villages was 4624.83 yuan, and that of those working in villages and towns was 5119.96 yuan. The wages did not change significantly with time, and wages for those taking office

among the same group of postgraduates decline instead of increasing. According to the recruitment brochure, once these introduced postgraduates are transferred from villages and towns, they will not granted living allowances, which is also the main reason for wage decline. "Wage for them is equivalent to that for the subprefect in county D," a person in the organization department of County D said. That is to say, the economic treatment county D gives them is high enough. For these postgraduates themselves, they often live beyond their means, let alone buy a house. For the postgraduates, it is not only the economic threshold, the internal expectation value of cultural inclusion reflected by economics shall be met. (Xu Minlin, et. al., 2009: 13) In fact, they would prefer the local government, as they promised, to grant the housing subsidy of 50,000 yuan as soon as possible. However, this policy becomes a temptation for them, unless they finish their 5-year term of office. Living allowances granted to postgraduates working in villages and towns also make ordinary personnel there feel "envious and jealous" and also result in reverse discrimination against them. Reverse discrimination means that when immigrant work force gets the monetary wages as local workforce, reverse discrimination is formed against local workforce. (Chen Chengwen, Sun Jiayue, 2012:70) Such reverse discrimination makes local personnel exclude these postgraduates, which also influences postgraduates' social inclusion at psychological level.

3) *Inclusion at psychological level — Outsider's sense of belonging:* Inclusion at psychological level means whether these introduced postgraduates have a sense of belonging at the psychological level, whether they really think they have fully integrated into the township environment. Like cultural fusion, it is also an advanced stage of social inclusion, that is, only if the floating population has a strong sense of identity and belonging to the local people can they truly achieve social inclusion (Yang Juhua, 2015: 64-65). In these five years, from 2012 to 2017, whether their psychological inclusion actually achieved the sense of belonging they recognized. An postgraduate from another province gave an in-depth interview to the author and said that sense of belonging never exists in "outsiders (people from other provinces)". Although they have acquired part of the dialect, and realized barrier-free communication with local residents from the initial inability to understand the local people, this doesn't mean they're really integrated into local society. As long as there are true interests involved, such as year-end assessment and promotions, conflict will emerge. Therefore, few postgraduates working in villages and towns get promoted, and among those promoted, it is easier for those with provincial household registration to be promoted than those with household registration of other provinces. If you say that getting a position and the corresponding social status is only the social inclusion in form, then inclusion psychologically is social inclusion in a real sense. From this point of view, the retained postgraduates, especially those introduced from other provinces, are still in a situation of

outsider's inclusion and do not really get the sense of belonging.

4) *Inclusion at identity level — Self-identity and identification from others*: The most critical and last link in the process of social inclusion is identify of these introduced postgraduates. Western migration studies found that it is extremely difficult for the first generation among transnational or transracial immigrants to give up their original nationality and race identity and recognize themselves as a member of the new country or nation. Some immigrants even fail to realize their identity in their immigrant areas in the whole life (Li Peilin, Tian Feng, 2012:13-14). Although these postgraduates in grass roots do not have to give up their original residence registration in the process of inclusion, in their opinion, they are still "introduced postgraduates" from the identity level. After five years, for these remained postgraduates, "introduced postgraduates" is no longer a halo as before, but more like a joke, and they hope to get away from the villages and towns through other channels. Through research, Yang Juhua et al. found that local citizens' inclusion and acceptance rather than rejection and discrimination can significantly improve the level of inclusion (Yang Juhua, 2015:70). In the location where the postgraduate work, when local residents talk about the "postgraduates talents" who stay on, they also think that towns and villages are not the platform for their development, and they will either be transferred or attend civil service examination for a new post. That is to say, the five-year term of office does not bring these postgraduates more self-identity and identification from others.

IV. PROBLEM OF SOCIAL INCLUSION OF POSTGRADUATE-LEVEL TALENTS

From the analysis of inclusion situation and inclusion process of postgraduate-level talents at the grassroots level, we are trying to find out the factors that influence the inclusion of postgraduates in grass-roots society. And it is mainly manifested in the following aspects:

A. Unclear Role

Unclear roles mean that the public and role-player are unclear to the standards of behavior of a certain role, don't know what this role should do, what this role should not do and how to do it (Zheng Hangsheng, 2013:161). This kind of unclear role leads to blindness in introducing postgraduates' cognition of township jobs. Therefore, when the role expectation does not match with the role performance, the postgraduates will resign the job. If individuals or groups interact with other individuals or groups, once social interaction fails and results in suspension or termination, then its social action is problematic, and its social inclusion process is a failure (Chen Chengwen, Sun Jiayue, 2012:70). Especially when the people around placed too high expectations to "graduate talent", they are unable to follow, like only ordinary staff who are busy with trivial work. And the right of speech they expect is just in form. All these show that postgraduates do not have enough

knowledge about them and do not clearly define the roles given. Furthermore, there is no clear understanding of the rights and obligations undertaken by them, resulting in the interruption of roles. Role interruption is the failure of role and social inclusion.

B. Closed Role Adjustment Channel

Role adjustment is to take the initiative to adjust when the phenomenon of role imbalance occurs, so as to promote the reconstruction of role. We have known that Bijie City Government, as a superior department, has also organized special investigators to have an informal discussion with the postgraduates introduced to villages and towns, in order to understand their difficulties in life or work. However, no matter what level of discussion, it cannot solve their problems practically. For example, the living allowances for postgraduates working in villages and towns are often deferred for up to six months. In 2012, the salaries of postgraduates without subsidies were only 2,000 Yuan a month, and most of them could only make ends meet. However, under this circumstance of D county's financial difficulties, this dilemma is unable to be solved. And keeping a foothold in economic life is the key factor of its inclusion (Liu Yi, 2011:104). The introduced talents have to face the "economic crisis", so that some people have the idea of leaving. However, with more and more people who have left office, it has strengthened the "promise" of the relevant departments of D county to these postgraduates. For example, without the approval of higher authorities, no other positions should be applied. Of course, there are people, who have applied for other positions without consent, have to resign their work there. These provisions of D county organization and personnel department have no real way for the introduced graduate talents to adjust their roles at the grassroots level. Instead, it was blocked in a more closed way. This form of block aggravates the struggle of remaining staff. And this struggle also affected their psychological inclusion and identity inclusion.

C. Influence of Social Policies

Policy and institutional factors play a very important role in social inclusion. The first one who defines social policy as a policy tool is Marx Weill (Maxwell, 1996). He insists that, social inclusion and building shared values, in general, make people feel like they are integrated into a community. In terms of China's current national civil service policy, their recruitment has broken the principle of "every civil servant must be taken examination" through direct introduction, resulting in inequality. This kind of unequal ideological understanding has result that the introduced postgraduates are excluded in the inclusion at the grassroots. Especially in its recruitment brochures, it also clearly states that the introduction of postgraduates in villages and towns enjoys subsistence allowance. This subsidy is a naked preferential policy. When there are certain differences in cognition, thinking mode and work mode between foreign talents and native talents, the management mechanism and concept of foreign talents are difficult to be recognized by local talents in a short time, which affects the inclusion of foreign talents. At the same time, preferential policies favoring foreign

talents will undoubtedly lead to the psychological imbalance of local talents who have served the public for many years at the same level, and the contradictions and conflicts in the distribution of resources and benefits between the two types of talents. And then it will affect working efficiency and cooperation (Yao Jia, 2014:213). Although we can think that this is the embodiment of cultural capital. However, the people in the environment that postgraduates want to integrate into, do not think that this is a embodiment of cultural capital, they can only see that "we do the same work". Carl Parsons also believes that inclusion is not about allowing individuals to adapt to existing complementary or supportive institutional arrangements. While it is to ensure that institutional arrangements meet all people's legitimate participation needs and the desire to be benefited from national institutional arrangements.(Xu Limin, 2014 : 85-86) Therefore, the author thinks that social policy is also an important factor affecting the inclusion of postgraduates into the grassroots society.

V. COUNTERMEASURES TO PROMOTE SOCIAL INCLUSION OF POSTGRADUATE-LEVEL TALENTS

A. Defining Their Role and Making a Career Plan

When the postgraduates choose to go to the grass-roots level, it means that their work is at the grass-roots level. Whether from the administrative level or from the location, they are in the "grassroots", that is, the lowest level. When they make the decision, it is necessary for them to define their role rather than to think of "going smoothly" and complain day after day about "grassroots work" in this role. "An open society will not be an equal society, and unequal social statuses will still exist, but these statuses will be filled mainly by merit." (David Popenoe, 2007 : 280) The best way to introduce postgraduates to the grass-roots level is to move upward through promotion. And the criterion of mobility is subject to merit, that is, the opportunity to get promoted is to show their talents and make a difference. It is emphasized in social inclusion that "no responsibility, no right" and it requires people to assume their responsibilities before they have the right to get social welfare. (Xu Limin, 2014:86) Social integration can only be achieved through people's contribution to society, and the best way for people to contribute to society is to work (Xu Limin, 2014:89). Two 2012 postgraduates were seconded to counties and cities in a higher level after entering the grassroots for three months. This also shows that postgraduates must have some achievements in their field of responsibility, but not be slow down. From the interview we know that some of postgraduate are "office" in the dormitory. This, to a certain extent, affects the quality of work, not to mention providing insightful strategies for local development. Therefore, the postgraduates at the grass-roots level must have their own unique insights, not like ordinary staff becoming mechanical "workers". The introspection in social inclusion is to constantly adjust their behavior and social relations in the process of social interaction between individuals or groups, and use more rational actions to adapt to the social. It can help people to correct wrong behaviors and thoughts, and constantly improve the ability of social practice. (Chen

Chengwen, Sun Jiayue, 2012:70) Therefore, the postgraduates introduced to the grass-roots level must be clear about their roles, constantly adjust their own behavior, and establish their own career planning.

B. Establishing a Sound Assessment Mechanism

Skinner believes that if the current incentive is the same as the incentive to be rewarded in the past, the organism will repeat its past behavior. (Hou Junsheng, 2010:220-221) It shows that the incentive to establish a sound evaluation mechanism will motivate similar groups to choose the same behavior. For example, the fact that some people are promoted through the appraisal mechanism will prompt others to strive for the same effect in the same way. For D County, some of the postgraduate-level talents that the government spent a lot of money to introduce in the county ask for leaving due to some reasons, so the relevant departments stipulate that "without the approval of the higher authorities, the postgraduates can not apply for similar civil service posts." This provision is unreasonable, but it is also a helpless action to retain talents. Therefore, the organizations and personnel departments should establish a sound evaluation mechanism, uphold the principles of rationality, fairness and openness, and provide a reasonable promotion channel for outstanding personnel. And it can avoid that individual leader has trade of power and money, hindering the flow of channels, and making the outstanding personnel not promoted and appraised. The sound evaluation mechanism has a certain role in promoting career planning for postgraduates themselves.

C. Establishing Effective Communication Channels

Communication is an important part of management function. Effective communication is not only an essential condition to implement organizational decisions and solve organizational problems, but also an important means to improve organizational performance, enhance organizational cohesion and centripetal force. (Wang Xiaoying, 2008:36) For the postgraduates at the grassroots, the higher authorities should actively understand their difficulties and communicate effectively, which can not only give them psychological support but also give them support and recognition on action. In the case of some postgraduates who have particular difficulty, the higher authorities should actively help rather than ignore. The problems collected in various forms of communication meetings cannot be formalistic, and a feedback mechanism should be established. They shall avoid poor communication channels which makes it difficult to achieve the aspirations of postgraduates and affects their work. To a certain extent, it also affects the infusion of psychological level.

D. Establishing an Independent Monitoring Mechanism

Policy makers are also executors, this duality makes some policies impossible to be materialized. When postgraduates are introduced to the grassroots level, they are all attracted by the recruitment brochures. In fact, there are some seductive policies. For example, "once you sign a five-year contract, you can enjoy a settling-in allowance of fifty

thousand Yuan once". After the five years, the settlement fee was finally fulfilled at the end of 2017. But it is not the initial commitment that fifty thousand Yuan of household expenses will be paid upon signing. For this problem, the local leaders thought it was caused by "local financial difficulties" rather than deliberately delinquent. But for a plan to introduce talents led by a government, the government should do its best to fulfill the commitment. An independent supervision mechanism shall be established to separate policy makers from executives, so as to effectively supervise various behaviors in the process of talent management. And it is conducive to enhance the social identity of postgraduates at the grass-roots level, and is also necessary to enhance the social inclusion of postgraduates at the grass-roots level.

VI. CONCLUSION

During the process of new urbanization, more and more talents are needed at the village and township level. The local government will still take various measures to recruit talents. In terms of the current situation of postgraduates at the grassroots level and the process of social inclusion, it can be seen that, in the case of increasing graduate employment competition, postgraduates at the grassroots level is still a rational choice. But the postgraduates, who make choice of going to a grassroots unit, must have the clear understanding. In the process of introducing talents, local governments can take certain policies to guide them. However, as a direction, the policies should be clear and operational. Only in this way can we create a good situation in which everyone works hard, everyone can be a talent and everyone can show his talents⁴.

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