

# Research on the Construction Path of the Core Competitiveness System of University Students' Employment

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**Abstract**—In the new period, universities and colleges attach more importance to the construction of the core competitiveness system of university students' employment, because it directly affects whether they can successfully find employment after graduation and realizes the successful transformation from university to society, which has attracted the attention of all sectors of society. With the continuous expansion of colleges and universities and the comprehensive popularization of education in China, higher education for all has gradually become a new normalcy in society, and this trend has made it more difficult for college students to find employment. The number of college graduates each year is huge, which leads to more serious employment problems for college students, which has become a topic of great concern to the whole society. This article starts from reality, first briefly summarizes the core competitiveness of college students' employment, then analyzes the elements of the construction of the core competitiveness of college students' employment, and then analyzes the current status and problems of the construction of core competitiveness of college students' employment, and finally puts forward the construction path of the core competitiveness of college students' employment, hoping to have some reference and reference value.

**Keywords**—*employment of college students; core competitiveness; system construction; path*

## I. INTRODUCTION

With the strengthening of the world economic integration trend, the employment of college students in China is affected by the global economic downturn, and college students are facing a severe employment situation. In the new situation of the surge in the number of college students, job competition in various industries has become increasingly fierce. [1] The nature of this competition actually depends on the level of core competitiveness of college students. The society provides a relaxed employment environment for college students, but it is also regulated by the market. The most realistic issues facing graduates are employment and career choosing. The most realistic issues facing graduates are employment and career choosing. Under the influence of the idea of survival of the fittest and elimination of the unfit, each college student is desperately demonstrating himself and wants to make every effort to give full play to his strengths and win a place in the job

market. Therefore, the construction of the core competitiveness system for college students' employment is very important. This not only helps to promote the smooth employment of college students, but also helps college students to formulate career plans suitable for their own development, and to help the society solve the problem of difficult employment.

## II. CONNOTATION OF CORE COMPETITIVENESS OF COLLEGE STUDENTS

According to data surveys, "core competitiveness" originally came from the Harvard Business Review published by American economists in the last century. They believe that the quality and performance of products are the short-term competitiveness of enterprises in occupying the market, and the core competitiveness that wants to be in the field of economics for a long time specifically refers to the unique core competitive advantage that promotes the company's progress in the development process and is difficult to be copied by other companies. This core competitive advantage involves multiple aspects such as resources and comprehensive capabilities. In other words, the core competitiveness in the field of economics is a business concept, and it is critical to the development of an enterprise. The author believes that in understanding the employment of college students, the core competitiveness includes multiple observation indicators such as professional ability, practical ability, job hunting ability, and employment resource utilization ability. Professional ability is a "hidden" ability gradually formed during the school work, which transcends the foundation of the core competitiveness system [2]; practical ability, job hunting ability, and employment resource utilization ability are "explicit" abilities trained in the process of receiving employment education guidance. These two capabilities are interactive and interdependent. The hidden ability can enable the rapid development of college students' future careers, and the explicit ability can enable college students to achieve the transition from smooth employment to satisfactory employment in the current fierce employment competition. This is also the inherent requirement to improve the employment rate and quality of college students and the core competitiveness of universities. During the study period, college students have long received

systematic and professional education, and internalized integration of knowledge and skills under the influence of cultural influences. On this basis, the unique advantages of college students in the employment environment have been formed, and they can exert their own strengths in the job market. After students have formed their own core competitiveness in employment, this advantage is difficult to be imitated and replaced by other competitors, which has laid a good foundation for the development of college students' careers.

### III. CURRENT STATUS AND PROBLEMS OF THE CONSTRUCTION OF CORE COMPETITIVENESS OF COLLEGE STUDENTS' EMPLOYMENT

As an important education base for transmitting talents to the society, colleges in the new era can no longer confine students' teaching to simple professional theory teaching. In order to promote the smooth employment of college students after graduation and enable them to win a place in the fierce market competition environment, colleges should also actively increase employment education and improve the successful employment rate of college students. However, from the analysis of the current situation of the construction of the core competitiveness system of college students' employment, the following problems still exist in the employment of college students.

#### *A. College Students Lack Awareness of Basic Career Planning*

Career planning directly affects the career development of college students in the future. However, the content of career planning in the core competitiveness system of college students' employment is lacking, and students are confused about the future development of their careers. From a psychological analysis, students making career plans means that they have expectations for their own careers, and thinking of future career advancements and prospects will give them motivation to work. Therefore, only an ideal career plan can promote college students to work hard after being employed. At present, most college students cannot take the initiative to formulate a career plan after entering the work. As a necessary foundation for the personal development of college students, if college students are not clear about their future career prospects, they will lack motivation in their work, and subconsciously believe that their own efforts have nothing to do with promotion. This weak awareness of career planning has attracted the attention of various industry sectors in the society, and has gradually been resolved as a recognized problem. [9] According to the survey results of newly graduated college students, the number of college students who have a clear career plan is very small. More than half of college students are unclear about career planning, think that their career planning is useless, their future is in a state of confusion, and their self-confidence is severely hit. In addition, their employment orientation is not clear, students' working ability is not exercised, and they have no confidence in improving their core competitiveness in employment.

#### *B. University Employment Education Is out of the Job Market*

The realization of the value of talent training programs in colleges and universities begins with the implementation of talent training strategies. This concentratedly reflects the guiding role of college educational concepts and educational ideas in cultivating students' comprehensive ability and professional quality. By analyzing the current status of employment education in China's universities, it is found that the concept of constructing university students' core competitiveness system is backward, and they still believe that their education and majors are the best capital for job hunting and docking in the market. This has weakened the students' professional and psychological qualities to a certain extent, and the application value of professional education has been greatly reduced. Secondly, the school lacks a long-term perspective on the construction of a core competitiveness system for college students' employment. With the development of the times, the market employment environment is changing rapidly, and the difficulty of student employment has become an overall trend. Although most colleges and universities will formulate perfect teaching plans for student training, most of these teaching plans are out of the social market environment. It is possible that the currently applied talent training plan was introduced five years ago and is not novel and authoritative [3]. Although the development of student employment education has played a certain role for students, this kind of college employment education and teaching that is out of the job market has led to the backwardness of students' concepts and can't keep up with the changes in the development of industry fields in the new era. Finally, the employment education program lacks scientific basis and decision-making. The construction of the core competence system of college students' employment requires reference to various aspects of information. The employment education program provides assistance to improve the core competitiveness of college students. But the ideology of dissemination in educational thought is too firm. Students believe that they will be able to find a job after graduating from a high degree. This empirical judgment makes universities lack of understanding of the development prospects of the professional market.

#### *C. Evaluation of Employment is Not Scientific*

With the advance of the times, the current social situation determines that colleges and universities must do a good job of feedback on employment evaluation, we must understand the employment status of graduated students, get effective information from statistics, and then adjust the construction of the core competitiveness system of college students. Constantly improving the quality of employment evaluation in colleges and universities can better solve practical problems and provide a basis for the steady growth of graduate employment. However, the single-signed college employment evaluation criteria are too singular, and using the employment rate as the sole assessment index can't improve the employability of students [4]. On the one hand, the evaluation time of colleges and universities is not long-term, mainly graduates in recent two years. In general, the statistics of the employment rate of college graduates have

been completed two months after the students graduate. Although this high-efficiency survey can obtain high employment rate information, it is impractical, and it is impossible to understand clearly and comprehensively the student employment problem and the current situation. On the other hand, the evaluation method of employment in colleges is relatively backward, and the authenticity and scientific of the data are suspected. This kind of graduate employment survey is not formal, and it has not really received feedback information, which has a negative impact on the employment value orientation of college students.

#### IV. THE CONSTRUCTION PATH OF THE CORE COMPETITIVENESS SYSTEM FOR COLLEGE STUDENTS' EMPLOYMENT

##### *A. Cultivating and Enhancing the Professional Ability of College Students*

The quality of higher education must achieve the unity of internal and external adaptability. Internal adaptability refers to the development of various educational activities under the guidance of objective laws of higher education. The educated products are more in line with the inherent logic of school positioning and discipline development. Externality is that higher education is placed in the entire social education environment. Educational activities are considered in consideration of employers, national policies and social development directions. Educational products are in line with the characteristics of the times [5]. These two essential standards of education are the reference basis for people to measure and evaluate the quality of higher education. As one of the products educated by colleges and universities, the professional ability and comprehensive quality of university students directly reflect the degree of meeting the needs of national, social and corporate employment. Therefore, the most important factor in the core competitiveness of university students' employment is to improve their professional ability and comprehensive quality. In this regard, colleges and universities should formulate professional talent training plans for students according to the development situation of the major in the social industry field, and firstly adjust the enrollment scale according to the characteristics of the major. Because colleges and universities have a certain time difference in professional setting and enrollment, and market development and demand, they must constantly observe market changes, adjust professional settings in accordance with the characteristics of changes in recent years, and consider the social adaptability of different majors to adjust flexibly. Second, they need to establish a professional and employment-related survey system. After graduation, colleges and universities will use network facilities to issue questionnaires to understand the employment situation of students, so as to predict the labor market supply and demand [6]. College students are the main body and direct object of professional ability training. Therefore, in the process of receiving systematic and standardized education in colleges and universities, they should diverge their thinking, think about problems from multiple angles, give play to their initiative and enthusiasm, and ignite the passion and motivation of learning. In the long-term study process,

students will inevitably have tired and relaxed moments, which can attract students' interest by focusing on asking questions or watching videos related to teaching. Chinese universities belong to the type of strict entry and exit, and the campus environment is loose and free. Students learn according to their own characteristics and rely more on students' autonomy and consciousness. In the past, students in the primary and secondary schools were strictly managed by teachers, and new college students were more relaxed about themselves, so teachers played an appropriate guiding role.

##### *B. Cultivating and Enhancing the Practical Ability of College Students*

Practical ability is a necessary basic ability for college students to engage in post work. Schools need to help college students to transform from a learning role to a working role and realize the individual value of students. The cultivation of practical ability is the cultivation of the vivid hand operation ability of the university, transforming the required theoretical knowledge into solving practical problems and solving the problems that arise. As mentioned above, many companies are unwilling to invest in higher costs to train students, but instead want to maximize their economic benefits and recruit job seekers with corresponding practical experience who quickly adapt to their positions. Many companies have strict requirements on practical ability and work experience when recruiting talents. Under the premise of the same academic qualifications, they are more inclined to choose talents with work experience [7]. Therefore, colleges and universities must attach importance to the cultivation of college students' practical ability, change the concept of talent training that valued the quantity and underestimated the quality, and innovate teaching content and teaching methods in accordance with the development of the times and market career prospects. Colleges and universities need to set up practical courses in the teaching curriculum, which run through the entire teaching process, improve their practical and innovative abilities, and strive for more popular talents trained by universities to meet market demand. On the one hand, universities should increase the proportion of practical teaching and set up experimental courses. Especially for the teaching of science and engineering, schools should allow students to apply professional theoretical knowledge to practical operations, which can solve practical problems. On the other hand, colleges and universities should establish a graduate internship system, innovate the practice form of college students, and improve the effect of practical teaching. At present, the school-enterprise cooperation and the establishment of college students' training bases are all means of training practical ability. In this way, students can actively participate in the social practice process, get in touch with the society at an early date, avoid discomforts when they first enter the society, make their knowledge structure and professional operations correspond, find career points, and strive to meet their expected goals. The cultivation of college students' practical ability at this stage mainly depends on internships. In this regard, universities should change the status quo, increase the training channels for college students

to practice, and carry out diverse activities. Each university has its own campus culture and history, which is why the students of this school are different from those of other schools. In today's harsh employment environment, colleges and universities must strive to reflect the characteristics of running a school and actively cultivate students' employability in education, let students master solid professional knowledge, teach students employment skills, and provide students with more opportunities for hands-on operation, solidly increase students' skills in all aspects, and improve their overall quality [8]. The school has a certain responsibility for the future employment of students, so it is important to understand the market positioning and prospects of different majors, take the initiative to play a leading role, and stimulate the subjective initiative of students, improve the quality of teaching, and strive to incorporate the cutting-edge research results of the major in teaching, improve and update the structure of teaching knowledge structure.

## V. CONCLUSION

To sum up, the employment of college students is the key to the export of higher education, and it is also the beginning of the role transformation of young college students to the society. This paper analyzes the current situation and existing problems of the construction of the core competitiveness system of College Students' employment, and puts forward two innovative strategies for the construction of the core competitiveness system of College Students' employment, which has played a positive role in promoting the employment of college students. Colleges and universities should enhance the core competitiveness of graduates' employment by improving their awareness of career planning, strengthening the guidance of employment education, and improving the evaluation methods of employment work. College students should cultivate and improve their professional ability and practical ability, stand out in the fierce employment competition environment, and successfully find their own satisfactory jobs.

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