

Exploration of Student Management in Universities under the Guidance of Employability Skills Cultivation

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Abstract: This paper takes the education work of colleges and universities as the research object. From the perspective of student management, it focuses on the management of college students under the guidance of employability. Firstly, the connotation and importance of employability are briefly summarized. Secondly, combined with the current situation of university student management, the significant problems in student management are deeply analyzed from the perspective of employability cultivation. Finally, the paper gives full play to the problem-oriented value and elaborates the management strategies of college students under the guidance of employability cultivation on the basis of the above exploration. It is hoped that through the following research and discussion, the management of college students can better meet the requirements of cultivating employment ability, so as to promote the overall improvement of the quality of education in colleges and universities. In recent years, with the deepening of the social transformation and development trend, various industries have gradually raised their requirements and expectations for talents. They not only require talents to have strong professional abilities to cope with their jobs, but also hope that they will have high innovation and development abilities to provide assistance for the development of enterprises and lead them towards sustainable development. In this context, the problem of employment for college graduates has become increasingly prominent, and employment difficulties and unsatisfactory employment have become a common problem faced by college students. To better solve the employment problems of college students and make them more competitive, universities need to focus on employment-oriented ability and continuously optimize and adjust student management planning to narrow the gap between the talent cultivation goals of universities and the talent demand standards of society, so that the graduates of universities can better meet the talent demand of enterprises.

1. Overview of Employment

Ability Employment ability refers to the ability of an individual to obtain job opportunities, sustain work, and achieve career development. It includes not only professional abilities, including knowledge and skills, but also personal psychology, personality, ability, and achievements. The academic community in China has conducted multidimensional academic discussions on employment ability based on the theory of employment ability in foreign countries and combined

with the overall requirements of employment in Chinese society. Employment ability has been systematically decomposed, and it is pointed out that employment ability is mainly influenced by the understanding ability of disciplines, comprehensive professional skills, meta-cognitive ability, and self-efficacy. It includes all generic skills related to human capital, psychological capital, social capital, and occupational identity. In terms of the employment ability of college students, almost everything that talent recruitment units pay attention to when evaluating and considering whether to hire college students can be considered as part of employment ability, such as their professional abilities, comprehensive abilities, development potential, and social experience.

2. Student Management Issues in the View of Employment Ability Cultivation

2.1 Prominent Supply and Demand Contradiction in Employment

In the context of the increasingly severe market economy environment in the new era, Chinese enterprises not only face competition from domestic peers but also from foreign counterparts in many cases. In this situation, enterprises need to enter a rapid innovation and development change to continuously adapt to the rapidly changing market environment to seek a new lease of life. Nowadays, although the education industry in China has also been undergoing continuous education innovation and reform, it still appears to be slow compared with the pace of enterprise change. The inconsistency in the pace of change between enterprises and universities has led to the backwardness of the teaching content, teaching methods, and teaching technology of universities, resulting in a mismatch between the talent cultivation standards of universities and the employment requirements of enterprises and further causing a supply and demand contradiction in personnel between universities and enterprises[1].

2.2 Limitations in Student Thinking and Cognition

Nowadays, college students are mainly born after the year 2000, and their family living environment and economic conditions are relatively favorable. Although this to some extent gives the new generation of college students a more independent personality, open-minded thinking, and broad vision, it is also a fundamental reason for their limited thinking and cognition. Specifically, their career goals are unclear, and they are often confused and unable to position themselves reasonably in terms of personal social value; they lack experience in difficult life situations and are unable to handle difficulties and obstacles calmly during the job-seeking process, relying on the help of parents and teachers; they are self-centered and have a high level of idealism, making it difficult for them to face the gap between their ideals and reality calmly. This has caused limitations in their thinking and cognition during the job-seeking process, greatly reducing their employment competitiveness.

2.3 Insufficient Confidence in Teachers and Students' Employment

In recent years, under the rapid development of socialist market economy, China's education industry has gradually entered a new stage of improving quality and efficiency. Especially with the introduction of a series of education development strategies such as "Double First-Class" and "New Engineering", the competition among various universities has become increasingly fierce. This has provided a benchmark for the future development of universities, and the development direction of each university has become clearer. However, it has also induced some teachers and students to have a sense of inferiority, especially in some private colleges and vocational colleges, where there are problems with the quality of students and learning atmosphere. Combined with the fact that

these schools are far from the benchmark universities, this has further reduced the confidence of teachers and students. They mistakenly believe that they cannot catch up with the graduates of benchmark universities no matter how hard they try. Ultimately, this results in a negative attitude towards job seeking, where students dare not pursue challenging job positions, and teachers do not recommend high-level enterprise units to their students.

Overall, these issues have become significant problems in student management from the perspective of employment ability cultivation. To solve these issues, universities need to focus on employment-oriented ability, optimize student management planning, and provide targeted training and guidance for college students to enhance their professional abilities, comprehensive abilities, and employment competitiveness. Additionally, universities need to adjust their talent cultivation goals to be more in line with the talent demand standards of enterprises, promote the integration of theoretical knowledge and practical application, and help students to explore their personal interests and strengths to achieve self-realization and contribute to the development of society.

3. Student Management Strategies in the Context of Employability Skills Cultivation

3.1 Leveraging the Value of Social Development Orientation to Innovate and Reform Higher Education Teaching and Management

Higher education institutions are important talent cultivation and output departments in society, and the level of their teaching and management has a direct impact on social development. Therefore, in the context of the rapid development and transformation of enterprises in the new era, universities must actively play a role in social development orientation, adjust the direction and content of university student teaching and management according to the needs of social change and enterprise talent demand, and gradually develop teaching and management towards high quality under the strong driving effect of social change. Specifically, universities need to deepen their cooperation on the basis of past school-enterprise cooperation, incorporate enterprise employment standards into the evaluation index system for cultivating students, and comprehensively require students' professional learning ability, professional preparation ability, innovation and development ability. In addition, universities also need to invite professional managers from enterprises to participate in university student teaching and management work, and introduce new professional knowledge, management concepts, and management techniques into university student teaching and management through various means, such as industry development lectures, participation in student management practice, and guidance for student employment development. This will promote the innovation of university student management work, alleviate the contradiction between supply and demand of school-enterprise talent, and enable universities to cultivate talents that better meet the requirements of enterprises [2].

3.2 Leveraging the Synergies of Various Departments to Improve University Student Employment Services Management

The limitations of student thinking and cognition are influenced by their growth and learning environment and cannot be changed thoroughly in a short period of time. To help students better adapt to today's fierce job competition, universities need to actively leverage the synergies of various departments to improve university student employment services management, so that students' career and employment choices are always guided by scientific methods within the university. Therefore, for universities, it is necessary to actively leverage the role of ideological and political education, arm students' minds with theoretical thinking, and establish lofty career ideals; actively leverage the value of historical education, influence students' thinking with the history of

revolutionary struggles, and develop students' unwavering willpower; and actively leverage the value of social volunteer service activities, infect students with practical social service activities, and help them clarify their personal social value.

3.3 Leveraging the Advantages of University Education to Guide Students in Career Planning

As the saying goes, "There is order in learning and specialization in skills." Social development requires different types of talents to contribute to society in different positions. Scientists, teachers, farmers, and workers all play their own roles and contribute to society in different ways. Similarly, neither students nor teachers in any school should be arrogant or inferior because of the school's level. It is important to find the right position and clarify one's own value in society. In the future, university managers should fully leverage the characteristics and advantages of university education to actively guide students in career planning. Especially based on the goals of university education, universities should comprehensively evaluate students' abilities to help them have a comprehensive and objective understanding of themselves, so that they can have a full awareness of their strengths and weaknesses and rationally choose their employers [3]. For those students with great potential, teachers should encourage them to break through themselves and recommend challenging positions for them to apply for.

3.4 Constructing an Employability Guidance Curriculum System Aligned with the Development of the Times

The cultivation of employability skills in university students requires both the students' own efforts and the establishment of a comprehensive employability guidance curriculum system by universities. Compared to other courses, the employability guidance course in higher education has its own unique characteristics, thus requiring different teaching methods. The employability guidance course in universities should innovate continuously based on the extensive utilization of teaching methods from other courses and in line with the requirements of the times, in order to better fulfill its role.

Firstly, it is essential to establish a team of employability guidance course instructors that combines both full-time and part-time professionals. Secondly, in the teaching of the employability guidance course, practical employability experiences should be extensively utilized to provide students with sensory and intuitive education. Thirdly, a comprehensive and phased employability guidance curriculum system should be established, covering the entire process from enrollment to graduation. The employability guidance course should be integrated throughout the entire university learning process.

Additionally, individual counseling and guidance should be provided. Due to various factors such as personal experiences and living environments, university students have diverse employment goals. In the teaching of the employability guidance course, individual education methods should be employed to understand the employment expectations of different students. Individual counseling and consultations should be conducted, conducting comprehensive analysis based on students' interests, abilities, and other aspects. Employment psychological tests should be administered to help students gain a correct understanding of themselves and establish clear career goals.

Furthermore, various modern educational techniques should be fully utilized to provide educational materials related to employability guidance through production or downloading from relevant media platforms. Additionally, university-industry collaboration can be established to create practical bases for the employability guidance course. Based on the talent needs of enterprises, education can be provided within the employability guidance course, and students can be directed to these practical bases for employment after graduation.

3.5 Strengthening Entrepreneurship Education and Innovative Spirit

In the teaching of employability guidance courses, it is important to cultivate graduates' innovative spirit, innovative awareness, and enhance their innovation capabilities, with a particular emphasis on entrepreneurship education. This is not only a crucial component of improving the curriculum system of employability guidance courses but also an important avenue for enhancing the level of employability guidance, especially in the current challenging employment situation, where entrepreneurship serves as one of the significant channels for graduates' employment.

The curriculum should help students consciously choose cutting-edge knowledge to enrich themselves and utilize case studies and methods from successful entrepreneurs to stimulate students' inclination towards innovation. Entrepreneurship education aims to cultivate students' innovative spirit and capabilities, guiding graduates to embark on paths of challenging entrepreneurship, technological entrepreneurship, and independent entrepreneurship. Through employability guidance, graduates are guided from waiting for job opportunities to actively seeking job opportunities and eventually creating job opportunities, gradually transitioning from employment to entrepreneurship. This process empowers graduates to rely on their intelligence and talents to make a career in the field where they are most needed.

4. Conclusion

With the arrival of the knowledge-based economy, talent has gradually become the primary production factor and has received widespread attention from all sectors of society. On the one hand, this brings unlimited opportunities for the development of university students' talent, and on the other hand, it also indicates the intensification of competition among university students. In the context of the new era, universities actively respond to the requirements of social change and development, continuously innovate and reform student management work under the guidance of employability skills cultivation, in order to achieve the improvement of talent cultivation quality.

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