

Demand-Oriented Construction of the *College Student Employment Guidance Course*

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Abstract: *The reform of the College Student Employment Guidance course is an important measure to improve the quality of talent cultivation in universities and promote high-quality employment for students. According to surveys, college students believe that the course of College Student Employment Guidance should cover employment trends, job search channels, resume writing, interview skills, job search etiquette, employment policies, and employment rights and interests, etc. This paper explores the construction of the College Student Employment Guidance course based on demand orientation, aiming to strengthen the course by clarifying the course construction system, establishing demand-oriented course content, and continuously improving course construction quality.*

Keywords: *College student employment; Employment guidance; Course reform; Course construction*

1. Introduction

In 2024, the number of graduates from regular higher education institutions in China is expected to reach 11.79 million, and it is projected to increase to 12.22 million by 2025. The large number of graduates brings with the issue of employment and career paths. Given the importance of college employment, scholars have conducted in-depth research from various perspectives^[1-9] such as slow employment, career choice, and employment policies, hoping to guide college students in finding employment and securing jobs. To address the employment challenges of college students, offering the *College Student Employment Guidance* course, guiding students in career planning, and preparing them for employment are crucial steps taken by universities. Currently, universities are actively improving the quality of talent cultivation and advancing educational and teaching reforms, including the reform and construction of the *College Student Employment Guidance* course^[10-17]. This paper explores how strengthen the construction of the *College Student Employment Guidance* course from the perspective of student demand, thereby promoting effective employment for college students.

2. Current Status of College Student Employment Guidance Course Construction

In the process of promoting the construction of the *College Student Employment Guidance* course, the national and local governments play a policy guiding role, and universities implement the curriculum construction ideas and measures, working together to guide college students to attach importance to the *College Student Employment Guidance* course, study the course seriously, and master necessary employment skills from it.

2.1 National and Local Government Levels

"Stabilizing and Ensuring Employment" is an important guiding principle of the Communist Party of China and the State Council for college student employment. In 2007, the Ministry of Education issued the *Teaching Requirements for College Student Career Development and Employment Guidance Course*, explicitly advocating for the inclusion of employment guidance courses in the public curriculum and gradually transitioning them into the compulsory course system^[18]. In 2008, the Guangdong Provincial Department of Education required all local colleges and universities to strengthen the construction of *College Student Employment Guidance* course^[18]. With the high attention from national and local government departments, and after more than a decade of development, universities in Guangdong have achieved significant progress in the construction of the

College Student Employment Guidance course. This has played a crucial role in equipping students with essential employment skills and enhancing their overall employability.

2.2 University Level

Colleges and universities are the implementing units of the *College Student Employment Guidance* course and play a key role in promoting the employment capabilities of college students. In advancing the course, colleges and universities implement the compulsory course credit system and incorporate the *College Students Employment Guidance* course into the talent training framework for college students. To improve the quality of education and teaching, colleges and universities regularly organize collective training sessions, lesson preparation meetings, and study sessions to ensure that employment guidance instructors are up-to-date with the latest employment policies, effective teaching techniques, and diverse teaching methods. In addition to theoretical teaching, universities conduct practical teaching models by organizing activities such as resume writing competitions and career planning competitions (employment track), encouraging learning through competition and enhancing students' resume writing and employability.

2.3 College Student Level

College students are the education objects, service objects, and target objects of the *College Students Employment Guidance* course. In recent years, while strengthening their professional knowledge, college students have also become increasingly aware of the competitive pressure in the job market and the importance of the *College Student Employment Guidance* course and the necessity of mastering employment skills. Therefore, they devote themselves to the study of the *College Students Employment Guidance* course, actively participate in the course with a positive attitude and high enthusiasm, aiming to improve their employment capabilities comprehensively.

3. Demand-Oriented Survey on College Student Employment Guidance Course Construction

To further understand the actual needs of college students for the *College Student Employment Guidance* course, a demand survey was conducted among college students. The survey subjects were third-year college students, and a total of 232 questionnaires were collected, with 227 valid responses. Among the valid responses, by gender, there were 83 males and 144 females. The distribution by major was as follows: Accounting (36), Investment (54), Marketing (44), E-commerce (51), and International Economics and Trade (42).

3.1 Demand for Basic Job Search Knowledge

According to the survey, 79.3% (180/227) and 57.3% (130/227) of students believe that the employment guidance course should cover job search channels and job search etiquette, respectively. Currently, some students are unaware of the sources of campus recruitment information, the timing and locations of job fairs, and which job websites are suitable for college students. As a result, college students fail to attend campus recruitment events and access effective job search information, ultimately affecting their job search success. Job search etiquette, which forms the first impression on interviewers, and whether to master the necessary knowledge of etiquette, will directly affect the positive evaluation of the interviewer. College students generally lack knowledge about appropriate interview attire, such as the proper combination of suits, shirts, and shoes, as well as correct posture during interviews.

3.2 Demand for Resume and Interview Knowledge

Resume writing (77.5%, 176/227) and job interview skills (78.0%, 177/227) are highly demanded topics in the employment guidance course. Resumes are an important stepping stone for job seekers, and writing an excellent resume is a key step to successful employment. However, many college students lack sufficient resume writing knowledge, which is mainly manifested in: which parts of college students' resumes are the key contents of writing, and which parts can be omitted according to actual conditions; they have rich experience, but they don't know how to write campus experience and practical experience well; they have little experience in school and don't know how to write a complete resume; they lack knowledge of resume typesetting skills. Additionally, job interviews are an essential

step before entering the workforce, but interviewing is a practical process. Most college students lack social work experience and have not participated in campus mock interview activities, resulting in a lack of proper understanding of job interviews. They are often unfamiliar with common interview processes, different types of interviews, and the corresponding interview techniques.

3.3 Demand for Comprehensive Job Search Knowledge

College students believe that employment policies knowledge (57.3%, 130/227), employment rights and interests knowledge (51.5%, 117/227), employment trends knowledge (70.5%, 160/227) need to be popularized in the *College Student Employment Guidance* course, and the reasons are as follows: (1) College students have insufficient understanding of employment policies such as military enlistment for students, the Western China Volunteer Service Plan for College Students, the Guangdong Mountain Area Volunteer Service Plan for College Students, and the "Three Supports and One Assistance" Plan; (2) College students lack adequate knowledge about probation periods, employment agreements, and labor contracts; (3) College students have limited understanding of employment cities, industry choices, career options, and salary expectations. They also lack sufficient knowledge about employment trends, such as the number of applicants, exam details, and competition levels for civil service positions and postgraduate entrance exams.

4. Paths for Demand-Oriented Construction of the *College Student Employment Guidance* Course

To further strengthen the construction of the *College Student Employment Guidance* course, make the course construction system more perfect, the course teaching content more in line with the actual needs of students, and the course teaching quality more guaranteed, so that college students can fully grasp the knowledge of employment guidance, comprehensively improve their employability, and effectively promote their employment, the following three paths can be taken to carry out demand-oriented construction of the *College Student Employment Guidance* Course.

4.1 Clarify the Course Construction System

To better leverage the educational function of the *College Student Employment Guidance* course, it is essential to establish a comprehensive course construction system: (1) Teaching System: Include experienced full-time teachers and senior counselors with practical experience in student employment work in the expert team, and establish a teaching system with clear objectives, rich content, targeted educational plans, and alignment with student employment needs; (2) Textbook System: An expert team should be organized to revise and develop localized textbooks, publishing a *College Student Employment Guidance* coursebook tailored to the specific needs of students at the institution; (3) Faculty System: Establish a teaching faculty that meets the instructional needs of modern university students. First, establish a mentorship system where senior teachers guide junior faculty members, forming a mentoring team for young instructors. This system leverages the extensive teaching experience and strengths of senior and mid-career teachers to enhance the overall quality of the teaching staff. Second, organize competitions such as the *College Student Employment Guidance* Course Teaching Contest, the Young Teachers' Basic Teaching Skills Competition, and the Teaching Innovation Competition. These events encourage learning through competition and continuous improvement in teaching skills; (4) Teaching and Research System: *Launch teaching reform projects and curriculum-based ideological and political construction project for the College Student Employment Guidance* course. Frontline educators should be encouraged to conduct research based on students' actual needs, ensuring that research findings contribute to classroom instruction and enhance teaching quality.

4.2 Establish Demand-Oriented Course Content

Based on the results of the questionnaire survey and the actual needs of college students, the course curriculum is structured into eight chapters: Employment Trends, Job Search Channels, Resume Writing, Interview Skills, Job Search Etiquette, Employment Policies, Employment Rights and Interests, and Resume Improvement (see Table 1). Employment Trends is the content of the first chapter of the course, which aims to help students recognize the current employment situation, establish correct employment concepts, and reasonably position and choose jobs. In the second chapter, the knowledge of job search channels such as campus talk, campus job fairs, and recruitment websites

is introduced, aiming to help college students master the correct job search channels and understand common job search websites. Resume Writing is covered in Chapter 3 of the course, focusing on helping students master key principles of resume writing, step-by-step writing techniques, and essential tips for resume submission. Interview Skills, taught in Chapter 4, aims to familiarize students with common interview processes, different types of interviews, and essential interview techniques—primarily stress interviews, structured interviews, and leaderless group discussions. Job Search Etiquette is covered in Chapter 5 of the course, aiming to help college students understand appropriate interview attire and master interview etiquette. Employment Policies, discussed in Chapter 6, focus on equipping students with knowledge of grassroots service policies, military enlistment policies, and the handling of graduation archives. Chapter 7, Employment Rights and Interests, teaches students about relevant laws such as the Labor Contract Law, helping them understand their rights and learn how to protect themselves in the workplace. Resume Improvement is the focus of Chapter 8 in the course. This chapter includes sections on outstanding resume showcases and resume revisions. In class, exemplary resume from representative students are presented, along with constructive feedback for improvements. This approach encourages peer learning, mutual inspiration, and overall skill enhancement, ultimately improving the resume-writing quality of all students.

Table 1: Demand-Oriented Content of the College Student Employment Guidance Course

No.	Chapter	Course Content	Class Hour Arrangement (Lesson Hours)
1	Chapter 1	Employment Trends	2
2	Chapter 2	Job Search Channels	2
3	Chapter 3	Resume Writing	3
4	Chapter 4	Interview Skills	3
5	Chapter 5	Job Search Etiquette	2
6	Chapter 6	Employment Policies	2
7	Chapter 7	Employment Rights and Interests	1
8	Chapter 8	Resume Improvement	1

4.3 Continuously Improve Course Construction Quality

As the employment landscape evolves, employment policies are updated, and employment-related knowledge deepens, the *College Student Career Guidance* course must keep pace with the times and continuously improve its course development quality: ① From the perspective of course content, it is essential to stay aligned with the country's economic development trends, the latest employment policies, and changes in students' employment needs. The course content and teaching materials should be regularly updated to enhance its relevance to contemporary developments and its alignment with students' needs. ② From the perspective of teaching quality, a dedicated *College Student Career Guidance* course team should be established, adopting a collective lesson preparation approach to develop a comprehensive set of teaching materials, ensuring high-quality instruction. ③ From the perspective of the teaching faculty, instructors should be encouraged to continuously update their knowledge and enhance their teaching skills by participating in external training programs, professional certification courses, and teaching exchange seminars.

5. Evaluation and Follow-up on the Effectiveness of Demand-Oriented College Student Employment Guidance Course Construction

5.1 Positive Student Feedback

After adjusting the teaching content of the *College Student Employment Guidance* course and implementing curriculum reforms, students have generally given positive feedback. They believe the course content is substantial, the teaching methods are effective, and the overall teaching quality is high. Student evaluations of the course rank above average within the college, reflecting strong recognition of the course design.

5.2 Students Have Acquired Employment Knowledge

Through systematic instruction, students have gained essential employment-related knowledge, including job-seeking strategies, resume writing, and interview skills. They have also learned job search etiquette and acquired an understanding of the current job market, employment policies, and employment rights and interests, laying a solid foundation for their successful employment.

5.3 Promoting Student Employment

With effective teaching, students have developed a clear understanding of the job market and acquired essential employment knowledge. They actively apply what they have learned, making full use of their employment skills to secure job opportunities. This equips them to stand out in a highly competitive job market, thereby facilitating their employment prospects.

6. Conclusion

The *College Student Employment Guidance* course plays a crucial role in bridging the gap between higher education and the job market. The relevance of its curriculum, the appropriateness of its content, and the quality of instruction directly impact students' career development and employment outcomes. The demand-oriented development of the *College Student Employment Guidance* course aims to find a balance between students' employment knowledge needs and course construction. It seeks to promote high-quality course development, make the teaching content more relevant to students' actual needs, help students acquire employment knowledge and skills, and ultimately facilitate high-quality employment.

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