

Strategies for Improving Employment and Entrepreneurship Guidance Services for College Students

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ABSTRACT

Improving the quality of employment and entrepreneurship guidance services for college students can not only enhance their professional quality and skills, promote their comprehensive development, but also fulfill the fundamental task of cultivating morality and talent. Therefore, in the specific implementation process, personalized principle, forward-looking principle, and progressive principle should be followed. These principles provide a basic framework and methodology for the development of guidance services. However, the employment and entrepreneurship guidance for most college students faces problems such as insufficient utilization of existing platform channels, insufficient policy support and promotion, lack of guidance performance evaluation mechanism, and weak service guidance faculty. Based on this, this article proposes corresponding improvement strategies to provide reference for the improvement of employment and entrepreneurship guidance services for college students, promote their career development and comprehensive growth.

Keywords: College students, Employment and entrepreneurship, Guidance services.

1. INTRODUCTION

With the continuous development of China's economy and society and the popularization of higher education, the employment pressure on college graduates is increasing, and the demand for employment and entrepreneurship guidance services for college students is also gradually increasing. Employment and entrepreneurship guidance services, as an important component of vocational education in universities, is a vital part of helping students smoothly achieve employment and career development, promoting their personal abilities and social integration. Therefore, in-depth research on how to improve employment and entrepreneurship guidance services for college students is of great significance.

2. PRINCIPLES OF EMPLOYMENT AND ENTREPRENEURSHIP GUIDANCE SERVICES FOR COLLEGE STUDENTS

2.1 Personalized Principle

The personalized principle emphasizes understanding and respect for the unique needs of each student, which means that guidance services should be developed based on the individual interests, abilities, values, and career goals of the students. In order to achieve personalization, colleges and universities should provide diverse resources and services, such as personal counseling, psychological assessment, career planning courses, etc., to meet the needs of different students. In addition, the personalized principle emphasizes close cooperation with students to establish good teacher-student relationships and provide customized advice and support.

2.2 Forward-looking Principle

College employment and entrepreneurship guidance services should focus on the development direction, skill needs, and career opportunities of future industries, in order to help students make wise career choices and plans, such as, regularly updating course content, inviting industry experts to hold lectures, providing internship and practical opportunities, etc., to enable students to have a clear understanding of the future employment environment and make corresponding preparations.

2.3 Progressive Principle

Employment and entrepreneurship guidance should be a long-term process that starts from the beginning of student enrollment and provides continuous support throughout their entire career. By establishing a comprehensive guidance system that covers phased career planning guidance, arrangement of practical opportunities, and promotion of employment information, it is aimed to help students gradually achieve their career goals and adapt to the constantly changing employment environment.

3. CURRENT SITUATION OF EMPLOYMENT AND ENTREPRENEURSHIP GUIDANCE SERVICES FOR COLLEGE STUDENTS

3.1 Insufficient Utilization of Existing Platform Channels

Most official websites of universities have dedicated employment and entrepreneurship guidance pages, providing services such as interpreting employment policies, publishing recruitment information, and career planning guidance. Many colleges and universities have established specialized employment service centers to provide personalized employment guidance, career planning consultation, and recruitment information dissemination services for students. In addition, schools will regularly hold campus job fairs to provide students with opportunities to communicate face-to-face with companies, helping them understand the job market demand and recruitment information. Although these platforms and channels provide a certain degree of employment and entrepreneurship guidance services for college students, there are still some underutilized problems, such as the relatively scattered services provided by existing platforms and channels, the lack of effective resource integration mechanisms, and the

need for students to jump between different platforms, resulting in low efficiency in information acquisition and utilization. Although some schools provide personalized employment guidance services, some students still face insufficient services. In addition, individual differences among students may result in a lack of corresponding support and guidance for specific groups or students with special needs. In addition, some employment service platforms and channels are not closely connected with the actual industry, resulting in the information and guidance provided not being close enough to the actual job market demand, causing students to disconnect their employment preparation from actual requirements and increasing the difficulty of employment. The existing platforms and channels lack effective feedback mechanisms, making it difficult to timely understand the needs and opinions of students for employment and entrepreneurship guidance services, resulting in difficulty in effectively improving the pertinence and quality of services.

3.2 Insufficient Promotion of Policy Support

China has introduced various entrepreneurship and employment policies for college students, such as preferential tax policies, entrepreneurship support policies, talent introduction policies, etc., to provide more employment opportunities and entrepreneurial support for college students. At the same time, the education departments and universities have also proposed a series of policy measures to address the employment and entrepreneurship issues of college students, such as strengthening vocational education, enhancing innovation and entrepreneurship capabilities, and carrying out school enterprise cooperation, in order to cultivate more college students with innovative and entrepreneurial spirit. Some local governments have also established specialized employment guidance centers or platforms to provide career planning, job seeking guidance, entrepreneurship guidance, and other services for college students, and provide corresponding policy support and preferential policies. However, in the promotion of relevant policies, there are situations such as poor communication channels, unclear promotional content, single promotional forms, and insufficient promotional levels. For example, policy information has not been able to fully cover the student population in need, which has affected the effective implementation of policies; The school's expression of some policy propaganda content is not clear enough, and it is unable to intuitively convey the specific content and beneficiaries of the policy,

resulting in insufficient understanding of the essence of the policy by students, weakening the attractiveness and implementation effect of the policy; Most policy promotion still relies on traditional methods such as meetings and document notifications, neglecting the use of modern promotion channels such as new media and social media, making it difficult to attract more target audiences.

3.3 Lack of Guidance on Performance Evaluation Mechanism

The performance evaluation of employment and entrepreneurship guidance for most college students is mostly based on the employment rate of students as one of the evaluation indicators, which assesses the work performance of employment service institutions or mentors, or evaluates the quality and effectiveness of employment guidance services through surveys of student satisfaction after employment, in order to understand student satisfaction with guidance services and provide improvement suggestions. In addition, colleges and universities will also evaluate the employment quality of students, such as the matching of job positions, salary levels, career development prospects, etc., to reflect the effectiveness of guidance services. Although these performance evaluation methods can intuitively reflect the situation of guidance work, they overly focus on quantitative indicators such as student employment rate and employment quality, while neglecting the assessment of quality, efficiency, and innovation in the service process, resulting in the singularity of evaluation indicators and the inability to comprehensively evaluate the performance of guidance services; At the same time, existing assessment methods often focus on the short-term employment situation and satisfaction survey results, while ignoring the long-term impact and sustainability of guidance services. In addition, the employment rate and satisfaction of students are influenced by various factors, such as personal ability, industry demand, economic environment, etc., which are not entirely controlled by employment guidance services; In addition, the existing performance evaluation mechanism lacks corresponding performance incentive mechanisms, which cannot effectively motivate service mentors to improve service quality and efficiency, resulting in insufficient work enthusiasm of service mentors, affecting the quality and effectiveness of guidance services.

3.4 Weak Teaching Staff for Service Guidance

The staff of some employment and entrepreneurship guidance centers or service institutions in universities, although possessing certain experience and knowledge, lack professional employment guidance and career planning backgrounds. For example, they may not be professional career counselors or human resources experts, resulting in certain deficiencies in providing personalized and professional guidance. Compared with the number of college students, the number of service mentors is significantly insufficient, and the scale of college students is large. However, the number of service mentors is limited, and they usually bear significant work pressure. They need to handle a large number of student job seeking needs and personal consultations at the same time, which not only makes it difficult to meet the large-scale employment and entrepreneurship guidance needs, but also increases their work pressure and affects service quality. In addition, some service mentors may lack updated knowledge and skills to keep up with the latest changes and demands in the job market. In addition, due to a lack of professional background or limited training opportunities, the career guidance skills of service mentors may not be rich enough to provide high-quality employment and entrepreneurship guidance services. The main reason for this phenomenon is that some universities have not provided a systematic training mechanism for employment and entrepreneurship mentors, resulting in a lack of professional career guidance skills and knowledge for service mentors; Compared to other professions, the salary and benefits of service mentors may be relatively low and less attractive, leading to outstanding talents being unwilling to engage in this profession; Due to the increasing demand for employment and entrepreneurship guidance for college students, but the insufficient supply of specialized talents, the vacancies and recruitment difficulties of service mentors have increased; Some regions or universities may lack sufficient educational resources, unable to provide sufficient professional training and support, resulting in a low professional level of service instructors.

4. STRATEGIES FOR IMPROVING EMPLOYMENT AND ENTREPRENEURSHIP GUIDANCE SERVICES FOR COLLEGE STUDENTS

4.1 Building an Employment and Entrepreneurship Information Database Using Big Data Technology

By utilizing big data technology, building an employment information exchange platform and official APP, and building a three in one employment and entrepreneurship exchange platform, colleges and universities can comprehensively improve the guidance services for employment and entrepreneurship of college students, promote the improvement of their employment and entrepreneurship abilities, and achieve smooth career development. On the one hand, in building employment information exchange platforms and official apps, universities need to use big data technology to comprehensively collect various employment and entrepreneurship related information, such as enterprise recruitment information, industry development trends, policies and regulations, career guidance, and other types of information, to ensure the comprehensiveness and timeliness of the information database. Subsequently, the collected data should be cleaned and integrated to eliminate duplicate and invalid information, ensure the quality and accuracy of the data, integrate data from different sources, and build a comprehensive information database; It is necessary to reuse big data storage and management technology to establish a stable and secure data storage system, establish a data management mechanism, classify, label, and version control data, ensure the security and reliability of information, and facilitate subsequent data analysis and application. Then, through big data analysis technology, the data in the information database is deeply mined and analyzed to discover the correlation and regularity between the data, and provide users with more accurate and personalized information push and services, covering analysis of user needs, prediction of employment market trends, and other aspects; Based on the personalized needs and employment intentions of users, it is a must to utilize big data technology to achieve personalized push and service of information, such as providing employment and entrepreneurship information that meets their specific needs and backgrounds through user profiling, behavior analysis, and other means, to improve user experience and satisfaction. On the

other hand, in building a three in one employment and entrepreneurship exchange platform, universities, enterprises, and students should all be included to achieve information sharing, resource integration, and demand matching. For example, the first is to integrate the data resources of universities, enterprises, and students, achieve information sharing and resource integration, and provide more diversified and comprehensive services for all parties; then, it is to reuse big data technology and intelligent algorithms to achieve intelligent matching and recommendation of student employment intentions, enterprise recruitment needs, and other information, and improve matching degree and efficiency; Finally, it is to build a sound service ecosystem, including student career planning and guidance, talent recruitment and demand in enterprises, employment services and resource support in universities, etc., to form a virtuous cycle and interaction.

4.2 Responding to Policies and Implementing Student Career Development Plans Education

Firstly, colleges and universities should deeply understand and grasp the relevant policies of the country and local authorities on student career development planning education, and implement the requirements of policy documents into specific guidance services, such as, interpreting, summarizing, and summarizing policy documents, developing corresponding internal policies and measures in universities, and educating faculty and staff on policy requirements through training and other means to enhance their awareness and understanding of policies. Secondly, colleges and universities can actively organize various forms of publicity activities to promote national policies, university regulations, related resources and services to teachers and students, and enhance the policy awareness and execution ability of students and faculty. This can be achieved through various forms such as school websites, campus broadcasts, poster promotions, and special lectures to convey policy information to teachers and students, guiding them to pay attention to and participate in career development planning education. Thirdly, colleges and universities should establish a multi-level and comprehensive career development planning service system, including various forms of services such as career planning consultation, vocational skills training, and internship and practical training opportunities. For example, they can set up institutions such as career development planning guidance centers or career development guidance groups to provide

personalized and professional career development guidance and services for students. Finally, colleges and universities can reform the curriculum and teaching methods, integrate career development planning education into the curriculum system, and cultivate students' awareness and abilities of career development. For example, by offering courses such as Introduction to Career Development Planning and Practical Career Planning, students can be guided to recognize themselves, understand the job market, and develop career development plans to enhance their employment and entrepreneurship abilities.

4.3 Building a More Comprehensive Assessment and Incentive Mechanism

Colleges and universities should establish a scientific and reasonable assessment index system, which should include multiple aspects such as service efficiency, service quality, and the effectiveness of student employment and entrepreneurship. Among them, the setting of assessment indicators should fully consider the needs of service recipients, policy requirements, and the actual situation of universities, ensuring their authority, operability, and pertinence; The assessment mechanism should have flexibility and adaptability, be able to adjust and optimize according to the needs of different time periods and objects, ensure that it can effectively promote the development and improvement of service work, and establish a sound assessment process and mechanism, such as assessment cycle, assessment frequency, assessment method, etc., to ensure the fairness, impartiality, and transparency of assessment work. In terms of incentive mechanisms, various forms of incentives can be adopted, such as economic incentives, honor incentives, and professional title evaluations. These incentive measures should be matched with assessment indicators, which can effectively mobilize the enthusiasm and creativity of staff, improve their service level and work efficiency; And fully considering individual differences, provide more incentives and rewards to outstanding individuals to further stimulate their work motivation and innovation ability.

4.4 Strengthening the Construction of Teaching Staff to Ensure Employment Guidance Work

Firstly, colleges and universities should establish a sound training mechanism, such as conducting regular training activities to provide updated knowledge and information on employment policies, career development theories, job seeking skills, and

other aspects for employment guidance workers. The training content should keep up with the times, combine the current changes in the employment market and student needs, and focus on improving the practical operation ability and service awareness of workers. Secondly, in addition to general training, attention should also be paid to improving the professional competence and ability level of workers, covering the cultivation of vocational counseling skills, psychological counseling skills, job market analysis skills, etc., to enhance the professional level and service ability of workers. Thirdly, schools should establish a mentor system and team cooperation mechanism. The mentor system can provide guidance and support for newcomers, help them adapt to work faster, and improve work efficiency. The team cooperation mechanism can promote information sharing and experience exchange, form a closed loop of talent cultivation and experience inheritance, and ensure the stability and continuity of employment guidance work. Fourthly, colleges and universities should establish a reasonable incentive mechanism, such as selecting outstanding employment guidance workers, setting up special rewards, providing professional title promotions, etc., to stimulate the enthusiasm and creativity of workers, improve their service quality and work efficiency, and provide a good working environment and development space, retain excellent employment guidance workers, and maintain the stability and cohesion of the team. Fifthly, schools can establish a sound management mechanism, such as clear job responsibilities, standardized performance evaluation, regular evaluation and feedback mechanisms, to ensure that the work of workers meets the norms and standards, and improve the efficiency and quality of employment guidance work.

5. CONCLUSION

In summary, to improve the quality of employment and entrepreneurship guidance services for college students, firstly, colleges and universities can use big data technology to build an employment and entrepreneurship information database, integrate various employment and entrepreneurship related data, provide students with more comprehensive and accurate information support, and help them make wiser career choices and plans. Secondly, schools can respond to policies and implement education on student career development plans, providing them with more targeted guidance on career development plans, and helping them better adapt to changes and challenges in the job market. Thirdly, colleges and

universities should establish a more comprehensive assessment and incentive mechanism to stimulate the enthusiasm and creativity of workers, and improve their work quality and service level. Finally, schools should strengthen the construction of the teaching staff, establish a sound training mechanism, enhance the professional quality and ability of workers, construct a mentor system and team cooperation mechanism, and strengthen the management and evaluation of the teaching staff, effectively improve the quality and effectiveness of employment guidance work, and provide more comprehensive and professional support for the career development of students. In the future, with the continuous development of society and economy, the employment and entrepreneurship guidance services for college students can utilize advanced technologies such as artificial intelligence and virtual reality to enhance the personalized and intelligent level of guidance services; colleges and universities can strengthen cooperation with enterprises and social resources, expand employment and entrepreneurial resources and opportunities, and provide students with broader development space.

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