

# The Exploration and Practice of High-quality Employment Work from a Multidimensional Perspective

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[ **Abstract** ] Against the backdrop of rapid social and economic development, achieving high-quality employment holds significant importance for individuals, society, and the nation. This paper delves into the effective pathways for realizing high-quality employment work, providing a detailed discussion from five aspects: constructing a comprehensive employment guidance system, strengthening school-enterprise cooperation, enhancing the quality of faculty, reinforcing employment-oriented education, and expanding employment channels. By systematically analyzing the connotations, current status, problems, and solutions of each pathway, this paper aims to offer valuable references for colleges, enterprises, and relevant departments in promoting high-quality employment work, and to help more workers achieve high-quality employment and promote the sustainable development of the economy and society.

[ **Key words** ] high-quality employment; employment guidance; school-enterprise cooperation; employment-oriented education; employment channels

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Employment is the foundation of people's livelihood, and high-quality employment is one of the important goals of economic and social development. With the upgrading of industrial structure, the intensification of market competition, and the changes in the supply and demand structure of the labor market, workers' requirements for employment quality are continuously increasing, and the attention of society to high-quality employment is also growing day by day. High-quality employment is not only related to individuals' career development, quality of life, and social status, but also related to social stability, economic growth, and the long-term development of the country. Therefore, it is of great theoretical and practical significance to study the ways to realize high-quality employment work in depth, which can enhance workers' employment capacity, promote the matching of the employment market's supply and demand, and drive the high-quality development of the economy and society.

## 1 Constructing a comprehensive employment guidance system

### 1.1 Connotation and importance of employment guidance system

An employment guidance system refers to an integrated whole that provides students with systematic career planning, employment skills training, employment information, and employment psychological counseling through the integration of various resources by colleges or relevant institutions, based on certain educational concepts and methods, to help students achieve their employment goals smoothly. A comprehensive employment guidance system can help students better understand their interests, abilities, and career inclinations, clarify their career development directions, master the necessary employment skills, enhance their employment competitiveness, and thus improve employment quality and satisfaction.

### 1.2 Problems in the current employment guidance system

Incomprehensive and unsystematic content: Some colleges' employment guidance courses are relatively monotonous, mainly focusing on short-term employment skills training such as resume writing and interview

techniques, with less involvement in career planning, career quality cultivation, and industry development trends, which cannot meet students' diverse needs for employment guidance at different stages.

**Weak faculty:** The professional background and practical experience of employment guidance teachers vary greatly. Some teachers lack work experience in enterprises and a deep understanding of the employment market, making it difficult for them to provide targeted and forward-looking employment guidance suggestions for students. Meanwhile, there are relatively few training opportunities for employment guidance teachers, restricting their professional development and affecting the quality and effectiveness of employment guidance work.

**Insufficient personalized guidance:** Due to the large individual differences among students, including major backgrounds, interests, and career goals, the current employment guidance often adopts a "one-size-fits-all" model, lacking personalized attention and guidance for students. For some special groups of students, such as students from economically disadvantaged families and ethnic minority students, more targeted support measures have not been provided, resulting in greater difficulties for some students in the employment process.

**Disconnection from market demand:** The employment guidance system has not been able to grasp the dynamic demands of the employment market in a timely and accurate manner to some extent, leading to a gap between the knowledge and skills students learn and the actual needs of enterprises. Some colleges' employment guidance course settings have not been fully combined with industry development trends and corporate recruitment standards, and students often need to spend a long time adapting and adjusting when they enter the workplace after graduation, which affects employment quality and career development speed.

### **1.3 Strategies for improving the employment guidance system**

**Optimizing course content:** Construct an employment guidance course system covering multiple modules, including career planning, career quality education, employment skills training, and industry frontiers. In the lower grades, focus on career planning education to help students understand themselves, explore the career world, and clarify career goals. In the middle and higher grades, strengthen employment skills training, and offer practical courses such as business negotiation skills, team collaboration ability training, and innovative thinking training in combination with major characteristics. At the same time, invite industry experts to give lectures to introduce industry development trends and corporate recruitment needs, broaden students' horizons, and enhance their adaptability to the employment market.

**Strengthening faculty construction:** On the one hand, improve the professional level and practical experience of existing employment guidance teachers through internal training, external further education, and corporate internships. Organize teachers to regularly participate in training courses and academic exchanges related to employment guidance, and invite human resources experts and industry elites from enterprises to teach teachers to update their knowledge structure and educational concepts. On the other hand, actively introduce talents with rich corporate work experience and professional background to enrich the employment guidance teacher team, optimize the faculty structure, and provide students with more practical and forward-looking employment guidance.

**Conducting personalized employment guidance:** Establish student employment information files to fully understand students' major backgrounds, interests, career goals, and strengths, and develop personalized employment guidance plans for each student. Provide classified guidance and special counseling for different majors, grades, and employment intentions of students. For special groups of students, such as students from economically disadvantaged families and ethnic minority students, establish a one-to-one support mechanism to provide exclusive employment consulting, job recommendations, and psychological counseling services to help them overcome employment difficulties and achieve high-quality employment.

**Strengthening connection with the employment market:** Establish a market research mechanism to regularly investigate and analyze the dynamic demands of the employment market, industry development trends, and corporate recruitment standards, and feed the research results back into the employment guidance course settings and teaching content updates in a timely manner. Strengthen cooperation and communication with enterprises, invite enterprises to participate in the design and teaching of employment guidance courses, jointly develop

employment guidance textbooks and teaching cases that meet market demands. At the same time, provide students with opportunities to directly contact and communicate with enterprises through campus recruitment activities and the construction of corporate internship and practice bases, enabling students to understand the demands of the employment market in practice and improve their employment capacity.

## **2 Strengthening school-enterprise cooperation**

### **2.1 Connotation and significance of school-enterprise cooperation**

School-enterprise cooperation refers to a long-term, stable, and mutually beneficial cooperative relationship established between colleges and enterprises in the fields of talent cultivation, scientific research, and social services. Through school-enterprise cooperation, colleges can fully utilize the resources and market advantages of enterprises to provide students with practice teaching bases, internship employment positions, and employment guidance services, while also obtaining the latest industry information and technical requirements from enterprises to promote educational reform and scientific research innovation. Enterprises can select and cultivate high-quality talents that meet their own needs through participation in the talent cultivation process of colleges, improving the core competitiveness of enterprises and achieving common development between colleges and enterprises. Strengthening school-enterprise cooperation is of great significance for promoting high-quality employment, as it can effectively solve the problem of the disconnection between college talent cultivation and enterprise needs, improve students' practical ability and employment competitiveness, promote the matching of the employment market's supply and demand, and achieve seamless match between talent cultivation and social needs.

### **2.2 Current status and problems of school-enterprise cooperation**

Shallow cooperation level: At present, the cooperation between some colleges and enterprises is mainly concentrated in the student internship and employment, mostly focusing on enterprises receiving student interns and providing employment positions, and lacking in-depth cooperation in the formulation of talent training programs, curriculum system construction, faculty training, and scientific research cooperation. This superficial cooperation cannot fully leverage the advantages of both parties and cannot fundamentally solve the problem of the mismatch between talent cultivation and enterprise needs.

Insufficient cooperation motivation: From the perspective of colleges, some colleges do not pay enough attention to school-enterprise cooperation and lack the initiative and enthusiasm to actively cooperate with enterprises, regarding school-enterprise cooperation as a formal task and not truly promoting its in-depth development from the height of talent cultivation. From the perspective of enterprises, some enterprises do not fully recognize the importance of participating in college talent cultivation, thinking that cooperation with colleges will increase the human, material, and financial costs of enterprises, and that obvious economic benefits cannot be seen in the short term, thus reducing their enthusiasm for school-enterprise cooperation and making it difficult to carry out continuously and stably.

Imperfect cooperation mechanism: School-enterprise cooperation lacks an effective operation mechanism and safeguard measures, and there are often problems such as poor communication, unclear responsibilities, and unclear profit distribution between the two parties in the cooperation process. For example, during student internships, the responsibilities and obligations of enterprises for student internship management are not clear, leading to some students' internships being formalized and the poor effect of internships. In scientific research cooperation, issues such as the ownership of intellectual property rights and the sharing of research results between colleges and enterprises have not been properly resolved, affecting the enthusiasm and efficiency of both parties in the cooperation and the advancement of cooperation projects.

### **2.3 Strategies for deepening school-enterprise cooperation**

Expanding the scope of cooperation: Colleges and enterprises should carry out in-depth cooperation throughout the entire talent training process. In the stage of formulating talent training programs, invite enterprise experts to participate and jointly determine professional training goals, curriculum systems, and teaching content to make the talent training programs more in line with enterprise needs and industry development trends. In curriculum system

construction, jointly develop practical courses and project-based courses between colleges and enterprises, and introduce actual cases and projects from enterprises into the teaching process to enhance the practicality and applicability of the courses. In faculty training, establish a mechanism for mutual hiring of faculty between colleges and enterprises, send college teachers to enterprises for internships, and invite enterprise technicians to serve as part-time teachers to participate in teaching and scientific research in colleges, promoting the integration and development of faculty teams between colleges and enterprises. In scientific research cooperation, colleges and enterprises jointly tackle technical problems of enterprises and key issues in industry development, jointly apply for scientific research projects, and promote the transformation of scientific research results to achieve a virtuous interaction between college scientific research and enterprise development.

**Stimulating cooperation motivation:** Colleges should increase support for school-enterprise cooperation in terms of policy, system, and resources, incorporate the effectiveness of school-enterprise cooperation into the teacher assessment and evaluation system, and provide policy and rewards for teachers who actively participate in school-enterprise cooperation to stimulate their enthusiasm. At the same time, colleges should strengthen communication and publicity with enterprises, enabling enterprises to fully recognize the significance and potential value of participating in college talent cultivation. Through school-enterprise cooperation, enterprises can cultivate high-quality talents, enhance their brand image, and obtain scientific research resources and technical support from colleges, thereby enhancing the internal motivation of enterprises to participate in school-enterprise cooperation. In addition, the government should also introduce relevant policies to provide tax incentives and financial subsidies to enterprises that actively participate in school-enterprise cooperation, encouraging enterprises to increase their investment in school-enterprise cooperation and creating a favorable policy environment for it.

**Improving the cooperation mechanism:** Establish and improve the organizational management structure for school-enterprise cooperation, clarify the responsibilities and rights of both parties in the cooperation process, strengthen communication and coordination, and ensure the smooth progress of school-enterprise cooperation. Develop regulations and work processes for school-enterprise cooperation to standardize the management of cooperation projects, including application, implementation, and evaluation, and clarify the handling principles and methods for key issues such as student internship management, ownership of scientific research cooperation results, and profit distribution to safeguard the legitimate rights and interests of both parties. Establish an assessment and feedback mechanism for school-enterprise cooperation, regularly evaluate the effectiveness of cooperation projects, and adjust cooperation strategies and content in a timely manner according to the evaluation results to continuously improve the quality and level of school-enterprise cooperation.

### **3 Enhancing the quality of faculty**

#### **3.1 Impact of faculty on high-quality employment**

Faculty is a key factor in high-quality employment. The professional quality, teaching ability, and career guidance level of teachers directly affect students' knowledge and skills, practical ability, and employment competitiveness. High-quality faculty can closely integrate theory with practice, cultivate students' innovative thinking and career quality, provide scientific career planning and employment guidance for students, and help students achieve high-quality employment.

#### **3.2 Problems in faculty**

**Insufficient practical ability:** Some teachers lack practical experience in enterprises, making it difficult to closely integrate theory with practice and affecting the cultivation of students' practical ability and career quality.

**Lack of career guidance ability:** There are few teachers with career guidance qualifications, and their attention to the dynamic changes in the employment market is insufficient, making it difficult to provide targeted employment suggestions.

**Imperfect faculty training system:** The training content for teachers is disconnected from actual needs, lacks systematicness and effectiveness, and cannot meet the requirements of high-quality employment for faculty.

### 3.3 Strategies for enhancing the quality of faculty

#### (1) Strengthening teacher practice training:

Establish a teacher-enterprise internship system to select teachers to practice in enterprises, participate in production, management, and technology research and development, and enhance their practical ability.

Encourage teachers to participate in horizontal enterprise scientific research projects, introduce actual problems from enterprises into scientific research work, and promote the combination of scientific research and practice.

Develop incentive policies to include teachers' practical experience in the assessment and evaluation system, and encourage teachers to actively participate in practice training.

#### (2) Conducting career guidance ability training:

Develop a training plan for teachers' career guidance ability, and invite experts to conduct professional training in career planning, consulting, psychological counseling, and other aspects.

Establish a certification system for teachers' career guidance ability, and encourage teachers to obtain relevant professional qualification certificates to enhance the professionalism and authority of career guidance.

Strengthen cooperation with external career guidance agencies, and organize teachers to participate in seminars and exchange activities to broaden their career guidance horizons.

#### (3) Improving the faculty training system:

Construct a multilevel faculty training system covering pre-service training, pre-employment training, and in-service training, and include the training of practical ability and career guidance ability in it.

Optimize the training content, increase practical teaching links, and ensure the relevance and effectiveness of the training.

Strengthen the management and evaluation of the training process, establish training files, track teachers' performance after training, and continuously optimize the training content and methods.

## 4 Reinforcing employment-oriented education

### 4.1 Connotation and significance of employment-oriented education

Employment-oriented education refers to the process of integrating employment education with ideological and political education, professional education, and quality education in college talent cultivation. Through systematic education and practical activities, students' employment awareness, career quality, innovative spirit, and practical ability are cultivated. This helps students establish correct employment concepts, enhance their adaptability and competitiveness in the employment market, and promote their high-quality employment and comprehensive development. Employment-oriented education is not only an important part of college talent cultivation but also an important manifestation of implementing the fundamental task of cultivating virtue and talents. By strengthening employment-oriented education, students can be guided to combine their personal career development with the needs of the country and society, cultivate their sense of social responsibility and mission, and be enabled to pay attention not only to personal interests but also to national development and social progress in the employment process, contributing to the realization of the Chinese Dream of the great rejuvenation of the Chinese nation.

### 4.2 Problems in employment-oriented education

Weak employment-oriented education awareness: Some colleges do not pay enough attention to employment-oriented education, focusing more on professional education and neglecting employment-oriented education, regarding employment education as an auxiliary educational task and not incorporating it into the entire talent cultivation process. Some teachers do not fully understand the connotation and significance of employment-oriented education, lack awareness of employment-oriented education, and fail to fully explore the employment-oriented education elements in professional courses and integrate employment education with professional education in the teaching process, affecting the effectiveness of employment-oriented education.

Single content of employment-oriented education: At present, employment-oriented education in colleges mainly focuses on employment guidance course teaching and campus recruitment activities, relatively lacking systematicness and diversity. In employment guidance courses, aspects such as students' employment concept

education, career quality cultivation, and professional ethics education are involved less, and the employment education is not fully integrated with ideological and political education from a high standpoint to guide students to establish correct employment and career concepts. At the same time, when colleges organize employment practical activities, the forms are relatively, mostly focusing on recruitment fairs and internships, and lack systematic design and organization for students' innovation and entrepreneurship ability cultivation, career experience, social practice, and other aspects, making it difficult to meet students' diversified employment needs and development requirements.

**Imperfect employment-oriented education coordination mechanism:** Employment-oriented education requires the coordinated cooperation of various departments in colleges to form a good atmosphere of all-staff education. However, there are currently problems such as unclear responsibilities and insufficient cooperation between departments in the employment-oriented education work of some colleges. The employment guidance department, teaching affairs department, student management department, and secondary colleges are working independently in employment-oriented education, lack effective communication and collaboration, and fail to form a synergy, affecting the overall effectiveness of employment-oriented education.

### **4.3 Strategies for reinforcing employment-oriented education**

**Enhancing employment-oriented education awareness:** Colleges should strengthen the publicity and education on the importance of employment-oriented education through holding special lectures, seminars, training activities, and other forms, to improve the understanding and awareness of all teachers and students on employment-oriented education and make the concept of employment-oriented education. Incorporate employment-oriented education into the college talent cultivation program and teacher assessment and evaluation system, guide teachers to establish the concept of all-staff education, integrate employment-oriented education throughout the teaching process, and form a good situation of all-staff participation, full-process coverage, and all-around education.

**Enriching employment-oriented education content:** Construct an employment-oriented education content system covering employment concept education, career quality cultivation, professional ethics education, innovation and entrepreneurship education, social practice, and other aspects. In employment concept education, guide students to establish correct employment and career concepts through ideological and political courses, special lectures, themed class meetings, and other forms, and enhance students' adaptability and coping ability in the employment market. In career quality cultivation, offer career quality courses in combination with major characteristics, and conduct training and practical activities in career etiquette, communication ability, team collaboration ability, and other aspects to improve students' comprehensive quality and career competitiveness. In professional ethics education, integrate professional ethics education into professional course teaching and practical teaching links, and cultivate students' sense of social responsibility, dedication, and integrity through case analysis and enterprise practice. In innovation and entrepreneurship education, establish an innovation and entrepreneurship education system, offer innovation and entrepreneurship courses, and conduct innovation and entrepreneurship practical activities to cultivate students' innovative thinking and entrepreneurial ability, encourage students to start their own businesses, and expand employment channels. In social practice, organize students to participate in social surveys, volunteer services, community services, and other practical activities, so that students can understand and serve society in practice, enhance their sense of social responsibility and mission, and at the same time improve their practical ability and career quality.

**Improving the employment-oriented education coordination mechanism:** Establish and improve the leadership system and working mechanism for employment-oriented education, clarify the responsibilities and tasks of each department in employment-oriented education, strengthen communication and collaboration between departments, and form a working pattern of employment-oriented education led by the party committee, managed jointly by the party and government, coordinated by the employment guidance department, and participated by all departments and secondary colleges. Establish a joint meeting system for employment-oriented education, regularly hold meetings to study and solve problems and difficulties in employment-oriented education, coordinate the relationships between departments, and promote the smooth progress of employment-oriented education. Strengthen

the coordination and cooperation between the employment guidance department, teaching affairs department, student management department, and secondary colleges, establish an information sharing mechanism, and timely share students' employment information, teaching information, management information, and other aspects to achieve seamless connection and coordinated advancement in employment-oriented education.

## **5 Expanding employment channels**

### **5.1 Importance of expanding employment channels**

In the current situation of fierce employment market competition, expanding employment channels is a key link to achieve high-quality employment. Diversified employment channels can provide students with more employment opportunities and choices, reduce employment risks, and improve employment success rates and quality. At the same time, expanding employment channels also helps colleges better understand social needs, adjust talent training directions and major settings, promote the close integration of colleges and society, and drive the healthy development of higher education.

### **5.2 Problems in employment channels**

**High dependence on traditional employment channels:** At present, the employment of college students mainly relies on traditional employment channels, such as campus recruitment and talent market recruitment, with low utilization of emerging employment channels and flexible employment methods. In campus recruitment, some colleges have insufficient cooperation with enterprises, and the scale and quality of campus recruitment fairs are limited. The employment positions provided by enterprises have low major match degree with students, resulting in a narrow range of employment choices for students. In talent market recruitment, due to the fierce competition in the talent market, students face greater pressure and uncertainty in the job search process, and the authenticity of some talent market recruitment information is difficult to guarantee, affecting students' job search effectiveness.

**Insufficient development of emerging employment channels:** With the rapid development of Internet technology and the continuous adjustment of economic structure, emerging employment channels and flexible employment methods constantly spring up, such as online recruitment, remote working, freelancer, and entrepreneurship. However, colleges are relatively lagging in the development and utilization of emerging employment channels, lacking research and guidance on emerging employment channels, and students have low awareness and participation in emerging employment channels, leading to some students missing the employment opportunities brought by emerging employment channels.

**Regional employment imbalance:** There are differences in the level of economic development and industrial structure in different regions of our country, and there is also an imbalance in employment opportunities and quality. Employment opportunities and quality are relatively higher in the eastern coastal areas and economically developed cities, while they are relatively lower in the central and western regions and economically underdeveloped areas. In the process of expanding employment channels, colleges often have problems with regional employment imbalance, resulting in some students being overly concentrated in employment in economically developed areas, and the talent demand in the central and western regions and economically underdeveloped areas cannot be effectively met, affecting the coordinated development of regional economy.

### **5.3 Strategies for expanding employment channels**

**Optimizing traditional employment channels:** Strengthen cooperation and communication with enterprises to improve the quality and level of campus recruitment fairs, expand the scale and influence of campus recruitment fairs, attract more high-quality enterprises to participate in campus recruitment, and provide students with more employment position choices. Establish an enterprise talent demand information database to timely understand the recruitment needs and job requirements of enterprises, and adjust talent training programs and major settings according to the needs of enterprises to improve the targeting and adaptability of talent training. At the same time, strengthen students' job search guidance and training to improve their job search success rates in traditional employment channels. Colleges should establish long-term and stable cooperation with talent markets, regularly organize students to participate in talent market recruitment fairs, strengthen the review and screening of talent market recruitment information, ensure the authenticity and reliability of recruitment information, and provide

students with a safe and reliable job search platform.

**Developing emerging employment channels:** Strengthen research and guidance on emerging employment channels, and improve students' awareness and participation in emerging employment channels through offering relevant courses, holding lectures, and conducting practical activities. Encourage students to use Internet platforms for online job hunting, guide students to pay attention to employment opportunities and development trends in emerging industries, cultivate students' remote working ability, freelancing ability, and entrepreneurial ability, and broaden students' employment horizons and choices. At the same time, colleges should strengthen cooperation with enterprises in emerging industries, establish internship and employment bases, and provide students with practical training opportunities in emerging employment channels to enhance their competitiveness in these channels.

**Promoting regional employment balance:** Colleges should actively respond to the national strategy for coordinated regional development, guide students to establish correct employment concepts, encourage students to seek employment in the central and western regions and economically underdeveloped areas, and contribute to the development of these regions. This can be achieved through conducting publicity on regional employment policies, holding regional employment special recruitment fairs, and setting up special awards for regional employment to increase students' enthusiasm and willingness to seek employment in these areas. At the same time, colleges should strengthen cooperation and communication with enterprises in the central and western regions and economically underdeveloped areas, establish long-term and stable talent supply mechanisms, and provide high-quality talent support for local enterprises to promote the coordinated development of the regional economy.

## 6 Conclusion

High-quality employment is an important goal of college talent cultivation and an inevitable requirement for economic and social development. This paper proposes effective ways to achieve high-quality employment through constructing a comprehensive employment guidance system, deepening school-enterprise cooperation, enhancing the quality of faculty, reinforcing employment-oriented education, and expanding employment channels. These strategies are interrelated and promote each other, forming a systematic high-quality employment work system, which can effectively enhance students' employment ability and career development level and promote the close integration of college talent cultivation with social needs. However, high-quality employment work is a long-term and complex system project that still faces many challenges. In the future, colleges need to further strengthen cooperation with governments, enterprises, and society, actively explore employment models adapted to the new situation, and reinforce the analysis and application of employment big data to provide more precise employment services for students. At the same time, it is necessary to focus on cultivating students' comprehensive quality and innovation ability, enhancing their employment adaptability and career development potential. In addition, the government and society should also improve employment policies and create a favorable employment environment to jointly promote the continuous development of high-quality employment work and provide a solid talent support for the high-quality development of the economy and society.

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