

The Necessary Core Competitiveness Training of College Graduates in the Workplace

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Abstract. The difficulty of college graduates in finding jobs has been widely discussed, but there are still many problems in how to prevent college graduates from being unable to find suitable jobs. This analyzes the specific difficulties of college students looking for jobs and the core competitiveness that needs to be improved. Through the research and investigation of the market, it is found that the problem of fresh graduates surviving in finding a job is not only that there are too many applicants in the market objectively, but also subjectively reflects that in the process of linking the school and the market, students do not acquire the corresponding ability to show themselves. Based on such an analysis, this essay analyzes and concludes that learning ability, practical ability, irreplaceability, and positive attitude towards work are very key elements and proposes to integrate these four elements into the education process during undergraduate study.

1 Introduction

At present, the employment of college students is facing many challenges. On the one hand, the social and economic downturn and the instability of the job market have made it more difficult for college students to find jobs, and the employment situation is becoming more and more severe. On the other hand, the number of college graduates is increasing while the number of jobs has not increased correspondingly, leading to fierce competition and difficulty in finding suitable jobs. There are also some special problems, such as the discrimination of women's employment and the difficulty of rural students' employment, which make the employment problem of college students more complicated. Against this background, contemporary college students face many challenges when looking for a job, the first of which is the uncertainty of the difficulty in finding a job. Many college students find that the majors and courses they study do not meet the needs of modern society, which makes it more difficult for them to find a job. Secondly, competition is fierce, with millions of students moving from campus to society each year with similar CVs and backgrounds, making it even more difficult to find a job. Finally, college students lack practical experience in the job market, which also becomes a major difficulty in finding a job [1]. Based on this, this essay seeks to comprehensively explore the primary motivations behind this trend and tangible strategies to effectively address this issue.

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2 Realities and reasons in recent years

2.1 The employment situation of college graduates in recent years

The 2023 entry-level job market shows notable growth in several industries. Electronics and semiconductor research have an average starting salary of \$188,300, while energy, chemicals, and environmental protection, along with machinery manufacturing, offer around \$130,000. The automotive industry's average for fresh recruits is \$162,200, and healthcare sees \$141,400. The energy sector experiences a 42.3% yearly increase in new jobs. In contrast, electronics-related jobs show a modest 5.25% growth. Liberal arts industries, like e-commerce-linked shopping guides and sales administration, see substantial 89.45% and 77.11% yearly growth rates. As for recruitment trends, 21.78% of companies have closed their 2023 fresher positions, while 78.22% remain open. Advertising media, culture, and sports lead in recruitment openness at 88.89%.

In 2023, job search skills training includes computer programming, foreign languages, design, driving, sales, e-commerce operation, culinary, pet care, and housekeeping. Notably, e-commerce, catering, pet care, and housekeeping training are gaining prominence, indicating a growing interest in service industry careers among fresh graduates [2]. Amidst a challenging job market due to economic conditions, students are urged to enhance their employability by developing core competencies. Based on this phenomenon, it can be seen that people who have unique skills in today's market and are integrated with the service industry are more likely to get a good job. This shows that students must be able to develop an ability that cannot be easily replaced before applying for a job.

2.2 Objective reasons exist in the market

From the modern social situation, the specific problems of college students looking for jobs are mainly divided into four aspects, the first is the lack of smooth job search channels. College students looking for a job often find that the job search channels are not smooth, and can not get the relevant job information, which makes it difficult for them in the first time of graduation to know the position they can get, to be more effective integration of the position on the information to prepare. The second is the fierce competition college students have to face competition from all walks of life when looking for a job, which makes it more difficult to find a job lack of experience, college students lack experience in the job market, so the workplace prefers to use two to three years of experience in the work of the workers rather than fresh college students. However, many jobs require fresh college students to have a longer internship experience, which in itself is contrary to the requirements, so it is difficult for college students to meet. With the development of the economy, modern society for the talent requirements are getting higher and higher, and the talent requirements are getting more and more complex, but at the same time the competition for jobs in the market has become more and more intense, and many companies want to hire experienced employees, but college students often lack experience in this area, in addition to college students to learn the knowledge and skills of the market demand for the existence of a large gap between all the reasons are All these reasons make it difficult for them to find a job [3,4].

3 Importance analysis and suggestion

3.1 Four elements of importance in the workplace

In any field, the core competence of employment can be summarized into four aspects, the first is learning ability, that is, academic ability in the professional field, including the ability to self-learn in the face of new topics in the work process. The second is the ability to practice. In the work process, it is not possible to use only the academic skills, but also the actual operation, so the ability to practice is more important. The third is the irreplaceability of the individual, in the severe competition in the workplace, when a person's learning ability and practical ability and when other people's learning ability and practical ability, how to do in the same conditions is extremely important. After completing the cultivation of learning ability and practical ability, individuals should consider how to develop themselves into irreplaceable employees in the workplace. The fourth is a good mindset, from school to society face a lot of problems from a batch before, these problems can not be solved by interpersonal relationships within the school, so when encountered by their own no way to solve or pressure is very big, people need to use new thinking to get a better state of mind [2,5].

For this reason, schools must help students develop their core competencies before entering the workforce, such as providing relevant lectures, conducting relevant practical activities, and providing students with opportunities to visit the market in cooperation with the market.

3.2 The cultivation of learning ability in the workplace

Now the market economy needs to appear as a kind of disciplinary integration of the situation, specifically expressed in the process of learning science courses are also integrated into some elements of the liberal arts. For example, AI artificial intelligence update iteration of the research process also needs staff to understand some humanities and social sciences knowledge, so that the invention of artificial intelligence is more in line with the emotional needs of human life. The study of liberal arts students, such as sociology also need to understand the science and technology of big data knowledge, through a larger database to enrich their social data, so that their research literature becomes more detailed and professional. Such a need is very consistent with the current situation in society because no one discipline can be biased to deal with a very complex, involving all aspects of the problem, so it requires students from different disciplines to carry out interactive learning. This is more often the case in the workplace. It is conceivable that, in the course of the work, graduates with backgrounds in the arts must also acquire scientific knowledge, while graduates with scientific backgrounds must also delve into artistic knowledge. In recent years, there has been a growing trend towards integrating cultural and creative peripheral operations within prominent museums. This trend has even led to instances where art students study industrial production, and industrial design students delve into art knowledge, thereby creating a unique situation in the realm of industrial production and design. This requires students to use learning ability in the workplace, such learning ability is not only the ability to learn a particular subject but to develop a self-learning skill in the face of any new subject, have a set of methods to dismantle into their knowledge [5].

The development of core learning competencies requires a long-term process. Returning to the stage of undergraduate education, schools can offer some integrated subject studies after completing the basic education of each program. This not only allows students from different disciplines to share their learning methods but also allows students to learn about other disciplines in the process of practice.

3.3 Training of practical operation ability in the workplace

Many people think that practical skills in the workplace can't be cultivated during university, but this is a wrong point of view. The ability to prioritize work and complete tasks within a specified period are two abilities that can be dismantled and understood in the work process. In the process of undergraduate or even postgraduate study, they will also encounter several study tasks at the same time, college students can use this opportunity to train themselves to be able to prioritize their studies, and then complete several tasks within the time limit. At present, much of the university coursework and examination study and planning is a very clear linear syllabus system it is bound to the ability of college students in a semester to self-arrange the study time and tasks, so the university can be appropriate to return to the students themselves the ability to plan the allocation of time for the planned division.

For different majors, the practice they need is different. Schools can offer internships or volunteer activities each semester that are relevant to the course of study. For example, in the freshman year, there are some administrative or simple practical internships related to basic professional knowledge, and in the sophomore and junior years, there are some internships that are closer to the core of the industry. Currently, internships are often described as a "requirement" on a student's CV rather than an opportunity for the student to develop his or her skills. Schools should effectively integrate social resources to give students more information and opportunities to exercise their ability to deal with things in real workplaces in a limited period.

3.4 Irreplaceable training in the workplace

Cultivating their irreplaceability is the most difficult ability for college students because, throughout the entire learning process, students have been placed by their teachers and parents in a social system and learning system with success criteria, so it is very easy for students to use a single criterion to measure their ability, and thus spend a lot of time in this area in the hope of becoming a leader in a certain area, but never really reflect on themselves. But they never really reflect on themselves to find their competitive core of strengths, for example, a student is very talkative, he has a talent for sales, but the keyboard is not an ability to give a score, so students learn to find their strengths in the process of learning, and this advantage combined with their learning ability can be achieved to achieve an irreplaceable presence [6].

The least mentioned of the four core competencies is irreplaceability. Irreplaceability takes a long time to develop, a process that involves self-awareness and re-inventing oneself. At the undergraduate and graduate levels, the development of this competency is very important, but in practice, it is lacking. First of all, the university can provide some lectures on self-knowledge to help students recognize what they like and are good at when they enter the university, and after completing the initial understanding of my ability, some activities should be provided to help students perfect their irreplaceability in this field. In the irreplaceability of professional knowledge, the university can provide the appropriate test-taking courses to help students complete the document assessment before entering the workplace. For the cultivation of some "soft power", the school can change the curriculum appropriately, for example, by releasing the subjectivity of students to cultivate their leadership and information integration skills [7].

3.5 A good mindset in the workplace

The transition from school to the workplace presents a significant mental challenge for many individuals. The structured environment of the school, with its labeled answers and clear

expectations, is vastly different from the unpredictable nature of the workplace where there are no standard answers. As a result, schools need to provide psychological counseling to fresh graduates before they enter the workforce. By preparing students for the challenges they may face in the workplace, schools can help them develop the resilience and coping skills needed to navigate the complexities of the professional world. This counseling can help students manage stress, build confidence, and develop effective communication skills that are essential for success in their careers [8,9].

In addition to support from schools, employers also have a responsibility to assist fresh graduates during the transition period. By offering mentorship programs, orientation sessions, and ongoing support, employers can help new employees adapt to their new roles and responsibilities. This support can help fresh graduates feel more confident and competent in their new environment, leading to increased job satisfaction and productivity [10].

In conclusion, the transition from school to the workplace can be a challenging time for many individuals. By providing psychological counseling and support to fresh graduates, both schools and employers can help them successfully navigate this important life transition.

4 Conclusion

Starting from the reality that fresh graduates in modern Chinese society have difficulty in finding suitable jobs, this paper analyses the difficulty of fresh graduates in finding jobs mainly because of the great competition among fresh graduates and the information mismatch in the process of job searching. It is also found from the data of recent years that the fresh graduates with higher income are mainly in the information engineering and service industries, so four core competitiveness elements are summarized, which are learning ability, practical ability, irreplaceability, and good mentality. These four core competencies were put into the campus environment and targeted recommendations were made.

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