



**STUDY ON THE EMPLOYMENT COMPETITIVENESS OF
YANCHING INSTITUTE OF TECHNOLOGY GRADUATES IN
HEBEI PROVINCE UNDER THE NEW SITUATION**

**BAO MENGXUE
6417195038**

**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
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Thematic Certificate

To

BAO MENGXUE

This Independent Study has been Approved as a Partial Fulfillment of the
Requirement of International Master of Business Administration in International
Business Management

Advisor:.....

(Dr. Zhang Li)

Date: 29 / 6 / 2023


.....
(Associate Professor/Dr. Jomphong Mongkhonvanit)
Dean, Graduate School of Business Administration

Date: 27 / 7 / 2023

Siam University, Bangkok, Thailand

Title: Study on The Employment Competitiveness of Yanching Institute of Technology Graduates in Hebei Province under the New Situation
By: Mengxue Bao
Degree: Master of Business Administration
Major: International Business Management

Advisor:


.....
(Dr. Zhang Li)

..... 29 / 6 / 2023

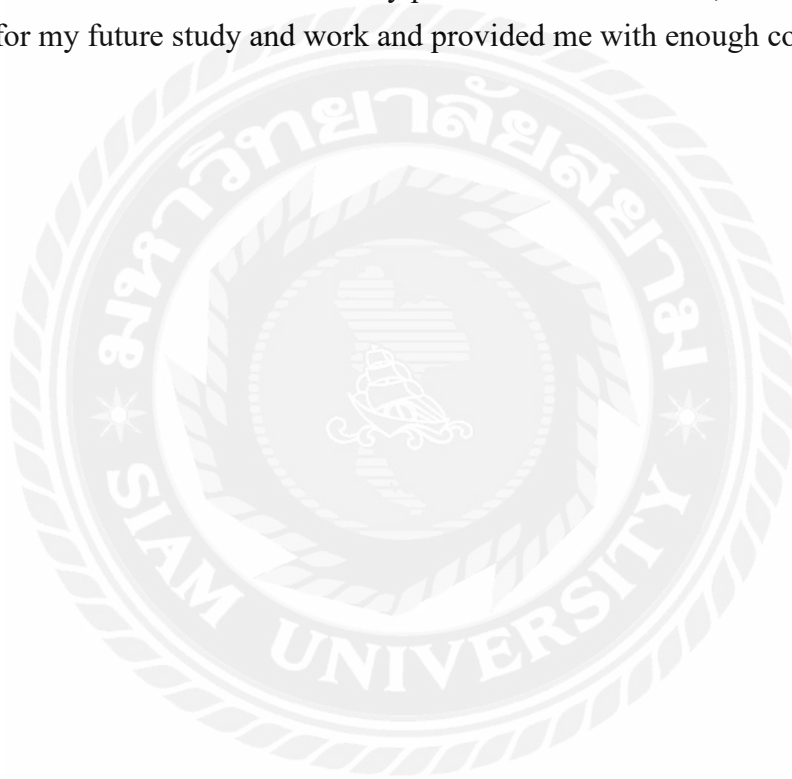
ABSTRACT

With the adjustment and transformation and upgrading of the social and economic structure, the number of college graduates has increased year by year, and the employment and entrepreneurship situation faced by colleges and universities has become more severe and prominent. According to the current employment situation, this paper proposes the following two research objectives: firstly, the USEM employment competitiveness model is used to analyze the shortcomings of the employment competitiveness of Yanching Institute of Technology in Hebei Province, and secondly, the strategic 5P theory is used to provide suggestions for the modification of the employment competitiveness of Yanching Institute of Technology. This paper uses the questionnaire method to conduct quantitative research on the 20th, 21st and 22nd graduates of Yanching Institute of Technology, and finds that the graduates of Yanching Institute of Technology have the problems of lack of employment competition strategy, weak skills, vague metacognition, low subject understanding, and lack of self-confidence. The research in this paper explores the USEM model of integrating strategic 5p into employment competitiveness, so that students of Yanqing Institute of Technology can clearly position themselves during school, set employment goals, implement employment plans, provide sustainable motivation, enable students to have the awareness of self-strategic management and the ability to manage themselves strategically, increase effective leverage for employment competitiveness, and better solve the challenges of workplace survival and social competition.

Keywords: employment, college students, strategy 5p, USEM model

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Declaration

I, BAO MENGXUE, hereby certify that the work embodied in this independent study entitled “Educational Management MBA” is result of original research and has not been submitted for a higher degree to any other university or institution.

BAO MENGXUE

(BAO MENGXUE)
14, March ,2023



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Chapter 1 Introduction

1.1 Research Background

With the advent of the 5G information era, global information dissemination is developing at the speed of light, many emerging industries have expanded, breaking the original economic development organizational structure, and in the case of China's gradual transformation from the original manufacturing industry to the creative industry, the characteristics of talents needed by society have also changed, and many original leading industries are also facing bankruptcy overnight (Li Guo, 2022). As the main place to send many talents to society and enterprises, colleges and universities are the first goal of reform. The first to bear the brunt of the impact of the new situation are the people with low higher education popularization rate, they have the advantages of bearing hardships and standing hard work, being down-to-earth and willing to work, but there are also people with insufficient self-blame, poor awareness of independent learning, and low acceptance of new things, which is a basic and important part of our social group. Hebei Province is very representative of the above factors. Hebei Province is bordered by the Beijing-Tianjin-Bohai Sea, with obvious location advantages; unique natural resources; it has a good industrial and agricultural foundation, with railways and highways, airports and ports, but its educational resources and economic development are not ideal (Miao & Ren, 2022). In 2022 reaches 524,000 students with nearly 2 million students, which has a shortage of education resources, low social With the disadvantages of shortage of educational resources, low social recognition and weakness of their own strength (He, Lv, & Cui, 2023) students of Hebei universities become an important target of the impact of the new situation, which requires Hebei universities to resist the pressure of the new situation and take up the responsibility of employment of some students (Chen, 2022).

Hebei Province has taken shape since the Yuan Zhongshu Province, and then passed through the Northern Zhili Province of the Ming Dynasty, the Zhili Province of the Qing Dynasty, to the Republic of China and modern times. Hebei Province has always been an important place in the capital. Today, Hebei Province is steadily developing in all aspects, but higher education has always been a sore spot for Hebeians (Jiang, 2022). There are 124 colleges and universities in Hebei province, 61 undergraduate colleges and universities, including 40 public undergraduate colleges and universities and 21 private undergraduate colleges and universities, and 63

specialized colleges and universities, including 49 public specialized colleges and universities and 14 private specialized colleges and universities, among these 124 colleges and universities, there is no one "211" or "985" higher education institution from (Ye, 2019). "This includes the following factors, first of all, the reality is that based on the existing strength and level, there is a big difference between the level of Hebei universities and the national advanced level. Although the discipline assessment may not be completely scientific and reasonable, and there are also cases of packaged assessment, the results of discipline assessment reflect the strength and discipline level of each university to a certain extent (Gui, 2010). For historical reasons, the capital of Hebei Province has been relocated several times causing the absence of a major science and education town in Hebei Province. Since the establishment of New China, the provincial capital of Hebei Province has been moved several times, initially to Baoding, then to Tianjin, then back to Baoding, and finally to Shijiazhuang. This complex relocation of provincial capitals has also led to the relocation of Hebei universities and the failure of Hebei to form a true center of higher education (Wen et al., 2014) Although Baoding was still not the capital of the province when the university moved to Baoding, it has taken root in the eastern suburbs of the ancient city for more than fifty years since then. As the same university born in Tianjin, Hebei University of Technology, by chance, remains in Tianjin, but belongs to Hebei Province, at the same time, Hebei College of Traditional Chinese Medicine, which was born in Baoding and grew up in Tianjin, moved to Shijiazhuang due to the administration of Tianjin. After the provincial capital moved to Shijiazhuang, Hebei Normal College and Hebei Geological College were relocated from Xuanhua to Shijiazhuang in the late 1970s and mid-1980s, respectively (Geng, Zhang, & Peng, 2022). In this way, the reality of the formation of several major scientific and educational towns in Hebei Province, including Shijiazhuang, Baoding, Qinhuangdao, and extraterritorially in Tianjin, is strongly related to the relocation of the provincial capital and the historical origins of Beijing, Tianjin, and Hebei.

This also causes that there is no absolute center of higher education in Hebei province, the provincial capital Shijiazhuang has many colleges and universities, but lacks head colleges and universities, Yanshan University, Hebei University and Hebei University are not in the provincial capital, or even located in other provinces and cities (Hu, 2019) Lastly, the geographical location influences the factors. From the perspective of location, Hebei Province is adjacent to Beijing and Tianjin, which is both an advantage and disadvantage. The national layout of colleges and universities is mostly distributed by regions, and Hebei Province lacks cities competing with Beijing

and Tianjin, so there is no university directly under the Ministry of Education in Hebei Province. According to the layout of universities in the region, almost all of them are laid out in Beijing and Tianjin. This is an inevitable choice, universities are generally laid out in central cities, such as Beijing, Shanghai, Xi'an, Nanjing, Wuhan, Chengdu, Guangzhou, and other cities with strong higher education are mostly regional central cities. On the other hand, the great attraction of Beijing and Tianjin is not only unfavorable to Hebei to attract talents, but also causes the outflow of local talents (Zhu & Yu , 2020). This means that the education resources as well as education funding of Hebei universities are defective, which also means that the scientific research level of Hebei universities is weak, and students at Hebei universities want to compete with students at universities in other provinces for employment with their own strength have an inherent disadvantage.

1.2 Research Problems

According to statistics, the scale of graduates from Chinese colleges and universities reached 10.76 million this year, an increase of 1.67 million year-on-year, and the scale and increment reached a record high (Chen, 2022). The impact of the pandemic on employment continues. Some enterprises and their production and operation have not yet returned to the pre-epidemic level. There is still uncertainty in the employment demand in the job market, and the ability of some small and medium-sized enterprises to expand and absorb employment has declined, and the employment situation is quite grim. "2022 College Student Employability Survey Report" (Li, Sun, & Wu, 2022). It shows that only 50.4% of college graduates in 2022 chose to work in units, down 6% from 2021. As of mid-April 2022, only 15.4% of recent graduates signed up for a suitable job, a figure lower than last year's 18.3%, according to Jih-Liang Recruitment. Among recent graduates seeking jobs, 46.7% received offers, down from 62.8% in 2021.

In the salary section, the average expected monthly salary for the class of 2022 graduates is RMB 6,295, down about 6% from last year's RMB 6,711 (An, 2022).

Based on the above phenomenon, the author raises the following questions in this study: Why is the current employment competitiveness of graduates of Yanjing Institute of Technology in Hebei Province low. Is it possible to use the strategic 5P theory to solve the problem of low employability.

1.3 Objective of the study

1.To analysis the employment competitiveness USEM model, the reasons affecting the low employment competitiveness of Yanching Institute of Technology in Hebei Province were analyzed

2. Improve the employment competitiveness of Yanching Institute of Technology in Hebei Province through the strategic 5P theory.

1.4 Scope of the study

Employment issues include many social, financial, economic, educational quality, institutional issues, etc. All of the above points affect students' employment (Wang, 2023). This paper takes the fresh graduates of Yanching Institute of Technology in Hebei Province as the research object, takes the strategic 5P and USEM employment competitiveness model as the research scope, and takes employment competitiveness and graduates as the keywords to improve employment competitiveness, better integrate into students themselves, improve employment competitiveness, and better integrate into society. Society. At the same time, we analyze students' deficiencies in employment, improve and solve problems from the perspective of schools and students.

1.5 Research Significance

The employment problem of college students has become a major issue of people's livelihood and a structural contradiction of employment between human resource supply and job demand, which brings multi-faceted and multi-level negative effects: firstly, it affects the quality of study and life for college students, and easily leads to psychological frustration and stress behavior (Wang, 2023); secondly, it impacts the public's education investment psychology and consumption psychology, and may trigger a new round of moral misconduct and social injustice (Wang, 2008).Thirdly, it reduces the effective match between college students and employment opportunities, resulting in a huge waste of human resources and educational resources (Leng, 2020). The Ministry of Education, the Ministry of Finance and the Ministry of Labor and Social Security have also launched a few policies to alleviate this problem. The Ministry of Education, the Ministry of Finance and the Ministry of Labor and Social Security have also launched a few policies to alleviate this problem.

Authors' chosen topic's theoretical meaning and practical significance are as follows:

(1) Theoretical significance: Through the USEM employment competitiveness model and strategic 5P theory support, the Likert scale was drawn for quantitative research, the specific causes of low employability of Yanching Institute of Technology were explored, and the conclusions reached were supplemented with the existing employment competitiveness related theories.

(2) Practical significance: From the perspective of strategic 5P theory, practical suggestions are put forward for the employment competitiveness of Yanching Institute of Technology.

1.6 Limitation of the study

The first is the limitation of subjective thinking in the preliminary design concept, because Chinese universities have less practice and literature on the cooperation between strategy 5P and employment competitiveness, and the author lacks certain references (Yang, 2022). Secondly, the author lacks certain social work experience and relevant experience, so there is a certain depth and breadth in thinking about problems. Third, there are limitations in data availability, and since this experiment is an independent research report by the authors, there are some objective difficulties in the process of filling out and collecting questionnaires in quantitative research. Fourth, geographical limitations, the scope of this paper is based on the population of graduates of Y-level universities in Hebei Province, but due to the influence of geography, there are some disturbances and difficulties in the actual research process. Based on the above limitations, the author believes that the limitations of subjective thinking can be solved by adding experience and work experience in subsequent work and study; The limitations of data availability can be addressed by working with others.

Chapter2 Literatures Review

2.1 Introduction

The main factors affecting the employment of college students, this article will analyze and explore from the perspective of strategic management of college students, the word strategic management comes from the ancient Greek "strategia" means that power also means military command. Usually found in business, sporting events, and the military, Ansoff proposed the concept of strategic management: "Strategic management refers to a series of business management work formed by combining the daily business decisions of enterprises with long-term planning decisions." (Ansoff, 1980). Steiner pointed out that "corporate strategy is a dynamic process of determining the corporate mission, setting the organizational goals according to the external environment and internal operating elements of the enterprise, and ensuring the implementation and final realization of the organizational goals." (Steiner, 2010) "The application of strategic management to the employment of college students can be manifested as: the establishment and self-positioning analysis of the awareness of competition in early employment, the implementation of competition plans in the medium term, and the maintenance of sustainable development ability in the later stage. This uses three principles of strategic management: resource theory, competition theory, and dynamic capability theory.

2.2 Literature Reviews

2.2.1 The theory of strategy 5P

The term strategic management is derived from the ancient Greek word "strategia" which means right and military command. It is usually found in business, sporting events, military and later interpreted as the art of leadership and methods of domination. The famous German militarist Clausewitz suggested that "strategy is the role of the struggle in order to achieve the aims of war" and that "strategy must define a warlike objective for the whole military operation". However, with the development of human civilization and society, "strategy" has been given more meaning and a broader scope, extending from the initial military science to the scientific, economic, political, and social fields, and is constantly being redefined. Depending on the context, strategy has

been given different meanings Mintzberg summarizes strategy into five normative definitions, namely the 5Ps: plan, ploy, pattern, position, and perspective.

1. The definition of plan is plan means that strategy is a conscious, anticipatory, and organized action process. It can be understood as considering strategy as a programmatic guide for action - as a plan (Ziafati, 2023).

2. Ploy: Strategy is a ploy. It means that strategy is not only a plan before action, but also a means and strategy in the process of action in a specific environment, a tool to threaten and defeat competitors in the competitive game (Yu, 2017).

3. pattern: Strategy is a pattern. It means that strategy can be embodied in a series of specific actions and actual results of the enterprise, not just a plan or means before action. That is, regardless of whether the enterprise has formulated a strategy in advance, as long as there is a specific business behavior, there is a de facto strategy.

Such as Henry Smith, president of the Ford Motor Company Ford's demand for a "Model T" The act of Ford cars painted black can be understood as a strategy. Enterprise behavior mode is formed in history, therefore, in the process of formulating corporate strategy, it is necessary to understand the history of enterprise development, and fully consider and respect the original behavior mode of the enterprise when choosing the strategy, because it will largely determine the choice of future strategy and strategy implementation of the enterprise Validity(Wang, 2014).

4. position: Strategy is a kind of position. Strategy refers to the position of an organization in its environment, and for the enterprise, determining its position in the market. Corporate strategy covers a wide range of areas, including any business activities and behaviors such as product production process, customers and markets, corporate social responsibility and self-interest. But the most important thing is that when formulating a strategy, you should fully consider the impact of the external environment, especially the competitive structure of the industry on the behavior and efficiency of enterprises, and determine your position in the industry and the various measures you should take to achieve that status. To view strategy as a positioning is to form a strong competitive advantage through the correct allocation of enterprise resources(Mintzberg, Chen & Xiao, 2004).

5. perspective: Strategy is a perspective. It means that strategy expresses the inherent cognition of the objective world of the enterprise, reflects the value orientation of the enterprise to the environment and the inherent view of the objective world in the organization, and then reflects the value concept of the strategic decision-maker of the enterprise. The subjective judgment made by enterprise strategy decision makers after analyzing the external environment and internal conditions of the enterprise is strategy,

so strategy is subjective rather than objective. When the subjective judgment of the enterprise strategic decision-maker is in line with the actual situation of the internal and external environment of the enterprise, the strategy formulated is correct; Conversely, corporate strategy is wrong when its subjective judgment does not correspond to environmental reality. However, no matter how it evolves, the core focus of strategy is the proposition "how does an organization position itself to face an increasingly uncertain future". Strategy helps organizations provide a pathway by which they can not only identify the changes they need to make to achieve their ultimate purpose, but also to make those changes happen. On top of this, strategy helps students to identify the future direction of employment and survival, and by following this direction, students may achieve their aspirations (Wen, 2019). As These scholars believe "Although the concept of strategy is evolving from a narrow, conventional concept to a broad, flexible approach, there is no clear system of meaningful indications to label 'this is' strategy, or vice versa" (Kaiser et al., 2014). Therefore, based on the research needs of this paper, the use of strategy in the text is approached from the process of developing, nurturing, and planning above the school's awareness of student employment.

2.2.2 Theory of employment competitiveness

1. Employment competitiveness can be understood as employability, employability. This concept was first proposed by British scholars in the 1950s, mainly referring to the potential ability of individuals to receive employment, with the aim of encouraging marginalized people, such as people with disabilities, to participate in labor and employment. As society developed and progressed, employability also changed under the influence of the general environment, and its focus was expanded from the disabled initially to all employed people. Foreign studies show that by the 1990s, employability had become an important component of employment policies in European countries and played a historic role in the development of higher education, with many countries using student employability as a measure of higher education quality. British scholars define employability as the ability needed to obtain initial employment, maintain employment, and acquire new employment when necessary. (Horage & Pollard, 1998). scholars consider employability as the sum of skills possessed by the hired person and demonstrated in the labor market that are desired and considered attractive by employers, and that can lead employers to believe that the hired person will be the behavioral indicators of the hired person's ability to perform effectively in future jobs (Harvey, 2001). According to scholar, employment

competitiveness is the ability of an employee to possess skills that are desired and attractive by the labor market and employers (Howard, 2004). and according to These three scholars, employment competitiveness is the ability of an individual to identify and realize career opportunities within and outside the organization during his or her career (Fugate, Kinicki, & Ashforth, 2004). This scholar defines employability as "the qualities and abilities that individuals should possess to meet the changing requirements of employers and customers in order to achieve their goals and potential in the labour market" (Doorey, 2005). The concept of employability in China emerged after the 1990s, when China had changed from a planned economy to a market economy, and graduates were born after the market economy, when the talent market was established and completed, and when the employment system of "independent job selection" was gradually implemented in universities. During this period, graduates and employers can find each other suitable for each other through the implementation of the system of "meeting supply and demand and two-way selection". Therefore, the requirements for graduates' employment quality and employability are getting higher and higher. According to scholar "the employability of college students refers to the ability of college graduates to realize their employment ideal, meet the needs of society and realize their own value in social life through the learning of knowledge and comprehensive quality development" (Zheng, 2002). These three scholars believes that the employability of college students refers to the ability of graduates to beat their competitors and find appropriate jobs that suit their talents and realize their values in the employment market, which can be summarized as core competitiveness, basic competitiveness and environmental competitiveness (Lou, Zhou, & Wu, 2005) According to these three scholars and others, employment competitiveness reflects comprehensive ability and quality, mainly including integrity, responsibility, practical ability, and expression ability (Li, Liu, & Wu, 2005). This scholar believes that employment competitiveness is the ability to find a satisfactory job, adapt to changes in the market environment and adjust oneself in time (Tao, 2005). These two scholars believes that the employment competitiveness of college students is the comprehensive quality and ability of college students to provide their intelligence and services to the market more effectively than other competitors when they first enter the human resource market and in their future career, to ensure their sustainable survival and development (Zhao & Chen, 2006). According to scholar ,the employment competitiveness of college students is a competitive advantage of their ability to find, keep and change jobs during their school years compared with other college students (Zheng, 2007). These two scholars believe that the employability competitiveness of

college students refers to the ability of college graduates to realize their employment ideals, meet social needs and realize their values through competition in social life through the optimization of knowledge structure and the cultivation of comprehensive quality during their study (Xu & Gao, 2008). According to This scholar and others, employment competitiveness is the combination of knowledge, skills and personality qualities required for successful employment (Hu, 2008). The two scholars said, the employment competitiveness of college graduates refers to the relative competitive advantage of college graduates in comparison with their competitors when they are successfully employed. It is not only the evaluation of individual knowledge, ability, and personality of college graduates by employers in the fierce competition for employment, but also the evaluation of the degree of matching between the cultivation objectives of colleges and universities and the effectiveness of various educational means and methods adopted by colleges and universities to achieve the cultivation objectives (Xia & Lu, 2009). As we can see above, scholars mainly define employability in terms of employability and basically equate employability and employability with one concept. However, with the continuous change and development of the society, the competitiveness of employment will also change according to the needs of the social form.

2. Composition of the content of employment competitiveness, the study of the components of employment competitiveness is only a conventional list of the components of employment competitiveness, and the structure and relationship between the components are considered static. According to the Canadian Conference Board (CBC), there are three main components of employment competitiveness: basic skills (communication, managing information, using numbers, thinking about problem solving), personal management skills (presentation, continuous learning, adaptability), and team skills. The American Society for Training and Development (ASTD) classifies the competencies needed for employment into six categories and 16 skills: basic skills, communication skills, adaptive skills, self-development skills, group interaction skills, and influencing skills. The Secretary's Committee on Achieving Necessary Skills (SCANS) of the U.S. Department of Labor considers employability to include three basic competencies, five major competencies, and 36 specific skills, of which the five major competencies depend on three basic competencies, which are basic skills, thinking skills, and personal qualities. The study concluded that employment competitiveness consists of three dimensions: personal adaptability, individual-market interface, and professional identity.

2.2.3 USEM model for employment competitiveness

Peter Knight and Mantz York a model of employment competitiveness is constructed from the perspective of psychology。 Initially, Knight proposed a simple model of employability competitiveness, which saw employability as a combination of personal qualities, skills, and disciplinary understanding. In 2004, Knight and Yok further expanded and revised the above model, forming the most famous and widely used USEM model in the field of employment competitiveness research. The model has four main components: subject understanding, skills, self-efficacy, and metacognition. Among them, comprehension is the understanding of professional knowledge, skills include general skills and professional skills required for work, self-efficacy is mainly manifested as self-confidence, metacognition is reflected in self-reflection, these four elements are not independent dimensions, but interrelated and interacting (Knight & Yorke, 2004).

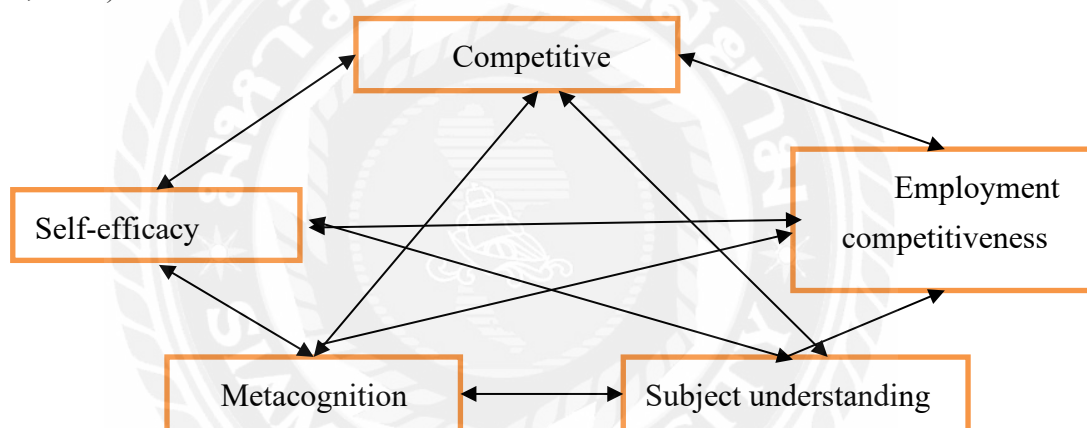


Figure 2.1 USEM Employment Competitiveness Model

2.3 Research on Strategic Management on Employment Competitiveness

Through the search of CNKI full-text database, the number of journal and paper searches related to the keywords of "employability", "strategic management" and "strategic 5Ps" up to 2023 was 0, and the number of Chinese and foreign literature searches for the keyword of "employment strategy of college students" was 18. The number of searches for journals and papers related to the keyword's "employability", "strategic management" and "strategy 5P" was 0, and the number of searches for Chinese and foreign literature related to the keyword "employment strategy of college students" was 18. Most of the search terms related to the employability of college students are "college students' employment guidance" and "college students' career

planning", so there is still much room for the study of employability from the perspective of strategic management.

2.4 Relevant theoretical research

The question studied in this paper is whether the integration of strategic management related content into the employment competitiveness model diagram a positive effect on Yanching Institute of Technology students has, the employment competitiveness of college students is essentially the competition of human resources, as long as there is competition, you need to think from the following aspects and enter: Firstly Self-positioning, Secondly Select Track, Thirdly Accumulate resources, Fourthly Continuous motivation. These four points can help college students enter the competitive field of employment more clearly and unambiguously. The same is true of the USEM studied by senior scholars, subject competitiveness and skills are the accumulation of their own high-quality resources, self-quality and metacognition are their own positioning and self-planning, and the idea of choosing a track and continuous motivation added by the author of this article on this basis is also a strategy 5P The models and strategies mentioned in the mentioned should also have the awareness of competitive games in employment, strategies, and continuous learning motivation in employment. Therefore, to achieve the above effects, the author will use resource theory, competition theory, and dynamic ability theory as theoretical support for accumulating resources, continuous learning, and choosing tracks.

2.5 Theoretical application

2.5.1 Employment

Wernerfelt It is believed that the "resource base theory of enterprises" means the birth of the resource base theory. His hypothesis for this is: "Firms have different tangible and intangible resources that can be transformed into unique capabilities, and resources are immobile and difficult to replicate between enterprises; These unique resources and capabilities are the source of a company's lasting competitive advantage"; And put forward the VRIN framework, the meaning of VRIN is: Value, valuable resources, scarcity, that is, scarce resources, imperfection cannot be imitated, an imitable resource, generally needs to have three characteristics at the same time: unique historical conditions, ambiguous causes and social complexity. Immaterial, i.e., irreplaceable resources (Wernerfelt, 1984). Barney Evolve the VRIN framework into

VRIO, whose content is valuable resources, rare resources, resources that are difficult to imitate, and the ability to organize and utilize (Barney, 1991).

The author believes that resource theory is not only a criterion for evaluating and testing companies or enterprises, but also a syllabus for other individuals and companies who are ready to put into the competitive market. The advantage of this research is to help individuals or enterprises to better accumulate quality resources, and in the study of this paper the author understands it as a competitive advantage that college students should identify and accumulate before competing in employment also the understanding of college students as well as what they should learn professional skills and job skills. It is the bottom card for them to enter the competitive market.

2.5.2 College students

An Analytical Framework for Industrial Selection and Competitors in Competitive Strategy. Andrews The proposed strategic theory and its analytical framework (Dawes matrix) have always been regarded as the classic theory of enterprise competitive strategy (Andrews, 1997). Barney In reviewing the history of the development of corporate strategy theory, he pointed out that "the theoretical framework of enterprise competitive strategy was largely conceived by Andrews". Andrews pointed out in the SWOT analysis framework that S is the strength of the enterprise, W is the weakness of the enterprise, O refers to the opportunities provided by the environment to the enterprise, and T refers to the threat posed by the environment to the enterprise." Industrial structure research is not a completely new field, economists and strategic management scientists have studied it a lot. However, before Porter's writings appeared in the 80s, "the strategic field did not provide much analytical skills to gain this understanding" (Barney, 1995). Porter Three alternative competitiveness options are also proposed: total cost leadership strategy, differentiation strategy and target aggregation strategy. These three not only require different resources and skills, but also have different degrees of risk, Porter particularly emphasized: "A company maintaining one of the strategies as the primary goal has a high probability of success, on the contrary, a company cannot develop a competitive strategy along one of these three directions, then he will definitely lose." Because no company will apply all three strategies." (Porter, 1997)

The author believes that whether it is enterprise competition or employment competition the core of which is competition is carried out on top of competition theory, only the competition subject is different and therefore will bring different effects. Both enterprises and individuals need self-positioning and goal planning in the face of

competition, the former needs to involve relatively more factors, the latter involves relatively fewer factors, but in the competition, both need to analyze themselves, analyze each other, and develop appropriate competitive strategies. For the study of this paper, competition theory can help college students to better improve their metacognition as well as employment competition game tools, which makes them more advantageous in employment competition.

Helfat It is believed that dynamic capability is a competency or ability that enables enterprises to respond to changes in the external environment by producing new products and restructuring production processes (Helfat, 1997). Teece It is believed that dynamic capability is the ability of enterprises to build, integrate or reconstruct internal and external competencies in response to rapid changes in the external environment (Teece, Pisano, & Shuen, 1997). Dynamic capability is an organizational process or strategic practice, in which enterprises adapt to or create market changes by acquiring, release, integrating or reorganizing their own resources, or constantly update resource allocation to meet the needs of environmental changes by virtue of strategic practices (Eisenhardt & Martin, 2000). Dynamic capabilities are essentially change-oriented capabilities that enable companies to respond to evolving customer needs and competitors by reconfiguring and integrating their own resources (Zahra & George, 2002). Pavlou and El sawy a framework was built: 1 Discover, interpret, and seek opportunities from internal and external stimuli through perception 2 Use learning competencies to determine which organizational capabilities must necessarily be revised, rebuilt, or reconfigured to produce new knowledge 3 Use integration capabilities to comprehensively understand and make necessary changes to their operational capabilities 4 Leverage orchestration to enable and use reconfigured operational capabilities 5 External and internal stimuli continue to be investigated in detail (Pavlou & El Sawy, 2011).

The author believes that the dynamic ability is both defensive and offensive, only the new knowledge and skills learned self-absorption, conversion, to be able to reorganize the flexible use of effective learning, after all, the speed of change is very fast, can be said to be rapidly changing, if you cannot be flexible use of knowledge and skills, then the lack of the ability to resist risk, only with the organization, the ability to use the absorbed knowledge and Only with the ability to organize and apply can we transform the absorbed knowledge and skills into our own quality resources and into new competitive advantages, both to maintain the current gains and to open up new paths to set new goals. To this paper, the theory of dynamic capabilities can help

university students to improve their personal qualities from the point of view of innovative capabilities.



Chapter 3 Research Methodology

3.1 Introduction

This paper uses quantitative analysis as a research method to investigate the positive relationship between the influence of strategic management on the employment competitiveness of the 20th, 21st and 22nd Yanching Institute of Technology graduates in Hebei Province. Quantitative research is a method that reveals the problems under the data and helps us to understand more intuitively the phenomena behind the survey as well as the strengths and weaknesses. Using the survey questionnaire as the research instrument, combine Mintzberg summarizes Strategy 5P: plan, ploy, pattern, position, and perspective. (Ziafati, 2023) and Peter Knight and Mantz Yorke proposed USEM model: Subject understanding, skills, self-efficacy, and metacognition (Knight & Yorke, 2004) as the theoretical support design Likert scale was sent to 20, 21, and 22 full-time college graduates from Yanching Institute of Technology in Hebei Province through the Internet and authorized to organize the data through EXSL table for data analysis.

3.2 Research Design

3.2.1 Scale constitute.

This paper adopts a narrow definition of employment competitiveness; therefore, the research of this paper focuses on the personal ability of college students, which is the core part of employment competitiveness: human capital. Based on USEM model, after consultation and discussion with schools and experts, this paper combines the characteristics of college students as well as market demand and strategic 5P theory to revise the classic model of employment competitiveness - USEM model - and establish the indicators of college students' employment competitiveness. To measure and compare the conditions required for talents in the current complex and changing job market, and to find out the shortcomings of the current work in Yanching Institute of Technology more efficiently and to fill in the gaps.

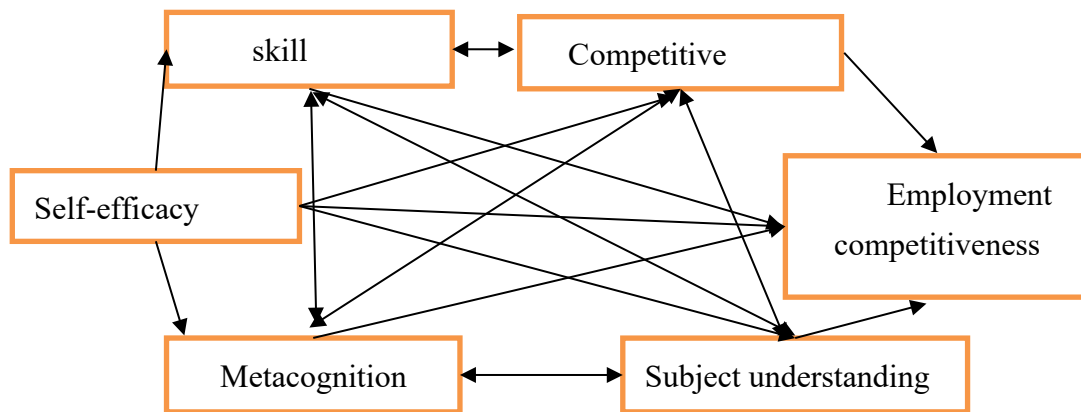


Figure 3.1 Employment competitiveness model for college students

This paper will build a model of college students' employment competitiveness with five elements, which extends the original USEM model and emphasizes the game and scheme between college students and other employment competitors or unit objects, that is, college students learn to use competitive skills, strategies, and game means to gain greater advantages for themselves in the process of employment competition. Subject comprehension refers not only to the mastery and understanding of the subjects and professional knowledge of college students, but also to the understanding of the connection of professional knowledge, the knowledge learned and their own.

It also refers to the cognitive ability of college students to understand the connection of each professional knowledge, to unify the learned knowledge with their own behavior, to achieve the maximum unity of knowledge and action, and to have the professionalism and the prospect of the development of disciplines. Skills include professional skills and general skills, which are the ability of college students to connect theory with reality and transform in practice. Self-efficacy, which refers to the degree of college students' confidence in their ability to complete a certain task, provides a series of activities for individuals to successfully complete a certain goal, mobilize motivation, dynamic learning and integrate resources. Metacognition is reflected in students' objective cognitive evaluation of self, self-reflection, self-awareness, self-evaluation, and self-regulation in cognitive activities. These five elements play an interactive role in the model. In the competition for employment, college students should not only improve the accumulation of knowledge resources, skills development, dynamic learning awareness, but also have the game skills and strategies in the competition, to better enhance their employment competitiveness.

3.2.2 Scale design

This paper designs the secondary indicators of employment competitiveness based on the USEM model and prepares a test questionnaire after consulting and discussing with universities and experts, and then adjusts and modifies the test questionnaire to form the final draft of the questionnaire according to the analysis results of the test data and the opinions of schools and experts, and finally distributes and collects the official questionnaire. Combining the suggestions from schools and experts as well as the research situation, the five factors of college students' employment competitiveness were refined, and secondary indicators were established.

Table 3.1 Employment competitiveness index system for college students

Level 1 indicators	Secondary indicators
Subject understanding	Professional knowledge understanding
	Professional outlook development cognition
	Application of expertise
	Professionalism
Skill	Problem-solving skills
	Communication skills
	Information analysis and processing capabilities
	Exercitation
Personal qualities	Determination
	Assertive
	Motivation for achievement
	Diligent
	Responsibility

Metacognition	Self-analysis
	Identify the environment
	Plan
	Continuous dynamic learning
Stratagem	Game awareness
	Gaming skills
	Unique innovation
	Expression

In the design of the questionnaire, the questions were designed based on the index system in the model of college students' employment competitiveness, and the respondents made subjective evaluation according to their real situation. This questionnaire is based on a five-point Likert scale, and the value of "fully conform" is 5, "relatively conform" is 4, "not sure" is 3, "not at all conform" is 2, and "not at all conform" is 2. Not quite consistent" is 2, "Not at all consistent" is 1.

3.3 Hypothesis

Based on the research in this paper, the authors propose the following hypothesis

H1: Suppose the USEM model can analyze employment problems at the Yanching Institute of Technology

H2: Assume that Strategy 5P will improve the employment competitiveness of the Yanching Institute of Technology

3.4 Population and Sampling

3.4.1 Sample population

Located in Langfang City, Hebei Province, Yanching Institute of Technology is a private full-time higher education school approved by the Chinese Ministry of Education and is a pilot school for the transformation of ordinary undergraduate colleges and universities into applied technology colleges and universities in Hebei Province, and a project construction unit for the award of master's degree. The campus covers an area of 1,860 hectares, including the main campus of 1,000 hectares, with a

construction area of 610,000 square meters. The university has 10 secondary colleges including College of Intelligent Engineering, College of Environment and Health, College of Information Science and Technology, College of Architecture, College of Accounting, College of International Business, College of Grammar, College of Arts, College of Communication, College of Physical Education and College of Marxism, with 73 undergraduate majors and 29 specialized majors, among which 10 majors such as Internet of Things Engineering and Accounting have been selected as the construction points of first-class undergraduate majors in Hebei Province. It has built a discipline and major layout with engineering and management as the main subjects, actively developing emerging and cross-disciplinary majors, and coordinated development of engineering, management, arts, literature, economics, science, law, education, and medicine. The college has 1,566 full-time and part-time teachers as of December 2020, equivalent to a total of 1,551 teachers. 501 of the full-time teachers have senior titles, accounting for 32.3% of the total number of teachers; 962 have graduate degrees, accounting for 62.5% of the total number of teachers. The proportion of professors (including associate professors) teaching undergraduate courses is 87% of the total number of professors. The overall comprehensive quality level of its students is at the middle stage of the colleges and universities in Hebei Province, and the students at the university are all at the second batch level of undergraduates in all provinces.

3.4.2 Sampling method

This paper uses quantitative analysis as a research method to investigate the positive relationship between the influence of strategic management on the employment competitiveness of the graduates of the 20th, 21st, and 22nd Yanching Institute of Technology in Hebei province. Quantitative research is a method that reveals the problems that exist under the data and helps us to understand more intuitively the phenomena behind the survey as well as the strengths and weaknesses. The questionnaire was used as a research tool to send questionnaires to 20, 21, and 22 full-time university graduates of Yanching Institute of Technology in Hebei Province through the Internet and to obtain authorization to organize the data through EXSL tables. The graduates of the 20th, 21st, and 22nd classes of Yanching Institute of Technology in Hebei Province were used as the research subjects. The employment competitiveness of the graduates of Hebei Province universities was studied by stratified sampling and random sampling survey.

3.5 Sample Size

In this study, after designing and iterating the questionnaire of college students' employment competitiveness, the questionnaire was distributed with the graduate exchange groups, postings and communities of management college, art college, social sports college, media college, grammar college and engineering college in Yanching Institute of Technology from December 2022 to February 2023. A total of 250 questionnaires were distributed and 250 questionnaires were collected, after eliminating 26 invalid questionnaires, 224 questionnaires were valid, with a valid recovery rate of 89.6%.

After the questionnaires were collected, SPSS22.0 was used to enter and statistically analyze the data, and the sample composition is shown in Table.

Table 3.2 Sample composition of the Employment Competitiveness Survey of College Students

Experimenter	Project	classify	Frequency	percentage
Student	grade	Class of2,020	76	33.9%
		Class of2,021	65	29.0%
		Class of2,022	83	37.1%
	gender	woman	96	42.9%
		man	128	57.1%
	The political landscape	Member of the Communist Party of China	13	5.8%
		Members	164	73.2%
		masses	47	21%
	Employers	Nature of the unit	Government agencies	12
Institutions			36	16.1%
State-owned enterprises			19	8.5%
Private units			47	21%

		Foreign investment, joint ventures	7	3.1%
		Freelancing	103	46%

3.6 Reliability and validity analysis of the scale

3.6.1 Reliability analysis of the scale

Confidence, also known as reliability, is the degree of consistency in the results obtained when the same object is measured repeatedly by the same method. Reliability analysis is used to provide reliable and accurate answers to research data. Reliability indicators are mostly expressed in terms of correlation coefficients: they can be broadly classified into three categories: stability coefficients, equivalence coefficients, and internal consistency coefficients. If the reliability coefficient is used to express the magnitude of the reliability. The larger the reliability coefficient, the greater the degree of reliability of the measurement. Exactly how much reliability coefficient is required to have high reliability. According to scholar (Bland & Altman, 1997). 0.60 to 0.65 (preferably not); 0.65 to 0.70 (minimum acceptable value); 0.70 to 0.80 (quite good); and 0.80 to 0.90 (very good). From this, a scale or questionnaire with a good reliability coefficient should preferably be above 0.80, and between 0.70 and 0.80 is still considered an acceptable range; a subscale should preferably be above 0.70, and between 0.60 and 0.70 is acceptable. If the internal consistency coefficient of the subscales is below 0.60 or the reliability coefficient of the total scale is below 0.80, a revision of the scale or addition or deletion of questions should be considered. This questionnaire was analyzed by SPSS statistical analysis software using the alpha reliability coefficient method Cronbach's alpha reliability coefficient is currently the most used reliability coefficient, and its formula is as follows:

$$\alpha = (n/n-1) * (1 - (\sum Si^2) / ST^2)$$

to test the reliability of the questionnaire, and if the value of A coefficient is greater than 0.8. 38. it indicates high reliability. If the value is between 0.7 and 0.8, it indicates a good reliability. If the value is between 0.6 and 0.7, it indicates acceptable reliability. If the value is less than 0.6, the reliability is poor.

The value of reliability coefficient of this questionnaire is 0.908 which indicates that the quality of reliability of the data of this study is good. At the same time, there was no significant increase in the reliability coefficient after deleting any item in this questionnaire, i.e., "item deletion A coefficient", which indicates that the item should not be deleted. In summary, the reliability coefficient value of the study data is greater

than 0.7, and there is no significant improvement in the reliability coefficient value after the deletion of these items. This indicates that the reliability quality of this questionnaire data is good and can be used for further analysis and research.

Table 3.3 Reliability analysis of college students' employment competitiveness questionnaire

Cronbach's α coefficient	Standardized Cronbach's coefficients	The number of items	Number of samples
0.908	0.944	21	224

3.6.2 Validity Analysis of Questionnaires

Validity, also known as validity, refers to the degree to which a measurement instrument or tool can accurately measure what needs to be measured. And whether the validity analysis is reasonable and meaningful in the design of the research data. The validity of the questionnaire was tested using SPSS statistics 22 statistical analysis software, and the validity analysis was performed using factor analysis. The KMO value sampling test and Bartlett's sphericity test were used to determine the validity of the effects of indicators such as factor loading coefficient values. Then, a comprehensive analysis of its structural validity was conducted to verify the validity level of the data. a KMO value higher than 0.8 indicates high validity, a KMO value between 0.7 and 0.8 indicates good validity, a KMO value between 0.6 and 0.7 indicates acceptable validity, and a KMO value less than 0.6 indicates poor validity. From Table 3.4, a KMO value of 0.94, that is, all studies correspond to a common degree value higher than 0.4, indicating that valid information can be extracted from the research items and the questionnaire passed the validity test.

Table 3.4 Employment Competitiveness of University Students KMO and Bartlett

KMO test and Bartlett's test		
KMO value		0.94
	Approximate chisquare	3972.178
Bartlett sphericity test	Df	210
	P	0. **

Note: , **, * represent the significance levels of 1%, 5% and 10%, respectively

Chapter 4 Result of the Study

4.1 Introduction

The quantitative survey of employment competitiveness of the 20th, 21st and 22nd college graduates in Yanching Institute of Technology in Hebei province was distributed and screened through the Internet channel. Through stratified sampling and random sampling survey method to study the employment competitiveness of graduates from Hebei universities from which it was found that the employment guidance courses in some schools have the phenomena of lack of professional teachers and empty content; low rate of school-enterprise cooperation; lack of students' self-knowledge; lack of effective internship experience and from which the problems were analyzed and suggestions for improvement were made.

4.2 Description of statistical variables

4.2.1 Current status of USEM model investigation of Yanching Institute of Technology

The subject understanding ability of graduates of Yanching Institute of Technology in Hebei Province.

The following data are obtained from the scale, the graduates of Yanching Institute of Technology in Hebei province are uncertain and more in line with the dimension of subject comprehension, the subject knowledge comprehension and accumulation have uncertain and more in line with the proportion of close, fully and less in line with the proportion of close, completely not in line with the least, so it can be seen that the graduates are more ordinary and moderate in professional knowledge mastery and accumulation, there is no more extreme excellent or extreme poor performance, the students are mostly not confident and vague in subject comprehension.

Table 4.1 Survey on the dimension of subject understanding of Yanching Institute of Technology graduates

Issue	Options	frequency	(%)	Cumulative percentage (%)
Q1 I have the expertise and principles I need to complete my job assignment	3	94	41.964	41.964
	4	92	41.071	83.036
	5	20	8.929	91.964
	2	18	8.036	100
Q2, I understand the expertise required in my work, the interconnections of principles and future trends	3	93	41.518	41.518
	4	85	37.946	79.464
	2	31	13.839	93.304
	5	15	6.696	100
Q3.I can refine and transform the professional knowledge I have learned and apply it to my work and tasks	3	97	43.304	43.304
	4	86	38.393	81.696
	2	24	10.714	92.411
	5	16	7.143	99.554
	1	1	0.446	100
Q4. I have the professionalism required for my job	4	100	44.643	44.643
	3	75	33.482	78.125
	2	26	11.607	89.732
	5	22	9.821	99.554
	1	1	0.446	100
Total		224	100.000	100.000

Graduates of Yanching Institute of Technology universities in Hebei Province master skills and abilities

From the scale data, it can be obtained that the most proportion of skills of students from Yanching Institute of Technology in Hebei province is also uncertain and more conforming, and there is complete non-conformity in problem solving and information

processing application, while there is no complete non-conformity in interpersonal relationship handling and participation in internship, which indicates that graduates from Yanching Institute of Technology have no major defects in communication skills and internship, and there is room for improvement in problem solving and information processing.

Table 4.2 Survey of skills dimension of Yanching Institute of Technology graduates

Issue	Options	Frequency	(%)	Cumulative percentage (%)
Q5.I can deeply analyze, think, study things, and effectively solve the problems I encounter	3	102	45.536	45.536
	4	72	32.143	77.679
	2	34	15.179	92.857
	5	15	6.696	99.554
	1	1	0.446	100
Q6.I can communicate in an appropriate way, communicate, handle conflicts, achieve communication goals, and build good interpersonal relationships	4	94	41.964	41.964
	3	66	29.464	71.429
	5	53	23.661	95.089
	2	11	4.911	100
Q7.I can obtain information through various means, and to analyze, organize, evaluate, and use it appropriately	3	111	49.554	49.554
	4	54	24.107	73.661
	2	44	19.643	93.304
	5	13	5.804	99.107
	1	2	0.893	100
Q8.I was able to actively participate in effective internships during my time at school	4	91	40.625	40.625
	5	63	28.125	68.75
	3	61	27.232	95.982

	2	9	4.018	100
Total		224	100.000	100.000

Personal qualities of graduates of Hebei Province Yanching Institute of Technology

The data obtained from the scale show that only the personal qualities of the graduates of Yanching Institute of Technology in Hebei Province have completely non-conforming items in goal planning, and they have more positive performance in diligence, achievement motivation, and responsibility, and the options with the highest frequency are all more conforming, which shows that students at Yanching Institute of Technology have some problems in goal planning.

Table 4.3 Survey on the dimensions of personal qualities of Yanching Institute of Technology graduates

Issue	Options	frequency	%)	Cumulative percentage (%)
Q9. I am confident in my own strength and believe that I will be able to complete the task or achieve the goal	4	100	44.643	44.643
	3	83	37.054	81.696
	5	24	10.714	92.411
	2	17	7.589	100
Q10. In order to achieve the predetermined goals and complete the work tasks, I can be very diligent, hardworking, not flinching, and courageous	4	100	44.643	44.643
	3	76	33.929	78.571
	5	40	17.857	96.429
	2	8	3.571	100
Q11. I hold myself to high standards, push myself to constantly strive for progress, and strive for the motivation to achieve high goals	4	106	47.321	47.321
	3	65	29.018	76.339
	5	41	18.304	94.643
	2	12	5.357	100
Q12. I love my profession, work proactively, have a strong sense of responsibility, and maintain a high level of enthusiasm and effort to complete my tasks	4	98	43.75	43.75
	5	64	28.571	72.321
	3	48	21.429	93.75
	2	14	6.25	100

Q13. I have a firm and clear goal and have a relatively clear life, study and work plan to achieve this goal	3	101	45.089	45.089
	4	71	31.696	76.786
	2	35	15.625	92.411
	5	15	6.696	99.107
	1	2	0.893	100
Total		224	100.000	100.000

Metacognition of graduates of Yanching Institute of Technology in Hebei Province

It can be seen from the scale that in the metacognitive dimension, the graduates of Yanching Institute of Technology chose the highest frequency of not conforming at all among all dimensions, and the frequency of evaluating their own strengths and weaknesses was as high as 19 times, and the frequency of fully conforming items in continuous dynamic learning was higher than the frequency of fully conforming items in all dimensions, which was as high as 67 times, so it can be seen that the graduates of Yanching Institute of Technology were better in continuous dynamic learning.

Table 4.4 Survey on metacognitive dimensions of Yanching Institute of Technology graduates

Issue	Options	frequency	(%)	Cumulative percentage (%)
Q14. I can objectively evaluate my strengths and weaknesses	3	74	33.035	33.184
	2	53	23.66	56.951
	4	46	20.535	77.578
	5	32	14.28	91.928
	1	19	8.482	100
Q15. I can distinguish between opportunities and challenges	2	65	29.017	29.148
	4	61	27.232	56.502
	5	50	22.321	78.924
	3	31	13.839	92.825
	1	17	7.589	100
Q16. I can make an employment plan that suits me based on my clear understanding	3	97	43.30	43.498
	4	57	25.44	69.058
	2	44	19.642	88.789
	5	19	8.48	97.309

	1	7	3.12	100
Q17. I have a good and continuous willingness and learning method, can constantly analyze and summarize learning from my own or others' experience, and take the initiative to apply the new knowledge and skills I have learned to practical work	3	68	30.357	30.493
	5	67	29.91	60.538
	4	64	28.57	89.238
	2	25	11.16	100
Total		224	100.000	100.000

Competitive game strategy for graduates of Yanching Institute of Technology in Hebei Province.

The scale data show that graduates of Yanching Institute of Technology have greater defects in the competitive strategy dimension, and the highest frequency in eyesight, action and gaming strategy is less conforming, and the frequency of complete non-conformity is also higher, and in gaming strategy there is even a higher frequency of choosing completely non-conforming items than completely conforming items. It can be concluded that the competitive strategies of Yanching Institute of Technology graduates are more problematic.

Table 4.5 Survey of competitive game dimension of graduates of Yanching Institute of Technology

Issue	Options	Frequency	(%)	Cumulative percentage (%)
Q18.I have a unique vision and ability to act faster than others	2	102	45.536	45.536
	3	66	29.464	75
	4	34	15.179	90.179
	5	13	5.804	95.982
	1	9	4.018	100
Q19.I have a game strategy in the employment competition, and I will learn from each other in the competition to	2	82	36.607	36.607
	3	75	33.482	70.089
	4	39	17.411	87.5

get a greater chance of winning for myself	1	18	8.036	95.536
	5	9	4.018	99.554
Q20.I can adopt or develop new ideas, new theories, new methods, and new technologies to better complete my work tasks and bring higher economic and social benefits	3	93	41.518	41.518
	4	63	28.125	69.643
	2	47	20.982	90.625
	5	18	8.036	98.661
	1	3	1.339	100
Q21.I can properly express my thoughts, strengths, and potentials in front of a crowd	4	102	45.536	45.536
	3	75	33.482	79.018
	5	37	16.518	95.536
	2	10	4.464	100
Total		224	100.000	100.000

Graduates of Yanching Institute of Technology in Hebei Province evaluate the employment situation.

Through the questionnaire, it can be concluded that the graduates of Yanching Institute of Technology have the following comments on the employment situation: 102 people think the employment situation is severe and they face unemployment after leaving college, 83 people think the employment situation is average with a lot of pressure, 21 people think the employment situation is not bad and they can find a job, 18 people think the employment situation is very good and they can always find a good job, so it can be concluded that one quarter of the people have positive ideas about employment and three quarters of the people think the employment situation is bad and severe.

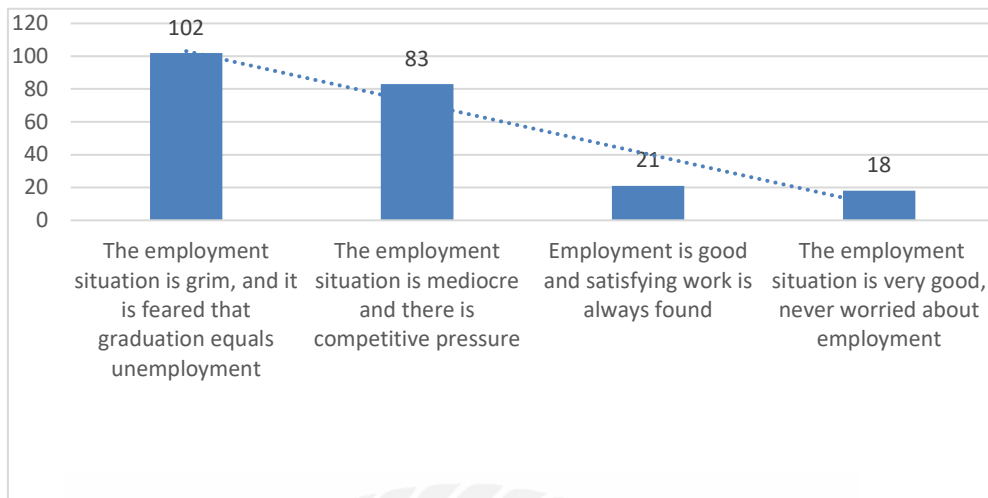


Figure 4.1 Assessment of the Employment Situation of Yanching Institute of Technology graduate

The above content and the scale include the five dimensions of USEM employment competitiveness: Subject understanding, Skill, Personal qualities, and MetacognitionStratagem's scale data elaboration.

4.2.2 Yanching Institute of Technology graduates survey on strategic 5P solutions to employment problems

The data from the questionnaire survey showed that the quality of career guidance courses in Yanching Institute of Technology in Hebei province, 36 people said that the career guidance courses arranged by the school were of high quality, up-to-date and could provide great help, 89 people thought that the courses were generally professional but the teachers had high personal charm and interesting course content, 65 people said that the career guidance courses arranged by the school were of poor quality and 34 people said that there was no special career guidance teacher but 34 said that there was no special career guidance teacher but counselors to teach. To sum up, one quarter of the students think that the career guidance courses arranged by the school are effective, and three quarters of the students cannot get effective career guidance.

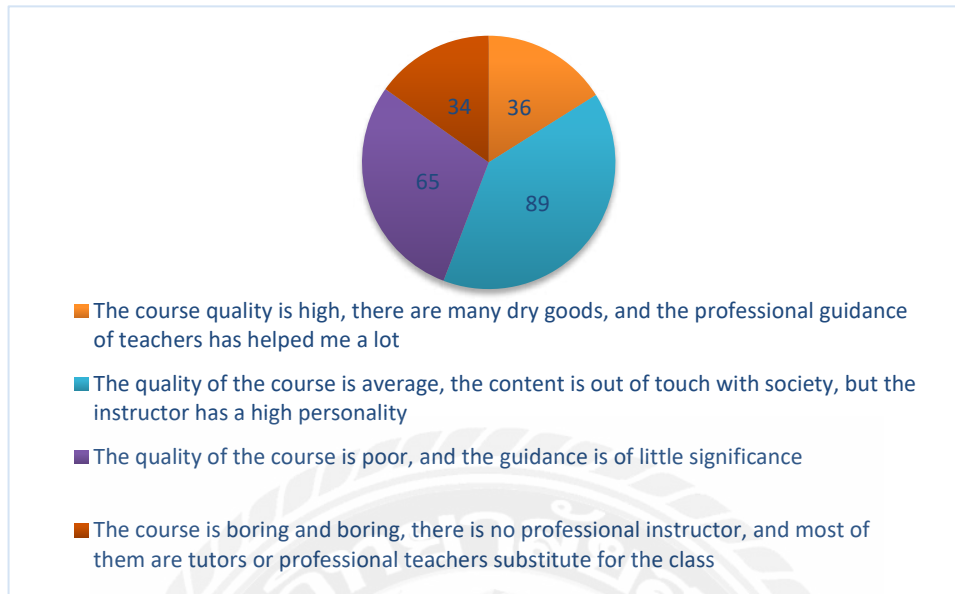


Figure 4.2 Quality of Career Guidance Courses in Yanching Institute of Technology

The degree of construction of the school-enterprise cooperation platform of colleges and universities in Hebei Province.

According to the data obtained from the questionnaire survey, 88 people think that the school-enterprise cooperation platform provided by the school is effective and helpful to their own employment, 76 people think that the school-enterprise cooperation opportunities provided by the school are less and of lower quality and do not meet their future employment direction, 60 people think that the school-enterprise cooperation platform provided by the school is completely useless to them and will not They would not choose it to develop their own employment. To sum up, one-third of the students think that they have got effective internship opportunities in school, and two-thirds of the students think that the internship opportunities in school-enterprise cooperation are ineffective.

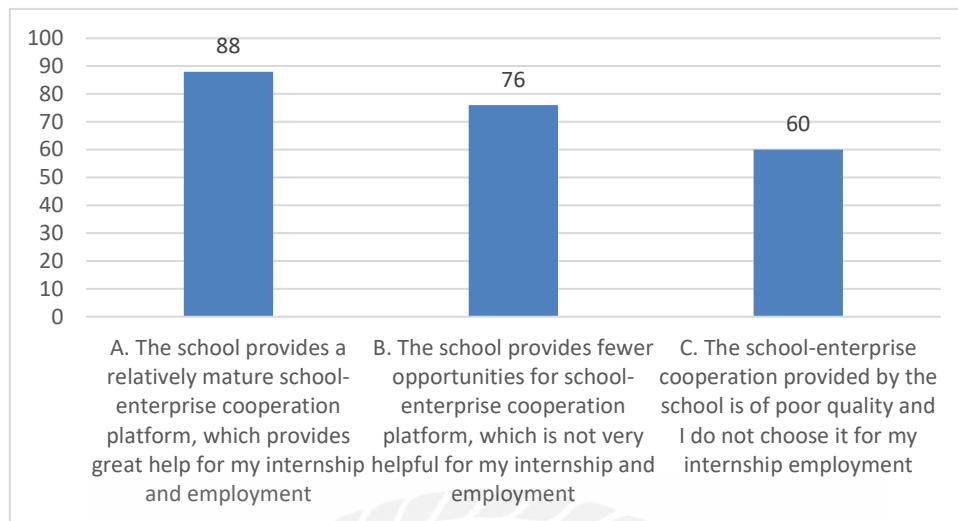


Figure 4.3 Evaluation of school-enterprise cooperation by graduates of Yanching Institute of Technology

Yanching Institute of Technology graduates' perception of the 5P's integration into employment competitiveness.

Figure 4.4 shows that only 15% of the graduates believe that 5P has no positive impact on employment competitiveness, 85% of the graduates have a positive view on the integration of 5P into employment competitiveness, 21% of the graduates believe that the integration of 5P into employment competitiveness has a positive impact, 28% of the graduates believe that the integration of 5P into employment competitiveness has some positive impact, and 36% of the graduates have a neutral opinion. The percentage of graduates who believe that the integration of 5P into employment competitiveness has a positive impact is 28%, while 36% have a neutral opinion. Figure 4.5 shows that 46% of the graduates will use 5Ps in their future employment competition, 33% of the students think they will consider using 5Ps, and 21% of the graduates will not use 5P competitive strategies in their future employment competition. In summary most of the graduates believe that the 5Ps are incorporated into employment competitiveness in a positive and positive way and will be used in the future.

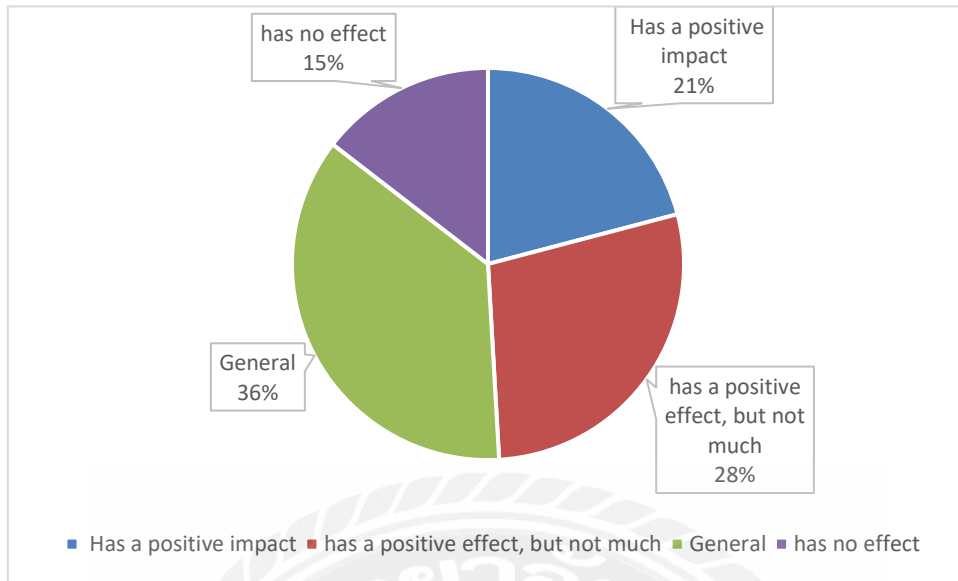


Figure 4.4 Views of Yanching Institute of Technology graduates on Strategic 5P Employment Competitiveness

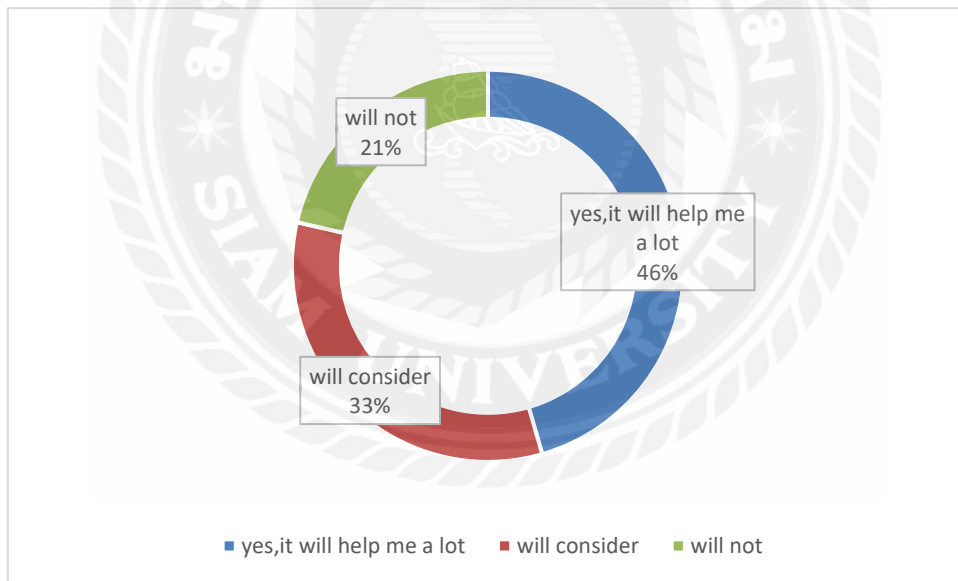


Figure 4.5 Ideas of Yanching Institute of Technology graduates using strategy 5P.

The above includes the status of the use of Yanching Institute of Technology's strategic 5P for employment competitiveness.

4.3 Gauge analysis results

4.3.1 USEM Employment Competitiveness Analysis for Yanching Institute of Technology Graduates

Graduates of Yanching Institute of Technology in Hebei Province lack employability skills.

The data obtained from the questionnaire shows that two-thirds of the graduates of Yanching Institute of Technology in Hebei Province lack effective resource accumulation. For college students, the most rapid accumulation of resources before employment can be divided into two points: professional content, internship experience, for most students to complete the accumulation of resources effectively and quickly is the first two: professional content, the internship obtained. At present, one of the objective employment problems is that the society cannot provide sufficient professional jobs, and most college students' first jobs after graduation are not related to their professional work. Faced with all the objective problems that cannot be solved as soon as possible, college students are required to learn to survive in the "cracks" and make up for it in other ways. There is an imbalance between the supply and demand of jobs, and the selection of talents by excellent enterprises can be said to be one in a million, the best of the best. Students can accumulate workplace experience through internships, get a good opportunity to transition from campus to society, and prepare for future work. Effective internship should bring the following 8 harvests for college students: 1. deepen the understanding of the industry and positions, listening to others for 10,000 times is better than doing it once. 2. polish their career planning, firm goals, or timely adjustment of direction. 3. gain growth in hard skills in the workplace, such as core thinking, job methodology, workflow, relevant professional skills, work habits, etc. 4. gain growth in soft skills in the workplace, such as 5. complete project experience, understand the logic behind the project operation. 6. be recognized by the department and successfully transferred. 7. because of the internship experience, you can also get other job offers through interviews or mentor recommendations. 8. accumulate contacts, there is not much workplace struggle during the internship period, your superiors, leaders, mentors, colleagues, internship partners may become your future Your supervisors, leaders, mentors, colleagues and internship partners may become your trustworthy friends in your future career path. According to the data from the questionnaire survey, most of the college graduates in Hebei Province cannot meet the effective internship, so it is also difficult to get effective resources accumulation.

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Yanching Institute of Technology graduates in Hebei Province have low personal effectiveness.

We can learn from the data that only one third of the students have active planning for their future career, and the remaining two thirds of the students do not have the consciousness of active career planning, during the study period, these students focus on the present study and life, finish the courses and exams arranged by the school, and

their thinking about themselves is still in the high school stage, they just finish the content assigned by the teachers, parents and school, and will not think deeper and farther, and even the major they are studying now is not their own choice, and they have no enthusiasm for their college major and no expectation for their future career, which will seriously affect the accumulation of college students' ability resources and make them lack the ability to face social survival and workplace survival.

The graduates of Yanching Institute of Technology in Hebei Province have weak competitive game ability.

Through the data we can learn that most students are in a disadvantageous position in terms of employment competition strategy, most students are blank in terms of employment competition strategy, they do not think too much in looking at the employment process, they belong to the straightforward employment way, some gaming skills and for the overall vision and action are lacking, gaming can help people in seeking to maximize the interests of the choices made, however, for Yanching Institute of Technology graduates who lack this point is a disadvantageous situation.

The level of career guidance courses in Yanching Institute of Technology in Hebei Province is low.

The questionnaire shows that only about 16.1% of the students think that the career guidance course offered by the school has effective guidance significance, and the remaining 83.9% of the teachers are personally attractive and interesting, some think that the content of the career guidance course is empty and cannot be explained in detail, some think that there is no professional career guidance teacher, but counselors or other teachers act as this role. This 83.9% figure can be explained by the inefficiency and perfunctory nature of the career guidance courses offered by Yanching Institute of Technology. The role of career counselor is to bridge the communication between jobseekers and employers, mainly to contact the human resource department of enterprises, collect information about the demand for talents, and give reasonable career guidance to job-seekers according to the current employment situation, to help jobseekers go to the ideal job. However, the current situation is that the employment guidance courses offered by the universities in Hebei Province are limited to the release of information and policy propaganda, lacking in analysis of employment situation, teaching employment skills, overall consideration and arrangement of employment guidance work, neglecting the shaping of students' personality, development of potential and cultivation of entrepreneurial and innovative power, with single function and narrow content of employment guidance work, over-emphasizing practicality, and neglecting the guidance of college students' employment concept and value orientation

and career judgment. The guidance of employment concept and value orientation, the cultivation of career judgment and selection ability and the education of professional ethics are less emphasized, which can hardly meet the needs of the current employment situation.

The above content contains the survey results of the survey results of the USEM employment competitiveness model for graduates of Yanching Institute of Technology.

4.3.2 Analysis of strategy 5P for enhancing the employment competitiveness of Yanching Institute of Technology

There is still room for improvement in the degree of school-enterprise cooperation in Hebei Province

The data presented by the questionnaire survey shows that only about 39.2% of the students think they have got effective opportunities of school-enterprise cooperation during their Yanching Institute of Technology, and the remaining about 60.8% of the students do not get the practice opportunities provided by School-enterprise cooperation. In the process of school-enterprise cooperation, schools can train talents in a targeted way through feedback and needs of enterprises and focus on students' practical skills in combination with market orientation, which can better cultivate talents for social needs. And school-enterprise cooperation is also a win-win model, so that schools and enterprises to share information and resources, schools use the equipment and other resources provided by enterprises, and enterprises do not have to worry about finding the talents that meet the needs of enterprises, saving the cost of education and enterprises. For schools and students is a very valuable resource accumulation opportunity. However, the implementation of school-enterprise cooperation is not guaranteed. Although the state has formulated relevant policies to support school-enterprise cooperation, there are no real legal safeguards, and some places keep school-enterprise cooperation on the verbal level. Schools take the initiative, enterprises are passive or even inactive, lacking the intrinsic motivation to cooperate in school operation. One side is hot while the other is cold. No financial guarantee, labor access system implementation is difficult to put in place. Therefore, the state should formulate relevant laws as soon as possible and effectively grasp the implementation of regulatory documents to promote the benign development of school-enterprise cooperation. The educational reform measures of the college are not yet matched. There is a big gap between the development of teaching plan and the standard of enterprises' demand for talents. The talents cultivated according to the teaching plan of the school can only be in popular demand, far from meeting the needs of enterprises.

The teaching system needs to be reformed. The college should encourage all departments to give full play to their subjective initiative and actively explore the school-enterprise cooperation mode, not only to give support in policy, but also to give guarantee in fund. In fact, there are still many factors restricting vocational colleges to promote school-enterprise cooperation.

Students at Yanching Institute of Technology in Hebei Province are more negative about the employment situation.

Through the data obtained from the questionnaire, it can be seen that three-quarters of Yanching Institute of Technology graduates believe that the employment situation is negative, the attitude towards employment is pessimistic, only a quarter of the students believe that the employment situation is positive, it is concluded that the overall employment environment of college students in China is grim, and it is rare to find job opportunities that meet the average, in this environment of imbalance between supply and demand between jobs and labor. It is a challenge for college students in Hebei Province to find a smooth job and get the job they want, so it can be confirmed that the previous talent and labor training model is no longer suitable compared with the current employment environment, and it is necessary to find and develop talent training programs that are more in line with the current employment environment and employment mentality.

Chapter 5 Conclusion and Recommendation

5.1 Conclusion

Based on actual conditions and reading relevant literature on strategic management and employment competitiveness, the authors create and improve appropriate questionnaires, conduct quantitative research on research subjects, and draw the following conclusions. (1) The USEM model can help students of Yanching Institute of Technology find out the specific influencing factors of low employment competitiveness of graduates of Hebei Yanching Institute of Technology, and there is still a lot of room for improvement in terms of metacognition, competitive strategy, and discipline understanding. Students lack guidance on employment strategy management, lack of effective internship opportunities, lack of clear judgment about themselves, lack of proficiency related to disciplines and job skills. (2) Strategic 5P can have a positive impact on graduates of Yanching Institute of Technology. Therefore, the author believes that from the perspective of strategic 5P, career guidance courses related to strategic management should be opened, professional career guidance teachers should be hired to teach knowledge, and school-enterprise cooperation platforms should be increased to inspire students' correct self-awareness and create campus education.

5.2 Suggestions

In the current situation, the economic downturn is a big challenge for college students in terms of employment and entrepreneurship, so they should plan their future when they first enter college. Therefore, based on the conclusion that "strategic management has a positive impact on the competitiveness of university students in employment", the author proposes the following.

5.2.1 Improve the employment competitiveness of USEM students of Yanching Institute of Technology

Improving the employment skills of students in Yanching Institute of Technology in Hebei province.

The questionnaire survey shows that graduates from Yanching Institute of Technology in Hebei province lack certain employment skills, in the face of this problem, both students and schools need to pay attention to it. This kind of practical

skills should be taught to students through courses, campus activities or internships, so that they can understand them in advance before entering the workplace, so that they can better bridge the process of leaving campus and entering society. From the students' point of view, they should improve their interpersonal skills and goal planning skills, which are not only helpful for employment, but also for future interactions with colleagues, leaders, relatives, life planning, etc. No one can make a better communication plan for themselves, so students should change their inherent Therefore, students should change their inherent interpersonal mode of thinking and planning awareness during their college years to be more mature and visionary in their interactions and planning.

Improve the personal quality of students in Yanching Institute of Technology in Hebei province.

Through the questionnaire can be concluded that the problem of lack of effective internship for graduates of Yanching Institute of Technology in Hebei province, facing this problem first of all to help students recognize how to avoid ineffective internship, ineffective internship has the following three characteristics: 1, blindly brush internship, many of these students, some are worried about the school recruitment when the resume is empty, some are not good career planning, in the end, there is no focus on the resume, internship and the target position of The company's main goal is to provide the best possible service to its customers. If the basic work is confused, how dare the mentor take you to do the core work, the light will not be able to complete the assigned work, the heavy will carry the work accident. You should know that the mentor is first a social animal, and then a mentor. 3, do not communicate with others, 1) the workplace is very important is the big picture thinking, if you do not yet have the authority to understand what the senior is thinking, what superiors are thinking, at least to know what colleagues are thinking, what you do and what they do have to do with what is related to why they do this. 2) everyone's project experience there are places you can learn to learn from. We may not be able to decide the length of an internship, but we can try to increase its width. After clarifying the characteristics of an ineffective internship, students should learn the following six methods for an effective internship: 1. Make a current career plan based on past life experiences and narrow down the scope of your target internship. 2. Do your basic work first, then ask for advice on your core work, and build your mentor's trust in you step by step. If you can do the groundwork to exceed the expectations of the mentor, no matter what the reason, the mentor will be willing to tell you some of the core logic and methodology of the position. 3. take the initiative to communicate with others, do not close yourself. Interns in many workers

is very special existence, open-minded to ask for advice is one hand, but do not be too thin-skinned, feel inferior. In addition to the more communication with others, interns also have many advantages over workers can show such as active team atmosphere, sharing hot topics, after-school life, etc., these are also the value you bring to the team, and close the distance between you and others. 4. learning first, do not be too calculating income (internship wages) and costs (rent, commuting, etc.). I've met many students who traveled across provinces and cities to intern at large factories, and although it was hard work, they ended up reaping what they wanted. 5. All in, it comes down to your own internship. A few lines on the resume is important, but more important is whether you can tell the logic and thinking behind these things, and not afraid to ask the interviewer after the details. 6. if the internship for a period, pay a lot of effort, but still can only miscellaneous, work marginal, please take the recruitment of the post JD timely communication with the mentor, try to contact the more core work, if the mentor said the post is set up purely miscellaneous. You can choose to run away and stop your losses in time. Through the above learning methods make college students learn effective internship methods.

Improving the metacognition of Yanching Institute of Technology students in Hebei province.

Therefore, in the subsequent teaching and education, the school can teach self-analysis (SWOT) through self-management courses, campus activities, and interviews with celebrities from daily teaching activities, to help students establish a clear and We help students to establish a clear and objective self-concept, so that they can avoid risks and choose the right path for themselves in their future life and work. Through the questionnaire survey, it can be concluded that the graduates of Yanching Institute of Technology in Hebei province have the problem of weak career planning consciousness. The students have more room to choose their goals and are guided to have a vision and expectation for their future jobs, to enhance their career planning awareness. Through the questionnaire survey, it can be concluded that the problem of weak dynamic learning ability of Hebei college graduates exists, and the school can improve the management in the following aspects: 1. carry out various ability campus competitions and set up reward mechanisms to promote students' motivation for learning various foreign languages, such as campus language competitions to promote students' learning of management ability; such as simulated enterprise management competitions to promote students' learning of management ability; hold cooking and housework organizing competitions to 2. Develop more scientific and effective assessment standards, compared with the previous assessment standards of "passing the

grade" to graduate, new assessment standards should be developed from various aspects and levels to promote students' motivation for continuous learning.

5.2.2 Improve the strategic 5P career guidance teaching mode of Yanching Institute of Technology

Improve the competition awareness and strategy of Yanching Institute of Technology students in Hebei Province

Through the questionnaire, it can be concluded that graduates of Yanching Institute of Technology in Hebei Province have a sense of competition and weak competitive skills, and the lack of such awareness and skills is a defect for college students who immediately enter the society and compete for employment, so in order to make up for and improve this phenomenon, we should think and work together from the perspective of both schools and students. From the perspective of schools, competitive game case courses should be opened regardless of major, whether it is enterprise games, games in life, and games in nature, students should be allowed to open this kind of thinking, so that students can establish a sense of competitive game thinking. The second step is to invite professors or entrepreneurs of relevant majors to give deeds speeches to further show the game skills in books to students more realistically, so that students can have a more vivid understanding of how to use competitive games. From the perspective of students, they should face competitive game thinking and skills with a positive attitude and apply them reasonably.

Improving the level of employment-related guidance courses in Hebei universities.

Through the questionnaire, it can be concluded that the level of employment-related guidance in Hebei universities is low, which greatly affects the subsequent employment of students. A person's career, to a considerable extent, determines his choice of lifestyle, his development and success and the size of his contribution to society. Career choice is one of the key issues in life, which directly affects one's future and development, and if not handled properly, will have twists and turns on the road of life. Therefore, the choice of career is the choice of the path to future development and success. If a person's life is mostly spent on work, if the occupation he or she is engaged in is compatible with his or her interest and ability, he or she will be happy to work hard and strive for success, and realize his or her value in the professional practice; if he or she is not interested in the occupation he or she is engaged in, it is impossible to work without worries, not to mention the development of career and personal achievement. Higher education institutions, in response to the characteristics of this group of college students and the requirements of job-seeking and career selection, provide

comprehensive and systematic guidance and assistance to college students from environmental analysis to career selection skills, from situation policies to relevant laws and regulations, to cultivate their employment awareness and help them establish a correct concept of career selection and employment. Therefore, it is necessary to improve the level of career guidance courses and career guidance teachers to help students improve their employment. Information guidance, information guidance is the basis of employment guidance, only when the job-seekers and employment departments have collected and mastered a wide range of social demand information can they create as many employment opportunities for job-seekers, and it is also possible to provide employment guidance for job-seekers; 2. (1) Is to help the job-seekers to establish correct criteria for choosing a job. (2) Is to help the jobseekers to establish a high moral job search. (3) Is to help job-seekers choose the right path to success; 3. job-seeking techniques, guidance on job-seeking techniques is one of the basic contents of employment guidance, in general, job-seekers facing the choice of employment, the general lack of mental preparation, a sense of trepidation, in the meeting between supply and demand is more formal, and even overwhelmed, and some therefore missed opportunities. There are also some job seekers who are not clear about the relevant policies and regulations, do not understand what their rights and obligations, and do not know how to exercise their rights. As for the specific recruitment application procedures, the filling out of personal forms, the organization and use of information, how to introduce themselves in the face of the employer, as well as the proper etiquette and manner of speech, also need to provide the necessary guidance. In this way, you can avoid the obstacles to job hunting caused by technical reasons such as not arriving at the meeting on time, uninformed introduction, inappropriate materials, poor manners, inappropriate speech, poor dressing and incomplete procedures. Secondly, a career coach should also meet the following criteria: As a career coach, the necessary assessment techniques are a necessary quality. In the author's opinion, assessment techniques are "techniques" that can be mastered or copied through training and observation, which is not the core "magic" of a good career planner. A good career planner should be a "bole" who teaches people how to fish, not telling clients what they should do and what they are best suited to do through assessment results. Rather, through his own guidance and inspiration, he should let the client discover the key to open the door to his career. To become a "Bó Lè," you must practice the "Tao" yourself. The "Way" cannot be learned through books or training but must go through some "cold bones" of reflection, patience, and unremitting search to achieve.

Improving the establishment of school-enterprise cooperation platform in Yanching Institute of Technology in Hebei province.

Through the questionnaire, it can be concluded that the effective application rate of the school-enterprise cooperation platform of Yanching Institute of Technology in Hebei Province is low. In this regard, the authors make the following suggestions: the benign interaction between universities and industries needs to be further strengthened, and this move needs to rely on the government to guide through the formulation of relevant policies and regulations, to create a legal and institutional environment conducive to school-enterprise interaction, and to promote the development of original and fundamental research through a more dynamic school-enterprise interaction. Second, the community's interest in original and basic research is not limited. Secondly, society should provide a more open and inclusive humanistic environment for original and fundamental research and should not be in a hurry to achieve immediate benefits. Therefore, it is necessary to deepen the reform as well as promote from the governmental perspective and social level, to better improve the effective integration of universities and enterprises in Hebei Province.

5.3 Recommendations for future research

Through this investigation of the quantitative influencing factors of strategic management into the employment competitiveness of college students, the authors have gained a lot of inspiration. Whether it is the employment competitiveness of students or the corporate competitiveness of products, the essence of which has certain similarities, the first is to have a clear strategic goal which contains a clear and effective self-analysis, and self-positioning, which facilitates the next step of how to develop the right strategic goal. The second is to develop a strategic goal that suits you and find the right competitive track. The third point is to develop your own competitive game strategy, such as differentiated competition, prisoner's dilemma game skills, etc., which can help yourself to obtain greater benefits. The last point is to maintain dynamic learning, even if you get the current success do not stop learning progress, but in the process of learning new knowledge to find the next stage of the goal, to help yourself to get higher achievements. This competitive process is not only applicable to employment and the workplace, but also to romantic relationships and interpersonal relationships, and the current view of love and life of college students has a very different concept from that of their predecessors, and the current social environment has also undergone drastic changes, so the author wants to integrate strategic

management into college students' view of marriage and interpersonal relationships in the subsequent research work to help them. Therefore, I would like to integrate strategic management into college students' views on marriage and interpersonal relationship management, so as to help college students find a positive and appropriate path for themselves.



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Appendix

To understand the employment competitiveness of college students, we should better help cultivate the employment competitiveness of college students.

A survey of college graduates who have already graduated. We sincerely hope that you will take time out of your busy schedule to fill out this questionnaire,

The survey results are for scientific use only. Thank you for your active participation and cooperation!

Basic Information:

School: _____

Political outlook: members of the Communist Party of China, members, the masses

Gender: male female

Major: Business Administration Engineering Management

The following are multiple-choice questions.

1. What kind of unit do you currently work in? If the job is not determined, choose what you expect) _____

A Government agency B Public institution C State-owned enterprise D Foreign investment, joint venture E Private enterprise

2. Please comment on the current employment situation?

A The employment situation is grim, and it is feared that graduation equals unemployment.

B The employment situation is mediocre and there is competitive pressure

C Employment is good and satisfying work is always found

D The employment situation is very good, never worried about employment

3. Please evaluate the quality of your school's career guidance program

A. The course quality is high, there are many dry goods, and the professional guidance of teachers has helped me a lot.

B. The quality of the course is average, the content is out of touch with society, but the instructor has a high personality.

C. The quality of the course is poor, and the guidance is of little significance.

D. The course is boring and boring, there is no professional instructor, and most of them are tutors or professional teachers substitute for the class.

4. Please evaluate the school's school-enterprise cooperation

A. The school provides a relatively mature school-enterprise cooperation platform, which provides great help for my internship and employment.

B. The school provides fewer opportunities for school-enterprise cooperation platform, which is not very helpful for my internship and employment.

C. The school-enterprise cooperation provided by the school is of poor quality and I do not choose it for my internship employment.

5. Do you think the strategic 5P's have a positive impact on your employment?

A Has a positive impact.

B has a positive effect, but not much

C General

D has no effect

6. Will you apply the strategic 5P to your subsequent employment and work?

A will, it will help me a lot.

B will consider

C will not

Employment competitiveness indicators	Fill in according to the actual situation that best suits you					Option result
	Completely non-compliant	Lessnon-conformable	Up in the air	More in line	Fully compliant	
Q1.I have the professional knowledge and principles required to complete the work task	1	2	3	4	5	
Q2. I understand the expertise required for my work, the interconnections of principles and future trends.	1	2	3	4	5	

Q3.I can refine and transform the professional knowledge I have learned and apply it to my work and tasks.	1	2	3	4	5	
Q4.I have the professional qualities required for my job.	1	2	3	4	5	
Q5.I can obtain information through various channels and analyze, organize, evaluate and use the information appropriately.	1	2	3	4	5	
Q6. I can deeply analyze, think, study things, and effectively solve the problems I encounter.	1	2	3	4	5	
Q7. I can communicate in an appropriate way, communicate, handle conflicts, achieve communication goals, and build good interpersonal relationships	1	2	3	4	5	
Q8 .I have a firm and clear goal , and	1	2	3	4	5	

I have made a relatively clear life, study and work plan for achieving this goal Personal qualities						
Q9. I am very confident in my own strength and believe that I will be able to complete the work task or achieve the goal	1	2	3	4	5	
Q10 .In order to achieve the predetermined goals and complete the work tasks, I can be very diligent, hardworking, not retreating, and brave to overcome difficulties.	1	2	3	4	5	
Q11. I hold myself to high standards, push myself to constantly strive for improvement, and strive to achieve high goals and motivation	1	2	3	4	5	
Q12. I love my profession, work proactively, have a strong sense of responsibility, and will maintain a high level of enthusiasm	1	2	3	4	5	

and put in extra effort to complete work tasks						
Q13. I can actively participate in the effective internship during my time at school.	1	2	3	4	5	
Q14.I can objectively evaluate my strengths and weaknesses.	1	2	3	4	5	
Q15. I can distinguish between opportunities and challenges.	1	2	3	4	5	
Q16. I can make an employment plan that suits me based on my clear understanding	1	2	3	4	5	
Q17.I have a good and continuous willingness and learning method, can constantly analyze and summarize learning from my own or others' experience, and take the initiative to apply the new knowledge and skills I have	1	2	3	4	5	

learned to practical work						
Q18, I have a unique vision and ability to act faster than others.	1	2	3	4	5	
Q19: I have a game strategy in the job competition.	1	2	3	4	5	
Q20 I can adopt or develop new ideas, new theories, new methods, and new technologies to better complete my work tasks and bring higher economic and social benefits.	1	2	3	4	5	
Q21 I can properly express my thoughts, strengths and potential in front of a crowd.	1	2	3	4	5	