



**THE EMPLOYMENT ABILITY OF STUDENTS IN HIGHER
VOCATIONAL COLLEGES BASED ON USEM
MODEL-A CASE STUDY OF YUNNAN ECONOMICS
TRADE AND FOREIGN AFFAIRS COLLEGE**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE MASTER'S DEGREE OF BUSINESS
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of International Master of Business Administration

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ABSTRACT

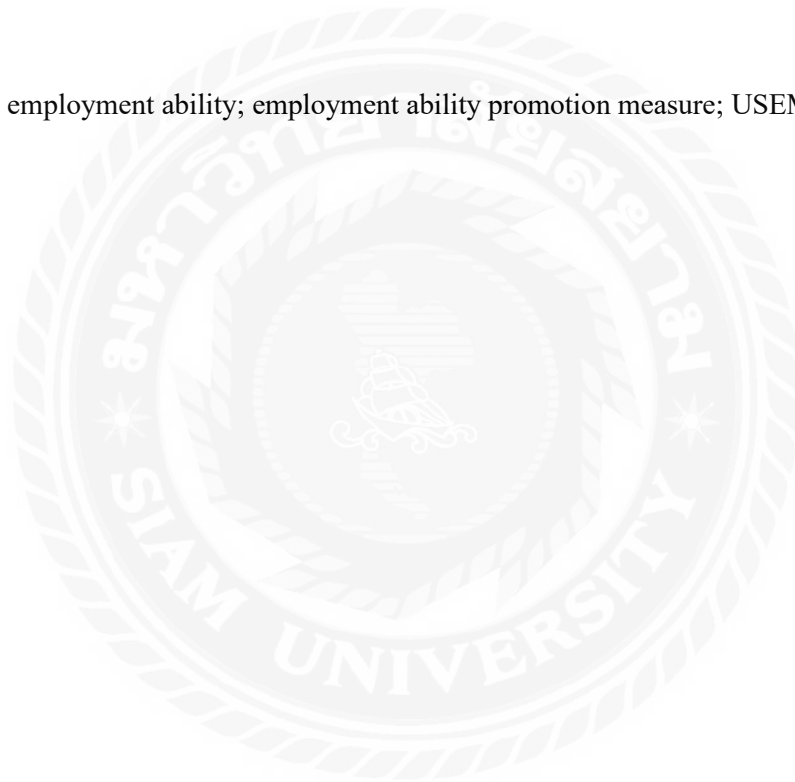
Based on the USEM employment ability model framework, this paper aimed to explore the current situation of employment ability of graduates in higher vocational colleges. The objectives of this study were: (1) To analyze the current situation of vocational college employment ability at Yunnan Economics Trade And Foreign Affairs College; (2) To propose effective measures to enhance their employment ability. The study used the qualitative research method and the USEM model framework. An in-depth investigation was conducted on the students majoring in different majors in 2023 and 2024 of Yunnan Economics Trade And Foreign Affairs College. During the investigation, 60 students and 10 school-enterprise cooperative enterprises HR were randomly selected to conduct face-to-face interviews. The interview covers four dimensions: Understanding, Skills, Efficacy and Meta-cognition, aiming to comprehensively analyze the current situation of vocational college students' employment ability, put forward targeted suggestions, and provide useful reference and guidance for students' career development.

The results showed that: (1) Students in higher vocational colleges face multiple challenges, including lack of solid professional knowledge, lack of practical experience, lack of ability and confusion in employment. (2) Based on the USEM model, Yunnan Economics Trade And Foreign Affairs College should: Firstly, strengthen the training of students' professional knowledge and skills, to ensure that students master solid professional skills and practical ability; Secondly, it is necessary to cultivate students' key skills, such as learning ability, practical ability, innovation ability and application ability, and improve their comprehensive quality and competitiveness. Thirdly, the college should strengthen the cultivation of students' self-efficacy, and help students establish positive self-cognition and teamwork spirit through psychological counseling

and campus culture construction. Finally, it is necessary to enhance students meta-cognition ability, rationally plan career, establish correct employment concept, and lay a solid foundation for career development.

This study provides a certain reference for future improvement of employment ability of students in higher vocational colleges. However, due to time and some limitations, this study mainly focuses on recommendations for improvement at the school level. In order to promote the employment ability of students in higher vocational colleges in a more comprehensive way, it is suggested that the future research can be further expanded to the government, employers, students themselves and families and other aspects for in-depth discussion. At the same time, for higher vocational colleges, how to better connect with enterprises and improve students' practical ability and professional quality is also a problem that needs to be focused on and studied in the future.

Keywords: employment ability; employment ability promotion measure; USEM model

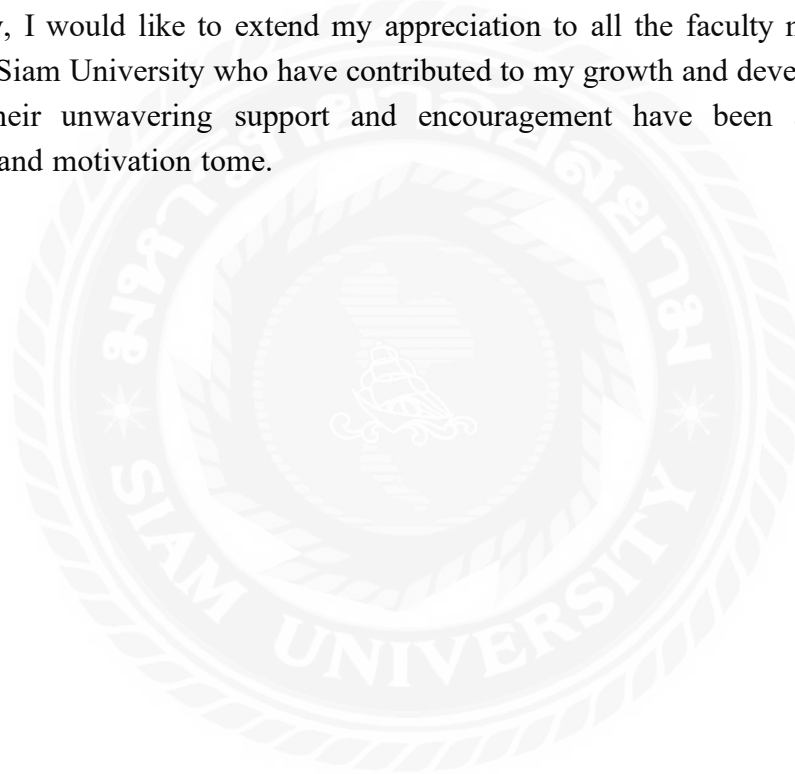


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Declaration

I, JIN ZHOU, hereby certify that the work embodied in this independent study entitled “THE EMPLOYMENT ABILITY OF STUDENTS IN HIGHER VOCATIONAL COLLEGES BASED ON USEM MODEL – A CASE STUDY OF YUNNAN ECONOMICS TRADE AND FOREIGN AFFAIRS COLLEGE” is result of original research and has not been submitted for a higher degree to any other university or institution.



(JIN ZHOU)

Mar 29,2024

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Chapter 1 Introduction

1.1 Background of the Study

In the period of China's planned economy, college enrollment and the distribution of graduates were subject to unified planning and coordinated management by the state. After graduation, college students usually have a unified job arrangement by the state, which includes the assignment of work units and jobs. The state controls and manages the allocation of human resources through the planned economic system, which ensures that each industry and region can obtain sufficient talent support, and also provides relatively stable employment opportunities for graduates.

However, this mode has restricted the enrollment scale and development speed of higher education institutions to a large extent. With the rapid development of China's social economy, the demand for talents is growing day by day, and the disadvantages of small enrollment scale and slow development speed of colleges and universities are gradually emerging. In the middle and late 1990s, the employment mode of college graduates in China experienced a profound change from "planning, unified distribution and state use" to "market allocation, two-way selection and merit-based admission". Higher education has changed from "elite education" to "mass education". With the deepening of China's economic reform, (China National Development Planning Commission, Ministry of Education, etc., 1999) The implementation of the policy of college enrollment expansion resulted in a sharp increase in the number of college graduates. The employment problem of college students has become increasingly prominent (Li, 2017).

With the continuous growth of the number of graduate from higher vocational colleges, the employment pressure they are facing is increasing day by day. In addition, with the influx of rural labor into cities for development and the adjustment of China's industrial structure, the absorption capacity of college graduates has shown a downward trend. In the job market, higher vocational college graduates face the competition of doctoral students, master's students, undergraduates and other graduates with higher levels of education, so that their competitive advantages are not obvious. In such an environment, the employment ability of vocational college graduates has become a key factor affecting their employment.

Yunnan Province, as a key province in southwestern China, has unique geographical characteristics and development trends. This study used 60 randomly selected students from different majors of Yunnan Economics Trade And Foreign Affairs College, Trade and Foreign Affairs in 2023 and 2024, as well as 10 school enterprise cooperation units as the research samples. Yunnan Economics Trade And Foreign Affairs College, Trade and Foreign Affairs has a national comprehensive index of 85.306 (CUAA,2022) , ranking first among private colleges in Yunnan Province, with strong representativeness. By studying the samples, we can gain a deeper understanding of the current situation of private vocational education in Yunnan Province, and provide guidance and suggestions for the employment ability of graduates from private vocational colleges.

1.2 Problem of the Study

The employment of graduates is the primary task of university work, which is related to the survival and long-term development of universities. Their employment status has a profound impact on the future development of students, the shaping of career concepts and family harmony. At present, the employment problem of graduates in China's higher vocational colleges is particularly prominent, which has become a difficult problem in the field of college students' employment.

According to the "Employment Blue Book: Employment Report of China's Higher Vocational Students in 2023" released by Mycos Research Institute (2023), the total number of fresh graduates of Chinese colleges and universities in 2022 will reach 10.76 million, an increase of 1.67 million compared with 2021. Among them, the number of graduates from higher vocational colleges was 4.956,900, accounting for nearly half. Facing such fierce market competition, graduates must improve their employment ability, so as to better meet the talents needs of enterprises and society, and ensure the realization of high-quality employment.

In recent years, the lack of core competitiveness of talent training quality in China's vocational colleges has made the structural employment contradiction increasingly prominent. In terms of students' employment ability training, the process of employment ability training is poorly managed, lacking of planning and systematic; Monitoring and evaluation means are single, and the effect of improving students' employment ability is not obvious, and to a certain extent, it cannot meet the needs of economic and social development, as well as the expectations of industries, enterprises and individuals.

To solve the problem of structural employment, the core lies in improving the employment ability of vocational college students. Although the attention and investment of governments and education authorities at all levels have promoted the rapid development of vocational education, the understanding of employment ability training in colleges and universities is not enough, the training content is not systematic and timely, the employment goal of students is not clear, and the employment psychology is not sound. Only by strengthening ideological guidance, deepening school-enterprise cooperation and co-construction, optimizing monitoring and evaluation, can we improve the quality of talent training. Only when the employment ability of vocational college students is substantially improved can structural employment contradictions be effectively alleviated fundamentally (Wu&Liu, 2022). The promotion of employment ability of students in higher vocational colleges is a systematic project involving society, schools, families and students themselves. In order to achieve this goal, not only the students themselves need to be proactive, but also rely on the support of the government, the correct guidance of the school and the cooperation of employers and other joint efforts. Substantive results can only be achieved by bringing together the efforts of various parties through diversified means (Wang, 2016).

1.3 Objectives of the Study

- (1) To explore the current situation of vocational college students' employment ability at Yunnan Economics Trade And Foreign Affairs College;
- (2) To propose effective measures to enhance their employment ability.

1.4 Scope of the Study

In this study, 60 graduates of YunNan Economics, Trade and Foreign affairs Colleg2023 and 2024 and 10 HR partners of school-enterprise were interviewed, and qualitative research methods were adopted. Understand the current situation of students' employment ability, the standards and expectations of enterprises for talent selection. Based on the USEM model framework, 60 graduates and 10 HR employees from school-enterprise cooperation units in 2023 and 2024 were interviewed. This paper studies the current situation of employment ability of students in higher vocational colleges and puts forward some concrete measures to improve their employment ability.

1.5 Significance of the Study

1.5.1 Theoretical Significance

This study has enriched the theoretical system of employment ability research to a certain extent, and provided rich content for the study of college students' employment ability. At the same time, it provides theoretical support for employers to recruit talents, universities to train talents and individuals to become talented. In addition, this study provides decision-making reference for the construction and implementation of the talent training model in higher vocational colleges, the cultivation and evaluation of college students' employment ability. Finally, this study makes the students of higher vocational colleges clearly understand the ability required for their employment, which is conducive to targeted learning and training, as well as reasonable career planning.

1.5.2 Practical Significance

The purpose of this study is to improve the employment ability of vocational college students to cope with their employment problems. This will help strike a balance between the needs of society and the needs of graduates and ensure social stability and sustainable development. In addition, the improvement of graduates' employment ability is the embodiment of the comprehensive strength of colleges and universities, and is the basis for achieving employment. It is helpful to improve the quality of talent training in Chinese colleges and universities and make the goal of talent training more realistic and feasible. Finally, this study is helpful for the graduates of higher vocational colleges to understand their own shortcomings, objective self-evaluation, and clear the future employment direction.



Chapter 2 Literatures Review

2.1 Introduction

With the rapid development of the emerging internet economy and the continuous transformation and upgrading of industrial structure, the employment situation of Chinese vocational college students is not optimistic, and there is a certain gap between employment ability and market demand (Zhu, 2021), and the employment pressure of vocational college graduates is further increased. The employment ability of graduates is of indispensable importance to their future career development and life stability. At present, it has become an urgent challenge to improve the employment ability of students in higher vocational colleges.

Based on the employment ability framework constructed by USEM model, this paper deeply analyzes the current situation of graduates' employment ability in higher vocational colleges. On this basis, this paper puts forward a series of targeted measures to help vocational college students improve employment ability, so as to better adapt to the changing job market demand and lay a solid foundation for their future development.

2.2 Employment Ability

2.2.1 Employment Ability Concept

As Western economies recovered and the industrial sector became a key driver of growth, employment ability research emerged after World War II. Companies focus on improving efficiency and value by studying front-line production workers. Governments have also taken steps to improve the re-employment prospects of the unemployed. By the 1970s, the importance of improving the knowledge and skills of the workforce for employment became apparent. The emergence of the knowledge economy and the demand for the role of technology have highlighted the importance of the quality of the workforce. At the end of the 20th century, countries recognized that talent is the core of future national strength and competitiveness, and thus increased investment in higher education and universal education. This period saw a surge in research on employment ability of higher education institutions and students, aiming to strengthen the country by improving the quality of education and cultivating competitive talents. "Employment Ability" as a key indicator to measure workplace competitiveness, originated from the concept put forward by the famous British economist Beveridge (1912), define it as the ability of individuals to obtain and retain employment. On this basis, many scholars and research institutions have deeply discussed the essence and composition of employment ability and the strategies to improve college students' employment ability, and put forward different definitions and viewpoints.

Mayer Committee(1992) proposed that employment ability is a basic ability applicable to different industries, emphasizing the integration of skills and knowledge in the actual working environment. Hill&Pollard(1998) defines employment ability as the ability of an individual to obtain employment through personal efforts and to

continuously develop his/her role to achieve his/her full potential. According to ILO(2000), employment ability means the ability of workers to access and maintain career opportunities, progress in their careers, and adapt to changes in the job market. Fugat et al.(2004) describes employment ability as an individual's ability to advance their career by identifying and seizing opportunities within and outside the organization. The definition of employment ability is closely related to its components, focusing on factors such as interview skills (Harvey, 2001). Mupa et al.(2013) emphasizes that employment ability includes professional skills that meet the demands of the job market. Brown et al.(2003) indicating that external factors will also affect employment ability and affect college students' chances to obtain and retain diversified job positions.

In China, with the continuous improvement of the popularization of higher education, the employment problem of college students has become increasingly prominent, which has prompted Chinese scholars to deepen the research on employment ability. According to the interpretation of modern labor relations dictionary, employment ability covers the comprehensive ability of workers in three aspects: physical quality, scientific and cultural literacy and ideological quality. The degree of matching between these qualities and social needs determines the adaptability of individuals in the workplace.

Chinese scholars Zheng(2002) first put forward the concept of college students' employment ability, emphasizing the skills and abilities that students develop through acquiring knowledge and improving their comprehensive quality. These abilities can not only help individuals achieve their personal employment goals, but also meet the needs of society. She said that the primary criterion for measuring the quality of university education is students employment ability competitiveness, so he stressed that universities should make improving students' employment ability a top priority. On this basis, Zhao(2004) emphasizes that the essence of employment ability lies in meeting the needs of the job market. It is not just about acquiring knowledge and skills; Also need to improve their comprehensive quality through continuous learning. This overall quality directly affects career development and is very practical and focused. The employment ability of college students is defined as the ability to bridge the gap between themselves and their ideal jobs, ultimately increasing the chances of graduates getting employment opportunities (Shao&Hu, 2005). Xie(2005) argues that employment ability is what individuals develop through learning and practical experience that helps them keep their jobs and advance their careers in the workplace.

Wen(2006) puts forward a narrow perspective on employment ability, emphasizing that the development of employment ability is a comprehensive ability rooted in individual learning and closely related to employment. In contrast, Huang(2007) takes a broader view, emphasizing that employment ability is a multifaceted concept that is influenced by various acquired factors such as education and social capital. Zhao et al.(2008) believes that college students' employment ability refers to the ability formed through participation in academic and social activities, including not only knowledge and skills, but also personal psychological quality. Wang&Chen(2017) emphasize that employment ability is a complex ability that is closely related to an occupation and consists of a series of interrelated qualities. Finally, Luo et al.(2020) defines

employment ability from the perspective of college students, pointing out that employment ability refers to the ability to obtain and maintain employment by concentrating on learning professional knowledge and actively accumulating practical experience in the course of study.

2.2.2 Elements of Employment Ability

In the research field of employment ability, scholars generally believe that employment ability is a comprehensive ability covering a variety of abilities, and its components are widely concerned by researchers and institutions at home and abroad.

According to NCIHE(1997), employment ability includes communication, cooperation, analytical skills, independent work, reflection, and ethical awareness within a specific field. CBC(2001) emphasizes fundamental skills (communication, problem solving, information processing), individual management skills (responsibility, adaptability, continuous learning), and team skills. ACCI(2002) believes that employment ability includes key skills such as communication, teamwork, organizational planning, problem solving, technology application, learning ability, self-management and continuous learning. In addition, scholars such as Saunders&Zuzel(2010), Somalingam&Shanthakumari(2013), Chavan&Surve(2014) and Kumari(2015) believed that employment ability includes subject knowledge, core skills, personal qualities, innovation, communication skills, social leadership, honesty, integrity, self-confidence, problem solving, teamwork, communication, decision making, time management, basic academic skills, personal qualities and advanced abilities.

Foreign scholars' research on the concept and composition of college students' employment ability is developing with the progress of research. They generally view employment ability as a combination of competencies, such as skills (general and professional), personal qualities (communication, interaction, cooperation and execution), and personal attitudes.

In China, the research field of college students' employment ability mostly involves the education industry. Scholars have different views and opinions on the connotation and composition of college students' employment ability. In some studies, researchers have conducted detailed analysis and discussion on various aspects of college students' employment ability.

Zheng(2002) proposed that the structure of graduates' employment ability includes learning ability, thinking ability, adaptability, practical ability and application ability. Tian(2002) proposes that college students' employment ability is developed through learning and practical experience during school, enabling them to effectively cope with job challenges and make potential progress in their careers. Core components of employment ability identified include responsibility, job search and employment skills, reasoning and problem solving skills, health and safety habits, and personal qualities. Zeng(2004) conducted an empirical quantitative analysis on the structure of employment ability and found that there is a strong correlation between college students' job-hunting difficulties and the response ability of universities and job seekers to market demands, with special emphasis on students' professional knowledge and skills. Li et al.(2005)

concluded through factor analysis that college students' employment ability mainly consists of personal quality, problem-solving ability and social leadership ability. In China, the research field of college students' employment ability mostly involves the education industry. Scholars have different views and opinions on the connotation and composition of college students' employment ability. In some studies, researchers have conducted detailed analysis and discussion on various aspects of college students' employment ability. (Xiao et al., 2007) adds innovation capability as a key dimension of employment ability along with the basic competence proposed by other scholars. In the context of scientific and technological progress, Zhu(2014) emphasizes that quality such as responsibility is fundamental to college students' successful employment, and emphasizes that learning ability and scientific research and innovation are key elements. Huang et al.(2016) holds that the employment ability of college students in higher vocational colleges includes three key indicators: professional knowledge and technical practice ability, career cognition and career planning ability, professional accomplishment and innovation and expansion ability. (Wang, 2018) explores and constructs an "onion-like" employment ability structural framework from the perspective of coupling supply and demand, which involves five factors, namely external employment ability, knowledge, skills, general ability portfolio, individual and occupational personality.

2.3 Employment Ability Promotion Measurement

In western countries, college students, as the main group of employment ability improvement, their employment ability is increasingly valued by the country and society. Employment ability is an important factor to ensure that college students get satisfactory jobs, and it is also the key to maintain the core competitiveness of enterprises. Improving the employment ability of university students is a major area of concern in the transformation of Western higher education institutions.

Western scholars Harvey(2001) put forward that college students' employment ability can be gradually enhanced and improved in the process of their transition from campus to workplace and from graduates to specific job holders. Fugate(2004) believes that in order to have high professional ability in the workplace, individuals need to actively improve their adaptability in the field of work, and the improvement of this adaptability depends on the cultivation and development of professional awareness. Yorke& Knight(2006) After an in-depth study of the USEM model, it is pointed out that the four elements in the model do not exist in isolation, but are closely related to each other. For college students, if they want to improve their professional skills, the key lies in enhancing their understanding of subject knowledge, mastering key skills and cognitive abilities, and cultivating good personal qualities. These factors together constitute an important way to improve college students' vocational skills. Pillai(2009) suggested that colleges and universities should maintain close communication and cooperation with enterprises and adopt the teaching mode combining learning to improve college students' practical skills. Bustamam(2015) proposed to carry out innovation and entrepreneurship education and establish an innovation and entrepreneurship practice

base to improve the innovation ability of college students. Sumanasiri(2016) proposed to improve college students' employment ability by participating in scientific research activities.

Li(2006) emphasize the importance of cooperation between government and universities in increasing students' practical opportunities. The national employment ability framework is recommended to be integrated into curriculum systems and employment training programs (Liu &Wu, 2010). In addition, Lv(2017) proposed that the government should formulate strategic plans for employment ability training, formulate relevant policies, and increase financial support to provide a solid guarantee for improving college students' employment ability.Zhu&Ma(2004) suggested to strengthen cooperation with employers to create more opportunities for college students. They suggest signing agreements with companies to align the training offered by colleges and universities with the needs of the job market (Sun, 2007). In order to meet the market demand, it is suggested that educational institutions implement teaching reforms to improve students' employment ability (He, 2007). This includes making strategic adjustments to university curricula, providing strong career guidance, and ensuring access to comprehensive career information (Zhang, 2007). In addition, it is proposed to establish a career development education system and a career development platform (Zhang, 2011). Based on the analysis of college students' employment ability system, Shi(2016) puts forward a four-stage model of prevention, support, incentive and sustainability to improve students' employment ability. In addition, Cheng(2017) emphasizes the importance of cultivating campus culture, enabling students to independently improve employment ability, and creating a favorable educational environment and learning system through cultural incentives.

2.4 USEM Model

Hill &Pollard(1998) conducted a groundbreaking study that synthesizes various existing philosophies regarding employment ability. They identified four main components of employment ability:assets, deployment, presentation, and environment. While this study is important for underpinning key theories of employment ability, it fails to acknowledge the complexity and multifaceted nature of employment ability. The study does not fully examine the employment ability dimension, but focuses narrowly on "employment skills". This limitation lies in an overemphasis on soft skills at the expense of other important aspects that are critical to career success. Knight&Yorke(2002) proposed a more comprehensive perspective on employment ability, introducing the concept of "soft skills +". This approach extends employment ability to include competencies, social and psychological factors, emphasizing that employment ability encompasses more than just skills. The importance of a "skills +" approach is highlighted, highlighting a broader spectrum of employment ability beyond pure skills.

Knight&Yorke put forward the USEM model, which is an abbreviation of understanding ability, skills, efficacy, and meta-cognitive ability, namely: Understanding ability (U), which refers to the degree and depth of understanding of

professional knowledge and skills after students receive professional education in colleges and universities. This includes not only a solid grasp of professional knowledge, but also the ability to apply skilled skills relevant to the field. Skills (S) : refers to the ability and quality of students in the employment process, including learning ability, practical ability, innovation ability and application ability. These skills directly affect the competitiveness of students in the job market and the success of career development. Efficacy (E) refers to the degree of independence, self-confidence and psychological endurance shown by students in the employment process, which can motivate students in the actual employment process and constantly mobilize their enthusiasm; Meta-cognition (M) : the ability to recognize and manage one's own cognitive processes. In career development, meta-cognitive ability affects the formation and management of career planning and employment concept. Good meta-cognitive skills help students manage their learning and career development process more effectively, achieve personal career goals and adapt to social needs(Guruler& Karahasan, 2010).

The USEM model is a framework that emphasizes the key factors affecting employment ability. It emphasizes the integration of understanding, personal attributes, and key skills to improve graduates' employment ability. The USEM model is widely regarded as a major advance in employment ability research, extending the concept of employment ability beyond soft skills. It provides a road map for course developers to incorporate a employment ability development component into the curriculum to better prepare students for employment. Although Dacre Pool&Sewell(2007) criticized the USEM model for its lack of practical application and research argument, it has been utilized in a large number of subsequent studies and has gained recognition in literary criticism. Despite its limitations, the USEM model remains a valuable tool for understanding and improving graduate employment ability. Its integrated approach incorporates a variety of factors such as skills, beliefs and reflection, differentiating it from traditional employment ability frameworks. Going forward, further research and application of the USEM model can continue to enhance the effectiveness of employment ability initiatives in academia.

2.5 Theoretical Framework

Based on the USEM employment ability model framework, this study analyzes the composition of employment ability of college students in higher vocational colleges. On the basis of absorption the research results of domestic and foreign scholars on the components of employment ability, combining the current employment situation of China's vocational colleges and the actual situation of market demand, the theoretical framework of this paper is constructed.

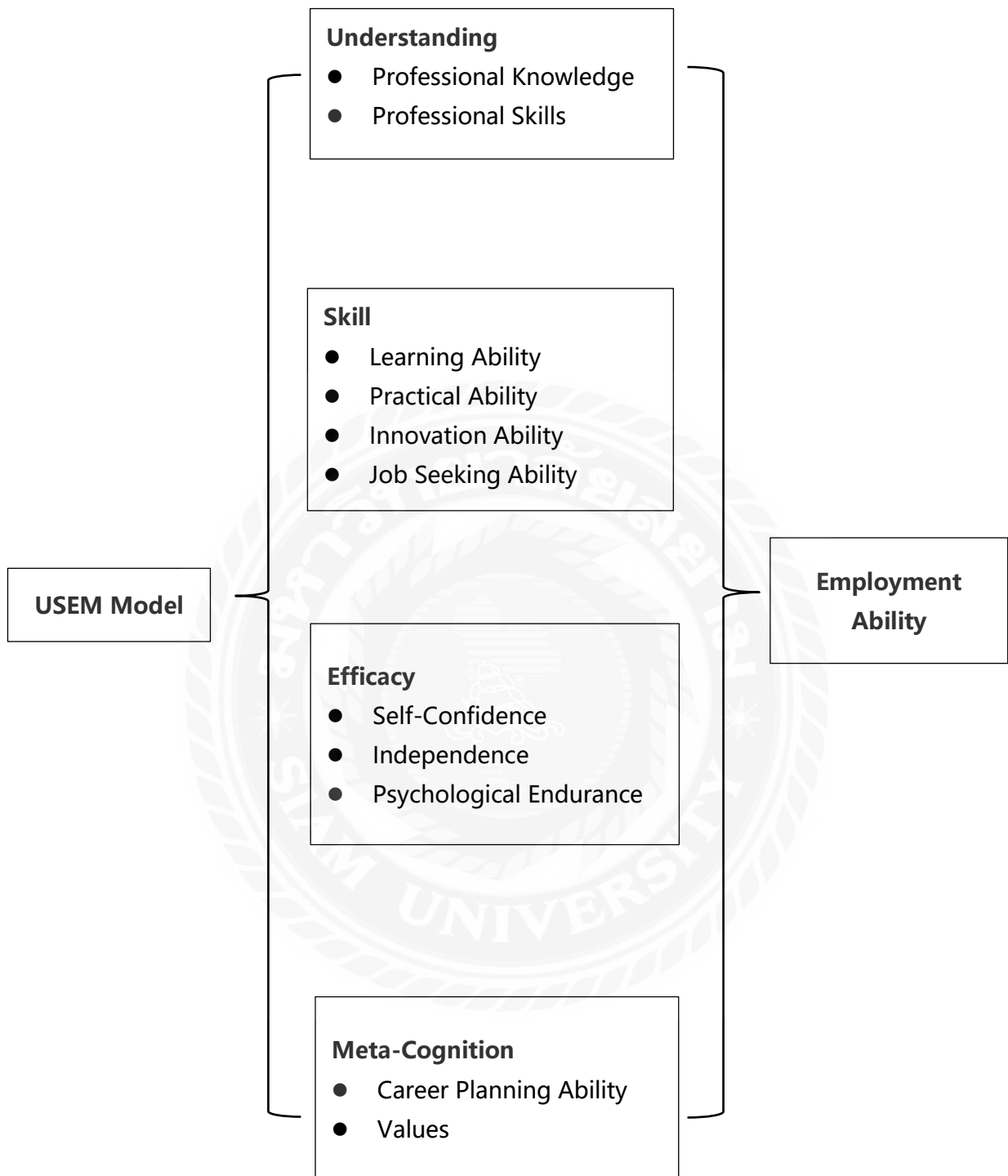


Figure 2.1 Theoretical Framework

Chapter 3 Research Methodology

3.1 Introduction

This paper adopted the qualitative research method to analyze the problems existing in the employment ability of vocational college graduates, understand the requirements of employers' employment ability of vocational college graduates, and explore the measures to improve the employment ability of vocational college graduates. First of all, by consulting relevant literature, fully collect relevant literature on college students' employment ability, and sort out and summarize these literature, so as to ensure that this study has sufficient theoretical support for the understanding of these concepts. In the research process, by USEM employment ability model, the students of Yunnan Economics Trade And Foreign Affairs College 2023 and 2024 and 10 school-enterprise cooperative enterprises were interviewed, so as to understand the current situation of students' employment ability of higher vocational colleges and put forward measures to improve the employment ability of higher vocational college graduates.

3.2 Research Design

In this study, semi-structured interview methods were randomly conducted to conduct face-to-face communication with 60 students of different majors and 10 HR cooperative enterprises of Yunnan Economics Trade And Foreign Affairs College. Based on USEM employment ability model, the interview outline was designed around four dimensions of professional Understanding ability, Skills, Efficacy and Meta-cognitive ability, covering professional knowledge, professional skills, learning ability, practical ability, innovation ability, recruitment ability, self-confidence, independence, psychological endurance, career planning and values. Through semi-structured interview, this paper reveals the current situation of employment ability of vocational college students, and puts forward targeted measures to promote the improvement of employment ability of vocational college graduates.

**Table3.1 Employment Ability Interview Outline
(Student Edition)**

Elements of Employment Ability	Title
Understanding	1. How well have you mastered the theoretical knowledge of your major?
	2. Have you ever participated in lectures, competitions or other activities related to your major? How has it affected your expertise?
	3. Do you consciously study other subjects? How will it affect your employment prospects?
	4. How is your ability to apply your major in practice? Do you feel you have enough expertise?

		5. Have you participated in on-campus or off-campus professional skills training? How did the training help you in your career development?
		6. What professional skills do you think you are lacking in? What are your plans to improve these skills?
Skill	Learning Ability	7. How do you think of your learning ability? Do you have the habit of independent learning in school?
		8. Have you made a plan for independent learning? If so, how is it enforced? If not, why not?
		9. What do you think is the biggest challenge in your learning process?
		10. Have you had any practical experience in school? If so, how do you think it has helped your career development?
	Practical Ability	11. Do you think the school provides enough practical opportunities for students? Are there any suggestions for improvement?
		12. What practical abilities do you think you need to improve?
		13. What is your attitude towards innovation and entrepreneurship? Have you participated in relevant activities?
	Innovation Ability	14. Are schools adequately investing in innovation and entrepreneurship education? How do you think it should be improved?
		15. What strengths or weaknesses do you think you have in innovative thinking?
		16. How well do you know the job search process? Have you participated in any job search training or activities?
Job Seeking Ability	17. What do you think is the biggest challenge in the application process? What is the strategy?	
	18. Do you have a habit of making interview preparation plans?	
	19. Do you feel confident when facing employment challenges? Why?	
Efficacy	Self-Confidence	20. Have you ever missed a job opportunity because of lack of self-confidence? How to deal with it?
		21. How do you think you can improve your self-confidence and enhance your competitiveness in the job market?
	Independence	22. How do you think of your ability to deal

		with problems and solve difficulties independently?
		23. Have you ever relied on others and been unable to complete tasks on your own? How to improve?
		24. How do you think schools or society should cultivate students' independence?
		25. How do you usually deal with frustration or pressure?
	□ Psychological Endurance	26. Have you ever had any experience of affecting your work or study due to lack of psychological tolerance? How to overcome it?
		27. Have you ever had any experience of affecting your work or study due to lack of psychological tolerance? How to overcome it?
		28. How clear do you feel about your career plan? Do you have a clear career goal?
	Career Planning Ability	29. Did you receive any guidance or training on career planning during your college years? How do you feel about that?
		30. How important do you think career planning is for your future development? Why?
		31. What are your expectations for employment? Do you seek a high salary and a good working environment?
Meta-Cognitive	Values	32. Have you considered the choice of employment location and unit? What are your preferences?
		33. How do you view the relationship between economic income and long-term development?

**Table 3.2 Employment Ability Interview Outline
(Enterprise Edition)**

Elements of Employment Ability		Title
Understanding	Professional Knowledge	1. What do you think of the performance of vocational college graduates in terms of professional knowledge? Does it meet your employment needs?
		2. In the recruitment process, do you pay more attention to students' professional knowledge or comprehensive ability?
	Professional Skill	3. How do you think students should improve their professional knowledge to cope with the competitive job market?
		4. Do you value professional knowledge or professional skills more in the recruitment

		process? Why?
		5. How do vocational college graduates usually perform in terms of professional skills? What do you expect from them?
		6. How do you think students should improve their professional skills to enhance their job competitiveness? Do you provide training or support?
Skill	Learning Ability	7. In the recruitment process, what criteria do you have for students' learning ability?
		8. In your opinion, how should students improve their learning ability to adapt to job demands?
		9. Do you provide training or resources to help your employees learn?
	Practical Ability	10. What are your expectations for students' practical ability? Will the candidate's practical experience be considered during the recruitment process?
		11. How do you think vocational colleges should improve students' practical ability?
		12. Are you willing to provide practical opportunities or support students to participate in practical projects?
	Innovation Ability	13. What are your expectations for employees' innovation ability? Will the candidate's ability to innovate be considered in the recruitment process?
		14. How do you think schools should cultivate students' innovative ability?
		15. How do you motivate employees to think creatively at work?
	Job seeking Ability	16. During the recruitment process, what criteria do you have for the ability of candidates?
17. What do you think students should do to improve their ability to apply for jobs?		
18. Are you willing to provide interview training or related resources to help candidates improve their ability to apply?		
Efficacy	Self-Confidence	19. How do you assess the self-confidence of candidates during the recruitment process?
		20. How does self-confidence affect an employee's performance at work?
	Independence	21. Do you have any suggestions to help students improve their self-confidence and adapt better to the working environment?
		22. Do you pay attention to the independence of candidates in the recruitment process? How

		to evaluate?
		23. What are your expectations and requirements for employees' work independence?
		24. How do you think companies should help employees improve their ability to work independently?
		25. What expectations or considerations do you have regarding the psychological endurance of employees?
	Psychological Endurance	26. How do you think companies should provide support to help employees cope with psychological stress at work?
		27. What is your opinion or evaluation of employees with good mental endurance?
		28. What do you expect of job seekers' career planning ability? How to evaluate?
	Career Planning Ability	29. During the recruitment process, do you find that most candidates lack clarity about their career plans? What is your view on this?
		30. How do you think schools should help students improve their career planning skills to better adapt to the job market?
	Meta-Cognitive	31. Do you think students' expectation of employment is in line with the actual social demand? What's your experience?
		32. Is there any lack of employment values found in the recruitment process? How do you evaluate it?
	Values	32. Is there any lack of employment values found in the recruitment process? How do you evaluate it?
		33. In your opinion, how do you help students establish correct employment values and better adapt to the workplace?

3.3 Data Collection

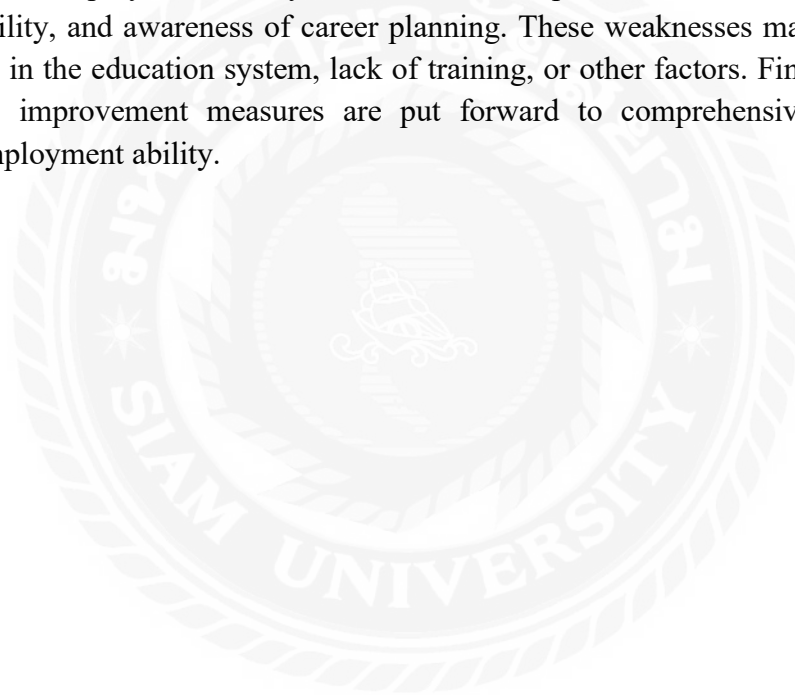
In this study, 60 students of different majors in Yunnan Economics Trade And Foreign Affairs College and HR from 10 school-enterprise cooperation enterprises were randomly interviewed for in-depth face-to-face communication. On the basis of fully collecting and sorting out the interview data, using the USEM employment ability framework for reference, the paper makes an in-depth analysis of four key indicators of employment ability. Through the analysis, this paper comprehensively understands the current situation of employment ability of students in higher vocational colleges, further identifies their deficiencies in employment ability, which affect their employment ability

competitiveness to a certain extent, and puts forward measures to improve their employment ability.

3.4 Data Aanalysis

In this study, systematic notes and audio recordings were used to record the interview data, and detailed arrangement was made to ensure the integrity and accuracy of the information. Then, an in-depth analysis of the data was conducted to find out the consensus and disagreement between students and corporate HR department leaders in employment, and according to the USEM employment ability framework, the focus is on four core elements: Understanding, Skills, Efficacy, and Meta-cognition.

Through four dimensions, the feedback of students and the head of the human resources department of the enterprise is analyzed in detail, and their respective advantages and areas to be improved are clarified. Further, it identifies the shortcomings of students in employment ability, such as lack of professional knowledge, skills, practical ability, and awareness of career planning. These weaknesses may stem from deficiencies in the education system, lack of training, or other factors. Finally, a series of concrete improvement measures are put forward to comprehensively enhance students' employment ability.



Chapter 4 Findings and Conclusion

4.1 Introduction and Basic Overview

Based on the USEM model and literature review, this paper conducted in-depth interviews. The interview was conducted with 60 randomly selected students of different majors and HR personnel of 10 school-enterprise cooperation enterprises, it is discussed from four dimensions: Understanding ability, Skills, Efficacy and Meta-cognitive ability. At the same time, through the interview with the employer, the author analyzed the employment ability that the employer expects the students to have at present, and puts forward the countermeasures to improve the graduates' employment ability.

Table 4.1 Statistical Table of the Basic Information of the Student Interview Sample

Project Name	Category	Number of Persons	Proportion (%)
Gender	Boys	32	53.33
	Girls	28	46.67
Age	18-21	23	38.34
	22-25	32	53.33
	More than 25	5	8.33
Family Residence	City	23	38.33
	Countryside	37	61.67
Status of student leaders	Yes	16	26.67
	No	44	73.33
Attitudes towards future employment situation	Very optimistic	5	8.33
	Average	37	61.67
	Not Optimistic	18	30.00

Table 4.2 Statistical Table of Basic Information of Enterprise HR Interview Sample

Project Name	Category	Quantities	Proportion (%)
Unit Nature	State-owned Enterprise	2	2
	Private Enterprises	8	8
	Other Enterprises	0	0
Industry Belong	Manufacturing Industry	2	2
	Transportation Industry	3	3
	Medical and Health Industry	1	1
	Catering and Entertainment Industry	1	1
	Real estate and Construction Industry	3	3
Unit Size	Extra large enterprises	0	0
	Large Enterprises	1	1
	Medium Enterprises	2	2
	Small Enterprises	4	4
Founding Time	Micro Enterprise	3	3
	Less than 5 years	1	1
	5-10 years	7	7
	More than 10 years	2	2

4.2 Current Situation of Employment Ability of College Students in Higher Vocational Colleges

4.2.1 Understanding

(1) Professional knowledge is not solid enough, the scope of knowledge is narrow

With the rapid development of modern society, new knowledge and skills continue to emerge and enrich human life, various disciplines blend with each other, and the knowledge system is increasingly perfect. Employers usually require college students to be versatile, knowledgeable, and able to handle a variety of tasks. At present, students in higher vocational colleges generally have insufficient learning motivation, fewer activities related to professional knowledge, and weak awareness of learning other subject knowledge. Many students have not participated in lectures and competitions related to their professional knowledge, resulting in a lack of solid grasp of professional knowledge. At the same time, the curriculum of some colleges is relatively simple, and the knowledge of students is limited to their own major, and it is difficult to obtain interdisciplinary knowledge penetration. In addition, a considerable proportion of students lack the awareness of learning other disciplines and think that it is not important for their employment, resulting in a narrow range of knowledge and a lack of competitiveness in the job market.

(2) Lack of professional skills

As one of the core competitiveness of college students in the job market, professional skills are very important for their career development. In higher vocational colleges, most students fail to fully apply the knowledge they have learned to practice, or pay too much attention to theoretical study while ignoring practical application, which leads to their failure to master the professional skills they should have. Vocational college students usually face the challenge of lack of professional skills in the process of employment. The main reasons include that students only pay attention to "learning" but not "using" in school, and lack of opportunities to participate in off-campus professional skills training. The results of the interview show that a considerable proportion of students fail to obtain professional skills certificates and have not participated in off-campus professional skills training, which makes it difficult for them to find matching jobs in the job market.

In the interview, employers also reflected that vocational college students generally lack professional ability. For positions that require strong professionalism and high technical content, students need to have solid professional theoretical knowledge and relevant technical qualifications. Therefore, insufficient professional knowledge and lack of professional skills have become major obstacles for vocational college students to stand out in the competitive job market.

4.2.2 Skill

(1) Poor learning ability

The ability to learn is essential in any profession. The overall performance of students in higher vocational colleges is weak in terms of learning ability, and the formation of independent learning habits is also relatively insufficient, unable to effectively use spare time for independent learning, half of the students do not have the habit of making independent learning plans. Most students rely too much on the teacher's explanation and lack creative learning ability. Because of their limited learning ability, they are difficult to adapt to high-tech and high-technology jobs, and can only engage in basic work. However, employers attach great importance to college students' learning ability when recruiting, because college students with strong learning ability have greater development potential.

(2) Not strong enough practical ability

Most of the students in higher vocational colleges have problems in practice ability. The main problem is that students focus on theoretical learning and lack practical opportunities. School education focuses on theoretical teaching, which affects the cultivation of students' practical ability. In addition, more than half of the students lack opportunities for off-campus social practice. Even if they participate in social practice, most of the students participate in social practice with a general or low degree of correlation with their major, which affects the improvement of professional practice ability. Although professional practice courses are considered to be an important way to improve practical ability, their setting frequency is unreasonable, and most students only have one opportunity every semester, which limits their practical ability to improve to a certain extent, resulting in their practical ability is relatively weak, and it is difficult to meet the needs of employers.

In interviews, employers generally reported that students lack social practical experience during school, resulting in a longer period of training and learning after taking the job, which brings pressure on the company's time and funds. Therefore, compared with students who lack practical experience, employers are more inclined to recruit college students with certain practical experience, because they can quickly adapt to the position without additional training, thus saving costs and time for enterprises.

(3) Lack of innovation ability

At present, most higher vocational colleges in China still have insufficient understanding and investment in innovation and entrepreneurship education. Schools have insufficient understanding of the importance and necessity of innovation and entrepreneurship, resulting in insufficient investment in students' innovation and entrepreneurship education. The survey shows that most of the students are not interested in participating in innovation and entrepreneurship activities, and lack the awareness of innovation and entrepreneurship. At the same time, there is a shortage of actual entrepreneurial projects in many schools' entrepreneurial incubation bases, which are often only used as decoration and lack of substantive practical projects, resulting in difficult for students to get access to the real entrepreneurial environment and relevant knowledge. In addition, the classroom is mainly based on traditional teaching, which limits the cultivation of students' innovative thinking and is difficult to inspire students' entrepreneurial inspiration.

In the interview, it is found that students in higher vocational colleges rarely put forward some innovative suggestions in their work, and lack innovative thinking and breakthroughs. However, employers pay more and more attention to the need for innovative ability, and believe that college students with innovative ability can bring fresh vitality and innovative ideas to the enterprise.

(4) Weak job seeking ability

In the survey found that many students in the face of employment, there is a lack of job seeking ability. First of all, a considerable proportion of students lack of understanding of job seeking ability such as interview skills, and lack of correct operation and coping strategies for job hunting process, resulting in lost employment opportunities in resume delivery and interview. Secondly, most students lack the ability to analyze recruitment information and understand the needs of employers, so they are unable to prepare for job hunting and communicate effectively with recruiters. In addition, many students have not participated in simulated recruitment activities, and lack of self-cognition and improvement opportunities for job seeking ability, resulting in frequent setbacks in the job-hunting process. Finally, many students lack interview skills and pay attention to the image, and they are not professional enough in the interview process, leaving a bad impression on the employer and affecting the success rate of job hunting.

4.2.3 Efficacy

(1) Lack of self-confidence

In the face of employment challenges, some students show anxiety, worry and low self-esteem, which may lead to psychological disorders. On the one hand, in the face of higher education competitors, some students feel a lack of self-confidence, think that their education and professional knowledge is not as good as the other side, resulting in anxiety, thus losing many job opportunities. On the other hand, nearly half of the students in the process of job hunting, after the rejection of the employer is easy to produce inferiority and pessimism, and produce anxiety.

(2) Poor independence

Most vocational college students have average or weak independent ability. After graduation, they often rely on their parents to solve the work problem, and are unwilling to independently find jobs or integrate into society. Some students even need their parents to accompany them for job hunting, and their job choices are completely decided by their parents, so they are often in a passive position during the job hunting process. In addition, about 40% of students need a long time to adapt to the workplace role after entering the society, and their ability to adapt to the society independently is poor, which affects their enthusiasm and initiative in work.

(3) Psychological quality is weak

The state's goal of training students in higher vocational colleges is to cultivate application-oriented talents with skills and encourage them to start from the grassroots

and gradually develop to higher positions. However, the survey found that when facing competitors with higher education, some students feel nervous and lack the courage to deal with setbacks, and even break down and lose confidence when the job search is not smooth.

At the same time, interviews with employers also show that vocational college students generally lack self-confidence, independence and Psychological quality is weak. If these psychological problems exist for a long time and can not be solved, it will hinder the improvement of students' employment ability.

4.2.4 Meta-Cognition

(1) Weak awareness of career planning

At present, Chinese vocational college students generally lack systematic career planning guidance and operational skills. Although the school offers career planning courses, the lack of specialized instructors leads to a lack of systematic training and practical experience for students in career planning. The survey results show that a considerable proportion of students do not have a high understanding of the employment prospects and career goals of their major, and only a few students have a clear understanding of this. Most students do not know enough about the importance of career planning, regard it as a form, and lack the awareness of career planning. This phenomenon reflects that students are generally vague and confused about the future on college campuses, and lack scientific planning for their own learning and career development.

(2) Lack of employment value concept

The survey found that a considerable proportion of students are too high in employment expectations, eager to engage in high-paying, favorable working environment of the occupation, but lack of employment awareness commensurate with the actual social needs. Influenced by the family concept, there is a preference in choosing work places and units, tending to big cities, large enterprises and state-owned institutions, while paying insufficient attention to employment opportunities in small and medium-sized cities, private enterprises and tough industries. Finally, the utilitarian tendency of the employment concept is intensified, putting economic income in the first place, paying too much attention to short-term interests, ignoring long-term development, thus leaving the impression of "interests first" to the employer. These distorted employment concepts affect college students' understanding of their own employment ability improvement, leading them to pursue quick success, while ignoring the importance of improving employment ability.

4.3 Measures to Improve Employment Ability of Students in Higher Vocational Colleges from the Perspective of the USEM Model

The improvement of employment ability of students in higher vocational colleges is a complex and systematic project, which is difficult to be achieved solely by individual strength, and must be achieved through multi-faceted collaborative efforts. In view of

this situation, this paper expounds the measures to improve the employment ability of students in higher vocational colleges from the following aspects.

4.3.1 Strengthen the Training of Students' Professional Knowledge and Skills

(1) Strengthen the learning and expansion of students' professional knowledge

First of all, vocational colleges should guide students to actively participate in class, listen to teachers carefully, and have the courage to ask questions, so as to promote students' understanding and mastery of professional knowledge. Cultivate students' habit of regular review and preview, and establish a good relationship between teachers and students to provide a solid foundation for the construction of learning atmosphere. Secondly, the school can regularly hold lectures, training and competitions related to professional knowledge, strengthen students' professional skills through practical activities, and increase their experience accumulation in practical operation. Finally, higher vocational colleges should pay attention to the diversification of curriculum. In addition to the arrangement of this professional course, other professional courses should be appropriately arranged, such as the addition of law, education and other content in management courses, so as to expand students' knowledge and enhance their comprehensive literacy and interdisciplinary ability. Promote the all-round development of students, improve professional level and competitiveness.

(2) Strengthen the training of students' professional skills

At present, professional skills have become an urgent resource for employers and the job market. At the 19th National Congress of the Communist Party of China, the Chinese government stressed the need to step up vocational skills training and cultivate a group of high quality middle and senior skilled personnel. Under this background, higher vocational colleges, as an important carrier of talent training, should focus on strengthening the training of students' professional skills.

First of all, vocational colleges should select a group of teachers with skills and rich practical experience, who can independently guide students to carry out professional skills training, effectively help students improve their professional skills, and make them competent for various tasks in the workplace. In addition, in order to allow students to master the required professional abilities more comprehensively, it should also be necessary to regularly invite middle and senior skill talents from enterprises to the school for guidance. Secondly, we should provide professional facilities and equipment for professional skills training. Higher vocational colleges must strengthen the construction of professional skills training facilities and increase capital investment to provide a better learning environment and practice environment. Finally, in order to actively encourage students to obtain professional skills certificates, vocational colleges can set up special departments responsible for the training and examination of qualification certificates. This can not only improve the competitiveness of students, but also provide solid help for them to successfully find a job.

4.3.2 Strengthen the Cultivation of Students' Skills

(1) Strengthen the cultivation of students' learning ability

Learning ability is an important cornerstone for vocational college students to improve their employment competitiveness, and teachers play a key role in the teaching process. In order to expand students' knowledge system, higher vocational colleges should urge teachers to constantly innovate their teaching contents and methods, so as to not only teach professional theoretical knowledge, but also integrate the knowledge of other disciplines. At the same time, teachers should abandon the traditional teaching mode, teachers are no longer just the transmitter of knowledge, but should become the guide and organizer of students, adopt a variety of teaching methods, such as group discussion, case analysis, student teaching, etc., to stimulate students' interest and enthusiasm in learning. This kind of education mode is conducive to exploring students' potential, improving their learning effectiveness and employment competitiveness.

(2) Focus on the improvement of students' practical ability

Practical ability is one of the core abilities of students in higher vocational colleges. Participation in social practice has become an important link to improve practical ability. Therefore, higher vocational colleges should strengthen the cooperation with the government and employers to build a stable practice base. First of all, we can establish a long-term cooperative relationship with local high-tech enterprises through the government platform, or contact well-known enterprises in developed areas to set up off-campus internship bases to ensure the stability of students' practice opportunities. At the same time, attract high-quality enterprises to relocate production lines to the campus, promote the integration of production and education, jointly develop teaching plans and implement teaching, and achieve a win-win situation for schools and enterprises. Secondly, attach importance to and strengthen classroom teaching practice, use case analysis and situational teaching strategies to stimulate students' learning enthusiasm. Finally, students are encouraged to participate in community activities such as work-study and outdoor activities, which provide practical opportunities for students and help improve their practical ability. Through the above strategies, it is helpful to improve the practical ability of students in higher vocational colleges, so that they can better cope with the future employment challenges.

(3) Strengthen the cultivation of students' innovative ability

At present, the employment situation is severe, and higher vocational colleges must strengthen their efforts to support the cultivation of students' innovation and entrepreneurship ability. First of all, the school needs to establish a team of teachers with high professional quality and rich experience in innovation and entrepreneurship. Schools should attach importance to the selection and recruitment of excellent innovation and entrepreneurship instructors, and strengthen their professional training. In addition, some entrepreneurs and professionals in technological innovation can be invited to provide part-time tutoring. Secondly, to enable students to master the basic theoretical knowledge of innovation and entrepreneurship, some relevant courses can be set up to integrate innovation and entrepreneurship education into professional education. Make full use of market resources to strengthen the dissemination of innovation and entrepreneurship information on campus. In order to cultivate students' innovation and entrepreneurship spirit and ability, innovation and entrepreneurship competitions and

practical activities should be organized frequently to realize the close combination of innovation and entrepreneurship education and practice.

(4) Strengthen the training of students' ability to apply for jobs

Vocational colleges should focus on strengthening the following aspects in improving students' ability to apply for jobs: First, improve the employment consulting service system immediately. Schools should establish high-quality career guidance teams, including experienced teachers with relevant subject knowledge, and invite human resource management experts and entrepreneurs to serve as part-time guidance teachers. The aim is to provide students with real-time information on employment policies and market dynamics to help them plan ahead and enhance their competitiveness in employment. The second is to strengthen the construction of employment guidance courses, and adopt diversified teaching methods and practical activities, such as classroom discussion, case analysis, simulated recruitment, etc., in order to improve students' practical operation ability and adaptability. At the same time, guide students to establish the correct concept of application, through understanding the company and recruitment positions, make a real and reliable resume, and training interview skills, so that students can confidently cope with all kinds of interview. The third is to pay attention to the training of interview skills, including the norms of dress, appearance and interview and conversation skills, to help students show good image and communication skills in the interview. Through the above efforts, higher vocational colleges are expected to significantly improve students' ability to apply for jobs and create more opportunities for them to succeed in employment.

4.3.3 Strengthen the Cultivation of Students' Self-efficacy

(1) Strengthen students' psychological counseling and counseling

Psychological quality plays a key role in the process of improving college students' employment ability and has a direct impact on their job-hunting success rate. In order to enhance the psychological quality of students, higher vocational colleges need to work out a series of targeted strategies. First of all, strengthen the team building of psychological counselors to ensure that psychological counselors with professional background and rich experience provide effective psychological support and solutions for students. Secondly, special psychological counseling institutions should be set up to strengthen students' psychological counseling and counseling services, help students properly cope with the challenges and pressures in the employment process, and enhance their psychological endurance. In addition, psychological education courses are set up, and psychological counseling experts are invited to the school for guidance, so that students can master certain psychological knowledge and coping strategies, and cultivate a positive attitude, so as to better cope with workplace challenges.

(2) Create a good campus cultural atmosphere

The key to cultivating students' sound psychological quality is to build a sound campus culture environment, which has a profound impact on students' personal growth and development. A healthy campus culture can provide students with emotional support and psychological guidance, help them cope with challenges and pressures, and devote

themselves to study and life. Therefore, the relevant departments of higher vocational colleges should actively plan and organize campus cultural activities, enrich students' cultural life, encourage them to actively participate in campus activities, and enhance the communication and interaction between students. By creating an enterprising, harmonious, healthy and positive campus atmosphere, it is helpful for students to shape a sound personality and improve themselves, so as to improve their employment competitiveness.

4.3.4 Enhance Meta-cognitive Abilities

(1) Reasonable career planning

Career planning plays an important role in the process of college students' employment, exerting a leading effect and providing guidance for graduates' career. First of all, students in higher vocational colleges should establish the consciousness of career planning in the early stage of enrollment, that is, freshman year, and continue to deepen it throughout the university stage. They should actively participate in career planning courses, with the help of classroom teaching and teacher guidance, wisely plan their career and improve their consciousness of career planning. Secondly, during the study period, students need to understand their personal characteristics, abilities and qualities through objective self-analysis, identify their strengths and weaknesses, clarify their career positioning, and establish career goals and directions. According to career goals, students should take the initiative to improve various employment ability, accumulate social experience, and make adequate preparation for future employment.

(2) Correct employment mentality and concepts

When facing the transition from campus to society, students in vocational colleges often have to deal with psychological challenges. At this stage, they must maintain confidence, timely adjust their mentality, treat each job search experience with a correct attitude, continue to sum up experience and accumulation, and seek jobs that match their own characteristics. In particular, we must be down-to-earth, brave to bear hardships and stand hard work, abandon the concept of job hunting, give priority to seeking employment, and then seek career development, and steadily improve personal comprehensive quality. In addition, students should rationally examine their own strengths and weaknesses, combined with personal majors, abilities and interests, as well as the actual needs of the job market, to establish their own employment goals. Some students set too high or unrealistic career goals before graduation, blindly pursue economically developed cities or hot industries, but once they enter the society, they will find that there is a big gap between reality and ideal. Therefore, it is very important to establish a correct scientific employment concept, which is the key to achieve personal employment goals.

4.4 Conclusion

This study conducted a random in-depth interview of 60 students from 2023 and 2024 private higher vocational colleges in Yunnan Province, which ranked among the

top three in the comprehensive index, and HR from 10 school-enterprise cooperation enterprises, aiming to comprehensively understand the current situation of employment ability of higher vocational college students and put forward targeted suggestions. The results of this study are as follows: (1) The students in higher vocational colleges show the problems of weak professional knowledge, narrow scope of knowledge and lack of professional skills. (2) In terms of skills, it shows the problems of poor learning ability, weak practical ability, lack of innovation ability and weak recruitment ability. (3) In terms of self-efficacy, it shows the problems of lack of self-confidence, poor independence and weak psychological endurance. (4) In terms of meta-cognitive ability, it shows the problems of weak awareness of career planning and lack of employment values.

In view of the above employment ability problems, this paper puts forward measures to improve employment ability: (1) It is suggested to strengthen the training of students' professional knowledge and skills, strengthen the training of students' professional skills by strengthening the study and expansion of students' professional knowledge, so as to ensure that students have a solid grasp of professional skills and practical ability, so that students can better cope with challenges in future study and work. (2) It is suggested to strengthen the cultivation of students' key skills, comprehensively improve their comprehensive quality and competitiveness by strengthening the cultivation of students' learning ability, practical ability, innovation ability and recruitment ability, and lay a solid foundation for their future development. (3) It is suggested to strengthen the cultivation of students' self-efficacy, and help students establish positive self-cognition and improve their ability to cope with challenges by strengthening students' psychological counseling and counseling. By creating a good campus cultural atmosphere, we can cultivate students' self-confidence and teamwork spirit, so as to promote the cultivation of students' self-efficacy. (4) It is suggested to enhance students' meta-cognitive ability and guide students to establish correct employment mentality and concept through reasonable career planning. Through correct employment mentality and concepts, students can better understand themselves and their careers, and lay a solid foundation for future career development.

Chapter 5 Recommendations

5.1 Introduction

In the rapid development of the information age, the social demand for talents is becoming increasingly strict with the rapid development of technology. This demand is not only reflected in the depth and breadth of graduates' professional knowledge, but also highlights the expectation of their comprehensive quality, innovative thinking and ability to adapt to change. For students in higher vocational colleges, employment ability is the decisive factor for their future career development and quality of life. However, the cultivation of this ability is not limited to the professional knowledge and skills students learn in school, but needs to pay more attention to the improvement of their comprehensive quality and ability. Therefore, it is particularly important to build a comprehensive training plan, implement diversified training mechanisms, strengthen the cooperation between schools and enterprises, pay attention to mental health education and establish a sound career planning system. These measures aim to comprehensively enhance students' employment ability and lay a solid foundation for their smooth integration into the workplace, personal growth and improved quality of life.

5.2 Recommendations

The employment ability of students in higher vocational colleges has a profound impact on their future career development and life quality. This ability is not only limited to the professional knowledge and skills students learn in school, but also lies in the cultivation of their comprehensive quality and ability.

First of all, develop a comprehensive training plan: vocational colleges should develop a comprehensive training plan, including strengthening professional knowledge and skills training, strengthening students' key skills, strengthening self-efficacy training and enhancing students' meta-cognitive ability. Such a program should be comprehensive, covering all aspects of the student's academic and professional development.

Secondly, establish diversified training mechanisms: schools can establish diversified training mechanisms, including classroom teaching, practical training, school-enterprise cooperation projects, etc., to meet the training requirements of students at different levels and different needs. Such a mechanism can better stimulate students' learning interest and enthusiasm.

Moreover, strengthen the cooperation between schools and enterprises: schools should strengthen the cooperation with enterprises, incorporate the needs of enterprises into the curriculum and teaching content, and provide students with more practical and market demand training. At the same time, the school can also provide more internship and employment opportunities for students, so that they can improve their employment ability in practice.

In addition, pay attention to mental health education: schools should pay attention to students' mental health education, strengthen psychological counseling and counseling work, help students establish a positive attitude and self-confidence, and enhance their ability to cope with challenges.

Finally, establish a sound career planning system: schools can establish a sound career planning system to provide students with career planning guidance and support, to help them clear career goals, develop career development plans, so as to better achieve personal development and employment goals.

Finally, the establishment of a sound career planning system is an indispensable part. Schools should provide career planning guidance and support to students to help them clarify career goals and formulate corresponding development plans, so as to achieve personal development and employment goals more effectively.

5.3 Suggestions for Future Research

Based on the USEM employment ability model, this paper studies the current situation of employment ability of students in higher vocational colleges in Yunnan Province and measures to improve it, which provides some references for the future improvement of students' employment ability in higher vocational colleges. The improvement of employment ability is a complex and systematic project, which cannot be achieved solely by individual efforts and must be achieved through multi-faceted collaborative efforts. Due to time and some limitations, this study only makes suggestions for the improvement of schools, and future studies need to consider more factors, such as the government, employers, students themselves, families, etc. At the same time, for higher vocational colleges, how to better connect with enterprises and improve students' practical ability and professional quality is also a problem that needs to be focused on and studied in the future. It is a long and complicated process to improve the employment ability of students in higher vocational colleges. Only through the concerted efforts of various aspects can we promote the continuous improvement of the employment ability of students in higher vocational colleges and make greater contributions to the development of society.

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Appendix

Employment Ability Interview Outline

(Student Edition)

Elements of employment ability	Title	
Understanding	<p>1. How well have you mastered the theoretical knowledge of your major?</p> <hr/> <p>2. Have you ever participated in lectures, competitions or other activities related to your major? How has it affected your expertise?</p> <hr/> <p>3. Do you consciously study other subjects? How will it affect your employment prospects?</p> <hr/> <p>4. How is your ability to apply your major in practice? Do you feel you have enough expertise?</p> <hr/> <p>5. Have you participated in on-campus or off-campus professional skills training? How did the training help you in your career development?</p> <hr/> <p>6. What professional skills do you think you are lacking in? What are your plans to improve these skills?</p>	
	<p>7. How do you think of your learning ability? Do you have the habit of independent learning in school?</p> <hr/> <p>8. Have you made a plan for independent learning? If so, how is it enforced? If not, why not?</p> <hr/> <p>9. What do you think is the biggest challenge in your learning process?</p> <hr/> <p>10. Have you had any practical experience in school? If so, how do you think it has helped your career development?</p>	
	<p>11. Do you think the school provides enough practical opportunities for students? Are there any suggestions for improvement?</p> <hr/> <p>12. What practical abilities do you think you need to improve?</p> <hr/> <p>13. What is your attitude towards innovation and entrepreneurship? Have you participated in relevant activities?</p> <hr/> <p>14. Are schools adequately investing in innovation and entrepreneurship education? How do you think it should be improved?</p> <hr/> <p>15. What strengths or weaknesses do you think you have in innovative thinking?</p>	
	Professional knowledge	
	Professional skill	
	Learning ability	
Skill	Practical ability	
	Innovation ability	

		16. How well do you know the job search process? Have you participated in any job search training or activities?
	Job application ability	17. What do you think is the biggest challenge in the application process? What is the strategy?
		18. Do you have a habit of making interview preparation plans?
		19. Do you feel confident when facing employment challenges? Why?
	Self-confidence	20. Have you ever missed a job opportunity because of lack of self-confidence? How to deal with it?
		21. How do you think you can improve your self-confidence and enhance your competitiveness in the job market?
		22. How do you think of your ability to deal with problems and solve difficulties independently?
Efficacy	Independence	23. Have you ever relied on others and been unable to complete tasks on your own? How to improve?
		24. How do you think schools or society should cultivate students' independence?
		25. How do you usually deal with frustration or pressure?
	Mental endurance	26. Have you ever had any experience of affecting your work or study due to lack of psychological tolerance? How to overcome it?
		27. Have you ever had any experience of affecting your work or study due to lack of psychological tolerance? How to overcome it?
		28. How clear do you feel about your career plan? Do you have a clear career goal?
	Career planning	29. Did you receive any guidance or training on career planning during your college years? How do you feel about that?
		30. How important do you think career planning is for your future development? Why?
Meta-Cognitive		31. What are your expectations for employment? Do you seek a high salary and a good working environment?
	Values	32. Have you considered the choice of employment location and unit? What are your preferences?
		33. How do you view the relationship between economic income and long-term development?

Employment Ability Interview Outline

(Enterprise Edition)

Elements of employment ability	Title
Understanding	1. What do you think of the performance of vocational college graduates in terms of professional knowledge? Does it meet your employment needs?
	Professional knowledge 2. In the recruitment process, do you pay more attention to students' professional knowledge or comprehensive ability?
	3. How do you think students should improve their professional knowledge to cope with the competitive job market?
	4. Do you value professional knowledge or professional skills more in the recruitment process? Why?
	Professional skill 5. How do vocational college graduates usually perform in terms of professional skills? What do you expect from them?
	6. How do you think students should improve their professional skills to enhance their job competitiveness? Do you provide training or support?
Skill	7. In the recruitment process, what criteria do you have for students' learning ability?
	Learning ability 8. In your opinion, how should students improve their learning ability to adapt to job demands?
	9. Do you provide training or resources to help your employees learn?
	10. What are your expectations for students' practical ability? Will the candidate's practical experience be considered during the recruitment process?
	Practical ability 11. How do you think vocational colleges should improve students' practical ability?
	12. Are you willing to provide practical opportunities or support students to participate in practical projects?
	13. What are your expectations for employees' innovation ability? Will the candidate's ability to innovate be considered in the recruitment process?
	Innovation ability 14. How do you think schools should cultivate students' innovative ability?
	15. How do you motivate employees to think creatively at work?
Job application 16. During the recruitment process, what	

	ability	<p>criteria do you have for the ability of candidates?</p> <p>17. What do you think students should do to improve their ability to apply for jobs?</p> <p>18. Are you willing to provide interview training or related resources to help candidates improve their ability to apply?</p>
Efficacy	Self-confidence	<p>19. How do you assess the self-confidence of candidates during the recruitment process?</p> <p>20. How does self-confidence affect an employee's performance at work?</p> <p>21. Do you have any suggestions to help students improve their self-confidence and adapt better to the working environment?</p> <p>22. Do you pay attention to the independence of candidates in the recruitment process? How to evaluate?</p>
	Independence	<p>23. What are your expectations and requirements for employees' work independence?</p> <p>24. How do you think companies should help employees improve their ability to work independently?</p> <p>25. What expectations or considerations do you have regarding the psychological endurance of employees?</p>
	Mental endurance	<p>26. How do you think companies should provide support to help employees cope with psychological stress at work?</p> <p>27. What is your opinion or evaluation of employees with good mental endurance?</p>
		<p>28. What do you expect of job seekers' career planning ability? How to evaluate?</p>
	Career planning	<p>29. During the recruitment process, do you find that most candidates lack clarity about their career plans? What is your view on this?</p> <p>30. How do you think schools should help students improve their career planning skills to better adapt to the job market?</p>
Meta-Cognitive		<p>31. Do you think students' expectation of employment is in line with the actual social demand? What's your experience?</p>
	Values	<p>32. Is there any lack of employment values found in the recruitment process? How do you evaluate it?</p> <p>32. Is there any lack of employment values found in the recruitment process? How do you evaluate it?</p>
		<p>33. In your opinion, how do you help students</p>

establish correct employment values and better
adapt to the workplace?

