An Analysis of Current Situation and Countermeasures to the Occupation Career Planning Education of College Students in China

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Abstract. More and more universities in China have realized that the occupation career planning education plays an important role on students’ own development and employment. So most universities have launched courses. However, there are always many problems in current career education, such as fewer classes, lack of professional teachers, single form. The author of this paper explored the reform of occupation career planning education in universities aiming to improve the content, the methods, and the quality of teaching which can offer help and service for students' growth better.

Introduction

Occupation career planning education originated from the US in early 20th century, accompanied with rapid development of market economy. The posthumous publication in 1911 of Parson's manuscript, choosing a Vocation, uses the terms “vocational guidance” for the first time worldwide. That marks the historic beginning of vocational guidance activities. In 1950s, the dominant assumption was that differing abilities and interests were crucial in determining occupational choice and success which proposed by Donald E. Super, an American professor for career development. For this reason, vocational counseling was seen primarily as a process of helping individuals match their abilities and other traits with those required by accessible occupations. By applying the matching model, practitioners of vocational guidance assisted their clients in choosing the “right” vocation, that is, the one that is well matched or congruent with an individual’s abilities, interests, and personality traits. In China, college students increase enormously because of the College Enrollment Expansion. So more and more scholars realized the career education is the urgent needs for the growth of college students. The colleges set up courses about students’ career planning gradually which has been welcomed greatly by students.

Through the study of occupation career courses, there are three aspects of ability to ascend. Firstly, it is the attitude. College students should establish self-awareness for the occupation career development, which will make them pay great efforts initiative for personal career development and social development. Secondly, it is the knowledge. College students should understand the stage characteristics of occupation development, their own characteristics and interests, the policies of employment and so on. Thirdly, it is the skills. students should master the skills of self-exploration, management, career decision-making, and some general skills, such as communication, problem-solving.
Analysis on the current situation of career education in Universities

Although more and more universities have scheduled courses of career education for college student. They don’t reach a consensus that career education is a key system in students’ four years. So there are many aspects needed to improve.

More formal than substantial because of fewer courses

Document No. 7 by Higher Education Ministry [2007] suggests that the number of courses about students’ career development and employment guidance should be not less than 38 hours. However, from a survey of ten Universities (7 universities in Shanghai and 3 universities in other provinces), the author found the courses are far less than required (Table 1). Teachers have to finish one chapter in two class hours, so it is difficult for students to do self-assessment and self-exploration. At the end of the courses, some students still can’t master in-depth occupation career planning skills. The job recognition is still not clear, and even some students study only In order to get credits. So the problem that less courses lead to more formal than substantial is more serious.

Table 1. Class Hour of career education in colleges.

<table>
<thead>
<tr>
<th>Type</th>
<th>No Class Hour</th>
<th>16 Class Hour</th>
<th>18 Class Hour</th>
<th>26 Class Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Course</td>
<td>1 college</td>
<td>4 college</td>
<td>1 college</td>
<td></td>
</tr>
<tr>
<td>Optional Course</td>
<td>1 college</td>
<td>2 college</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Course</td>
<td>1 college</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lack of professional teachers led to that the systematization of career education is not enough

Career education courses don’t exist for a long period. It’s a new discipline. "2010 China college career planning education survey report" by Beisen shows that 80% universities have the full-time teachers of career education, the number of between 1-8, which 3-5 is most common. But the demand for teachers in this course is about 10-15, so the instructors and the administrative staff have become the main force in the classes. The advantages of this kind of teacher is they can combine the actual work with the knowledge, such as some live cases which can increase the students learning interest. However, they lack systematic knowledge and ability for resolving actual problem. Their teaching level is limited and sometimes team of teachers is not stabilized because of job transfers.

Therefore, the lack of professional teachers led to that the systematization of career education is not enough Summary

Less variety of teaching methods cause students don’t take occupation career planning seriously.

Occupation career planning is closely related to find a job, so it is far beyond students’ need if we only teach them in classes. By now, most occupation career planning trainings use simple traditional methods, which can’t bring students’ creativity and initiative out fully. From a survey
result, only 2 out of 10 colleges’ separate it into two parts, in theory and practical. Classes don’t have strong relationship with industries characteristics or companies culture, also lack of specific targeted training, therefore students are not able to recognize the importance of career planning. The significance why we have occupation career planning courses can’t be fully reflected.

**Exploration for reform of Occupation Career Planning Education**

**Making the career education throughout whole course by the establishment of phased teaching mode**

Emphasis of students’ learning is different in their four years, so the content of career education should be different in every stage. When Freshman enter school, their lifestyles and teaching methods have changed. They have sorts of confusion for their study, life and future. The teaching effort should be focused on putting in a greater understanding of self and the workplace, such as values, interests, personality, skills. Teachers should guide students to think, who I am, what I want to do, what I can do, what I should do, which can make students have a clear goal of university life. Sophomore year is a time to construct students’ professional knowledge. The teaching should be based on the analysis workplace for specialties. And encourage students to participate in various activities and social practice. In their junior year, students should understand the employers’ needs thoroughly. Teachers can guide students to improving the personal career planning by lectures and practical experience. In the last year, students face the employment pressure, so they need more skills of interview and resume. Teachers can help students to establish the correct view of employment, reach their potentials fully and find suitable jobs.

**Training teachers’ professional system by founding career planning Department**

In the United States, the number of Career consultants is more than 160 thousand, that means, about every 3000 American citizens have a professional teacher for career planning. Therefore, improving the number and professional ability of teachers is one important part in the reform. Career planning Departments need to introduce talents in human resource, psychology, sociology which can offer the professional training for structure of knowledge and teaching skills. One professional teachers’ team which owns solid theoretical knowledge, masters the career assessment tools and guides students’ career planning smoothly can make college career education develop better.

**Teaching through entertaining by offering supplementary class**

Regular teaching often based on theoretical teaching. The students always fell uninterested, especially the 90s freshman with strong individual character. Universities should offer supplementary class to make teaching interesting, such as lecture, evaluation, career counseling, career Sharon, simulation of interview and Career planning competition.

In supplementary class, teachers should pay attention to the following questions. Firstly, ability of spot control should be improved to guide students to participate in activities according to the steps. Secondly, different forums should be used at students with different characteristics. Teachers should encourage students’ learning results more to improve students' enthusiasm.
Summary

With the popularization of higher education, and the increase of employment pressure, career planning education becomes an absolutely necessary part in student services. How to help students to improve themselves and acquaint the workplace, and finally find a suitable job is the ultimate aim of career planning education. In our country, the level of occupation career planning education still has a big space for development. Many students still lack of awareness of the importance on career planning. At the same time, they are short of professional, effective and sustained guidance, so few students have a clear plan for their future career and work. Teachers should be concerned about more than the students’ academic progress and help students deal with personal problems and advise them in matters concerning their future, such as selecting colleges and careers. They also should constantly think to reform teaching contents and methods for providing effective help better to students' individual development and employment.

References


