

# The Implementation Path and Effectiveness of the Full Chain Integration to Crack the “Slow Employment” of College Students

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**Abstract:** Due to factors such as biased employment concepts, weak practical abilities, and mismatched job supply and demand, the phenomenon of “slow employment” among college graduates is becoming increasingly prominent. This article takes electrical engineering majors in universities in western China as an example. By strengthening the ideological guidance of employment and entrepreneurship, innovation and entrepreneurship practice bases, and expanding employment channels through visits to enterprises, the full chain employment promotion system of “ideological guidance-mechanism guarantee-practical empowerment-job expansion” has been formed. This system provides feasible paths and practical experience to solve the problem of “slow employment” in universities.

**Keywords:** Slow Employment; Implementation Path; Innovation and Entrepreneurship; The Full Chain

## 1. Introduction

In recent years, the number of college graduates in China has been increasing year by year, and the structural contradictions in employment for college students have become increasingly prominent [1]. Some graduates have problems such as high employment expectations, vague career cognition, passive waiting for employment, and low self-esteem and procrastination in choosing a career. The phenomenon of “slow employment” has gradually become the main factor affecting the employment of graduates and the quality of talent cultivation in universities. To solve the problem of “slow employment” for graduates, it is not limited to a single employment guidance course, but needs to be based on the entire process of talent cultivation. Universities need to coordinate the promotion of conceptual

guidance, capacity enhancement, market integration, and mechanism guarantees to build a systematic, collaborative, and long-term employment promotion system.

Engineering majors such as electrical engineering, automation, and robotics are closely aligned with the upgrading needs of new quality productivity and intelligent manufacturing industries. The industry has a broad demand space for talent, but the supply-demand matching is still insufficient. The problem of “slow employment” often presents as structural employment difficulties. Based on this, this article takes electrical majors in universities in western China as the object to conduct research on the implementation path of solving the problem of slow employment for college students, and explore the full chain integrated employment promotion system. This system provides a practical path for similar universities to carry out employment work.

## 2. The Core Causes of Slow Employment among College Students

Based on a comprehensive analysis of the current employment situation of college graduates, the core causes of the “slow employment” phenomenon can be summarized as three core factors: ideological deviation, weak ability, and supply-demand imbalance [2]. These three factors are intertwined and together lead to the spread of the “slow employment” phenomenon.

### 2.1 Subjective Cognitive Factors: Employment Concept Deviation

Some graduates have obvious cognitive biases in their employment expectations during the process of choosing jobs, and their employment expectations are seriously disconnected from the actual market situation. There is a common fixed thinking of “only the government, only high salaries, and only hometown”. And their acceptance of out of town positions, private

enterprise positions, and emerging industry positions is relatively low. At the same time, some graduates have a mentality of passive unemployment, wait-and-see procrastination, and blind exam preparation, which leads to a lack of willingness to actively seek employment and actively explore their careers, thus falling into the dilemma of passive “slow employment” [3].

## **2.2 Core Competency Factor: Insufficient Practical Ability**

There is a certain gap between the current talent cultivation model in universities and the needs of industrial development and transformation. College students tend to focus on theoretical knowledge, but lack practical engineering skills, innovative application abilities, and job adaptability [4]. Especially for electrical majors, it is difficult to accurately match the theoretical knowledge system with the skill requirements of real positions in enterprises, which cannot meet the demand standards for high-quality technical and skilled talents in industries such as electrical engineering and intelligent manufacturing. As a result, due to insufficient employment competitiveness, job seekers are rejected, forming a typical structural “slow employment”.

## **2.1 Market Environmental Factors: Mismatch between Job Supply and Demand**

There is an information asymmetry between high-quality job information in enterprises and the job seeking needs of graduates, resulting in a low degree of adaptation between job supply and majors. At the same time, the lack of deep integration between schools and enterprises and insufficient expansion of employment channels have made it difficult for graduates to find suitable positions that meet their expectations, and employers have difficulty recruiting suitable talents. The low efficiency of supply and demand matching further exacerbates the wait-and-see attitude of graduates and drives the continued phenomenon of “slow employment”.

## **3. Implementation Paths to Crack the “Slow Employment” of College Students**

To solve the problem of “slow employment” for college students, it is necessary to adhere to systematic thinking and strengthen collaborative efforts. This requires the

construction of an integrated employment promotion system that includes three dimensions: leading employment concepts, enhancing core competencies, and expanding employment channels. Based on this system framework, precise policies and long-term governance are required. By coordinating resources from all parties, we aim to create a full chain closed-loop work path of “ideological guidance practical empowerment job supply”. This can promote the fundamental transformation of graduates from “passive slow employment” to “active early employment, precise and stable employment, and high-quality employment”.

### **3.1 Leading Employment Concepts**

Universities must deeply integrate employment education into the entire process system of talent cultivation. Focusing on prominent issues such as high employment expectations, vague cognition, and passive unemployment among graduates, we will carry out regular and precise propaganda activities to promote employment for college students to guide students to establish rational and proactive employment concepts, thereby accelerating the transformation of employment concepts [5,6].

#### **3.1.1 Implementation path**

The implementation path of the employment promotion propaganda activities for college students mainly revolves around three dimensions: team building, content design, and propaganda promotion. We strive to achieve standardized operation, systematic guidance, and full coverage of educational activities for preaching. This is to ensure the precise implementation of ideological guidance and achieve practical results.

In terms of team building and management, we adhere to the integration of political guidance and exemplary demonstration. We select outstanding graduates with strong political qualities, typical employment experiences, and outstanding expression abilities as the core members of the propaganda team, and jointly form a propaganda team with counselors, class teachers, and professional course teachers. The preaching team is managed and dispatched uniformly by the college. At the same time, the preaching team needs to regularly invite teachers from the school’s employment guidance center and human resources managers from enterprises to conduct specialized training.

The focus of the training is on policy interpretation, preaching skills, case sharing, and other content to provide guidance and comprehensively enhance the professionalization level of the preaching team. In terms of constructing the content of the lecture, a four in one content framework of “policy-concept-experience-planning” is formed to ensure that the lecture content is in line with the actual employment situation of students. The one is policy interpretation. After systematically sorting out relevant policies, the propaganda team provided detailed explanations to graduates on policies and measures such as grassroots employment, military service, and further education. The second is ideological guidance. The purpose is to correct the limited job selection cognition of “only the government, only high salaries, and only hometown”, and advocate a rational employment concept of “employment first, then career selection” and “skill based” for graduates. The third is experience sharing. We invite outstanding graduates to share real cases of their job search preparation, job adaptation, career growth, and high-quality employment. The fourth is planning guidance. We need to teach college students career planning methods to guide younger students to establish clear career development goals or help older students clarify reasonable job search directions and action paths.

In terms of diversified promotion and advertising, a multi-dimensional collaborative and hierarchical classification promotion and advertising model is adopted. The one is regular preaching. Combining themed class meetings, new student enrollment education, and graduate education, we carry out comprehensive coverage lectures in a progressive manner by grade to ensure that every student can receive systematic employment guidance. The second is precision assistance. We conduct one-on-one heart to heart talks and personalized employment guidance for key graduate groups with slow employment tendencies and family economic difficulties. The third is the integration of online and offline. New media materials such as short videos, policy illustrations and experience tweets were produced to expand the coverage and influence of publicity through the official official account of the college, class groups and other channels. The fourth is collaboration between families,

schools, and communities. It is necessary to convey scientific employment concepts to parents and guide students' employment from a family perspective. Local human resources and social security departments, as well as mainstream media, jointly create a positive employment public opinion atmosphere. This forms a good pattern of collaborative guidance among schools, families, and society.

#### 2.1.2 Implementation effectiveness

Through systematic promotion, the employment concept can be significantly corrected, and the proactive employment atmosphere is becoming increasingly strong. The proportion of blind slow employment and passive unemployment among graduates has significantly decreased, and the willingness to actively connect with the market and actively seek employment continues to increase. Graduates' acceptance of employment in other regions and enterprises has significantly increased. At the same time, establish a long-term employment guidance mechanism of “ideological guidance, exemplary demonstration, and full participation”. It is necessary to organically integrate employment education into the entire process of talent cultivation in universities, so as to achieve a deep integration of ideological guidance and employment education, and lay a solid ideological foundation for the implementation of subsequent measures such as capacity improvement and job supply.

### 3.2 Enhancing Core Competencies

The core of solving the pain points of “slow employment” is to enhance the comprehensive quality and ability of college students. This requires the construction of an innovation and entrepreneurship practice platform to achieve the three core measures of “practical education, ability empowerment, and achievement docking”. The one is to deepen practical education. Through practical teaching, universities convey professional ethics and responsibility to college students, and solve the pain point of the disconnect between theoretical knowledge learning in schools and practical industrial needs. The second is to strengthen the empowerment of abilities. By filling in the gaps in professional skills, innovative thinking, communication and collaboration among college students, we aim to build a solid foundation of abilities for rapid and high-quality employment. The third is to promote the

transformation of achievements. We build a bridge between practical achievements and enterprise needs to promote the transformation of practical achievements and the landing of entrepreneurial projects. Forming a good pattern of dual empowerment of “employment+entrepreneurship” can help solve the problem of “slow employment” for college students.

### 3.2.1 Implementation path

In The enhancement of abilities relies on the college student innovation and entrepreneurship practice base. The practice base is implemented around four modules: base construction, mechanism guarantee, training system, and integration of industry and education. It links multiple resources from schools, enterprises, and society to build a “comprehensive, multi-level, and normalized” implementation path, which can achieve a deep connection between practical education and industrial demand.

In terms of base construction, we need to focus on professional characteristics such as electrical engineering, automation, and robotics, and create an innovation and entrepreneurship practice studio that integrates intelligent control, machine vision, embedded systems, and engineering practice. The studio is equipped with professional practical equipment and software development platforms to build a practical platform that meets the innovation and entrepreneurship needs of college students. At the same time, the studio needs to establish a professional mentor team to provide students with regular and high-quality practical guidance.

In terms of mechanism guarantee, the base implements an operational mechanism of “mentor guidance, student autonomy, cross grade collaboration, and school enterprise collaboration”. The studio needs to establish a standardized and regulated project management system, and improve the full process management system for project initiation, process management, and outcome evaluation. The purpose is to ensure the orderly and efficient development of various practical training, subject competitions, and innovative projects in all aspects.

In terms of training system, a hierarchical and tiered practical training system is constructed based on the professional abilities of students in different grades. Emphasis will be placed on conducting professional cognition, basic engineering training, and innovative thinking

enlightenment training for lower grades to solidify their professional foundation. In the middle and upper grades, emphasis will be placed on enhancing professional skills, implementing competition projects, simulating innovation and entrepreneurship, and other practical training to strengthen targeted innovation and practical abilities. At the same time, we provide one-stop specialized services such as project incubation, policy interpretation, resource docking, and business guidance to students with entrepreneurial intentions, and build a comprehensive and differentiated ability cultivation system.

In terms of industry education integration, the base introduces real enterprise projects, technical resources, and industry mentors [7,8]. Universities and enterprises jointly establish practical courses, guide subject competitions and innovation projects. Closely focusing on the development needs of key industries such as regional intelligent manufacturing, automation, and new energy, we aim to cultivate high-quality technical and skilled talents with high job adaptability and strong practical abilities, and enhance the alignment between talent supply and industry demand.

### 3.2.2 Implementation effectiveness

Through the systematic construction and normalized operation of the practice base, the quality of talent cultivation has been significantly improved, and the core competitiveness of graduates in employment has been comprehensively enhanced. Students’ practical hands-on ability, innovative design ability, and engineering application ability have been systematically strengthened through practice, and their core competitiveness in employment has significantly improved. The quality of talent cultivation and industrial adaptability continue to be optimized. Relying on practical platforms, college students have achieved fruitful results in subject competitions, innovative projects, and achievement transformation, and their comprehensive innovation literacy and job competence have been significantly enhanced. This effectively solves the structural “slow employment” problem caused by insufficient practical ability and lays a solid foundation for high-quality employment.

## 3.3 Expanding Employment Channels

With the core orientation of promoting high-

quality and full employment for graduates, we adhere to the work philosophy of “going out to expand resources, inviting in to promote docking, and strengthening matching with precision”. Based on the characteristics of the demand for electrical related professional positions, we need to actively connect with high-quality industries and key enterprises in the region to solve problems such as job information asymmetry and low supply-demand matching. We need to work from the market supply side to effectively alleviate the phenomenon of “slow employment” for graduates.

### 3.3.1 Implementation path

In Around the core theme of “expanding job opportunities, optimizing supply, strengthening connections, and promoting employment”, we systematically promote the expansion of the job market from five aspects: visiting enterprises to expand job opportunities, information platforms, recruitment connections, internships and training, and ability enhancement.

In terms of the special work of visiting enterprises to expand employment, a three-level linkage mechanism for expanding employment will be established, involving college leaders, professional teachers, and counselors. Universities need to regularly visit enterprises in the electrical industry, such as intelligent manufacturing, electrical control, and new energy, to gain a deeper understanding of industry development trends and talent demand structures. They should actively seek out potential units for school enterprise cooperation, develop high-quality matching positions, and enrich job resources.

In terms of information platform construction, we have built a dynamic database of enterprise talent demand, which can collect and update key content such as job information, recruitment requirements, salary and benefits, and development space in real time. The information platform can also optimize the screening and push functions of recruitment information, while ensuring the efficiency and accuracy of information push. This will effectively alleviate the problem of information asymmetry between graduates and employers [9,10].

In terms of diversified recruitment docking, universities hold specialized job fairs and industry double selection events for electrical majors, or invite high-quality enterprises from

both inside and outside the province to participate in recruitment activities to reduce the cost of job hunting for graduates. Relying on the smart employment service platform, we will comprehensively carry out convenient services such as online lectures, online interviews, and online signing, in order to achieve efficient and cross regional docking. The school provides one-on-one job recommendations and job guidance for key graduate groups with slow employment tendencies and family economic difficulties.

In terms of ability enhancement, the school invites enterprise human resources managers and industry backbones to conduct specialized training on resume optimization, interview skills, and professional ethics, in order to comprehensively enhance the competitiveness of graduates in job hunting. The school actively promotes policies related to the Western Plan, the Three Supports and One Assistance, military enlistment, public institutions, and state-owned enterprises, guiding graduates to seek employment at the grassroots and key industries. We also need to actively connect with emerging industries related to the digital economy and new quality productivity, actively explore flexible employment or new job opportunities, and continuously enrich the employment choices for graduates.

### 3.3.2 Implementation effectiveness

Through systematic promotion, employment channels have been continuously expanded, the ability to guarantee job supply has been significantly enhanced, and both the quantity and quality of employment positions have been improved. The average annual increase in the number of high-quality matching positions has significantly increased, and the matching degree of job supply and demand has been continuously optimized. Graduates have more convenient access to job seeking information and more diverse employment options, which has significantly improved their previously wait-and-see and passive slow employment mentality. This will gradually form a benign employment ecology of “schools actively expanding their employment opportunities, enterprises actively entering schools, and students actively applying for jobs”, and the employment rate and quality of graduates will steadily improve.

## 4. Summary

This article constructs a fully integrated system for promoting the employment of college students, which focuses on three specific tasks: ideological guidance, ability improvement, and channel expansion. It aims to accurately address the three core pain points of college students' "slow employment": conceptual bias, weak abilities, and market dislocation. Practice has verified that this system can effectively promote the fundamental transformation of graduates from "passive slow employment" to "active early employment, precise and stable employment, and high-quality employment", and provide feasible paths for various universities, especially engineering majors, to solve "slow employment" and improve employment quality.

### Acknowledgments

This paper is supported by the 2024 Special Project of "College Students' Career Planning and Employment Guidance" under the 14th Five-Year Plan of Gansu Provincial Educational Science (No. GS [2024] GHBZX0043).

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