The Generation Mechanism and Collaborative Governance of "Slow Employment" among College Graduates from the Perspective of Supply–Demand Matching — An Analysis of Jiangxi Province

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Abstract: The continuous expansion of the scale of college graduates, intertwined with the structural contradiction in job supply, has made "slow employment" an important manifestation of the supply–demand mismatch in the labor market. Taking Jiangxi Province as a case, and drawing on the source information of college graduates, recruitment platform data, and publicly available survey reports, this paper examines the forms and generation mechanisms of "slow employment" among college graduates from the perspective of supply–demand matching. The study finds that "slow employment" among college graduates in Jiangxi mainly manifests itself in three types: exam-preparation-type deferred employment, wait-and-see unemployment, and confused stagnation. Its causes are not the choice of a single actor, but the combined result of lagging academic training and employment services on the supply side, insufficient high-quality jobs and excessively high recruitment thresholds on the demand side, and information asymmetry and insufficient multi-actor collaboration in the supply–demand linkage. Accordingly, the paper proposes a collaborative governance pathway in which universities optimize training and guidance, the government expands job supply and improves public services, employers adjust recruitment standards and participate in collaborative education, and families and society guide reasonable expectations and foster a supportive environment.

Keywords: Slow Employment; Supply–Demand Matching; College Graduates; Jiangxi Province; Coping Strategies

1. Introduction

Employment is a fundamental element of people's livelihood, and the employment of college graduates is the most important part of it. According to statistics under the 2026 criteria, the number of graduates of regular colleges and universities nationwide will reach as many as 12.7 million, 480,000 more than the previous year [1], and the scale continues to rise. Beyond quantity, however, particular attention should also be paid to changes in pace: according to the data in the 2024 College Graduate Employment Competitiveness Survey Report, the proportion of "slow employment" among fresh graduates rose from 18.9% for the Class of 2023 to 19.1% for the Class of 2024 [2], with some regions or universities recording even higher values. If "slow employment" is simply attributed to graduates' laziness, the substantive issue is overlooked—it is itself the result of the combined action of the labor market, industrial development, education, family, and the individual, and all the factors involved ultimately point to "people who cannot find suitable jobs and jobs that cannot find suitable people."

As for the policy itself, China has already given this matter due consideration. The "Opinions on Accelerating the Development of a High-Quality Employment Service System for Graduates of General Higher Education Institutions" explicitly identifies optimizing the supply of talent and improving employment guidance as its fundamental approach, and calls for comprehensive reform of employment services. The specific stance outlined in the document is that employment issues should not be addressed solely by organizing more job fairs; rather, there should be a practical match between talent and job openings. The analytical approach to be discussed next is based precisely on this premise.

The Jiangxi case has its typicality. According to the statistics of the Jiangxi Provincial

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Department of Education, the scale of the Class of 2026 graduates of the province's 106 colleges and universities is expected to reach 522,200, including approximately 210,500 undergraduates and approximately 286,000 junior college (higher vocational) graduates [3]—a scale that is not small. At the same time, the province is in an overlapping period of traditional industrial upgrading and emerging industry cultivation, with limited industrial absorption capacity, insufficient high-quality jobs, and the pressure of talent outflow coexisting. Compared with the eastern provinces, "slow employment" among Jiangxi graduates is more a matter of "staying put" than of "taking one's time to choose." Proceeding along the line of "reviewing the current situation—diagnosing supply and demand—collaborative governance," this paper answers three questions: what forms does "slow employment" among Jiangxi graduates actually take; what problems exist on the supply and demand sides respectively, and where exactly does the linkage between the two sides get stuck; and how can the different actors be distinguished and further coordinated to resolve the problem?

2. The Current Situation of "Slow Employment" Among College Graduates in Jiangxi Province

2.1 Aggregate Expansion and Constraints on Regional Absorption Capacity

The annual supply of graduates has been increasing year by year, while the jobs involved in the economic adjustment period have generally contracted; this imbalance between growth and contraction forms the macro background of the "slow employment" phenomenon [4]. For Jiangxi itself, some 522,200[3] graduates need to be placed or absorbed, and the industrial sector is undergoing the special period of transition from old drivers to new ones: traditional sectors cannot provide jobs in large numbers, and emerging industries do not yet have sufficient absorption capacity. Difficulties are encountered in both aggregate and structural terms, and the space for graduate employment is compressed from both directions. For a central region, Jiangxi has never had an advantage in absorbing employment; the growth of high-quality jobs cannot offset the impact of talent outflow, and "graduation-then-outflow" and "local talent shortage" can hold simultaneously, making the constraints of regional characteristics particularly evident.

If we turn our attention within the group, "slow employment" broadly refers to three types of situations[5]: first, the ability-mismatch type, in which what one has learned or knows cannot meet job requirements and, despite willingness, no employment outcome is achieved; second, the expectation-gap type, in which one holds high career expectations that the market does not actually allow, and therefore actively waits for "better opportunities"; third, the planless type, which has no clear goals and in which job seeking makes no progress. Among the three, the ability-mismatch and planless types are both relatively passive, that is, a state of stagnation—a view that is exactly consistent with "slow employment" in Jiangxi.

2.2 Exam Preparation, Waiting, and Confusion: the Main Types of "Slow Employment"

Based on the dominant motivation and state of action in job-seeking behavior, "slow employment" among college graduates in Jiangxi can be divided into three types: exam-preparation-type deferred employment, wait-and-see unemployment, and confused stagnation. All three manifest as failing to enter the labor market immediately after leaving campus, but they differ in their causal mechanisms and behavioral characteristics.

First, exam-preparation-type deferred employment. Recruitment for civil service, public institutions, and some state-owned enterprises currently provides dedicated channels for fresh-graduate status, so "retaining fresh-graduate status" carries clear institutional benefits. Some graduates defer employment in order to obtain eligibility for these examinations, regarding a "second attempt" at the postgraduate entrance examination and the civil service and public institution examinations as reasonable ways to postpone labor force participation [6]. From the perspective of individual rationality, this choice has an institutional basis; but from the perspective of the labor market, a prolonged exam-preparation cycle compresses the time window for market-based job seeking. If a "second attempt" is followed by a "third attempt," and if exam-based arrangements dominate for a long time, path dependence on market-based job seeking

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may form, continuously lengthening the employment transition period.

Second, wait-and-see unemployment. Family economic support constitutes the material foundation of this type of "slow employment," and the notion of "seeking stability" pushes graduates toward positions within the system. When the salary levels, job stability, and development space offered by the market fall below expectations, some graduates tend to keep waiting rather than lower their expectation thresholds. Waiting is not without cost; it is just that the cost takes a hidden form in the short run, such as the depreciation of human capital and the delayed accumulation of work experience, and its cumulative effects tend to become apparent only in subsequent job seeking.

Third, confused stagnation. Graduates of this type lack both clear career goals and a basic understanding of the job distribution and competency requirements of the labor market; their job-seeking goals are vague, their skill reserves are deficient, and their channels for obtaining information are narrow [7]. After repeatedly sending out resumes without response, their initiative in job seeking declines. The superposition of high expectations, low matching, and stalled action gives this type a strong tendency toward fixation.

2.3 Enhanced Policy Support Coexisting with Structural Contradictions

Jiangxi has formed a relatively systematic policy support system for promoting the employment of college graduates. With respect to the Class of 2026, as of January 2026, the province had held or planned to hold 10,600 online and offline job fairs of various kinds, providing a cumulative 2.205 million jobs; at the same time, 43,400 students in difficulty and 16,600 graduates under the "Rain and Dew" (Yulu) Plan were included in special statistics, with assistance implemented on a "one-to-one" basis [8]. In terms of the scale of policy input, Jiangxi has established a basic institutional framework for the supply of job information and assistance to key groups. However, the enhanced policy supply has not fully dissolved the structural contradictions. The various assistance measures are indeed in operation, but what they address are mostly questions of the type "whether job information is available" and "whether anyone is helping." Although the number of job fairs has increased, the actual person–job fit remains unsatisfactory—there is still a gap between the time of training and the time of hiring, and the distance between job seekers' expectations and the reality of jobs has not disappeared. No matter how many events are held, "slow employment" can only reappear in a disguised form.

3. A Supply–Demand Matching Diagnosis of "Slow Employment" among College Graduates

3.1 Supply Side: The Lagging Fit of Academic Training and Employment Services

First, the fit between the disciplinary structure and industrial transformation needs to be improved. Although Jiangxi has promoted the optimized adjustment of disciplines and majors, a structural deviation remains between the major offerings of some universities and industrial demand: the scale of graduates from traditional majors is relatively large, while the supply of composite talents in fields such as new energy and the digital economy is relatively insufficient, giving rise to a structural contradiction in which "job vacancies" in emerging industries coexist with "employment difficulties" for graduates of traditional majors. Survey data from the MyCOS Institute can partly corroborate this judgment. According to the 2025 Report on the Employment of Chinese Undergraduates, 73% of 2024 graduates were employed in jobs related to their majors, a figure that fell to 71% for the Class of 2025 and was even lower, at only 70%, for engineering graduates; among engineering graduates working in non-major-related jobs, the proportion who changed fields because they "failed to meet the job requirements of the relevant major" was 14%, considerably higher than the national undergraduate average (9%) [9]. According to the 2026 Report on the Employment of Chinese Undergraduates, the proportion of 2025 undergraduates who said that "course content is impractical or outdated" rose from 33% for the Class of 2021 to 42%, with engineering ranking first among all disciplines at 47%; and 52% of graduates acknowledged that their internships or practical training were insufficient [10], which helps explain the mismatch between certain disciplines and jobs.

Second, the practical teaching component and

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the effectiveness of industry–education integration are insufficient. In some universities, training bases lag behind the actual production scenarios of enterprises, and there is a gap between students' practical abilities and employers' job requirements. The "plug-and-play" hiring preference of enterprises places graduates lacking internship experience at a disadvantage in job seeking. A Zhaopin survey shows that the proportion of 2025 graduates with internship experience was 78.4%, up from 72.5% the previous year; among those who had received job offers, 38.9% attributed their success to "relevant internship experience" [11]. Few, however, are willing to give such graduates a helping hand, and industry–education integration has consequently seen no major breakthrough for a long time [12]. Those who lack practical experience cannot get through the door, and "slow employment" of the ability-mismatch type begins to accumulate.

Third, the targetedness and professionalism of employment guidance services need to be improved. Current employment guidance relies mainly on job fairs and career planning courses; the service content leans toward the transmission of general information and responds inadequately to actual industrial needs and students' individualized development. According to the MyCOS survey, the services most used by graduates were "job fairs organized by universities" (55%) and "career development planning" (42%), yet their perceived effectiveness (78% and 72%, respectively) ranked among the lower items of the job-seeking services [13], with relatively little explanation of actual industrial needs or individual development plans. The teaching staff itself is very limited: when one employment teacher faces hundreds of students, "broad-spectrum" lectures and information dissemination take up most of the time, leaving little room for individual counseling. If students lack goals and have low resistance to pressure, they lose the opportunity for timely help.

3.2 Demand Side: Structural Constraints of Job Quality and Recruitment Thresholds

First, the supply of high-quality jobs is insufficient and unevenly distributed across regions. Although Jiangxi continues to promote industrial transformation and upgrading, the scale of supply of high-quality jobs still cannot meet graduates' needs. According to statistics from March 2026, four provincial-level special job fairs brought in a total of 959 companies offering about 3,374 jobs; 18,500 graduates applied, but only 3,720 person-times actually signed contracts or reached intent to sign [14]. The distribution is also uneven in spatial terms: most opportunities are concentrated in Nanchang, while Ganzhou, Yichun, Jiujiang, and other areas still lack industrial absorption capacity. The outflow of graduates coexists with a shortage of personnel in some parts of the province, giving rise to a structural tension in the employment market.

Second, employers' recruitment standards are structurally misaligned with graduates' competencies. If "relevant internship experience" is used as a hard criterion, some fresh graduates who lack experience but are actually trainable lose their opportunities; small and medium-sized enterprises, constrained by training funds or operational difficulties, are also less receptive to graduates. The "experience-over-training" approach to staffing has not fully connected with the current stage of university training, leaving many fresh graduates stuck in between.

Third, information asymmetry in employment constrains matching efficiency. Jiangxi currently has the "Jiangxi Provincial College Graduate Employment Service Platform" as its foundation, horizontally linked with the human resources and social security system's "5+2 Employment Homes" (with employment homes built at 105 universities), and vertically connected with the Ministry of Education's "National 24365 College Graduate Employment Service Platform"; the jobs involved total 1.1 million, with 55,000 enterprises participating and 500,000 graduates of the Class of 2026 registered (11%) [8]. But apart from the platform itself, job information still lies scattered across university websites, commercial media, corporate homepages, and social networks, with no aggregated listing classified in detail by industry or job type; students at universities outside the provincial capital find it hard to benefit, and employers also find it difficult to find talent. When the two sides cannot be connected in a timely manner, both the time and the friction of job seeking increase.

3.3 Supply–Demand Linkage: Information Asymmetry, Expectation Deviation, and Insufficient Collaboration

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The problems from supply to demand should not be viewed in isolation from one another; they should be understood as mutually reinforcing. Family notions of "seeking stability" emerge alongside graduates' career choices, increasing the likelihood that actual outcomes deviate from expectations—the pursuit of positions "within the system" and of an "iron rice bowl" itself helps sustain exam-preparation waiting. Multi-actor coordination has also not reached an ideal state: information among the education, human resources and social security, and finance departments still lacks a unified sharing mechanism; the employment statistics compiled by universities and the job and subsidy information of the human resources and social security system cannot be updated synchronously, leaving the targeting of assisted groups insufficiently precise. With respect to new forms of employment (such as flexible employment), social security is still lacking and development pathways remain unclear [15], and graduates generally have not decisively chosen them, leaving fewer paths available.

4. Collaborative Governance Pathways for "Slow Employment" among College Graduates

4.1 At the University Level: Optimizing the Structure of Academic Disciplines and the Employment Guidance System

First, establish a linkage mechanism between the dynamic adjustment of disciplines and majors and industrial demand. Universities should further align major adjustment precisely with regional industrial demand: add urgently needed majors in fields such as new energy, the digital economy, advanced manufacturing, and modern services; and implement enrollment reduction, suspension, or restructuring for majors with low confirmed placement rates or redundant program points. At present, Jiangxi Province has implemented an action for the adjustment and optimization of discipline and major offerings and has published six major lists of "three lows and three highs"—majors with low confirmed placement rates, low first-choice application rates, and low registration rates, and majors with a high number of program points, high transfer rates, and high major-change rates—strictly implementing the "red and yellow card" warning system and the filing and review system for the regulation of enrollment plans by discipline and by major. The essence of this mechanism is to use employment data to force adjustment at the training end and shorten the time lag between talent cultivation and industrial demand.

Second, deepen industry–education integration and strengthen the practical teaching component. To address the gap between graduates' practical abilities and job requirements, industry–education integration should be advanced with substantive platforms as carriers. Specifically, enterprises can be invited to jointly build practical training bases or industrial colleges; collaborative education models such as "order-based classes" and "modern apprenticeship" should be promoted; real enterprise projects should be introduced into teaching content; and the credit weight of internships and practical training should be appropriately increased. Universities should push industry–education integration from formal cooperation toward substantive educational practice, so that students can obtain practical training that matches job requirements during their studies.

Third, build a whole-process career education system and raise the professional level of employment guidance. Current employment guidance is mostly concentrated on job-seeking skills training in the graduation season, lacking a systematic career education that runs through the entire cultivation cycle. Existing research points out that career planning education in universities faces practical difficulties such as "fragmented systems and obvious gaps in whole-process cultivation," "homogenized course content poorly connected with market demand," and "insufficiently professional teaching staff and inadequate capacity for precise guidance" [16]. Universities should therefore promote, stage by stage from the lower grades, the cultivation of career awareness, self-cognition, career exploration, decision-making ability, and job-seeking skills, shifting employment guidance from the transmission of general information toward a service model that combines "industrial awareness with individualized planning." For students with clearly identified job-seeking difficulties, precise assistance should be implemented in accordance with Jiangxi Province's requirements of "one file per person, one strategy per student"; meanwhile, the team of employment guidance teachers should be

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strengthened and the teacher–student ratio improved, so that individualized counseling has the conditions to be carried out.

Fourth, implement categorized intervention and take precise measures for different types of "slow employment." As noted above, "slow employment" can be divided into exam-preparation-type deferred employment, wait-and-see unemployment, and confused stagnation, and the intervention strategies should differ accordingly. For exam-preparation students, while respecting their examination choices, they should be guided to also pay attention to market-based job-seeking opportunities, so as to avoid the indefinite extension of the exam-preparation cycle; for wait-and-see students, analysis of the employment situation and guidance on career expectations should be used to help them adjust their expectations to a reasonable range; for confused students, career counseling and job experience should be the main instruments, first helping them clarify their direction and then promoting job-seeking action. The core of categorized intervention lies in identifying the causal mechanisms of different types, so as to avoid responding to differentiated problems with a uniform approach.

Fifth, establish an employment feedback and major early-warning mechanism. Relying on graduate follow-up surveys and third-party evaluation data, indicators such as the major–job relatedness, employment satisfaction, and curriculum practicality of each major should be evaluated on a regular basis [9], and the evaluation results should be used as the direct basis for enrollment reduction, suspension, restructuring, and curriculum renewal, so that adjustments at the training end are based on data rather than on experience and seat-of-the-pants decisions.

4.2 At the Government Level: Expanding the Supply of High-Quality Jobs and Improving Public Employment Services

First, expand the supply of high-quality jobs through industrial upgrading. Jiangxi has implemented in depth the "1269" Action Plan for the modernization of key manufacturing industry chains, and the province has cultivated two trillion-yuan-level industries—electronic information and non-ferrous metals—as well as twelve hundred-billion-yuan-level industries. On this basis, the government should further coordinate industrial upgrading with employment expansion: around fields such as new energy, the digital economy, biomedicine, and aviation manufacturing, expand the supply of high-quality jobs through industrial chain extension and industrial cluster development. At the same time, it should continue to expand the scale of grassroots service programs, launch the fifth round of the "Three Supports and One Assistance" plan, and, in light of Jiangxi's actual conditions, develop local grassroots service programs.

Second, use fiscal and social security policy tools to adjust the cost of employing labor. Tax incentives, social security subsidies, and job expansion subsidies can all be used to encourage employers to relax internship experience thresholds and participate in university–enterprise collaborative education; employers that are outstanding in absorbing graduates should be commended and given policy preference. The goal is to shift employers' logic of staffing from "plug-and-play" to "investing in people."

Third, build a regional employment information aggregation platform. Led by the government, integrate the job and graduate information of universities, employers, and human resources and social security departments; use big data for job matching, precise push, and demand forecasting; and regularly publish regional industrial talent demand reports and catalogs of urgently needed majors, so that universities adjusting majors and students choosing careers both have reliable grounds, and the wall of information is dismantled.

Fourth, improve the multi-department coordination mechanism and the real-name assistance system. Establish a joint conference system for employment work among the education, human resources and social security, finance, and industry and information technology departments; open up real-time sharing between graduate employment data and job and subsidy data; and incorporate employment indicators into the performance assessment of local governments. Relying on platforms such as the "5+2 Employment Homes," implement "one file per person" dynamic management for graduates who have left school without employment, providing continuous services including policy consultation, job push, skills training, and employment internship; the practices of places such as Xinyu are worth summarizing and

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promoting.

Fifth, improve social security for new forms of employment and support for regional mobility. Improve the social security system for flexible employment and the platform economy, explore occupational injury protection and the linkage of pension insurance adapted to new business forms, and reduce graduates' worries; provide settlement subsidies and housing support to graduates who take jobs in non-provincial-capital cities, channeling talent to undertaking regions such as Ganzhou, Yichun, and Jiujiang, and narrowing the employment quality gap between regions.

4.3 At the Employer Level: Adjusting Recruitment Standards and Deepening Collaborative Education

First, adjust recruitment standards and relax experience thresholds. Turn "relevant internship experience" from a hard screening criterion into a bonus item in competency assessment; shift the focus of evaluation from "whether one can deliver immediately" to "whether there is room for growth"; and replace the single experience threshold with written tests, practical assessments, and structured interviews. Small and medium-sized enterprises may first open the door at basic and assistant positions, allowing graduates to build their competencies on the job, and first solving the problem of "getting in."

Second, establish pre-employment training and internship transition mechanisms. Change "hire and get to work right away" into "hire and train first": through induction training, mentor–apprentice pairing, and rotational internships, help graduates cross the gap from campus to the workplace; make good use of employment internship subsidies and job expansion subsidies to turn internship positions into genuine talent reserve channels rather than substitutes for temporary labor [12]. Training investment may look like a current-period cost, but it actually compresses the long-term costs of repeated recruitment and staff turnover.

Third, participate deeply in collaborative education and move employment demand forward. Jointly formulate training programs with universities, jointly build training bases and industrial colleges, and bring real projects and job standards into the classroom; lock in talent in advance through "order-based classes" and "modern apprenticeship"; at the same time, open more internship positions and give interns substantive tasks, guidance, and feedback [12]. When employers move the gate of talent reserve forward by one step, graduates gain one more channel for making up the shortcomings of inadequate competency fit.

Fourth, proactively publish refined job information and reduce information asymmetry. Join public service channels such as the "Jiangxi Provincial College Graduate Employment Service Platform" and the "5+2 Employment Homes," provide standardized descriptions by industry, job family, and competency requirements, clearly state salary ranges and growth paths, and reduce the ambiguous zones of job information [8]; give timely feedback to those not hired, shortening the idle time graduates spend in the information black box. The more transparent the recruitment process, the less the mismatch of "people unable to find jobs and jobs unable to find people."

4.4 At the Family and Society Level: Guiding Reasonable Expectations and Fostering a Supportive Environment

First, guide the reasonable adjustment of family employment concepts. Empirical research shows that family attitudes have a significant influence on the slow employment status of college graduates. Family economic and emotional support is the most important pillar sustaining slow-employment graduates in that state, while the loss of family support is one of the most important factors prompting them to end that state and enter the labor market [17]. Some graduates, unable to bear their families' high expectations, develop frustration and exhibit behavioral signs of "actively negative slow employment." Family-level intervention should therefore focus on helping parents understand the actual conditions of the regional industrial structure and job demand, guiding them to shift their focus from "urging results" to "supporting decisions," so that graduates can gain more room for trial and error in career selection. Specifically, channels such as parent lectures, family–school dialogue, and alumni case sharing can be used to convey diversified career development information to parents and reduce their over-reliance on a single employment pathway.

Second, reduce the labeling effect of media and public opinion. Under the "over-interpretation" of the media and society, the "labeling" faced by the slow-employment group is quite

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prominent [18]: slow-employment graduates bear the pressure of multiple labels such as "sponging off parents," "lying flat," and "loser." These labels are not based on a comprehensive understanding of individuals' actual circumstances, but are society's simplistic judgments of non-traditional employment states under a single employment standard. When reporting on the "slow employment" phenomenon, the media should understand it against the structural background of supply–demand mismatch in the labor market, and avoid replacing a holistic judgment of group characteristics with moral evaluation or individual cases. "Being a step slower" is not "not trying hard." The stronger the information consistency between the public opinion environment and university employment guidance, the lighter the psychological burden on graduates facing the employment transition period, and the more likely they are to express their situations and seek help frankly.

Third, give play to the supplementary function of social support networks. Social networks are an important channel for college graduates to seek jobs: job seekers mainly obtain their first jobs through social networks, and for graduates with weaker human capital, social networks play a compensatory role in the job-seeking process. The supplementary roles of alumni associations, industry associations, social institutions, and communities should be fully brought into play, providing graduates in the employment transition period with opportunities such as vocational internships, short-term project practice, and mentor connections. The substantive function of social support networks is to provide graduates with practical opportunities "that cannot be completed through classroom teaching alone," moving career cognition and career choice from abstract ideas to concrete practice.

Fourth, establish a reasonable time limit and an exit mechanism for the employment transition period. From the perspective of the sociology of time, the essence of "slow employment" is the extension of the time of young people's transition from school to the labor market. Time tolerance should be granted to graduates who are preparing for examinations or have not yet made decisions, but a time-limit awareness and an exit mechanism for the transition period should also be established. Specifically, graduates can be guided to set staged goal nodes and evaluation criteria at the beginning of the transition period; university employment guidance departments can, within the follow-up service period after graduation, proactively contact students in accordance with the staged nodes to understand their exam-preparation or exploration progress, and provide alternative pathways such as job recommendations or skills training at appropriate times. The core of the institutional arrangement for the transition period lies in providing graduates with a "predictable time structure," enabling them to avoid falling into indefinite waiting and stagnation while making autonomous choices.

5. Conclusion

Resolving graduates' "slow employment" ultimately comes down to reconnecting talent supply with market demand. "Slow employment" is both a signal of changing employment concepts and a reminder of supply–demand mismatch in the labor market; the focus of governance lies not in urging individuals to "speed up," but in making supply and demand "fit together." For Jiangxi, when four types of actors exert themselves simultaneously—universities adjusting training, the government providing jobs and coordination, employers lowering excessively high experience thresholds, and families and society offering more lenient expectations—the current "slow employment" may be alleviated, and talent cultivation and industrial development will have the opportunity to enter a virtuous cycle. It should be noted that the analysis in this paper relies mainly on regional-level observations and publicly available statistics and survey data, and still lacks finer tracking of the differentiated mechanisms of different types of graduates; this is also a direction that follow-up research can pursue.

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