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**A Study of a Comprehensive Career Services System
in Chinese Universities**

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Declaration

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Kassel, August 2011

Abstract

Since 1999, with the adoption of expansion policy in higher education by the Chinese government, enrollment and graduate numbers have been increasing at an unprecedented speed. Accustomed to a system in which university graduates were placed, many students are not trained in “selling themselves”, which exacerbates the situation leading to a skyrocketing unemployment rate among new graduates. The idea of emphasizing career services comes with increasing employment pressure among university graduates in recent years. The 1998 “Higher Education Act” made it a legislative requirement. Thereafter, the Ministry of Education issued a series of documents in order to promote the development of career services. All higher education institutions are required to set up special career service centers and to set a ratio of 1:500 between career staff and the total number of students. Related career management courses, especially career planning classes, are required to be clearly included as specific modules into the teaching plan with a requirement of no less than 38 sessions in one semester at all universities. Developing career services in higher education has thus become a hot issue.

One of the more notable trends in higher education in recent years has been the transformation of university career service centers from merely being the coordinators of on-campus placement into full service centers for international career development. The traditional core of career services in higher education had been built around guidance, information and placements (Watts, 1997). This core was still in place, but the role of higher education career services has changed considerably in recent years and the nature of each part is being transformed (Watts, 1997). Most services are undertaking a range of additional activities, and the career guidance issue is emphasized much more than before.

Career management courses, especially career planning classes, are given special focus in developing career services in the Chinese case. This links career services

clearly and directly with the course provision function. In China, most career service centers are engaging in the transformation period from a “management-oriented” organization to a “service-oriented” organization. Besides guidance services, information services and placement activities, there is a need to blend them together with the new additional teaching function, which follows the general trend as regulated by the government. The role of career services has been expanding and this has brought more challenges to its development in Chinese higher education.

Chinese universities still remain in the period of exploration and establishment in developing their own career services. In the face of the new situation, it is very important and meaningful to explore and establish a comprehensive career services system to address student needs in the universities. A key part in developing this system is the introduction of career courses and delivering related career management skills to the students. So there is the need to restructure the career service sectors within the Chinese universities in general. The career service centers will operate as a hub and function as a spoke in the wheel of this model system, providing support and information to staff located in individual teaching departments who are responsible for the delivery of career education, information, advice and guidance. The career service centers will also provide training and career planning classes.

The purpose of establishing a comprehensive career services system is to provide a strong base for student career development. The students can prepare themselves well in psychology, ideology and ability before employment with the assistance of effective career services. To conclude, according to the different characteristics and needs of students, there will be appropriate services and guidance in different stages and different ways. In other words, related career services and career guidance activities would be started for newly enrolled freshmen and continue throughout their whole university process.

For the operation of a comprehensive services system, there is a need for strong support by the government in the form of macro-control and policy guarantee, but also a need for close cooperation with the academic administration and faculties to be actively involved in career planning and employment programs. As an integral

function within the universities, career services must develop and maintain productive relationships with relevant campus offices and key stakeholders both within the universities and externally.

Key words: graduate employment, graduate employment rate, career services, career services centers, career guidance, career planning, career interventions, employability, career management courses, career decision-making problems, comprehensive career services system.

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List of Abbreviations

CAS	Council of the Advancement of Standards
CCIS	Curricular Career Information Services
CCSS	Comprehensive Career Services System
CDM	Career Decision Making
CMC	Career Management Course
CMS	Career Management Skills
CSC	Career Services Center
HE	Higher Education
HEI	Higher Education Institution
MoE	Ministry of Education of the People's Republic of China
OECD	Organization for Economic Co-operation and Development
UNESCO	United Nations Educational, Scientific and Cultural Organisation
WTO	World Trade Organization

1 Introduction

1.1 Motivation

The author had ever worked in the College of Foreign Languages, South West Jiaotong University (SWJTU) in China from 2008 to 2009. During that period, because of her personal academic experience on the study of the graduates' employment problems in China, she was invited by the work team from the Department of Enrollment and Assignment of the university to join the design of career planning class in order to pursue the government's call of developing career services in Chinese higher education. Then the author had a chance to be close to the development of career services in one of the Chinese key universities.

The Southwest Jiaotong University was founded in 1896 originally and it is one of the oldest universities in China majoring in engineering. Through hundreds of years' development, it has already been developed into a national key comprehensive university, which is based mainly on engineering but coordinates with the development of other subjects like the Science, Management, Economics, Arts, Law and so on. Currently, the university has 18 schools, 3 departments and 2 divisions, with students totaling more than 38000, teachers and staff over 3900.

The Department of Enrollment and Assignment belonged to the administration body traditionally and was in charge of the university's enrollment and employment work. There were three offices with a total number of 9 full time work staff under its management originally, Enrollment Office, Graduate Employment Office and Postgraduate Employment Office. Since the graduates' difficult employment problems have aroused a wide concern from different sectors in the society and to develop career services in Chinese higher education becomes a hot concern advocated by the government in recent years, a Career Services Center was newly established in 2008 in the pursuit of the government's call under the Department of Enrollment and Assignment in SWJTU. The staff from the other two employment offices of the

department is sharing the new Career Services Center's work, namely the same staff but with two organizations.

In addition to the traditional administration work in the department, they are required to develop career services activities under the great pressure in improving the graduates' employment by the university, including initiating career planning class. The question is how?

This situation has aroused the author's great concern and interest on the study to the development of career services in Chinese universities.

1.2 Research Questions and Objectives

Career services are newly developed concepts in China compared to the developed countries. How to develop them in Chinese universities, especially under the special political, economic and cultural background of China, will be explored in this dissertation. The research questions will cover the following four aspects:

- 1). Development, functions, activities of career services in developed countries;
- 2). Development, functions, activities of career services in Chinese HE;
- 3). Career development needs of Chinese university students;
- 4). Effective approaches in the delivery of career services.

A Comprehensive Career Services System (CCSS) in Chinese universities will be explored finally based on the research results. In China, nearly all universities and research institutions are public. All important and significant centers for higher education in the country are publicly administered. The universities here mainly mean the public universities. Except for medical college and some polytechnic institutes, the Chinese higher education system usually comprises four-year undergraduate programs in universities. The design of the comprehensive career services system in this dissertation is just applied to the public universities, which comprises four-year undergraduate programs generally in China.

1.3 Research Methods

Literature review and case studies

There is literature review about the development of career services in higher education both internationally and in China.

UK and USA are widely regarded as world leaders in providing higher education career services. The literature review reveals the historical development of career services in higher education in these two countries, the changing approach in the delivery of career services and the core functions of career services traditionally.

Then there is a review of the development of career services in three selected OECD countries: UK, which has a long tradition in developing career services within higher education institutions; Germany, in which career services in universities is a relatively young area; South Korea, in which career services is just newly established in higher education.

Three case studies as examples of national practices are chosen to support the studies on career services in the three selected countries individually, they are: Career Services in the University of Edinburgh in UK; Career Services in Goettingen University in Germany; Career Services in Seoul National University in South Korea. Based on the international literature review and those case studies, a spectrum of activities of career services and also its new development trend have been identified. As for China, there are a number of surveys and research on the issues of graduate employment and related career services in higher education in recent years. There is an introduction of current development of career services and analysis of main problems based on the literature review to some influential investigations.

Interview

Career services are “student-centered” work. To learn the Chinese university students’ career development needs and career decision-making problems are one important base for the universities to deliver their career services. Combined with the existing survey and research results, a structured in-depth interview to 40 individual students was designed and conducted by the author from May to July in 2009 in South West

Jiaotong University in order to investigate the Chinese university students' career development needs and career decision-making problems.

The 40 interview samples were chosen from the total 283 students, whom the author had ever taught in her 6 different English classes in the university from the year 2008 to 2009. By taking advantage of working as a teacher, the author had the chance to have a better understanding to the students' background information, for example, their family background information. Finally 8 seniors, 12 juniors, 10 sophomores, and 10 freshmen (totally 11 females, 29 males) with coverage of different subject areas were chosen as the interview samples.

Besides the structured interview on learning the students' career development needs and career decision-making problems in the university, the author had also interviewed some individual scholars and experts on the area of career services for more valuable information.

The scholars and experts mainly include Dr. Anne Sachs, Director of Alumni & Career Services in Kassel University and Dr. Susanne Joerns, Director of Career Service in Goettingen University, they have provided the author a large amount of information about the development of career service in Europe and Germany; functions, roles, staffing and contents of career services; relationships with teaching department; Co-operation with alumni and employers, etc; Dr. Wu, Xiaoxiong, Director of Enrolment & Assignment Department in South West Jiaotong University, he has provided the author very important information about the development of career services in Chinese universities; institutional setting, staffing, contents of current services; provision of career management courses; problems and difficulties regarding the current work and ways of improvement, etc; Prof. Sun, Chongzheng, Director of Institute of Higher Education in Beijing University of Technology and Prof. Lei, Qing, Director of Institute of Higher Education in Beihang University, they have explained the current research on graduate employment and career services in China; analysis of main problems, etc, to the author.

1.4 Overview of the Framework

Totally there are eight chapters in this dissertation.

Chapter one is a general introduction part to the whole dissertation, from the research questions to the research objectives and research methodology. The idea of emphasizing career services come with the increasing employment pressure among the university graduates in recent years in China. So in Chapter two there is a more detail introduction to the research background, namely the graduates' difficult employment problems currently in China and the stress and regulations on developing career services in higher education by the government in face of the challenge.

There is growing focus on providing career services in higher education internationally. Career services are widely accepted as a powerful and effective method of helping to bridge the gap between education and the world of work (OECD, 2004). So the development of career services in higher education is reviewed in Chapter three, including its main functions, activities, pressures for the development and changing roles internationally, especially in the developed countries.

And then the current development of career services in Chinese higher education and main problems are analyzed based on existing influential investigations in Chapter four. As regulated by MoE, provision of CMCs links career services in Chinese higher education with its teaching function clearly. How to embed this to the other functions of career services has brought challenges to its development in Chinese higher education.

Effective career interventions for the students' needs deserve great attention in the delivery of career services. Each country has its own traditions and history of provision. The career needs and career decision-making problems among current Chinese university students are explored by the author based on some existing research results with a combination of own interview investigation in Chapter five. A curriculum-approach in the delivery of career services, which is particularly relevant to the concerns of this paper, will be explored in this chapter too.

Based on the investigation of current career services in Chinese higher education,

the students' career development needs and the learning of curriculum-approach in the delivery of career services, a model of CCSS in Chinese universities will be explored in Chapter six. In Chapter seven, there will be a discussion about the operation of the comprehensive career services system (e.g. career staff building, cooperation, support by government and employers etc.)

The Chapter eight is with a final conclusion to the dissertation, and also explores the future research concerning career services with an emphasis on specific features of Chinese background.

2 Graduate Employment Difficulties

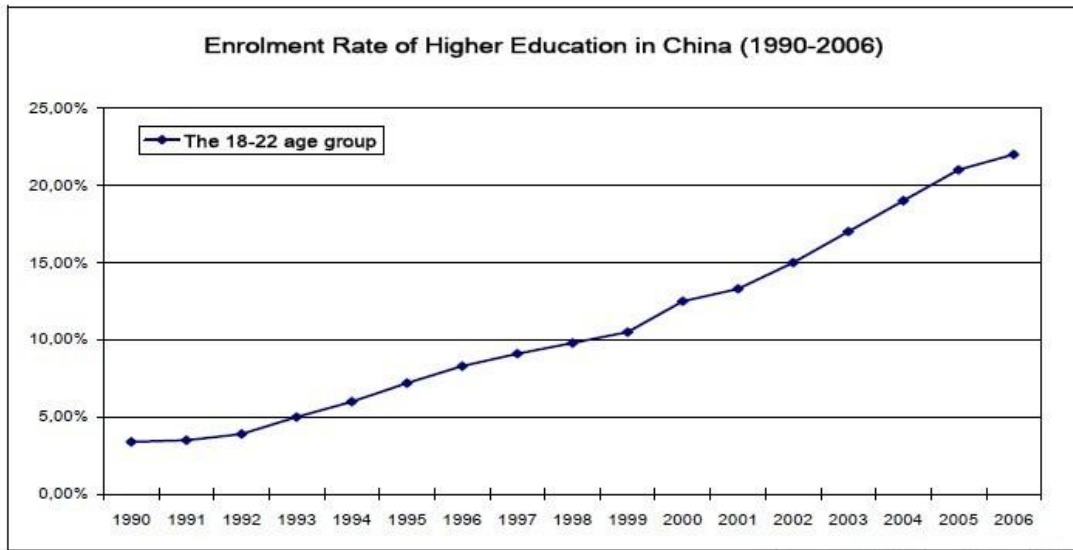
Mounting evidence suggests that an individual's level of consumption, self-esteem, social-status, and even happiness depend to a large extent on not just income, but also social status, associated with occupational attainment (Brown, Sessions & Taylor, 2004, p.20).

Employment has a vital bearing on people's livelihoods. The most important choice in a person's life is his or her profession. How many teenagers feel confused about their future? How many adults feel trapped in an occupation that they dislike? How many are currently unemployed and looking for a job? How many try to build a successful career?

As an investment, usually education itself can bring the individuals and their families a higher return. But of course there is a prerequisite, which is proper employment of the individuals.

2.1 Introduction of Employment Problems

China has the largest higher education system in the world. According to 2008 national statistics, there were 2,263 regular higher education institutions with a total enrolment of 20.2 million (National Bureau of Statistics of China, 2009). Higher education used to be "elite education," with only very few students lucky enough to enter the system. Since 1999 however, with the adoption of expansion policy in higher education by the Chinese government, China began to expand its higher education system dramatically. Since then, more and more Chinese students have gained access to higher education. The next picture shows the change of enrolment rate of higher education in China from 1990 to 2008.



In 1990, less than 4% of the 18-22 age group were enrolled as students in higher education institutions compared to 22% in 2005 (MoE Age Group, 2007). The total number of students in 2005 exceeded 23 million (Bie 2007; Zhou, 2006), showing a considerable growth rate of 10% in a single year, considering that in 2004 the Ministry of Education announced slightly less than 21 million as the total number of students enrolled in higher education institutions (MoE Enrolment, 2007).

2.1.1 Official Statistics of First-Time Employment Rate

Meanwhile, the nationwide number of graduates has been increasing year by year. The number of graduates from Chinese universities and colleges was 1,170,000 in 2001. Then in 2010 the number of new graduates reached 6,310,000. The number increased by more than 6 times in less than 10 years. And since 1999, the Chinese Ministry of Education (MoE) has been publishing graduate employment rates to the public. The introduction of this idea is to bring a competition mechanism into higher education and supervise the running quality of higher education institutions, as explained by the officials from the MoE (Zhang, Lin, 2006). In 1992, the 14th National Congress of the Communist Party of China (CPC) stated that the goal of China's economic reform was the construction of a socialist market economic system; since then steps have been taken to promote the transition from a planned economic

system to a market economic system (Hu et al., 1994). As China is being transformed from a planned economy to a socialist market economy, commodity markets and factor markets (including labor) are being established and maturing gradually; so is the evolution of the employment market of tertiary education graduates (Tertiary Education in China, OECD Report, 2007). During the planned economy period, the Chinese higher education system featured unified job-assigning under a unified system. In other words, the government was accountable for student-recruiting and job-assigning under a unified system. This policy was shifted to “two-way choice” gradually after 1989 as a pilot stage and put into full implementation in 1997. Currently, the employment system of tertiary education graduates adopts the practice according to which graduates freely seek their own employment and the government no longer assigns jobs. Moreover, a refined mechanism has emerged in which the two-way choice between graduates and employers is oriented by the market, supervised and adjusted by the government, and recommended by tertiary education institutions (Tertiary Education in China, OECD Report, 2007).

In explaining the transition from higher education to employment, it was found by a related survey that the timing of the job search differs strikingly according to country. In some countries an early search is customary, for example in Japan. Almost all Japanese graduates start their job search over six months before graduation; as a rule, they had their places in the employment system several months before graduation (Schomburg & Teichler, 2006). The situation in China is similar. Traditionally, the end of June is graduation time each year among Chinese higher education institutions. During the planned economy period, this date was not only the day for the graduates to leave school but also the day to step into the work field, so graduation namely meant work at the same time. Influenced by this tradition, usually Chinese students start their job search very early before graduation. Essentially, the statistics on graduate employment rates are based on graduation time until the end of June and then published in July by the MoE. Since 2004, the Ministry adjusted the publishing time to the first day of September. Generally speaking, when we talk about graduate employment rates in China, it mainly means the first-time employment rate

from the date of graduation.

Table 2.1: Number of graduates from the institutions of higher education during the years between 2001 and 2010 (in millions) and the first-time employment rate¹

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Number of Graduate	1.17	1.45	2.12	2.80	3.38	4.13	4.95	5.59	6.10	6.31
Change over the previous year	0.11	0.28	0.67	0.68	0.58	0.75	0.82	0.64	0.51	0.21
The first-time employment rate	70% (in June)	64.7% (in June)	50% (in June)	73%	72.6%	77%	72%	68%	68%	72.2%

Data resources: Statistics by Chinese Ministry of Education

From Table 2.1 it can be seen that the first-time employment rate was 70% in June 2001; in June 2002, it decreased to 64.7% and dropped by about 5 percentage points from the previous year. In June 2003, four years after the first expansion of enrollment in the universities which was implemented in 1999, the first time employment rate was only 50%. It dropped by nearly 15 percentage points from the previous year (Zhang & Jiang, 2004).

Employment rate information has always been a very controversial topic since the first time it was published. First, the statistical method is questioned by many people, namely the coverage of the statistical samples. For example, both graduates who will continue their further study at home and abroad are taken into account as graduates who have already obtained employment based on the current statistical method. But those graduates have not even entered the labor market since the

1 Employment rate % = ((graduate's total number - graduate's number who're unemployed) / graduate's total number) × 100%, the graduates who're unemployed include the graduates who haven't obtained employment till the end of August each year and also the graduates who have applied for not participating the same year's employment, for example, the graduates who will prepare the examination for next year's postgraduate programs. This employment rate usually is called the first-time employment rate.

beginning. Second, usually the statistics for graduate employment rates are calculated by the higher education institutions themselves and then reported to the MoE to publish after collecting. There is no proper supervision and evaluation of the whole statistical process by related official bodies or any other independent investigation agencies. When the players are also the referees, the efficiency of the statistical result will be doubtful. Last, the employment rate cannot reflect employment quality. The published number just shows us the number of graduates with a job. The concrete characteristics and nature of the job are not clear. When employment quality cannot be reflected, then the teaching quality in universities and colleges also cannot be reflected by the employment rates.

Except for this employment rate, there is no other authoritative statistical information about graduate employment or unemployment rates after graduation. Unfortunately, there are still no regular graduate surveys after graduation in China. Looking at other developed countries, there are seldom statistics on graduate employment rates around graduation time, but rather one year after graduation or five years after graduation through the data collected by the OECD, for example (Teichler, 2000).

So in general, first-time employment rates cannot reflect the reality of graduate employment situations. Lacking other statistical resources, however, and as authoritative published statistics, first-time employment data still has value to be quoted here. In recent years, the new graduate employment rate is approximately 70%. So if only about 70% of those newly graduated could find a job every year on average, then what about the remaining 30%? Even though 70% and 30% are just taken as reference numbers, they still expose an indisputable fact in China: a large number of new graduates from institutions of higher education are facing difficulty in finding employment.

2.1.2 Investigation by Peking University

In recent years, more and more individual institutions and groups are involved in

studies and research on graduate employment. The most influential one is the survey investigation by Peking University.

In order to learn about graduate employment situations timely and accurately and provide more effective information for China's policy-making in education and related graduate employment work, the Education College of Peking University initiated the "Study on the Employment of Graduates" project in 2003 (Yue, Changjun, 2004). After the questionnaire investigations in June 2003, June 2005, June 2007, and June 2009, the fourth large-scale questionnaire survey was conducted again across the country. The newly released report -An Empirical Study on the Employment of Graduates in 2009 (Newsletter of Peking University, 2009) - collected and compared the data from four surveys since 2003 and analyzed graduate employment situations, especially considering the social background of the financial crisis in recent years.

According to this survey report, the initial fixed rate of graduate employment has already increased from 59.8% in 2003 to 69.9% in 2005. It increased again to 71.1% in 2007, but decreased to 65.0% in 2009. Instead of employment rate, a new term - initial fixed rate - was adopted here and explained by the project team. It means the graduate ratio, including those employed, continuing further study in the home country or abroad, and also the number choosing self-employment or other flexible employment patterns, in the total number of graduates. By level of educational attainment, the fixed rate of graduates with Doctoral degrees was the highest at 73.8%; the percentage of graduates with Master degrees was 67.6%, while the percentage of graduates with Bachelor degrees was 67.6%. The lowest rate was the graduates from short-cycle colleges at just 67.2%. Actually, the gap in fixed rates among the different educational attainment levels is not really large, especially among the graduates with Master degrees, Bachelor degrees and from short-cycle colleges.

According to the survey, the proportion of graduates becoming employed has been lower than 50% from 2003 to 2009 on average. In 2009 it decreased to 34.6%; this is the first time that the number has dropped below 40%.

The Department of Students Affairs within the MoE has conducted a research project entitled "Analysis and Forecast on the Employment Situation of College

Graduates” based on graduate employment data in 2001 and 2002. According to their employment parameter table, an employment rate of 90% or above indicates that supply cannot meet the needs of the job market; a rate between 70% and 90% means that supply and demand are in balance, while a rate from 50% to 70% suggests that graduates face pressure in becoming employed. A rate below 30% would indicate that the graduates are facing certain employment crisis (Qu, Zhenyuan, 2001, 2002).

From the changing number based on the survey by Peking University, the impact of the financial crisis on graduate employment can be seen. It has been reported that three out of five university graduates will fail to find a job because competition among the approximately 3.5 million graduates is fierce (HR Magazine Dec 2005; Hartmann, 2006).

2.2 Analysis of Employment Difficulties

2.2.1 Limited Job Openings

Traditionally, the public sector (mainly including government institutions and state-owned enterprises in China) monopolized all sectors, which consumed huge amounts of the labor force. The public sector had also been the main receiver of graduates from higher education. During the transition course from planned economy to market economy, these institutions have undergone a variety of reforms.

Government institutions are experiencing a downsizing and streamlining of functions to release redundant personnel accumulated by the long-running planned economy. Regardless of the huge reduction of staff, the sector still has a considerable number of inefficient employees and has the problem of large staff but low efficiency. In that context, many institutions have implemented the policy of “zero staff increase”, which has further reduced new openings (Zhang, Libin, 2006).

Moreover, state-owned enterprises have been enduring serious hardships in recent years under the ownership reforms. Remaining state-owned enterprises, which are relatively small in number, are mostly engaged in critical industries and sectors

relating to the national economy and people's livelihoods. In the short period between 1995 and 2001, employment was reduced by 32.2% across the whole of state-owned enterprises (36.21 million jobs lost). For the collective work units of townships, the drop was 59%, which means 18.56 million fewer positions (Yu, Nanping, 2004).

The public institutions offer relatively good pay and employment stability, which has made them the desired employers of most graduates. But in general, jobs from the public sector are very limited despite their appeal for the youth.

As stated in the *Ninth Five-year Plan for China's Educational Development and the Development Outline by 2010*, the whole nation is divided into three zones according to the level of economic development and educational development, i.e. the eastern coastal zones, central zones and western poverty zones. Since the adoption of the open-door policy in the 1980s, the economy has been experiencing rapid development in the eastern coastal zones of China, while the development in the middle and western region has been relatively slow. The developmental level of the regional economies exerts a direct influence on higher education in terms of developmental scale and speed, educational standards, financial input, and faculty quality. The geographic distribution of higher education institutions remains very unbalanced due to the varied regional development level. The eastern coastal regions and central China have more higher education institutions than western regions.

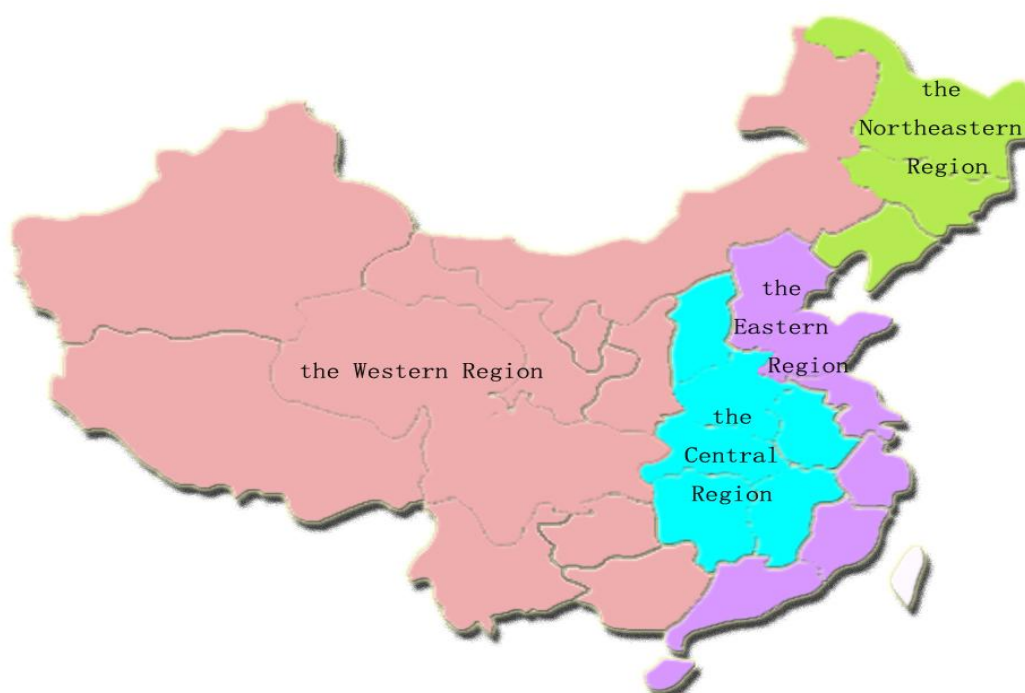


Table 2.2: **Number of regular HEIS in different zones in 2008**

	Nationwide	Eastern	Central	Western
Number of HEIS	2263	1139	582	542
Proportion/%	100	50.3	25.7	24.0

Data resource: China Statistical Yearbook 2009

Table 2.2 shows that the number of regular higher education institutions in the eastern zone accounts for 50.3% of the total number, while 25.7% and 24% are found in the central zone and western zone, respectively.

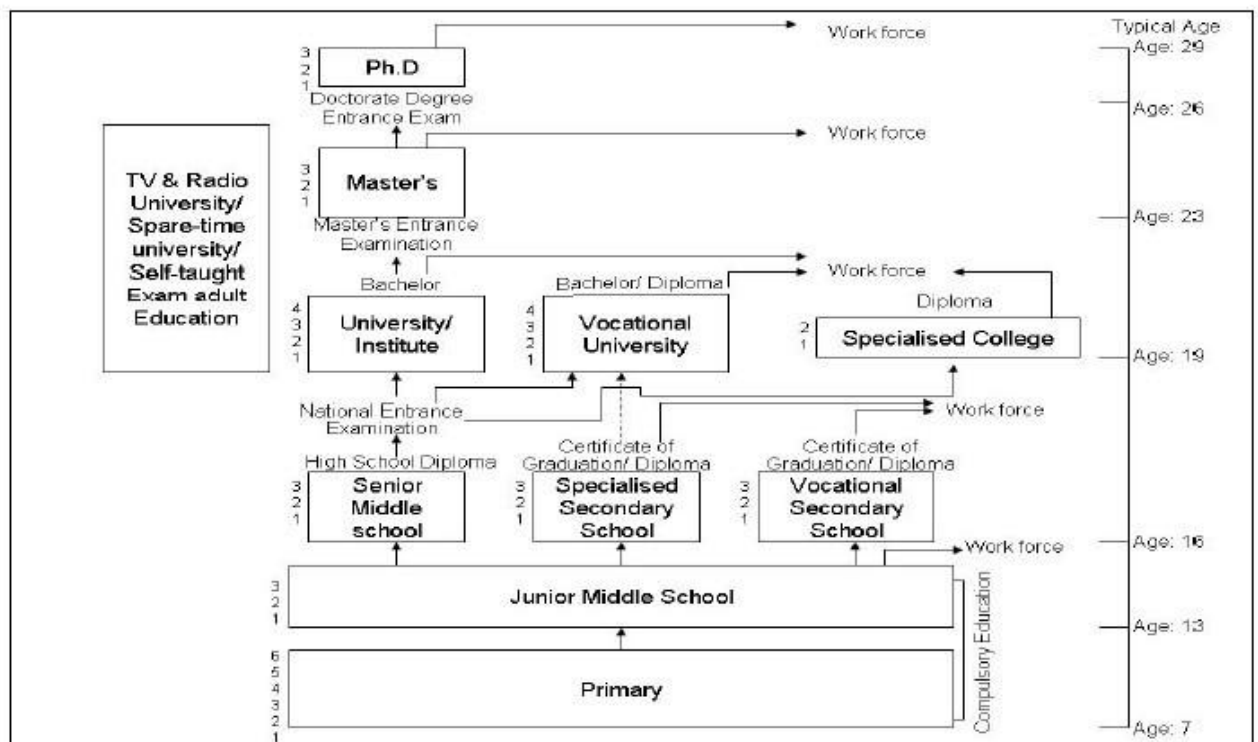
A particular issue is that the most excellent higher education resources were located in a few major cities like Shanghai, Beijing, Tianjin, Guangzhou, and Wuhan when the People's Republic of China was founded in 1949. Ninety percent of graduates from local higher education institutions (HEIs) are employed locally and a number of graduates from national HEIs find employment in cities or in the vicinity where their colleges and universities are located (Tertiary Education in China, OECD Report, 2007).

Because of the unbalanced geographical distribution of higher education

resources, most of the newly employed graduates are also located in the developed eastern coastal areas. The result is that the employment regions are usually over-crowded with those new graduates. Especially in super-big cities like Beijing, Shanghai, Guangzhou, and Shenzhen, a relative surplus of graduates is not difficult to imagine. Certainly the employment pressure in these areas is heavier; and it is also easy to find a vertical mismatch phenomenon of highly educated people with low level jobs among the new graduates.

2.2.2 Higher Education Expansion Policy

Current education in China is differentiated in three stages, which reflect the typical stages in other educational systems around the world. The stage of basic education is followed by the stage of higher education.



Graph based on data from the report of the Finnish National Board of Education 2007, p.6

The old Chinese higher education system reflected its Soviet roots heavily. Under the planned economy system, the universities were highly specialized. Institutional autonomy did not exist at all. All the higher education institutions were

public institutions and student enrollment quotas were set by the government. The running of these institutions was supported completely by government financial allocation. In addition to student numbers, the structure and content of the curriculum as well as faculty workload and compensation were also controlled by the government.

It had been proposed in the 1985 official “Decision of the CPC (the Communist Party of China) Central Committee on Education Reform” document (Official Document, 1985) that the reforms must start in the education management system. This was intended to strengthen macro-management, but at the same time to implement decentralization and expand university autonomy; from a perspective of 20 years later, reform has been slow. The ideas with plan-color formed under the planned economy period are still strongly guiding the nation’s education. The government still decides the number of students to be admitted, imposes a unified entrance exam, and determines what subjects a university may teach. But the government no longer guarantees employment of graduates, who have to compete for jobs in the market. While higher education enrollment still follows the model of the "planned economy", employment has been linked to a free-market economy. The two are obviously incompatible. Thus, a big social problem has arisen that plagues University graduates with the difficulty of finding jobs (Hartmann, 2006).

Of course, there are obviously major educational problems in a country with millions of graduates of whom only a limited number have the necessary skills; HR Magazine (Dec 2005) lists the lack of practical experience in projects or teamwork resulting from the education system bias toward theory as one of the major problems. As yet, little attention has been paid to providing quality education. The World Bank Report (Dahlman & Aubert, 2001, p.xx) sums up the root problems:

Centuries of Confucian tradition, decades of planned economy regime and emphasis on rote learning rather than creative thinking has shaped Chinese [...] methods of teaching. Most government support has gone to basic training. The curriculum is focused on basics, not on creativity and lifelong learning.

In order to stimulate economic development and expand domestic needs, the

expansion policy of higher education was adopted in 1999. The blame for the graduate employment crisis seems to rest on the explosive over-enrollment of students, with many in majors that are not demanded in the market. This both degrades the quality of higher education given the limitation of resources, and goes out of balance with the tempo of the country's current economic development (Hartmann, 2006). The officials from the Ministry of Education admitted at a news conference for the first time (News conference by MoE, 2008) that the large-scale expansion of enrollment in higher education institutions initiated 10 years ago was too rapid. Some institutions' teaching conditions could not meet the expansion speed, which has led to declining quality in teaching. It had also caused graduates difficulty in finding employment to a certain extent.

2.2.3 Household Registration System Restrictions

The phenomenon of *institutional segmentation* in the Chinese labor market is very obvious. This mainly refers to man-made obstacles which are caused by the household registration system, a personnel quota and social security system. These obstacles seriously restrict the free mobility of the labor force. All of these obstacles can be traced to the establishment of the household registration system (*Hukou* policy) in China.

China's two-tiered household registration system, set up in 1958, divides the population into rural households and non-rural households. Individual interests and rights, such as education, healthcare, housing and employment, are linked to household registration. Under the system, rural citizens have no access to social welfare in cities, even though they may live and work there.

However, since the adoption of the reform and open-door policies, China has witnessed a huge migration of rural labor to urban areas in search of work.

"The system, once playing an important role as a basic data provider and for identification registration, has become neither scientific nor rational given the irresistible trend of migration," said Prof. Duan Chengrong, director of the Research

Center for Population and Development of the Renmin University of China (ChinaDaily, 04.03.2008).

Currently in the large and medium-sized cities, there are more opportunities for new graduates to start careers and realize self-employment, and the probability of success is also greater. But without the local household registration certificate (*Hukou*), they cannot conduct formal business registration, and it is also difficult for them to get loans or financial support from the local banks. In Beijing city proper, for example, a *Hukou* is required of university graduates who wish to apply for government jobs (Beijing chenbao, 2006). Many enterprises in Beijing restrict hiring to individuals who have Beijing *Hukou* (Fazhi wanbao, 2006).

To some extent this system now stands in the way of the country's urbanization, which is essential to China's modernization. According to a 2007 poll by China's leading news portal, Sina.com, and China Youth Daily, 92 percent of the 11,168 respondents said the system was in need of reform (China Daily, 04.03.2008).

It should also be noted that the current control of *Hukou* is much stronger in eastern economically developed regions than in western poverty regions.

2.2.4 “Credentialism” and Reputation

A degree is a prerequisite for professional practice. “Credentialism” and “diploma disease” are often used to criticize undesirable consequences of a close link between degree and occupation. There is general agreement that credentials have a stronger impact on subsequent careers in developing countries than in industrialized countries (Dore, 1976). In the most populous developing country of the world, graduates are currently in a disadvantageous position compared to the employers in the employment market. The employer rights in selecting potential employees have been continually expanding. The recruitment requirements are stringent in the face of a large number of job seekers. There are higher demands regarding graduate academic degrees and work experience. This is another important reason for graduate difficulty in finding employment (Li, Ming, 2010).

Besides the academic credentials the graduates hold, overall university reputation and status is another relevant aspect for many employers. They will choose the graduates whose universities have a higher reputation and social status, even when presented with similar credential conditions (Cao Si, 2006). According to the fixed rate employment statistics compiled by Peking University, the graduate rate from the key universities (“211²” universities) was 77.3%, while the graduate rate from other universities was just 58.8%. So the gap regarding graduate employment among different higher education institutions in different levels is very conspicuous.

2.2.5 Subjective Reasons

It should first be said that Chinese people have historically emphasized the importance of learning and education. This attitude has been part of a distilled cultural tradition which exerts a huge influence on the educational mentality of the Chinese. It is common that Chinese families would choose to support their children to receive further and better education at the expense of a lower living standard on the part of other family members (Tertiary Education in China, OECD Report, 2007). However, such tradition does have its negative side. Influenced by this tradition, non-formal paths of education, like vocational education, are not valued by the students and their parents compared with formal and general education. So there is a tendency among the students to choose the general education-oriented universities and institutions and traditional university-level programs. This may be unfortunate, because highly skilled technicians are currently much more welcome in the labor market. The situation in China has become doubly problematic: on one hand, graduates are experiencing difficulty in finding employment, and on the other hand there are complaints by enterprises of a shortage of highly skilled technical personnel (Kong, Fanju, 2007).

Second, graduate employment expectations are relatively high. For thousands of years, the feudal idea (that working in the government departments would be the best choice for all the students) still had a considerable influence in the society. Many

² In 1995, the Chinese government launched the *Project 211*. The title refers to the aim of building up 100 top level HEIs and key disciplines in the 21st century.

graduates are still more focused on positions in the government and central ministries. Besides state agencies, state-owned institutions and enterprises, foreign companies and joint ventures were the top choices of graduates. Concerning job location, graduates preferred large cities and metropolitan areas (Tertiary Education in China, OECD Report, 2007). In the late twentieth century, it has been observed that in more or less all industrial societies as well as in most developing countries, the expansion of higher education is accompanied by a broad range of students entering occupations traditionally viewed as low-level, intellectually undemanding, and uninvolved in challenging established rules (Teichler, 2009). This is the tendency during the transformation process from elite education to mass education.

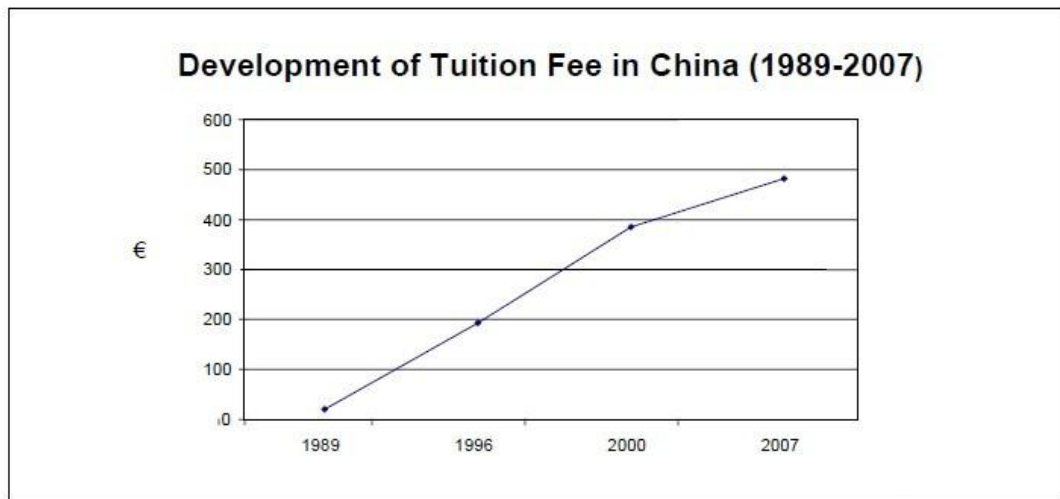
Third, it is felt that graduates are not adequately prepared for the job market (Zeng & Wang, 2007). According to the McKinsey Global Institute, Chinese students focus more on theory and get little practical experience in projects or teamwork. In the end, fewer than 10 percent of university graduates have the skills to work directly for a foreign company (Farrell & Grant, 2005). There are concerns about higher education quality due to the absence of effective assessment, accreditation, and qualification systems despite the general rapid growth. But student reasons cannot be neglected here. Partly influenced by the traditionally examination-centered education idea, they put too much focus on textbook knowledge but neglect work-based learning experiences.

2.2.6 Conclusion

To conclude, there are different factors affecting graduate difficulty in finding employment ranging from limited job openings in public sectors, to the impact of rapid expansion in higher education since 1999, to the restrictions of the household registration system, to the influence of “credentialism” and reputation of higher education institutions to graduate personal reasons. With an output of more than 6 million graduates in 2010, the higher education system is mass producing highly qualified managers, leaders, doctors, and technicians alike. However, the Chinese

labor market seems not to be adequately prepared for this wave of skilled professionals. In addition, because they are accustomed to a system in which university graduates were placed, many students are not trained in “selling themselves” which exacerbates the situation leading to a “skyrocketing unemployment rate among new graduates” (Melvin, 2006).

Since the establishment of the People’s Republic of China, tuition had been free. In 1993, *An Outline of Chinese Education Reform and Development* pointed out that “Higher Education is non-compulsory education in China. Principally, students should pay the tuition” (China Newsweek, 2005).



Source: Tang 2001, Guo 2007

According to a survey carried out by the China Youth Daily and another report from China Weekly Reading, fees officially jumped from 200 RMB (18 €) per year in 1989 to some 5.000 RMB (450 €) at present (Tang 2001; Guo 2007).

According to World Bank statistics for 2005, a ratio of 471 € / 1,278 € is generally expected (tuition fees / GNI per capita), or tuition that corresponds to approximately 37% of the average Gross National Income per person in China (World Bank China, 2007).

More Chinese families push their children on to higher education. China’s job market has become increasingly tighter and this has created considerable anxiety among students near the end of their studies who have yet to find employment. Such pressures to find a good job are generally heightened by a student’s social and economic status. Students often feel compelled to do well in school and to find a good

job to help provide for their family and make them proud of whatever sacrifices may have been made for the student to receive a good education.

The universities in developed countries establish themselves not only based on research and academic excellence, but they also provide quality student services regarding career issues and assistance in finding more lucrative employment opportunities. Such student services mainly take the form of career service centers that provide employment assistance through offering job listings, career options based on field of study, onsite interviews, career counseling, and job fairs. Equally important are the counseling and psychological services that help students deal with career-related anxiety.

The economy is currently restructuring and the system is moving from a planned economy to a market economy in China. The market-oriented economy has brought a dramatic revolution to the Chinese graduate employment system. It broke up the old job placement system, which was referred to as an “arranged marriage” and the “Iron Rice Bowl” system. This meant that people who were recruited by the state sector were guaranteed lifelong jobs and all benefits, such as pension, free medical service, and cheap housing. The children of workers could even take over a parent’s job after retirement. These jobs could never be lost, just as an iron rice bowl could never be broken (Hu et al., 1994).

Meanwhile, the market-oriented economy has also brought a dramatic change to the traditional family-oriented, communist helping-each-other system in China. People who were accustomed to obeying authority and allowing authority to manage their lives now require new resources for future guidance and strategies to cope with the new order. The universities no longer take responsibility for presenting each graduate with a job, but their role in providing career services has been stressed much more than before.

Put simply, the “two-way selection” system under the market economy should be complemented by a career services system to help students fully prepare for transition to employment.

3 Development of Career Services in Higher Education Internationally

Career services in higher education have a long and venerable history. In many ways, the evolution of these services reflects the evolution of the field in general as services evolved from an orientation toward job placement to a full range of career planning services being offered to meet the needs of diverse student populations (Niles & Harris-Bowlsbey, 2005, p.397).

UK and USA are widely regarded as world leaders in providing higher education career services. So this chapter first reviews the historical development of career services in higher education in these two countries, the changing approach in the delivery of career services and the core functions of career services traditionally. Then there is a review of the development of career services in selected OECD countries and summarization of the current main activities. Internationally there is growing importance in providing career services in higher education. The traditional core of career services in higher education had been build around guidance, information and placements (Watts, 1997). In reality, the development of career services different from country to country, institution to institution. Generally the core functions are still in place, but the role of higher education career services has changed considerably in recent year and the nature of each part was being transformed. Most services are undertaking a range of additional activities. And career guidance issue is much more emphasized than before in this context.

3.1 Definition of Terms

Career Services: an on-campus career development service, which is responsible for providing career development and placement assistance mainly to current and former

students, including career information, advice and guidance, etc, in order to prepare and promote their careers.

Career Guidance: A process-whether delivered individually, in groups, or via hard copy or electronic media-which aims to help individuals to a clearer understanding of their career development needs and potential, to an appreciation of the processes of career planning and decision-making, and to clarify and attain their career objectives.

Career Services Center: an institution within a university, which is the main body in delivering career services and preparation of students and graduates assigned to an entry into the world of work. They are also called Career Center or Career Office in some universities.

Career Interventions: defined broadly, involve any activities that empower people to cope effectively with career development tasks (Spokane, 1991). For example, activities that help people develop self-awareness, develop occupational awareness, learn decision-making skills, acquire job-search skills, etc.

Career Development Program: defined as “a systematic program of counsellor-coordinated information and experiences designed to facilitate individual career development” (Herr & Cramer, 1996, p.33). These programs typically contain goals, objectives, activities, and methods for evaluating effectiveness of the activities in achieving the goals.

3.2 Traditional Development in UK and USA

3.2.1 Historical Development

Higher education career services are more strongly developed in UK and USA. They are widely regarded as world leaders in this field.

Career services in HE have evolved from placement oriented services in both of the two countries, for example, the Appointment Board in UK and Placement Office in USA originally.

The first appointment board was founded in Oxford in 1892. By the mid-1950s

all universities had such a service (Watts, 1997). The activities of university appointments board as defined by the Heyworth Report (UGC,1964), which was the only existing authoritative report on the role of career services in higher education in history, included threefold:

- Advisory interviews
- The provision of information about careers, employers and jobs.
- Placement activities, including notifying vacancies to students, and arranging selection interviews between students and employers.

According to the report, for many students, job-finding was the service's only function of any consequence: „the service exists, so far as many students can see, solely to tell them what vacancies there are and how to get in touch with those who offer them“ (p.44). The appointments boards have been transformed, both in function and in title, into career services in the late 1960s and 1970s alongside a huge change in the structure and size of the higher education system (Watts, 1997). This change involved more attention to career guidance. Services increasingly recognised that guidance was at least as important an aspect of the services as placement, and perhaps more so. There was a growth of interest in career interventions laying more emphasis on helping students to make their own decisions.

In USA, Yale University established the first placement office in 1919 to provide vocational guidance to students and to match them with employment positions during the academic year, the summer months, and after graduation (Herr et al., 1993). The focus on placement services resulted in the separation of placement offices from other student affairs functions that were more focused on student development. Placement services emphasized more on job-search skills, for example, interviewing and resume writing. Typically, these services tended to be in more demand as students approached graduation. In contrast, counselling centres were more likely to be concerned with student development, for example, the remediation of emotional or academic distress and services were provided at any time during the student's collegiate experience (Niles & Harris-Bowlsbey, 2005).

A shift occurred in career services in higher education in USA in the late 1950s

and early 1960s. Career planning activities that had been a part of many counselling centres were relocated to placement offices and combined with placement services: “In essence, in many colleges and universities, an organization entity frequently known as the career planning and placement office or the career development and placement centre or service was formed” (Herr et al., 1993, p.4.). This shift reflected an expanded perspective of career services that moved beyond a singular focus on placement to a developmental perspective of career planning. Placement was now viewed as the culminating activity, rather than the only activity in the career development of students in higher education.

Herr et al. (1993) note that currently “there is no single type of counselling centre or career development and placement centre. Each of these evolves from different institutional histories. In some cases, college and university counselling centres embrace the full range of career services; in others, they have essentially none” (p.3).

The evolution history of career services in higher education in both of UK and USA reflects the shift of services from original placement to guidance activities. More efforts are put on helping students to make their own decision and they have to take more responsibility for their own career development. One of the more notable trends in higher education in recent years has been the transformation of university career services centers from merely being the coordinators of on-campus placement into full service centers of career development in these two countries (McGrath, 2002; Patterson, 1995; Rayman, 1999; Snow, 1995; Thompson, 1999).

3.2.2 Shift of Approach

Hour-long interview was the traditional approach in the delivery of career services by career advisers. It was highly labour-intensive, and not always the most effective way of using the professional resources. There is a shift of approach towards an open-access model within the development of career services (Watts, 1997). Instead of the one-to-one interview being seen as the core activity, there was a radical

redesign both of work patterns and of work spaces, for example, a career library available as a supportive resource, an open-access information room viewed as the heart of the services. Students were able to come in when they wished to browse through a wide range of information files, videos, and other materials, and to have access to personal help. The services might include not only the resources in the information room but also group sessions, work-experience opportunities, and the like. And the shift of focus was highly strengthened by the growing use of information technology. There was also a growth of interest in careers education: structured programmes of group work designed to help students to develop the knowledge and competencies that would enable them to take more responsibility for their own career development (Watts, 1977).

American researchers have identified five major approaches used in higher education for delivering career services (Whiteley, Mahaffey & Geer, 1987):

1. Macrocenter: broad range of services, including career and personal counselling, testing, and special functions such as training and consultation with some advising services offered
2. Counselling orientation: similar to macrocenters except with fewer career services
3. General-level service: broader functions; more services to more students than a conventional counselling centre
4. Career planning and placement: career-oriented services with minimal counselling and other functions
5. Minimal service: characterized by providing minimal services in all areas.

Not all institutions of higher education can provide a full range of career services to students.

3.2.3 Core Functions

The traditional core role of career services has been to help students to manage the choices and transitions they need to make on exit from their courses of study. The services' core activities have traditionally in Anglo-Saxon countries comprised (see e.g. UGC, 1964; Watts, 1997):

Individual and group guidance.

Information services.

Employer liaison and placement services.

According to Watts (1997), the core functions of career services are summarized as follow:

Guidance function

Individual guidance is mainly through:

- (a) Long interviews (30-60 minutes), sometimes covering individual test sessions and mock selection interviews as well as conventional guidance interviews.
- (b) Short „duty adviser“ interviews (usually 5-15 minutes), designed partly to respond to „quick queries“ and partly to diagnose students' guidance needs and signpost them to resources through which these needs might be met.

Group guidance is designed in part to achieve greater cost-effectiveness in the use of career service resources:

- (a) Developing career education material (self-instructional and for use in group work).
- (b) Organizing and running group sessions, ranging from general talks on graduate opportunities, through sessions designed to help students identify their transferable skills, to skills training, e.g. in self-presentation in interviews and in filling out application forms.

Extensions of such activities are , for example, in the form of accredited courses.

Information function

For example:

- (a) Collecting, displaying and disseminating information resources on careers, employers, the labour market, self-employment, courses and funding.
- (b) Developing additional information resources for customized use within the institution.
- (c) Contributing to the development of national information resources to be made available to all career services.
- (d) Responding to information enquiries (in the career centre, by telephone, by e-mail).
- (e) Collecting, disseminating and interpreting information on the first destinations of graduates.

Placement function

- (a) Organizing selection interviews on campus.
- (b) Arranging employer presentations.
- (c) Organizing career fairs.
- (d) Collecting, displaying and disseminating vacancy information.

A stronger form of placement would require offering a more specific pre-selection filtering process. But nowadays, career services in general do not seek to do so, partly because of the logistics of student numbers, and mainly because they more clearly define their primary client as the student rather than the employer. Their primary concern is to offer impartial help to all their students, rather than to help employers to target the „best“ students.

3.3 Overview in selected OECD Countries

Career services, traditionally emphasized in Anglo-Saxon academic environments, have been given greater emphasis in other countries. Career services within higher education institutions vary from country to country and considerably in their size, in the roles they carry out, and in their organizational location within the institutions according to the country report by OECD review (OECD, 2003). Generally speaking there are four forms of organizational location of career services. They can be aligned with other student services, with academic services, or with marketing services, or

organized on a stand-alone basis (Watts, 1997). It depends on the individual countries and institutions.

3.3.1 Development in UK

In the United Kingdom with a long tradition in providing career services, most universities have well established independent services, some provide career services through academic departments, and some through integrated student service. Services that are provided can range from information provision, personal advice and guidance, access to self-help techniques, career fairs, employer interviews, vacation and at-graduation job placement, interview skills coaching and career management skills training more broadly, and curriculum-based career education (OECD Country Report of the United Kingdom, 2003). The services are relatively well developed and long-established compared to higher education careers services in some other OECD countries (Watts, 1998). Let's take the Careers Service in the University of Edinburgh for an example.

As an independent service department, the work of career services is carried out through:

First, the Career information Center, which is at the heart of the career services in the University of Edinburgh. This center contains a wide range of materials, which include reference books, takeaway literature, DVDs, specialist computer-based materials. For each of use, the materials are arranged in color coded different sections, covering careers, employers, further study and training. Students can come in any time during opening hours to access related information.

Second, the Student and Graduate Employment (SAGE) – an on line vacancy and employer databases. SAGE advertise part-time work, internships, voluntary work, vocation jobs & graduate opportunities. Members of staff can register and view employer & vacancy information aimed at students and graduates. Besides, students can search for the employers' information and the latest news through SAGE,

including events, recruitment days and reports on employers, and feedback information from the students and graduates and so on.

Third, the teams of careers advisers working with schools and colleges, for example, the College of Humanities and Social Science to provide service to students. The careers advisers offer two kinds of appointments services-guidance interview and mock interview. Students have to book the interview to the reception in person or by phone. Meanwhile, the careers advisers offer drop-in session during the opening drop-in times, through which students can come without making an appointment. Besides, careers advisers offer an email advice service to students who are unable to access the service in person. All emails will normally be acknowledged within 2-3 days and a response usually provided within 10 working days.

Forth, centrally run student development activities to complement work in subject areas, including careers information sessions and skills development workshops, such as regular workshops on CVs, applications, interviews and assessment centers.

Fifth, recruitment activities involving employers, including presentations and career fairs.

Besides, the Careers Service in the University of Edinburgh offer on line career planning programs for the students and develop on line assessment tools, for example, Prospects Planner, which is an online job exploration tool aiming to help the students identify skills, motivations and interests and then to explore relevant job types; another one is TARGET jobs Careers Report, which is an online personal and job exploration tool, helping students to investigate job ideas and to practice psychometric tests. The services also provide career development support for the staff of the university and access first destination information for the graduates, etc (for more information, please connect the website link to the career services in the University of Edinburgh: <http://www.ed.ac.uk/schools-departments/careers>).

3.3.2 Development in Germany

In Germany the history of career services in universities is relatively young and most of the career services were established between 1997 and 2001 (Joerns, 2002). Traditionally universities in Germany have felt little responsibility for launching students into their careers after leaving university. But as the competition between institutions grows and links with the labor market become more complex, this is beginning to change.

Higher education in Germany is currently undergoing deep reforms. A new degree structure in the form of Bachelor's and Master's programs is introduced for German higher education under the framework of Bologna Process, the purpose of which is the creation of the European Higher Education Area by making academic degree standards and quality assurance standards more comparable and compatible throughout Europe. The German accreditation policy was introduced in 1998 as a response to the Bologna Process and transition to a new degree structure. The accreditation was expected to ensure minimum quality standards in higher education curricula and to assess labor market relevance of newly established Bachelor and Master programs in Germany. All new study programs are expected to be re-accredited every five years (Barbara M. Kehm, 2006).

As standard procedures required by the accreditation, analysis of labor market relevance of programs (employability of graduates), proof of provision of transferable skills are clearly included. And for re-accreditation, there is a need of proof of labor market success of graduates (Barbara M. Kehm, 2006). This has naturally forced universities to stress more on the career services issue, which is widely regarded as a bridge between higher education and the labor market.

In recent years, quite a number of universities have set up their own career services, sometimes co-locating them with the Federal Employment Service's higher education team or with the Central Student Counseling Services and other student services, for example, Career Services in Goettingen University.

The Career Services in Goettingen University has evolved from the Zentralestelle fuer Weiterbildung (Center for Further Education), which was established in 1996 in the university. In 2004, it became a unit of the Office of Student Affairs with the renewed name “fuer Studium & Lehre” (for Learning and Teaching). Career Services was established based on it within the restructure of the Office of Student Affairs in 2008. And together with other four units, Telephone Info line, Central Advisory Office, Registrar’s Office, International Student Services, Career Services is affiliated to the Office of Student Affairs in Goettingen University. Currently there are two offices under the Career Services, including one main business office and Campus-Buero. Campus-Buero is the main information resource for students and graduates, offering individual career counseling, including information on internships, optimizing job applications, and entering the job market.

A Career Service Library is established under its management. Individual career counseling and personal assessment can be provided through appointment in the Campus-Buero. The other main activities of the Career Services include the organization of events, talks, seminars, workshops on different career topics, such as career information and skills training. Another important activity is to organize the PraxisBörse job fairs which take place every year.

Since the establishment of the Career Services in the University of Goettingen, it has paid great attention to develop the alumni of the university as the resource in the delivery of services. In addition to the already existing offer there are also regular exclusive events with former students during the semester (speeches, workshops, interviews on the blue couch and excursions to different companies). A new concept **“Career Guidance with Alumni – Insider knowledge of the working environment mediated from former students of the University of Goettingen”** is implemented in 2011. By involving alumni in a wider range of regular activities, such as, events, talks, workshops, excursions, the services are planned to give students an additional opportunity to get into regular contact with former students of the University of Goettingen and talk about career related topics in a casual atmosphere (for more information regarding the Career Guidance with Alumni, please access the following

website link: <http://www.uni-goettingen.de/en/151706.html>). As introduced by the director of the Career Services, Dr. Susanne Jörns, about 3000 former students have joined the network of alumni list currently (interview on 26.05.2010).

Just like the Career Services in Goettingen University, the development of career services in German universities is relatively young. And according to the OECE Country Report of Germany, there are also some universities, which are seeking to integrate career management skills into the academic curriculum through co-operation between the departments and the Central Student Counseling Service. A few universities are also developing schemes for profiling students' work-related competences. The Federal Employment Service's higher education teams frequently run short courses for higher education students on job-seeking skills and on more general employability skills (teamwork, business administration, data-processing, etc.). The career services of the universities are now beginning to mount such activities themselves as part of their competitive positioning in relation to the labor market (OECD Country Report of Germany, 2003).

3.3.3 Development in South Korea

And also for example in Korea, the only Asia country included in this OECD review. And it indicates in most universities and colleges, career services tend to be limited, falling in the cracks between the counseling services and the job information services. There were plans to develop one-semester course for all students, and also to extend opportunities for students to undertake work-experience internships. But in general, it seems that 61% of students in four-year institutions have never received any on-campus career services. Most of the services provided are one-off recruitment-oriented events such as special lectures or seminars (OECD Country Report of Korea, 2002).

Seoul National University is one of the key universities in South Korea. Career services related center, the Career Development Center has evolved from the Career & Employment Center, which was established in 2003, with an affiliation of the Seoul

National University Center for Campus Life and Culture. And in 2006, it was promoted as being an office directly belonging to the Head Quarters of Seoul National University.

Currently the Career Development Center is providing individual career counseling, career assessment, and running customized training programs such as career-designing workshops, mentoring, job preparation practice, and special programs for female and disabled students. Moreover, along with job-matching programs and online recruitment information, the center organizes a range of events such as career fairs. In cooperation with the Faculty of Liberal Education, the Career Development Center deliver accredited courses programs and career planning classes to the students (for more information, please connect the following website link of the Career Development Center in Seoul National University: <http://career.snu.ac.kr/eng/index.jsp>).

3.3.4 Spectrum of Activities

The development level of career services varies from country to country. But looking around the career services centers, whatever called the Career Center, Career Placement Office, Career Office or Career Development Center within higher education institutions in the developed countries, more or less similar programs and activities are provided:

Career counseling is one of the essential parts of career services activities. It is frequently offered on a one-on-one interview basis, but at times this service is provided through group workshops, classes, or computerized guidance systems. Career counseling often includes the use of standardized assessment instruments such as the Strong Interest Inventory, the Self-directed Search, or other instruments designed to clarify career interests, values, personality, or self-identified skills. As part of the career counseling process, students may be asked to research careers through either reading or interviews with professionals. Thus, a career resource library is an essential component of the career services centers. These libraries

generally include books on a wide range of career options as well as job search manuals and information on employers. Some information formerly provided in book form, such as directories of employers, is increasingly being delivered through the Internet. In recent years there has been a trend for career guidance based upon personal interviews to be supplemented with a curriculum-based approach. An emphasis upon lifelong learning and sustained employability greatly enhances the case for such an approach. Career-management courses have been developed in a number of institutions according to the OECD report, not only in UK, but also in Australia, Canada, Korea and in Spain. In many cases these lead to credits, and in a few institutions they are mandatory (OECD, 2004).

Job placement activities still remain an essential part of its role. The career services centers maintain job listings. At the same time they post part-time job openings for current students, internships and cooperative education, which can be a full-time, paid work experience that generally occurs during a regular semester. Students receive credit for the work and do not take classes during that time. In some institutions, internships and cooperative education are part of the academic program and maybe handled by faculty departments. However, career services centers are becoming increasingly involved at a variety of levels. Some simply provide resources such as internship directories or online databases of available experiences, others develop internships, place students at the sites. They also host job fairs during which employers visit the campus to recruit those about to graduate.

The training of **job search skills** is also one of the traditional activities provided by career services centers. They will critique students' resumes and cover letters, provide booklets on resume and cover letter writing. Many have computer workstations with specialized resume writing software. And usually sponsor workshops are organized to help students learn how to present oneself well on a job interview. Many also offer sessions on related topics such as networking, professional dress, or the transition to the work place. Etiquette dinners, designed to train students in the etiquette needed for job interviews and professional dinners, have become popular events.

This is particularly popular in the Anglo-Saxon countries that the career services centers provide services on **credential management and graduate school advisement**. Career services offices sometimes maintain student files containing letters of recommendation. They will forward these letters to potential employers and graduate schools upon the student's request. They will send batches of applicable resumes to requesting employers and candidate matching databases, which do the same thing electronically. Some colleges disseminate booklets of students' resumes. Career services may help the undergraduate students decide whether graduate school is a viable option and help them choose an appropriate program.

In recent years there is the trend of involving **alumni** into the career services. Many institutions make alumni career resource database available to interested students. These databases include employment and contact information on alumni who have volunteered to serve as mentors or otherwise assist students with career-related questions. Some colleges also coordinate events designed to connect students with alumni. These can include panels of alumni who speak at student events, dinners at which students are seated with alumni in relevant fields, or field trips through which students spend time shadowing relevant alumni. The alumni could be very important career resources for students.

So to conclude most career offices provide individual career counseling, including graduate school and choice of major advising and job search coaching, drop in sessions for quick meeting with a counselor, seminars, workshops , a career resource and computer lab, on-campus and off-campus recruiting and networking programs, job and internship listing, resume, cover letter critiques. Information technology is having a major impact on how information is made available and it is strongly affected by the rise of internet in the 1990s. Most offices have established websites through which they offer career information and links to outside sites applicable to their students. Web-based databases, including employer databases, candidate resume databases, internship databases, and job listing databases are becoming increasingly common.

So no matter it's in the country as UK, which has a long tradition in developing career services within higher education institutions, or in Germany, in which career services is a relatively young area, and in Korea, in which career services is just newly established, the core role of career services are still around guidance, information and placements. But each part is being transformed and more and more additional activities are being undertaken by the career services. Generally Watts (1997) has concluded the additional services offered to students by career services around the core activities as:

- (a) Involvement in information and guidance activities on study, such as graduate school advising and choice of major advising.
- (b) Arranging course-related placements (internships), and placements into part-time and vacation jobs.
- (c) Teaching accredited career-planning courses, and supporting academic departments in incorporating career education elements within their courses.
- (d) Provision of inter-disciplinary programs of career insight courses, work shadowing and mentoring schemes.

3.4 Growing Importance

3.4.1 Transition from Higher Education to Employment

Education has become increasingly an important determinant of employment and career, especially higher education. It's to describe education and employment by using the two sides of a coin. Education is a prerequisite for employment. While the "education" side addresses the human capital formation, then the "employment" side addresses the use of human capital within the labor market. Since 1990s, increased attention was paid to the processes of transition from education to employment regarding the research on relationships between higher education and world of work. It's indicative that the transition from higher education to employment was one of the major issues in OECD projects in the 1990s (1993a) and that higher education and the

world of work was one of the dozen major themes of the UNESCO World Conference on Higher Education in 1998 (Teichler, 1999c).

Various studies address the factors in explaining the transition to employment and further career. Except for the influence of educational achievement, the other factors, for example, the influence of “credentials” in this context as well as both certifying and symbolically over-emphasizing educational achievements (Davies, 1992). Also, social-biographic background comes into play not merely in terms of particularistic advantages in the transition processes, but also in terms of social skills not acquired through formal education processes (“cultural capital” by Bourdieu and Passeron, 1977) which eventually turn out to be beneficial for a career. Further, the debate on the important role of “key qualifications”(Nijhof & Streumer 1998) for employment and work also points out the importance of competencies at most in part fostered by education and training. Moreover, transition from education to employment also can be viewed as a moment under reduced meritocratic rule when young people can seek for chances through diligent search, smart tactics, and the demonstration of talents so far not rewarded in education (Teichler, 2000).

Some other analyses aim to establish the extent to which targeted measures of improving transition to employment are successful (OECD, 1999), notably short training programs for “at-risk youth”, occupational guidance and counseling as well as placement arrangements by public employment agencies, private recruitment and placement firms, and by placement support on the part of educational institutions. Devoting greater attention to generic competencies, social skills, and personality development and serving students in their preparation for their future roles through an increasing variety of means beyond classroom teaching and learning, for example through out-of-class communication, counseling, the provision of various forms of work and life experience or job-search support are emphasized in this context (Teichler, 1998).

Institutions of higher education have often been advised in recent years to seek cooperation with the world of work and actually do so. The more higher education expands, the more knowledge becomes a key factor of productivity, and the more

global competition intensifies, the more the institutions of higher education are expected to regard communication and cooperation with the world of work as a means of improving the education provided as well as the employment opportunities of their students (Teichler, 1998).

One of the frequently advocated means of communication and cooperation is-provisions of career services for students in higher education.

3.4.2 Improvement of Employability and Career Management Skills

The graduates' employability issue is high on the agenda during the transition process from education to employment internationally (OECD, 2004). In an age of uncertainty, as the conception of work is shifting from work as a "career for life" to work as changing career, it is expected that the aim of higher education focuses on students' employability rather than employment (Johnson & Watson, 2006, p.235). Employment is just to get employment, while employability refers to a person's capability of gaining initial employment, maintaining employment, and obtaining new employment if required, namely an accumulation of skills and reputation that can be invested in new opportunities as they arise (Kanter, 1989).

The opportunities open to career services in higher education are greater than ever before. It's concluded that career services are widely accepted as a powerful and effective method of helping to bridge the gap between education and the world of work by the OECE review on national career guidance policies. And career services within universities can make a substantial contribution to the students' employability and career management skills (OECD, 2004).

The most frequently addressed issues regarding graduates' employability are concluded as the following (Teichler, 2009, p.291):

-graduates have to transfer knowledge to work assignments and to understand what the work tasks require to be taken up successfully ("problem-solving abilities"),

-graduates have to develop typical working styles (e.g. working under pressure, working without clear assignments),

-certain values and affective competences are relevant for work (“loyalty”, ”achievement orientation”, etc.)

-graduates have to perform in social settings and therefore have to acquire “social skills” (e.g. “leadership”, “team work” abilities)

-graduates have to understand the context in which they act and have to choose appropriate ways of action (“adaptation”, “reflection”, etc.).

These skills are more often referred as “transferable skills”. In recent years, there has been a growing consensus that greater attention should be given to the transferable skills that are developed by higher education alongside the specific knowledge content of courses.

The OECE work on human capital (OECD, 2002) suggests that the career management skills which are now a growing focus of career guidance policies and practices may play an important role in economic growth. It points out that less than half of earnings variation in OECD countries can be accounted for by educational qualifications and readily measurable skills. It argues that a significant part of the remainder may be explained by people’s ability to build and to manage their skills. Included in this are career-planning, job-search and other career-management skills. There is a close harmony between the view of human capital and concepts of employability (Watts & Sultana, 2003).

The OECD report reviews the evidence on outcomes from career guidance and finds there is substantial evidence of the learning outcomes which individuals derive from career interventions. This is important, because in general career interventions are concerned not with telling people what to do but with helping them acquire knowledge, skills and attitudes that will help them make better career choices and transitions. It’s also congruent with the growing attention to the development of career management skills.

According to Watts & Hawthorn (1992, p.15), career management skills and personal transferable skills have some degree of overlap but are essentially different in focus:

- The focus of career management skills is upon competence in making and implementing the decisions that determine one's career.
- The focus of personal transferable skills is on competence within the positions that one enters as a result of these decisions and transitions.

Watts (2006) defines career management skills (CMS):

“As a related set of meta-skills which enable individuals to develop and use the full range of their other skills (p.16)...that leads to continuous and sustainable employment” (p.7).

And he refers to career „meta-skills“ as: learning how to learn; how to select and apply skills to different contexts; self-awareness; self-promotion; opportunity awareness; matching and decision making; networking; boundary management; as well as personal action planning.

A job for life has already become yesterday's reality in the 21st century. Rapid changes are redefining the nature of work, jobs and careers. The challenge today is not merely to find a job but to manage one person's career for lifetime employability. The students do need help in developing their career „meta skills“ so that they are prepared for a career in which they are likely to encounter many different types of career transitions.

There is growing recognition of the need for higher education institutions to develop employability and career management skills in the students (OECD,2004) . The graduates need to become skilful in surfacing and matching their transferable skills and attributes to opportunities in the ever changing employment market. Career services are supposed to help the students develop their career management skills and enhance their employability in the labor market.

3.4.3 Other Factors

Almost without exception, OECD countries have experienced very substantial increases in participation in higher education. Between 1995 and 1999 alone, enrolment rates grew by an average of 23% across the OECD (OECD, 2001e). Expansion has been accompanied by change and diversification. The student body has become more diverse; new types of institutions with broader purposes than traditional universities have been created; attendance patterns have become more flexible; courses offered have become wider; relationships with the community and the labor market have become closer in many cases and yet more diffuse in others; and competition between institutions has increased (OECD, 1997; OECD, 1998b; Grubb, 2003). There are different factors pressuring the development of career services in higher education as a result.

To fulfill the institutional mission

From the universities' perspective, increased competition between institutions for students and for resources leads to the labor market outcomes of their graduates becoming a key marketing feature. It also leads institutions to become aware that their graduates' employability and career-management skills can be an important way for them to market themselves both to potential students and to employers.

The increasing number of graduates combined with a slowing economy has meant that merely getting a degree does not guarantee students will land a good paying job (McGrath, 2002). As a result, universities have sought to improve the marketability of their graduates. One strategy to improve student marketability is to provide them with access to more extensive career development services (McCorkle et., 2003). Research suggests that there has been "a paradigm shift in career services that focuses on the comprehensive delivery of services to students for the duration of their undergraduate education," (Nell, 2003, p.184). Failure to provide an effective career support system could cause universities' placement results to decline which

would put them at a disadvantage when competing for applicants with other universities (McGrath, 2002).

Placement result is highly desirable because it's often a key performance indicator in the strategic plans of universities, used by a variety of publications as a main criteria in their university rankings, and many applicants use placement result as a measure of educational quality and value (Maringe, 2006; McGrath, 2002).

This goal is important; not only in terms of helping universities achieve their mission of contributing to the success of their students, but also because effective career development program will help universities improve their placement results (Combs, 2001; Gigliotti, 1994).

Expected return on educational investment

Employability and career success are viewed as major outcomes that the students and their families expect from higher education. But studying at university is an expensive investment. There has been a general trend towards marked increases in tuition in recent years. Around the world, UK and USA have been charging tuition fees in higher education traditionally. In UK, as introduced in September 1998 with students being required to pay up to £1,000 a year for tuition (BBC News, 09.07.2009), the maximum fees had increased by 2010/11 to £3,290. From 2012, sixty four universities have currently announced their intention to charge the full £9,000 allowed by the government (Guardian, 25.03.2011). In USA, according to "College Board", the average tuition price for a 4-year public college in 2008-2009 is now \$6,585 compared to 2004 where the price was slightly above \$5,000. The average price of in-state tuition vs out-of-state tuition for 2008-2009 was \$6,585 for a in-state 4-year college to \$17,452 for out-of-state 4 year college (collegeboard.com). In recent years, the high-tax Europe has been considering reforming higher education and moving towards a system that charges users. For example in Germany, traditionally no tuition fee country in higher education, some universities now start to charge 1000 Euro per year, regardless whether the students are domestic students or international students.

In developing countries, such as in China, the tuition fees has been rising quickly too as introduced in Chapter one (p.23). The increasing tuition fee has caused students and their parents strongly consider tuition as a factor in the long term financial consequences of obtaining a particular degree (Harris & Jones, 1999). That means more consideration is being given to a university's placement record as applicants try and calculate the potential financial return on their educational spending (Domino et al, 2006; McGrath, 2002; Rayman, 1999). Delivering an effective career services program is seem as one way to help justify the rising costs of education.

The satisfy the students' needs in the labor market

The process of transition from higher education to employment has become more complex and protracted (Teichler, 2009). From the students' perspective, when the institutions become more differentiated, the student body is becoming much larger and more diverse, and the courses become more differentiated, and the links between the students' studies and the professional fields become much more complex, the need for information and advice to help them what and where to study grows. Besides students have had to become more proactive in their job search in order to fully exploit available employment opportunities (McCorkle et al., 2003). Thus universities have recognized the need to provide students with more extensive training in areas such as job search skills (McCorkle et al., 2003). To participate in career services activities will be helpful for students to improve their job search capabilities.

Besides higher education must head in response to the changing challenges from the world of work. The growing importance of lifelong learning is one of the most salient challenges to higher education institutions in their efforts to reconsider their function in relation to the world of work (Teichler, 1998).

The 21st century has brought us a modern society-an era of knowledge-based informational economy- which is characterized by an ever growing division of labor, the diversification of tasks. Life-long learning is emphasized much more today. Increased volatility in the economy due to radical shifts in technology and globalization have increased the responsibility on universities to prepare their students

to enter a work environment in which they will likely have to change careers multiple times over the course of their lifetime (Rayman, 1999). These factors have exerted pressure on colleges and universities to better prepare their students to succeed in an increasingly dynamic and competitive job market. To meet this challenge, higher education institutions need to deliver effective career services to as many of their students as possible.

3.5 Emphasis of Guidance Function

While career services centers continue to have primary responsibility for coordinating placement activities, most of these centers now also provide students with a wealth of additional career development services. These include: mock interviews, resume critiquing, informational databases on employers, career counseling, internship and externship placement assistance, assessment testing, resume books/posting, job listings and job search training (McCorkle, Alexander, Reardon, & Kling, 2003; McGrath, 2002; Thompson, 1999).

The initial career activities in HEIs were only associated with assisting students in finding jobs. Nowadays, career services include additional activities, thus, the emphasis is laid not only on finding a certain work place, but also on providing extensive information, development of students personality, and perfection of career planning skills (Herr, Rayman & Garis, 1993).

A wider view of career guidance is important in higher education. Career services are often under-developed in this sector, and where they exist, often focus upon job placement or are integrated with personal counseling services (Watts & Van Esbroech, 1998). The need for career guidance services increases at the point of entry to higher education, during it, and at the interface between it and the labor market (OECD, 2004, p.52).

The traditional core role of career services is boundary management: helping students to manage their choices and transitions they need to make on exit from their course in order to proceed effectively to the next stage of their career (Watts, 1997). Around the core activities, a range of supplementary activities has been developed as

introduced above. And this indicates that the development of career services have involved more attention to career guidance, and in particular to interventions designed to help students make their own decisions in an informed and reflective way.

“Comprehensive career guidance tries to teach people to plan and make decisions about work and learning. Career guidance makes information about the labour market and about educational opportunities more accessible by organising it, systematising it, and making it available when and where people need it.”(OECD, 2004, p.19)

Career guidance has evolved significantly from Frank Parsons’ vocational guidance. The initial vocational guidance was to help people find a suitable job that fitted them satisfactorily based on a systematic investigation of both the individuals and the likely occupations. Occupational choice was a “one-off event”. Because of the influence of humanistic psychology, people’s own development needs began to be paid attention to. The simplistic and static view of vocational choice was replaced by a dynamic and developmental view gradually. Vocational guidance theory began to change its emphasis on the early vocational choice to the emphasis on the people’s career development over a lifetime. Finally vocational guidance is extended to a person’s full development, which combines a person’s family, life and leisure together closely, and the term of career guidance and counselling becomes much more popular. Career development is recognised as moving into more challenging areas of increasing a person’s specific skills and talents, and involving them in a path of lifelong learning, both professionally and personally, to maintain employment. Self-understanding, self-acceptance and self-development are the important foci of career guidance, while occupational choice and vocational preparation are the focus of vocational guidance; career guidance concerns the problems faced by a person in their whole lifetime development and is lifelong, while vocational guidance is just limited to help a person deal with vocational choice problems and is temporary. In other words, career guidance emphasizes the development, while vocational guidance emphasizes the handling of problems.

The relationship between guidance and placement within career services is complex. The argument for combining them in a single service is that they are

complementary activities, and that their combination ensures that the guidance offered is kept in close touch with the needs of employers and the realities of the labour market (Watts, 1997).

3.6 Short Conclusion

Generally career services have been viewed as services offered to students, but also offer an important two-way communication channel between the institution and the labor market (Watts, 1997). Basically the career services in higher education in developed countries can be summarized as follows: employment assistance (employment opportunities for graduate students); career experience opportunities (Co-operation and internships) and career education and information services. As higher education institutions, their main duties are to provide the students with personalized career guidance, information and placement services, but they do not have the obligation to offer jobs to the students.

Of course, the analysis of the career guidance and career services domain in different countries has to take into account the countries' own historical and cultural background. In order to develop effective career services in Chinese higher education, it's necessary to learn its historical development and current situation first. This will be explored in the next chapter.

4 Development of Career services in Chinese Higher Education

The growing recognition of the importance of career education and guidance is not only in helping young people to make the immediate choices that confront them but also in laying the foundations for lifelong learning and lifelong career development (A.G. Watts, 2002, p.5).

There have been a number of surveys and a lot of research on the issues of graduate employment and related career services in Chinese higher education in recent years. Some influential surveys and results are introduced in this chapter. The current development of career services and related main problems are analyzed and summarized based on these investigations.

4.1 Introduction of Development

4.1.1 Development Background

The emergence of career services can be traced back to the late 1980s in Chinese universities, along with the graduate employment reform process. Under the planned-economy system, nationally regulated enrollment in the universities and colleges along with the unified distribution of graduates were the norm in Chinese higher education. There was essentially no pressure at all for graduates and the universities regarding employment issues. The most important activity for Chinese higher education institutions was to recruit new students according to the state mandatory plan and train them with a unified curriculum, which had formed a kind of working mechanism led by government administration. Thus government administration was always in a dominant position and the universities were in a subordinate position under the influence of such a working mechanism. The

government became the intermediary between universities and the labor market. There was a lack of direct communication channels between the universities and the labor market, so the universities were only responsible for student education; there was no need for them to take into account issues like economic demand and curricular settings. There was also no need for them to consider career services for the students at all.

With the deepening reform of China's education system, market-oriented allocation replaced national distribution and still plays a leading role in determining graduate employment. Currently, the employment problems of new graduates have begun to raise widespread concern from all sectors of Chinese society. The idea of emphasizing career services comes with increasing employment pressure among university graduates in recent years.

The concept of career services first appeared in the Graduate Employment Reform Program proposed by the Ministry of Education in 1989 (Official Document, 1989). This concept was put forward based on the idea of gradual implementation of graduate free employment; in other words, the graduates would search for their own jobs instead of being appointed via unified national allocation. The 1998 "Higher Education Act" (1998) made it a legislative requirement that "all higher education institutions should provide their students and former students with career services". This indicates that career services are not only a response to the needs of social development, but also part of the responsibilities and obligations of universities.

The 2003-2007 Action Plan of the government includes under Article VI the "Project for Promoting the Employment of College and University Graduates." It calls for start-up support schemes, support systems for job-hunting and the development of an "employment network" with a focus on online databases. It also clearly indicates the responsibility of HEIs to provide adequate career services to the students and to implement practical skills acquisition into the curricula.

Thereafter, the government and the Ministry of Education issued a series of documents in order to promote the development of career services in higher education (Official Document, 2002; Official Document, 2007; Official Document, 2009). The

need to strengthen the institutional setting of career services has been emphasized repeatedly. All higher education institutions are required to set up special Career Service Centers (CSCs) and set a ratio of 1:500 between career staff and the total number of students. The budget should account for 1% of tuition fees. At the same time, career management courses (CMCs) as specific modules are required to be clearly included in the teaching plan along with the establishment of appropriate credit according to different stages. Particularly career planning classes, as compulsory classes, have to be provided to low performing students. The total teaching hours should be no less than 38 sessions (usually one session is about 45-50 minutes depending on the individual institution) in one semester at all universities.

4.1.2 Main Functions-information and placement

The Student Affairs Department in Chinese higher education institutions is the traditional service department and is mainly responsible for students in ideological education and general management. A special assistant system, namely for political and ideological work, is implemented under its leadership in the universities and colleges. In each department or faculty, a certain number of assistants for political and ideological work will be assigned according to the number of students with a general ratio of 1:200 (Official Document, 2004). These assistants are close to daily student life and play a guidance or teacher role sometimes by offering personal counseling services to the students. These kinds of counseling services concentrate mainly on personal problems, for example emotional and study issues, but have weak links with the labor market.

Traditionally there were special enrollment and allocation departments in all Chinese higher education institutions, which were responsible for student recruitment and employment according to the state mandatory plan. Especially during the planned-economy period, they were just called “Job Placement Offices” and belonged completely to the administration of the institutions. Besides administration and management of current students, these offices were responsible for another important

task that should be mentioned: provision of potential students with group presentations and information about study opportunities in the universities, mainly at upper-secondary education institutions. This work has remained the same and has even been strengthened because of increasing competition for better student resources.

The last decade has seen a remarkable effort to reform higher education in China. However, in China's rush to reform the administrative structure of its universities and to improve overall academic quality, a very important aspect of higher education that is well-recognized and supported by other universities in developed countries has been given little attention. This key element is the need to provide adequate student services to enhance the overall well-being of students in a challenging and often unforgiving high-pressure academic environment. Enhancing student employability is emphasized for university strategic development, especially in the face of rapid expansion, increasing numbers of graduates, and graduate difficulty in finding employment partially resulting from the reform process. Career services has become one of the most important services.

In order to pursue the government's call for providing career services, special CSCs have been established in almost all Chinese universities. Most of the CSCs are currently affiliated with Enrollment and Allocation Departments or Student Affairs Departments.

Essentially, career services are intended to support the educational mission of higher education institutions by helping students to realize self-development and pursue career goals through a variety of services including counseling, job placement, job-search skills, and credential management. Currently, counseling services in Chinese universities are mainly integrated into student services, which include some career guidance services along with a range of other student welfare services handled by the assistants for political and ideological work at faculty level. With the initial development of CSCs, the work is focused more on job placement activities. The most important task is to provide employment information and organize campus job fairs, which are special campus events where students look for jobs and recruitment

units look for employees; it is equally important to develop the employment market for own graduates, for example by building extensive links with employers and creating more employment opportunities. According to the tracking survey about the employment situation of university students (Ding, 2004), 47.7% of Chinese graduates obtained the bulk of their career information from their university and 41% believed that university job fairs were the most effective way of finding work. In this regard, career services plays an essential role in information and placement activities in Chinese universities.

In addition to a series of targeted seminars, lectures and/or workshops are organized around graduation time, mainly for introduction to employment policies and teaching of practical job-search skills. Some internal and external experts or well-known alumni are invited to conduct such lectures and seminars (Zhang & Liu, 2007; Tang & Yu, 2008; Liu, 2009).

4.1.3 New Functions-guidance and teaching

Internationally, more attention is given to career guidance, particularly to interventions designed to help students make their own decisions during the evolution of career services. Career guidance is to help the students and enable them with career decision-making abilities and full preparation for employment. It is also to train them with knowledge, experiences and abilities for future career development through a series of measures throughout the whole university study process. It is intended to help universities meet student expectations in respect to their preparedness for a future career and to produce graduates equipped to meet the fluctuating demands of the employment market of today and tomorrow.

Each country has its own traditions and history of provision. In addition to economic and political factors, the significance attached to services and their nature is also strongly influenced by social and cultural factors. In social-structural terms, for example, countries with strong social stratification are likely to have relatively limited needs for formal guidance services; individuals tend to make choices within socially

circumscribed limits, and are able to get much of the help they need from their family and from informal networks (Watts & Sultana, 2003). Watts et. al. (1996) pointed out that formal guidance services are linked to industrialization, democratization, social mobility and cultural individualism, and that countries with planned economies and totalitarian political systems tend to have no space for guidance. The reason for the lack of guidance is the fact that these countries are inclined to assign jobs. This was the case in China until recently. It is likely that guidance will be moved from informal to formal provision since this typically occurs when a society becomes more diversified and complex. Because of the rapidly changing society, students face many challenges and the people they have traditionally relied on for guidance and advice – their parents and teachers – often lack accurate knowledge to support them properly (Schippers, 2008). The role of career services is indispensable in this respect.

Since it has become a legislative requirement to provide career services, career management courses have been introduced into the normal teaching plan in Chinese universities. According to Watts (1997), provision of career management courses was one optional guidance form of career services. But in the Chinese case, this links career services clearly and directly with the course provision function. Career management courses are given special focus in this context.

Some special teaching groups or offices have been established under the CSCs for providing related career management courses in some universities in order to achieve the requirement set by the government. So far, only a small number of universities have set up such special teaching groups or offices, such as Wuhan University, Peking University, Tsinghua University, and Jilin University. In most of the universities, such teaching groups have not yet been established and teaching and research on career issues still remain in the “blind area” (Zhao, Cairui, 2008).

4.1.4 Career Management Courses (CMCs)

In practical terms, Career Management Studies can provide a space in the curriculum for students to consider the ideas and beliefs of self and others concerning career,

labor markets and employability.

Career related courses are very common in the United Kingdom and the United States. Credit-bearing course provision has doubled in the last ten years and courses are now taught in at least 41% of UK higher education institutions with further institutions actively planning to introduce it (Foskett & Johnston, 2006: 19-20). The methods of introducing career courses into the curriculum depend upon the overall nature of the course structure, for example modular or integrative, and the nature of the link with the career center of the institution. Some are evolved within subject areas and provided by the individual departments, while others are characterized by direct provision by career centers of the institutions (McCash, 2008). In recent years, some individual scholars in the UK have argued that there is a need to develop career related studies as “an academic discipline in which research can be conducted” (Watts, 2006, p.26), and to restructure career services within higher education institutions along academic lines.

Generally speaking, career courses in developed countries are established based on student needs. They can be provided as elective courses or compulsory courses by the institutions. Provision of CMCs in Chinese higher education institutions is also intended to adapt to social needs. It can be a very effective method to deliver career services to a large number of students at the same time. But the difference is the enforceable characteristic by the government, namely the compulsory requirement by the MoE. How to position the CMCs in Chinese higher education institutions has become a key question. Tingmin Xie, director of the CSC from the China University of Political Science and Law, has explained that “it’s different from the other subject-based courses, but also from the public courses; it’s neither a theory course, nor a skills course and activity course, but rather a collection of the melting characteristics of these three courses” (Zhao, Cairui, 2008, p.31). In talking about its overall status, Xie explained that it is neither a subsidiary of other academic disciplines, nor is it dispensable. Its status should be higher than any other academic discipline. From a student perspective, all study activities in the universities are centered on future career development. Effective career management courses can

promote the students' intellectual, cultural and moral development at the same time.

Dan Wang, director of the CSC from Tsinghua University, emphasized that provision of career management courses solely by the CSCs cannot meet needs in terms of teaching staff, workload, and effects (Zhao, Cairui, 2008). So in order to prevent the marginalization of career management courses and promote them effectively, it is necessary to strengthen the co-operation between the CSCs and the teaching sector. One also has to take into account the characteristics of different subject areas in designing concrete courses.

In Chinese universities, most CSCs are engaging in the transformation period from a "management-oriented" organization to a "service-oriented" organization. There should be provision of all aspects of career services. Besides guidance services, information services and placement activities, which follow the general trend of regulation by the government, there is a need to blend them together with the additional teaching function. The role of career services has been expanding and this has brought great challenges to CSC development in Chinese higher education.

4.2 Main Problems

There have been a number of surveys and a lot of research on the issues of graduate employment and related career services in higher education in recent years. The surveys and research introduced here to analyze the current situation of career services in Chinese universities include: Survey and Research on Career Services conducted in 20 Chinese higher education institutions conducted by scholars from Renmin University (Yao, 2005); Survey and Research on Career Services conducted at 22 Universities in Jiangsu Province by a research team under the supervision of Nanning Agriculture University (Nanjing Agriculture University, 2007); and Research on Career Services and Demand Analysis conducted by scholars Jianhua He (Jilin University) and Xu Liu (Beijing Normal University). The latter especially considers the student perspective and is based on a survey of 500 current students in 4 universities in Guangdong Province (He & Liu, 2010).

4.2.1 Beginning Time

According to the Yao survey and as shown by Table 4.1, more than half (52.9%) of the universities included in the sample were offered career services since the beginning of the fourth academic year, which is also the final academic year in Chinese universities. Only 17.6% of universities offer career services from the beginning of the first academic year (Yao, 2005, p.38). As for the important idea of offering career services to the students as early as possible, there is no consensus among the institutions. Only 58.8% of the university staff surveyed thinks that it should be started in the first academic year.

Table 4.1: **Beginning time to offer career services**

Academic year	Actual beginning time (%)	Ideal beginning time (%)
Year one	17.6%	58.8%
Year two	11.8%	29.4%
Year three	17.6%	11.8%
Year four	52.9%	0.0%

Source: Survey and Research on Career Services (Yao, 2005.p.38)

The fact that services offered are linked strongly with the fourth academic year indicates that the main work of current CSCs in Chinese universities is just for a “short-term sale”. This shows that the CSCs still follow the administrative work strongly grounded in many Chinese universities. There is a lack of service awareness among the corresponding CSCs.

4.2.2 Institutional Setting and Staffing

Current CSCs in universities, regardless of the institutional settings, facilities, and the quantity or quality of the working staff, are very weak. There is a general lack of support, for example libraries and multimedia studios. They are mainly engaged in the work of completing the formalities and coping with other daily routine work. Many important guidance services cannot be carried out.

According to the research of Yao (2005, p.39), there are 4 to 5 career staff

members in the CSCs of the universities on average as shown by Table 4.2. The number is as many as 10 in a small number of universities, but there are less than 4 in some universities, especially those that are relatively small-scale or devote less attention to employment work. The percentage of staff is seriously low in some individual universities, with only one or two staff members. A number of institutions cannot reach the target ratio of 1:500, which is regulated by the Ministry of Education in its series of official documents regarding the issue of career staff to student ratio.

Table 4.2: **Staffing of the career centers and teacher-student ratio in Chinese universities**

University	Staffing of career centers	Career staff-student ratio
Peking University	8	1:538
Tsinghua University	12	1:438
Renmin University of China	6	1:524
Beijing Normal University	6	1:500
Capital University of Economics and Business	4	1:420
Beijing Technology University	4	1:725
Capital Normal University	4	1:550
China University of Political Science and Law	5	1:500
Beijing Institute of Clothing Technology	2	1:630
Beijing Technology and Business University	2	1:1130
North China University of Technology	2	1:720
Beijing Institute of Graphic Communication	2	1:630
Beijing Institute of Technology	3	1:800

Source: Survey and Research on Career Services (Yao, 2005, p.39)

The number of staff members in CSCs has increased generally within the universities in recent years, but it is still far from adequate for the rapidly increasing student numbers; and yet lack of professional career guidance staff is very common among the CSCs. According to the research conducted by Nanjing Agriculture University (2007, p.77), career service centers have been established in almost all universities with the name “Career Center” (58.82%) or “Career Office” (17.65%),

most of which are affiliated with the employment-related departments of the universities. The staff is mainly composed of part-time teachers (accounting for more than 84.9%), and the majority of them are just support staff with Bachelor degrees, for example the assistants for political and ideological work.

Generally speaking, most of the current CSCs are engaged in a transitional pattern from a continuation of the formerly existing departments to the provision of new services. This pattern inherits the management resources and work experiences of the original workforce, but the problem is that most of these staff members are from party affairs and political departments, namely the traditional administration and management body in the universities. Their overall educational level is relatively low. At the same time, they have been used to “control” students for a very long time. It is difficult for them to change roles in the short term and provide students with guidance and services based on a new working concept.

4.2.3 Main Activities

Career services are engaged in a lot of activities. Yao has summarized the current activities of career services in Chinese universities with 8 categories: going through employment procedures, providing information, employment policy guidance, job-search skills training, psychological counseling, decision counseling, career planning, and improvement in overall quality. These are listed as eight steps from basic level to high level (Yao, 2005, p.39).

The first step is to go through employment procedures, such as the preparation of employment agreements for graduates, which are official tripartite agreements and need to be signed by the university as well as the graduate and the employer once the graduate has obtained employment.

The second step is the provision of information, such as displaying information about graduates and employers, constructing career information websites, and organizing campus job fairs.

The third step is guidance on employment policy. This is usually the introduction

to the national rules and regulations regarding graduate employment issues, for example how to sign an official labor contract. It is mainly offered through online publishing, or one-off seminar sessions.

The fourth step is the training of job-search skills, for example how to write a resume and cover letter, along with training for interview skills.

The fifth step is psychological counseling. Currently, this is mainly dealing with the mental pressure of final year students during the job-search process, but there is also the provision of psychological tests for students from other class levels.

The sixth step is decision-making counseling, such as guidance on job selection and signing employment agreements.

The seventh step is career planning, which is relatively high level work.

The eighth step is the improvement of overall quality, including organization of activities for social practice, which is an important supplement for classroom-based teaching.

According to Yao, the first three steps are basic work and can be implemented in almost all universities in the research sample. But there is a difference in quantity and quality regarding the second and third step among different universities. The fourth step, job-search skills, is how career services is understood in a narrow sense, which is already known and could generally be developed quickly among the universities. However, there are still a considerable number of universities in which this work has not yet been carried out. Psychological counseling and testing in the fifth step is highly professional work and not so much of this is done in the universities. As for the other three steps which are at a higher level, very little is carried out by the CSCs at the moment. The issue of career planning is particularly emphasized and is currently carried out in the form of elective courses. Some are provided by the CSCs and some are provided by individual departments, such as humanities (p.39).

A further step is self-realization and self-evaluation of CSCs according to the main activities they have carried out as shown by Table 4.3..

Table 4.3: **Self-realization and self-evaluation of CSCs**

Work items	Degree of importance (total 5 points)	Self-evaluation of current work (total 5 points)
To collect and publish related employment information	4.9	5.0
To organize campus job fairs	4.9	5.0
Employment policy counseling	4.8	4.8
Guidance on signing employment agreements	3.9	4.7
To deal with the students' other difficulties in job-searching process	3.9	4.6
To improve the students' job-searching skills	4.2	3.9
Career planning	4.4	3.6
Psychological counseling	4.3	2.8

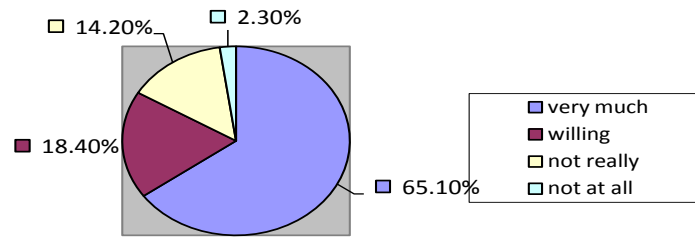
Source: Survey and Research on Career Services (Yao, 2005, p.39)

4.2.4 Low Student Satisfaction

Student satisfaction with current career services

Generally, students have a wide range of needs and expectations with respect to the career services provided by universities. For example, according to He and Liu (2010, p.95), as shown by Figure 4.1, 65.1% of students are very willing to accept career services by the university; 18.4% are willing to accept career services. Taken together, 83.5% of students express their need for the career services provided by universities.

Figure 4.1: **Willingness to accept career services**

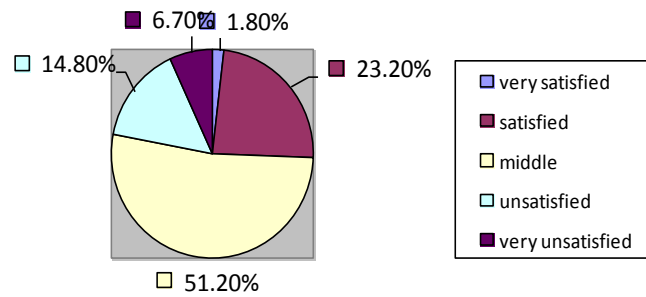


Source: Research on Career Services and Demand Analysis (He & Liu in 2010, p. 95)

This indicates that the majority of students have realized the importance of career services in order to improve their own employability vis-a-vis the current employment pressure. Yao has also pointed out student need for career services. According to the survey investigations, the general student evaluation of current career services by universities can be summarized as follows: the general level of current career services is low. There is a lack of in-depth impact on the students and their satisfaction with the current services is very low.

Yao surveyed 2,817 students from 20 higher education institutions in 2005; as shown by Figure 4.2, only 25% of the students reported satisfaction with the career services provided by their universities (Yao, 2005, p.40).

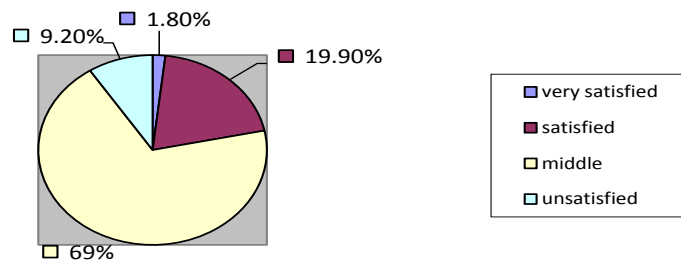
Figure 4.2: **Degree of satisfaction with current career services**



Source: Survey and Research on Career Services (Yao, 2005, p. 40)

According to He and Liu, 21.7% of 500 students from 4 universities in Guangdong are very satisfied or satisfied with the career services at their universities (2010, p.95) as shown by Figure 4.3..

Figure 4.3: **Degree of satisfaction with current career services**



Source: Research on Career Services and Demand Analysis (He & Liu, 2010, p.95)

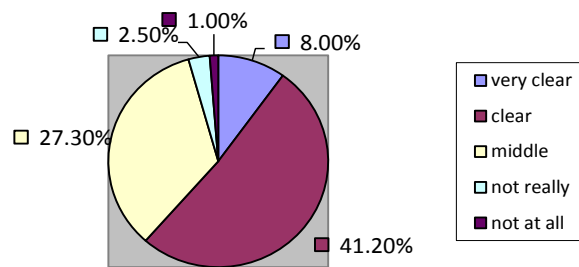
According to the Nanjing Agriculture University research team, student satisfaction is also comparatively low. Nearly 40% of 3,509 students responding to the Nanjing Agriculture University survey are dissatisfied with the current career services of their universities (2007, p.78). All these investigations show that there is a large gap between the offers of current career services by the universities and student

expectations.

Career planning issue

According to Yao and as shown by Figure 4.4, 30.8% of students in the sample of 2,817 students are not clear about their career development aims or never take it into consideration (2005, p.40).

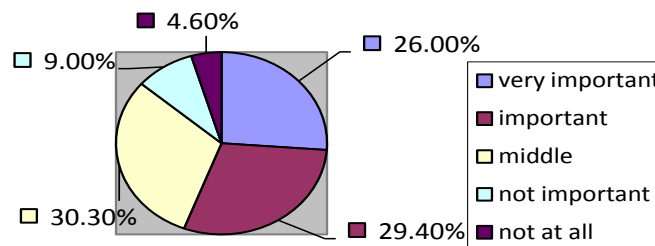
Figure 4.4: **Clarity about own career development aims**



Source: Survey and Research on Career Services (Yao, 2005, p.40)

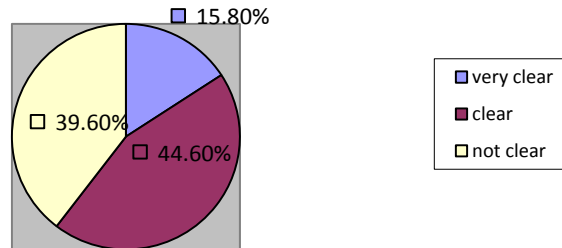
In addition, only 55.4% of the students think that current university career services play a significant role in career planning as shown by Figure 4.5.

Figure 4.5: **Role of career services in career planning**



Source: Survey and Research on Career Services (Yao, 2005, p.40)

According to He and Liu and as shown by Figure 4.6, 39.6% of students have no idea about their own career planning (2010, p. 94).

Figure 4.6: **Clarity about own career planning**

Source: Research on Career Services and Demand Analysis (He & Liu 2010, p.94)

The research by the Nanjing Agriculture University also indicates that there is a lack of career planning among students. Only 15.36% of students reported clear career plans (2007, p.78).

All of these results indicate that high level career services have not been carried out effectively by the universities. The role of career services in helping students develop career awareness is not yet put into practice.

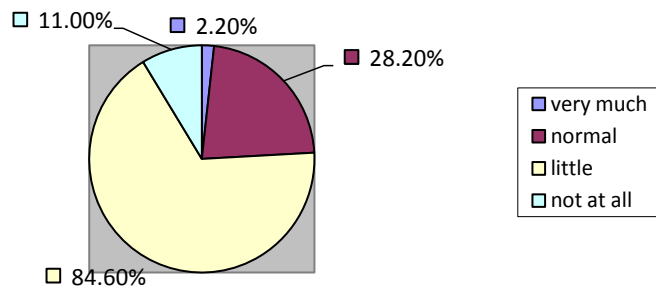
As for approaches in the delivery of career planning instruction, the majority of students (97.69%) reported choosing the form of career courses, according to the survey by Nanjing Agriculture University (2007, p.78).

Knowledge about the CSC

Generally the students know little about the newly developed CSCs and their functions in the universities according to the investigation results.

Yao found that 65.7% of students know little or nothing about the CSCs, which is nearly two thirds, and the percentage of students with a better understanding is only slightly higher at 30% (Yao, 2005, p.40), as shown by Figure 4.7.

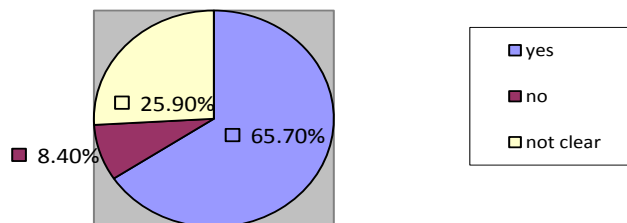
Figure 4.7: **Understanding to the Career Center and its work**



Source: Survey and Research on Career Services (Yao, 2005, p.40)

He and Liu found that 34.3% of students do not know about the establishment of CSCs in their own university (He & Liu, 2010, p. 95), as shown by Figure 4.8.. This is especially surprising since CSCs had been established in all four universities participating in the He and Liu study.

Figure 4.8: **Is there a Career Services Center in your university?**



Source: Research on Career Services and Demand Analysis (He & Liu in 2010.p.95)

And according to He and Liu, the frequency of receiving career services from the university is low generally. It is, however, higher for the students from the third and fourth academic year than for those from the first and the second academic year. As shown by Table 4.4, a total of only 1.7% of students reported that they receive career services very often, while 32.5% of them receive such services sometimes; 42.8% seldom and 23% have never received any guidance or services (He & Liu, 2010, p.

95).

Table 4.4: **Frequency of receiving career services**

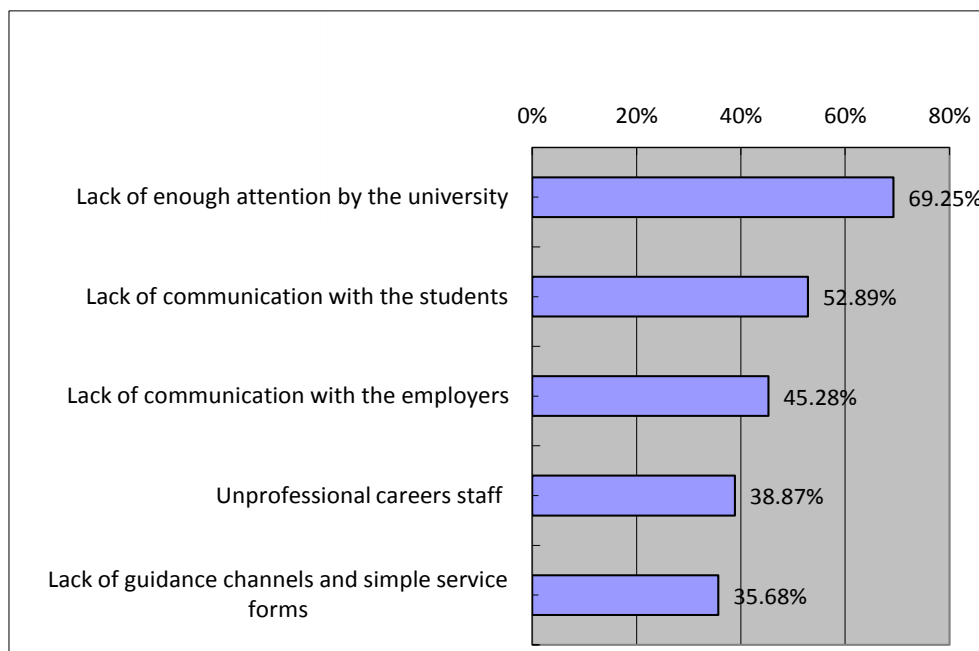
	Year one & two	Year three & four	Total
very often	0.5%	3.5%	1.7%
sometimes	32.3%	32.8%	32.5%
seldom	41.8%	44.4%	42.8%
never	25.4%	19.3%	23%

Source: Research on Career Services and Demand Analysis (He & Liu in 2010, p.95)

These results indicate that student awareness of the CSCs is very poor. The publicity of these CSCs is not adequate.

Evaluations regarding current career services provided by career service centers are similar from the different research groups. The common problems are lack of attention by the university, lack of professional career guidance staff, and lack of communication both with the students and employers. Chart 4.1 below shows the main problems according to the Nanjing Agriculture University survey (2007, p.78):

Chart 4.1: **Main problems regarding current career services by universities**



Source: Survey and Research on Career Services (Nanjing Agriculture University in 2007, p.78)

4.2.5 Conclusion

Current student need for career services provided by universities is very strong. The surveys and research quoted above in this paper reveal the shortcomings of current career services. They are mainly characterized by three factors: the first is that a majority of the work is invested in final year students. The idea of providing career guidance throughout the whole university life is neglected. The second is that current services still remain on a low level and are mainly limited to basic employment services. Guidance and services on a high level, like work and career planning, are not sufficient. The third is the large gap between current career services and student needs. The degree of student satisfaction with current offers of career services is very low.

To conclude, current career services in Chinese higher education include only a minimal spectrum of career service activities. The content focuses more on introduction of employment situations, explanation of employment policies and teaching of job-search skills; the formats are usually simple, one-time events like seminars and presentations. This does not give the students a real sense of help and the guidance effect is not strong.

There is a shortage of well-trained professionals, space, and resources to accommodate the diverse needs of the student body regarding career services in the universities. The development of career services is still very weak in Chinese universities (Chen, Min, 2006).

4.3 Offering Fish or Fishing

In 2003, the Ministry of Education promulgated a paper about “opinions for promotion of graduate employment” (Official Document, 2003) and linked university enrolment rates together with graduate employment rates. It is regulated that universities with clearly low graduate employment rates will have a reduced number of new students in the next year. Accordingly, financial investment by the government will also be reduced. Individual subjects with continuously extremely low

employment rates will be abolished.

A problem with services provided by institutions is that they may be under pressure to place institutional needs before student needs. Basically, graduate employment rates should not be taken as a kind of “hard weapon” by the government to determine university funding and enrollment. When the graduate employment rate is taken as the most important performance indicator regarding university employment work, the impact is that career services in the universities are concerned more about results than guidance through the whole education process; a further consequence is that more emphasis is placed on training for employment skills for senior students. This training method is not suitable for individual career development needs.

The placement function of the CSCs in Chinese universities is much stronger than its other functions (Du & Jing, 2005). Universities used to play an “arranged marriage” role in dealing with graduate employment under the planned economy, but now they have to adapt to play an “intermediary” role. As universities, they have the responsibility to provide students with education and training. They also have the responsibility to provide them with professional career guidance and information services and help them deal with employment-related issues. But they do not have the responsibility to provide graduates with employment and find them jobs. In today’s highly competitive labor market, university students need to learn how to choose and design their own careers. There is a famous saying by Laozi in China ***“Offering Fish to People or Teaching People how to Fish?”*** For full individual development, of course learning to fish is better than just being offered fish. There is a need for Chinese universities to adjust to their new role under the new economic system.

The possibility of engaging in just one occupation for a person in an ever-changing society is very small. Students may face many occupation options in society after they graduate. The employment idea is changing. Career choice is not a “once and for all” event anymore, and career development is a process of continuous exploration and development to the stage of maturity. From this point of view, the emphasis of career services on employment rates among graduates should be

transferred to the cultivation of student employability, career management skills and improvement of competitiveness.

The working concept of “student centered” has to be adopted and the idea of regarding career services as graduate job placement work has to be adjusted. These two concepts cannot be treated as equivalent. Currently, Chinese universities still remain in the period of exploration and establishment in developing their own career services. So in the face of the new situation, it is very important and meaningful to explore and establish a comprehensive career services system for student needs in the universities. But to establish the new system, it is necessary to learn more about university student career development needs for the delivery of career services.

5 Approach Exploration in the Delivery of Comprehensive Career Services

The development of career services in higher education institutions is an important component of the whole public vocational guidance and career counseling system all around the world. There is growing recognition of the need for higher education institutions to develop employability and career management skills in the student (OECD, 2004).

5.1 Effective Career Interventions in HE

5.1.1 Career Development Competencies

Vocational psychology has a rich tradition of theory development and critical, empirical evaluation of the career development process across the life span (Brown & Lent, 2005). Many years of research and multiple meta-analytic studies have found that career interventions positively impact the vocational development of students and clients (Brown & Ryan-Krane, 2000; Oliver & Spokane, 1988; Swanson, 1995; Whiston, Sexton, & Lastoff, 1998).

Zunker (2002) has concluded the goals and competencies that should be the target of career development programs include the students' ability to:

- 1) Become aware of personal characteristics, interests, aptitudes, and skills;
- 2) Develop an understanding of and value for the diversity of the world of work;
- 3) Comprehend the relationship between school performance and future choices ;
- 4) Develop a positive attitude toward the pursuit of a career and work in general.

These goals appear to be in accord with the father of career development theory, Dr. Donald Super, whose view of career is best summarized as a match between an

individual's self-concept and the requirements of an occupational role.

According to Super, self-concept is most accurately described as a person's image of him or herself and it changes over time, and develops as a result of experience. As such, career development is lifelong. Super states that in making a vocational choice individuals are expressing their self-concept, or understanding of self, which evolves over time. People seek career satisfaction through work roles in which they can express themselves and further implement and develop their self-concept (Supper, 1990; 1996).

According to Super (1996), there are specific skills that should be constructed and maintained throughout the life span in order to deal with career choice and management tasks an any given point in time. The interventions he proposed to develop include:

- Knowledge of self-attributes (e.g., interests, skills/abilities, and work-related values)
- A well-defined self-concept.
- Broad knowledge of the world of work.
- Detailed knowledge and reality testing of occupations under consideration.
- Awareness of the need to plan ahead.
- Decision-making skill.
- Knowledge and use of appropriate resources for career decision making.

This set of skills, indicative of career maturity, can be used again and again in the changeable 21st century work environment (Super, 1996).

Later Zunker (2002) has also outlined the career development competencies in adulthood from three aspects, self-knowledge, educational and occupational interests, and career planning:

- Self-Knowledge
 - skills to maintain a positive self-concept
 - skills to maintain effective behaviors
 - ability to understand developmental changes and transitions
- Educational and Occupational Exploration
 - skills to enter and participate in education and training
 - skills to participate in work and lifelong learning
 - skills to locate, evaluate, and interpret career information

- skills to seek, obtain, maintain, and change jobs
- ability to understand how the needs and functions of society influence the nature and structure of work

- Career Planning

- skills to make decisions
- ability to understand the impact of work on individual and family life
- ability to understand the continuing changes in male-female roles
- skills required to make career transitions

These inform us on factors that deserve our attention in the delivery of career services.

5.1.2 Goals of Career Interventions

According to Herr et al. (2004), the goals of career interventions in higher education have been concluded:

- Provide students with assistance in the selection of a major field of study;
- Provide students with assistance in self-assessment and self-analysis;
- Provide students with assistance in understanding the world of work
- Assist students to learn decision-making skills
- Provide assistance with unique needs of sub-populations
- Provide assistance with access to jobs

And Niles & Harris-Bowlsbey (2005) identified the goals of career interventions in higher education in four aspects:

- Help students learn to identify and transfer career interests to a plan of action
- Help students relate interests and goals to opportunities
- Help students relate their career plans to life goals and opportunities
- Help students learn how to evaluate their progress toward career goals through academic preparation

To conclude, effective career assistance can help the students learn more about

themselves, identify career goals, become more certain of their career plans, explore career options, do educational planning, learn job search skills and so on. And meanwhile, individuals have to take more responsibility for their own career development.

5.2 Different Models

Delivering career services systematically and comprehensively requires practitioners to operate from models of services delivery that are also systematic and comprehensive. There are a variety of models for career services that can be used to address the career development competencies needed by the students. Three models will be introduced here and they are Crites' Model (1981), Powell and Kirts' Model (1980), the Florida State Model by Reardon (1996).

5.2.1 Crites' Model

Crites (1981) suggests that as students progress through higher education, they need assistance in narrowing the range of occupational options under consideration. So students begin the career development process in higher education:

- (a) Exploring a variety of options,
- (b) Crystallizing a narrow range of specific options,
- (c) At which point the students makes a commitment to a particular choice and specifies a college major,
- (d) Which leads to implementing the option selected.

Crites recommends that career development professional help students progress through this process by first assessing each student's career development needs and then offering group and individual career development interventions based on the needs identified for each student. To further assess students' development, Crites recommends readministering the needs assessment to students at the end of their first year of study. Data from the second assessment can be used to identify further interventions needed to foster each student's career development.

5.2.2 Powell and Kirts Model

Powell and Kirts (1980) propose a systems approach to career services in higher education. Their approach focuses on providing awareness programming to new students, so it

- Starts by providing an overview of services to new student. e.g. first in large-group meeting to provide general introduction, then followed by small-group meetings to address in greater detail the career services available and respond to students' specific questions and concerns.
- Continues by providing self-assessment. Powell and Kirts recommend offering small group in which students first view a videotape of upper-class students who discuss the ways in which various career services have been useful to them. Students use information provided via the videotape to identify resources that they think might help them learn more about themselves.
- Then focuses on exposure as students engage actively in career exploration. Career exploration activities are offered to help students integrate self-assessment information and occupational information. Powell and Kirts note that, in this phase, career counseling and traditional placement functions merge. They recommend using career courses in which alumni and local business leaders link educational and career information.
- Finally provides training in job search skills. This phase involves an approach similar to the one used in the awareness phase. Specifically, career services staff members provide students in their last year of study with a large-group overview of placement services. Students then are invited to participate in small-group sessions according to their academic majors. These sessions focus on the specifics of job searching using videotapes of recent graduates discussing the requisite skills and attitudes for effective job searching. Subsequent group meeting focus on resume writing, mock interviewing, accessing information about job opportunities, and so on.

5.2.3 The Florida State Model by Reardon

Reardon (1996) describes a comprehensive career services model in use at Florida State University. The Florida State Model is a curricular career information service model (CCIS) with five modules. In this model, career services focus on:

- Providing students with an introduction to the services,
- Orienting students to the career decision making process,
- Helping students engage in self-assessment,
- Helping students locate career information,
- Helping students match majors and jobs.

A unique aspect of the CCIS model is that it is self-help oriented and uses paraprofessionals, instructional models, and multimedia resources in service delivery. It's a comprehensive and efficient approach to career services. It also allows students to direct their learning about career planning and manage their own career development.

5.2.4 Short Conclusion

These models reflect not only the expanded and developmental perspective within career services but also expanded modes of service delivery. They clearly demonstrate the variety of ways in which career services in higher education have gone beyond their initial focus on placement to help students develop the knowledge, skills, and awareness required to manage their career developing effectively (Niles & JoAnn Harris, 2005). The models reflect the fact that career services are delivered to students by a variety of people in a variety of venues.

Herr & Cramer (1996) identify four major approaches used for delivering career services to students in higher education:

- (1) Courses, workshops, and seminars that offer structured group experiences in topics such as career decision making, career planning, and job-search skills;
- (2) Group counseling activities directed toward students experiencing such issues as career indecision, career indecisiveness, and job-search anxiety;
- (3) Individual career counseling;
- (4) Placement programs such as on campus or online job interviewing.

Rayman (1996) contends that comprehensive career centers should use a wide range of approaches for delivering career services to students.

Many researchers and scholars, including Powell and Kirts, Reardon, and Herr, they have stressed the importance of academic resources (e.g., career courses and academic advising) in the delivery of career services in higher education.

5.3 Curriculum-Approach

5.3.1 As Part of the Curriculum

The traditional career services are regarded as services for individuals. And they tend to have more to offer to students who already knew how to help themselves, and that, in those groups of students that appeared to be in most need of the service, significantly lower proportion were likely to have used it. The latter included those who achieved poor degrees, mature students, students from lower socio-economic groups, and arts students (Rowley & Purcell, 2001). There has accordingly been growing pressure on career services to target their services at such groups (Harris Committee, 2001). Overt targeting can however be problematic (Morey et al., 2003,). An alternative strategy is to adopt new approaches to service provision to all students. Falconer & Hays (2006) found student support for making job preparatory courses mandatory. Thus, by extension, colleges and universities should consider including career services education and support skills in the curriculum.

Career services can help to find support in finding a field practice and job by including students' curriculum vita in a data base, assisting in finding practice place, offering employment possibilities, organizing meetings with employers, information days and "shadow days" (Herr & Cramer, 1996).

Yorke & Knight (2004, p.14) suggest that „in many cases a preferred way of enhancing an institution's contribution to student employability is to strengthen the career service, although the impact will be muted if the service lacks a curriculum presence“. Similarly, Harvey et al. (2002, p.6) comment on the growing recognition by institutions of the need to develop a longer-term integrating strategy for

employability that includes closer links between central services and programme-based initiatives.

It was implicitly given primacy by the Harris Committee (2001), which redefined the prime function of higher education careers services as being „to help the institution produce better-informed students who are self-reliant, able to plan and manage their own learning and have sound career management skills“(p.15). It added that careers services „have key roles in delivering, or helping tutors to deliver, aspects of the curriculum, for example relating to the development of students“ career management skills, arranging work experience and encouraging students to reflect on that experience“(p.30).

There is U.S. support for embedding career services education in the curriculum of college and universities as well (Nell, 2003). McCorkle et al. (2003), define job search skills as behaviours, techniques, and attitudes necessary to obtain employment. McCorkle et al. (2003), conclude that marketing and possibly business courses in general, should in addition to traditional course content, include behavioural learning skills. For example, freshman and sophomores might be required to identify marketable career skills by writing down work-related discipline skills.

5.3.2 Strategic Directions by Watts

Around the core activities, a wide range of other activities regarding career services have been developed, for example, involvement in formation and guidance activities pre-entry, and with students who are considering major choices or changes of course; arranging course-related placements, and or placement into part-time and vacation jobs; teaching accredited career-planning courses, or supporting teaching departments in incorporating career education elements within their course; provision of inter-disciplinary programs of career insight courses, work shadowing and mentoring schemes. These activities have the potential for radically changing the nature and structure of the services. A review of strategic directions for higher education career

services (Watts, 1997) identified seven models, four of which were based on stronger embedding within the institution:

- The *integrated guidance model*, in which the careers service becomes an integral part of a continuous guidance process available to students pre-entry, on entry, and throughout the students' course, as well as on exit from it.
- The *integrated placement model*, in which the career services concern for placement on graduation, becomes part of an integrated placement operation which also includes course-related placements, and placements into part-time and vacation jobs.
- The *curriculum model*, in which the career service becomes part of a delivery vehicle for, or part of a service designed to support academic departments in, incorporating **employability skills** and **career management skills** into course provision.
- The *learning organization model*, in which the career services become part of a service designed to foster the career development of all members of staff, including contract researchers and other staff, as well as students.

Of these four models, the curriculum model is particularly relevant to the concerns of this paper.

5.3.3 Delivery Strategies

Three strategies for delivery of career management skills have been developed according to Hustler based on the curriculum based model (Hustler et al., 1998):

- Through specific modules
- Through more general curriculum integration
- Outside the curriculum

There are two forms of modular approach:

- *Generic*, where the same module is designed to be available to students in any department or course.

- *Customized*, where a generic template is adapted to the needs of particular departments or courses.

The generic strategy needs more limited development time and can be rooted very directly in established notions of what career management skills constitute. The customized strategy tends to lead to more active involvement of academic staff.

In addition to the module approach, career management skills can be integrated within programmes by linking them to existing course components, so that the career management skills are „caught“ rather than „taught“ (Hustler et al., 1998, pp.19-22).

This may be done:

- On an *opportunistic* basis
- On a *systematic* basis: for example, as part of a „module template“ providing greater transparency for the skills (including career management skills) embedded within each module.

Finally, career management skills can be delivered through extra-curricular activities (ibid, pp. 23-25):

- Through technology-e.g. computer-assisted learning programmes on CD-ROM, or the creation and enhancement of websites.
- Through non-credit-bearing special events-e.g. careers fairs, one-off sessions on particular career management skills (e.g. self-presentation), or short residential courses.

5.3.4 Functions of Career Services and Teaching Departments

In broad terms, three kinds of courses can be distinguished in relation to the career services activities (Watts, 1997):

- a. Vocational course, which are linked to a particular occupation, are essential for entry to that occupation, and are viewed as completing preparatory training for it. These departments tend to regard the traditional career services activities, especially placement into jobs, as part of their own responsibility.
- b. Semi-vocational course, such as chemistry and psychology, which can lead to a wide range of occupational fields, but with the expectation that it will be

regarded as essential for entry to those fields, and as providing at least a relevant base for occupational training. Such departments tend to regard the traditional career services activities as being a shared responsibility with the career offices.

- c. Non-vocational courses such as English and history, where it is common for students to enter a wide range of occupational fields, to most of which the content of their course is irrelevant. Such departments tend to view the career service activities as being the career offices' primary responsibility.

Because of the differences among teaching departments, a number of different models for the respective roles of the careers services and teaching departments in delivering career courses are developed as follow (Hustler et al., 1998, p.41):

Specialist: delivered solely by careers advisers.

Consultancy: careers advisers lend support and experience to work undertaken by departments, including involvement in planning groups, material development and informal staff development.

Parallel delivery: academic staff and careers advisers have separate slots in a departmentally-based programme, usually initiated and owned by the department.

Integrated: academic staff and careers advisers work as a joint course team.

In practice the approaches of running career courses are different from discrete modules to integrate within the curriculum. The delivery format can include lectures, seminars, workshops and tutorials; self-directed learning, online methods and distance learning; placement, work-based learning and work-related simulations. A range of staff can usefully be involved in the design, delivery and assessment. Each part has a potentially distinctive contribution to make. For example, the careers services are with a breadth of professional perspective; the academics are with a depth of subject knowledge and related careers; the employers are with authoritative account of labor market situations; the alumni are with personal stories illustrating career progression. But when the career services are playing a specialist role and deliver career modules solely, man has to bear in mind the danger of it leading to marginalization of such

career courses, while there are no organic linkages being established with the rest of the students' programs.

It also brings challenges for the structural position of the career services within higher education institutions in future when career services are getting involved more and more into the teaching issues. The possibilities include:

- The career services becoming, or existing alongside, a teaching unit focusing on career management as an academic discipline in which research can be conducted.
- Restructuring the career services as an academic service rather than a student service.
- Providing curriculum consultancy and support within the traditional career service model, alongside its information, guidance and placement functions.

Much depends on the existing role of the career services and the institutions.

And this merits a further research.

5.4 University Students' Career Development Needs

5.4.1 Crucial Needs-Employment Skills

Employability skills such as teamwork, communication, presentation and management skills may be part and parcel of education in the west, but in China this is not the case; in fact, university education is quite separated from the economic and social development of the country (Wang, 2003, p.180). Higher education institutions still follow the mode of „planned economy“, whereas graduates have to find their way in a free market economy for which they need to be innovative and creative, and with critical thinking skills (Ka Ho Mok, 2006).

Says the World Bank Report (Dahlman & Aubert, 2001, p.77), it is important „to develop „soft skills“ such as management, foreign language fluency and the ability to work in teams. The new knowledge based production system requires people to shift their attention from individual competition to teamwork. Unfortunately, graduates“

skills fall far short of this aim, as reported by HR Magazine (2006): research among 83 executives found that they considered fewer than 10 percent of graduates in China to have the skills to work for a foreign company because of their lack of practical and teamwork skills. Studies (Huang, 2005; Qiang et al., 2003) provide an explanation for this lack of skills by pointing out that student achievement is assessed mainly through written examinations, which fail to test teamwork and problem solving abilities. The universities' theoretical, fact-based, learn-from-the-master approach tend to be blamed, but in fact the central government stipulates the required curriculum - even the content of the basic courses and class timetables - which in effect prevents universities from fulfilling the needs of employers and students (OECD 2000; Mohrman, 2003).

Judging whether graduates are employable, from the employer's perspective, depends upon whether the graduate exhibits the attributes which are expected to ensure their preparedness for the workforce (Harvey, et al., 1997). Employability skills are therefore crucial to students. China has embraced the market economy on socialist principles and entered WTO, it has become part of the global marketplace and certain changes in the job market have had to be made. Foreign companies have been established in the developed metropolises in East China and jobs and lifestyles are fast becoming comparable to those elsewhere in the developed world. Students can be helped by teaching them employability skills that are useful in a wide range of jobs for, as pointed out earlier, career development tools such as teamwork and communication skills are necessary to find a workplace in the 21st century.

5.4.2 Investigation of Employment Outlook

"Job-placement" is one of the 5 areas of higher education reform on the Ministry of Education website. It's significant, however, no clarifications are provided as to the role of HEI in helping students find a job-placement, or as to its proposed aims. No studies on job placements have been found. So, how do students make a career choice?

In this respect it is interesting to note findings by Zhou and Santos (2007) based on

research in the field of Career Decision Making (CDM) among 195 international students of which 85 were Chinese. They found (p.232) that Chinese students in western universities are not very motivated when it comes to CDM and attribute this to „Chinese students“inclination to take into account significant others“expectations“ – even if there is a discrepancy with their own goals. Watts et al. (1996, p.372) draw similar conclusions: the Chinese individual is „expected to conform to family values“.

As Hu (1997) and Pope (1999a) pointed out, in China, an old country with thousands of years of tradition and culture, the family unit had served as a basic resource for all types of advice. The role of individuals was subordinated to the collectivity. People were accustomed to obeying authority and allowing authority to manage their lives. As we know Chinese culture is largely influenced by the Confucian values, for example, the respect for elders, deference, and obedience to authority; and also of endurance, learning to bear one“s problems; maintaining social “face” and avoiding embarrassment. Usually individuals“ decision-making is influenced strongly by the values and needs of the family.

So it’s a very meaningful task to be close to the university students and learn more about their career needs and career decision-making problems, especially under the strong influences of the country’s special politics, economy and culture. Career services are “student-centered” work. This should be the base for the universities to deliver their career services.

A good starting point to learn the students“career decision-making problems is to investigate their employment outlook. Students“employment outlook mainly means their recognition, evaluation, attitudes, methods and psychological tendencies in choosing certain occupations. The formation of employment outlook is a gradual process for the students. Their decisions of getting a job or continuing a further study as postgraduate or abroad usually are not just made around their graduation time. It’s often the result of years“preparation. So the students“employment outlook is both of a direct reflection of the students“ideal career choice and also their aptitudes, values and interests on life. All the students form their own employment outlook during the course of the whole university life, which is a basic guiding ideology in choosing an

occupation for them. It's helpful to learn the current students' employment intentions, especially their psychological activities to investigate and study the characteristics of their employment outlook.

Some pieces of investigation can be checked from the existing surveys and studies regarding the issue of the students' employment outlook. For example, one item is to investigate the students' vocational tendency based on the research report- An Empirical Study on the Employment of Graduates in 2009- by the research team from Peking University. As for the vocational tendency, it's shown by Chart 5.1, that the students concern more about the display of their individual talent and realization of self-value in choosing potential vocations. Meanwhile many of them also pay more attention to the reputation of the recruitment units and the benefits and welfare provided

Chart 5.1: Investigation of Graduates' Vocational Tendency from Top to Down



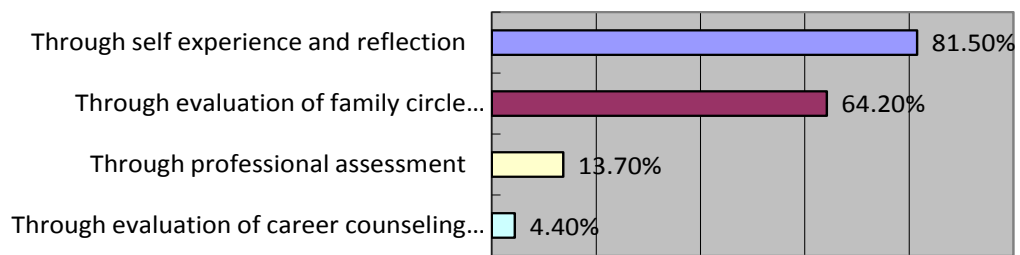
Source: An Empirical Study on the Employment of Graduates in 2009 by the Education College of Peking University.

He and Liu's survey has particularly investigated the situation of the students' self-career awareness (He & Liu 2010, p.94). According to their study, 47.2%

students have a clear understanding about their career interests; and 52.8% students don't know or never considerate it till in answering the question if they understand their own career interests or not. There are no big differences between different gender and different subject areas. But the final year students are better than the other lower grade level students in understanding themselves.

As for the ways to know their career interests and shown by Chart 5.2, 81.5% students learn them based on their own experience and self-reflection. Besides that, a large number of students, 64.2% have learnt about themselves through the evaluation of the family circle relatives, friends and acquaintances.

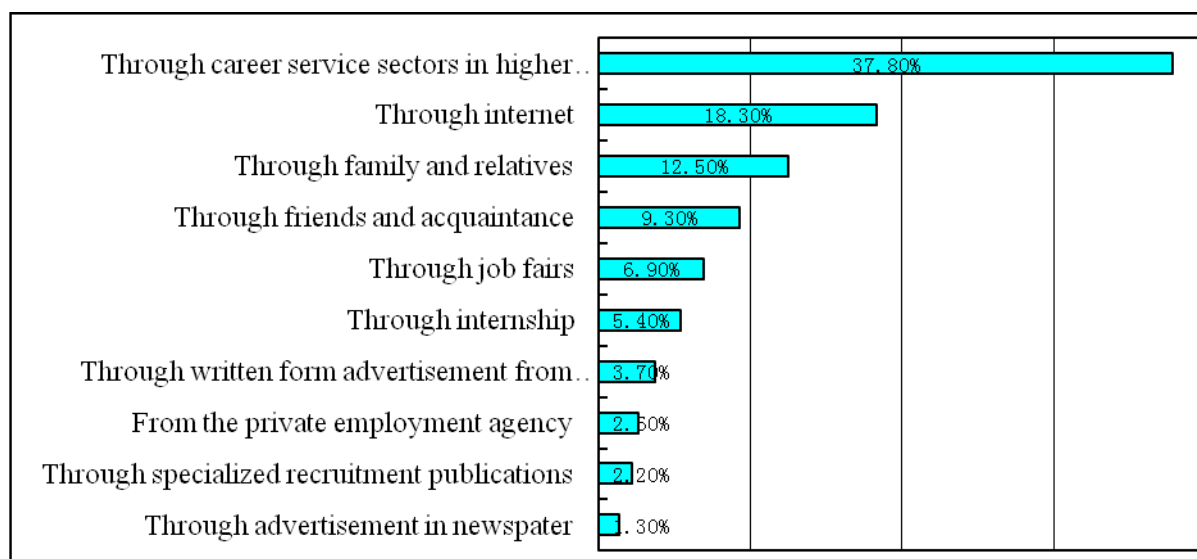
Chart 5.2: **Ways to know your own career interests**



Source: Research on Career Services and Demand Analysis by He & Liu in 2010.P.94

And according to the research report by Peking University, as shown by Chart 5.3, together with the career services centers in higher education institutions and the internet, the family circle relatives, friends and acquaintance are the main information channels for the graduates to receive related recruitment information in China.

Chart 5.3: **Investigation of main information channels for graduates**

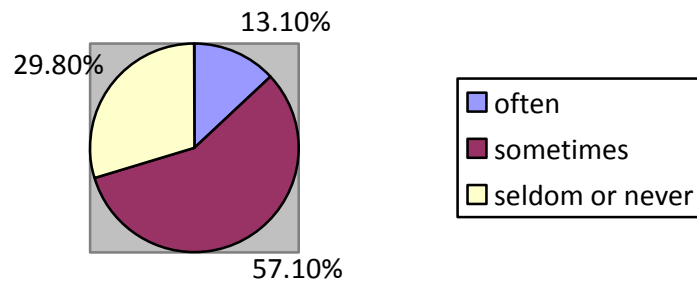


Sources: An Empirical Study on the Employment of Graduates in 2009 by the Education College of Peking University.

Chinese society has long been known for its emphasis on *guanxi* as a guiding principle of economic and social organization. *Guanxi* literally means 'relationship' or 'relation', its essence is a set of interpersonal connections that facilitate exchange of favors among people on a dyadic basis, representing strong ties described in network research (Bian, 1997). That's why the family circle relatives, friends and acquaintance become the main information channel for the graduates. And accordingly, the family members, especially the elder ones' values have strong influences on the younger ones' decision-making traditionally.

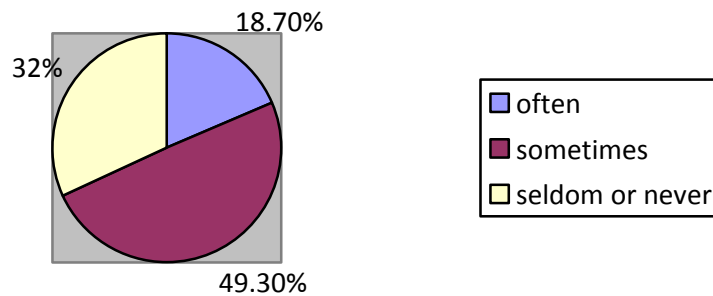
And then according to He & Liu's survey (He & Liu, 2010, p.94), as shown by Figure 5.1, only 13.1% students often collect related employment particulars they are interested in. And only 18.7% students often participate in work related social practice activities as shown by Figure 5.2. Senior and junior students are more interested in collecting related employment particulars than the freshman and sophomore students. And male students are more interested in participating work related social practice activities than female students.

Figure 5.1: **Frequency to collect employment particulars**
(newsletter, magazine, book etc.)



Source: Research on Career Services and Demand Analysis by He & Liu in 2010.p.94

Figure 5.2: **Frequency of participate in work related social practice activities**



Source: Research on Career Services and Demand Analysis by He & Liu in 2010.p.94

Combined with the existing surveys and research, 40 individual face to face interviews were conducted by the author to the students from May to July in South West Jiaotong University, 2009, among of which, 8 seniors, 12 juniors, 10 Sophomores, and 10 freshmen with a coverage of different subject areas in order to learn their employment outlook in details. The in-depth interview mainly covered the following areas:

1. Reasons to choose the current major;
2. Plan after graduation and future career choices;

3. Employment expectations (e.g. city, salary, aims);
4. The important factors in affecting employment;
5. How to improve employability.

5.4.3 Career Decision-Making Problems

The university students' employment outlook is conspicuously reflected through their employment intentions. And based on the study to their employment outlook, their main career decision-making problems are analyzed as follows:

1. The first problem is an excessive pursuit of "self-realization". Chinese people's thinking has undergone tremendous changes under the establishment of the socialist market economy. High technology and new information systems promote a new economy but also bring a revolution in people's way of thinking and lifestyles. Individuals' outlook on life and world, and sense of values has been under a great deal of impact by these changes. Among the contemporary university students the sense of "self-value" is becoming strong. They consider more about their own interests in the pursuit of their career life.

They concern more on the personal value embodied in the career but less on the social contributions. This idea exists commonly among students.

„I'm still not sure about my future career choice since this is just the first year for me in this university...but I want to do some work in future for there would be enough space for me to display myself...that's the most important I think!"

(Male, Machinery, freshman)

2. The second point is the great emphasis on economic interests. The ideas of money first and hedonism deriving from the social competition are becoming popular among many young people. Their career value tends to be more commercial and their career ideals tend to be more pragmatic. They concern the vocational aims more about the economic values. The color of utilitarianism is becoming strong among contemporary students in pursuing their career life values.

Some of them put the economic income in an important position and just look

forward to work in the economically developed areas and cities.

„Shanghai is my first choice. I had ever been to there for traveling. It's so modern and attractive... it's my dream to live there...I hope there are some employment opportunities for me...maybe some work irrelevant to my study, but I will take it... ”

(Male, Economics, senior)

„That's the reality that the others will give you more respect when you have more money and power...they symbolize your social identity and status. I don't want to be the ones looked down upon by the others...”

(Male, Building Environment & Equipment Engineering, junior)

„I'm from Gansu but I don't want to go back after graduation...the salaries there are accordingly low. I have to get some return back since I have paid so high tuition fees... I will choose some cities where I can earn more money ...”

(Female, Environment, freshman)

In short, the contemporary university students consider mostly the aspects of economic interests, personal development, and social status as the important factors in making their career decision.

3. The third point is there is a lack of self-understanding. This can be reflected through their high employment expectations, for example on the initial salary. Most of the Chinese students live inside the campus in their university-study stage. Due to the age and experience restrictions, basically there is still not much real direct contact with the outside society and the labor market. There are more imaginary components in understanding the society. And also sometimes they can't understand themselves objectively and comprehensively.

Because of the lack of enough understanding to the employment situation, environment and policies, and little knowledge about the complexity of society and the factors affecting employment, some students' employment expectations are relatively high.

„My future employment and career? I haven't thought about it too much...but any way, I don't think there is a problem for me to find a job after graduation...”

(Male, Civil Engineering, freshman)

„My expected salary is 3500-4000 Yuan...Is it too much? “

(Male, Pharmacy, sophomore)

Based on the survey study on the employment of Graduates conducted by Peking University (2009), the average initial salary of graduates in 2009 is 2331 *Yuan*.

On the contrary, some students take the social factors, which are not conducive to obtain employment too seriously. And in their mind the society is too complex and it's too difficult to find a suitable job.

„I have no confidence about my future...well, I don't have a powerful father or a wealthy uncle. I don't want to complain about my family and they love me so much...I want to become civil servant...but the good positions in this area are always prepared for the individuals with strong social background. I'm sure I can't get it even I can pass the civil servant examination with a very good grade... “

(Wu, Keming, Male, Vehicle, sophomore)

„I want to work in Chengdu, but the enterprises I have contacted just demand the applicants with local household registration certificate. I'm not qualified because I'm not from this city...you see, how difficult it is...I think it's the same in other cities, especially the state-owned enterprises... “

(Wu, Yang, Male, Building Environment & Equipment Engineering, senior)

There are also many students who do not fully understand their own ability, interest, knowledge level and can't put themselves in a right position to seek a job.

„I don't have any special talents and hobbies...I want to participate the English Speech Contest, but I'm afraid my English is not good enough...and till now I don't know what I can learn exactly from this major and what I can do in future... “

(Zhang, Hongling, Female, Transportation, freshman)

The students should have a correct understanding and evaluation about themselves before entering the job-searching process. The clearer understanding, the better combination of their employment expectations and goals. Both of too high and low expectations can't lead to a successful career choice.

4. The fourth point is the psychological problems among the university students.

Heavy mental pressure is one of the main problems during the students' job-searching process in the survey. If the university students can't keep an optimistic and healthy psychology, it's very easy for them to lead to frustration and even panic situation in face of the fierce competition in job-seeking process. And also sometimes because of a kind of vanity psychology, they will just choose to follow the others' behavior blindly.

„My major is not a strong one in this university. Most of the former graduates choose to continue their study in a Master degree's program. I don't want to continue... I'm so worried for I can't compete with the students who are learning the same major but from other universities with higher reputation... ”

(Male, Financing, junior)

„More than half of the classmates in my class plan to enroll in a Master degree's program after graduation...especially our own university's Master program, because it's relatively easy. Yeah, Master degree... I think it's becoming more and more important and I will do the same choice too... ”

(Female, Business Administration, junior)

Very commonly many university students have a strong dependence on the others and there is a lack of initiative among them in making a career choice.

„My future career?...that's not what I need to worry about. It's my parents' responsibility...since I was born they are arranging everything for me... ”

(Male, Measuring, freshman)

5. Limited evaluation of different career options. The university students mainly gain their social experiences in school before graduation. Many of them learn the issues relating to careers from the network of family, friends and acquaintances. They turn to role models to steer them in the direction of particular careers sometimes in reality.

„My uncle is a successful architecture engineer. He is very intelligent and is also the pride of my whole family. I hope I could behave like him some day... ”

(Male, Architecture, sophomore)

„Oh, I'm interested in politics. Premier Zhou, Enlai is my idol and he such a great diplomat. I want to work in the government agency and it's my dream to become a diplomat in future...“

(Male, Politics, senior)

Apart from a few of them are in touch with the part of professional world through part-time jobs or internships before graduation, many of them get to know the knowledge about profession by others' opinion, or from a single experience or the experience of one or two other people. So there is a tendency for them to just follow the "hot" subject and profession in the labor market, especially in the developed areas and with high income.

„Well, I have no idea what I can do after graduation. I chose this major...because of my father. He said the area of Biotechnology is very popular area nowadays. There would be more employment opportunities for me later...But I just feel confused so much and really don't know what kinds of job I could be engaged in... maybe I will go broad and continue my study after graduation from the university...“

(Female, Biology, freshman)

„Originally I wanted to become a teacher. But some of my friends say that my life aim is too simple...and I should pursue much more than just a stable work as teacher... because I'm a boy...“

(Male, Tourism Management, sophomore)

„Civil Engineering is one of the best subjects in this university, that's why my parents and I choose it...I don't worry about my future employment at all even though I'm still not sure where I'm going in future...there must be some chances for me! “

(Male, Civil Engineering, freshman)

There is a misconception amongst some students that they must pursue careers related to their degree subjects.

„I'm majored in computer. So what I can do in future...computing?“

(Male, Computer, freshman)

„“

6. Limited attempt to improve employability. In the study the students seem not to be aware enough about the concept of employability and make few conscious

attempts improve their employability by engaging in many activities that will develop skills, experience and other attributes relevant to their future careers.

„No, I have never attended any special training sessions for CV and interview. There are a lot of examples from the internet when I need in case...“

(Male, Civil Engineering, senior)

„Employability? This is the first time I hear the concept since I enter the university. What does it mean?...Compared to the period in high school, I do have much free time in the university. At the beginning I felt happy and excited. Now it's already the latter half of the first semester, I find I really did learn nothing...It's a good point. I think I know what I'm going to do next...“

(Male, Electricity, freshman)

„I think it's the junior and senior's task...“

(Female, Machinery, freshman)

It's not because they do not have enough time. Some of them tend to focus on obtaining a good exam result, and together with some work experience they feel, that will be sufficient to obtain good graduate jobs later.

„I'm repeating several courses which I had learned before...no, I didn't fail to pass the examination but just the score is not good enough. And of course I have to pay again for the credits but it's worth that money...“

(Male, Remote sensing, junior)

„I have seen some recruitment advertisement, most of the employers demand the applicants with certain work experience. Now I'm trying to find some internship opportunities to gain more work experience...well, my scores are not bad in my class...I don't think there is a big problem for me to find a job later...“

(Male, Electronic, junior)

While many of them consider the experience they gain from their internship to be very important, but very few are able to articulate how their skills and experience will be useful to employers.

„Yeah, I know that the internship experience is important. Besides the compulsory internship demanded by our study, I plan to do another internship or more and then add the experience into my CV. The employers will see it, that's it...“

(Male, Computer and software, junior)

5.4.4 Conclusion

This study is only based on a relatively small sample at one university and the interviews are on many occasions. It will be challenged by some existing career theories. But it still has provided us certain of information in learning the current university students' career-decision making problems.

Through this study, it's concluded that the biggest problem among them is the lack of knowledge and understanding of the graduate employment market. It's reflected through three aspects: first, there is a lack of proper self-awareness among the university students themselves, which can lead to psychological fragility in fact. Many students can't understand themselves comprehensively and objectively. They know little about their own career interests, temperament, and personality and career capabilities. Second, most of the university students' social awareness is not yet mature. And their knowledge to the social factors affecting their employment is not sufficient. Third, the students' understanding to career and the labor market is limited and incomplete. The lack of a comprehensive learning channel for career-related information can be an important reason in reality.

5.5 For the Delivery of Career Services

It has shown that the students' self awareness ability is relatively low through the investigation to the students' career decision-making problems. They can't fully understand themselves objectively. Many of them just pursue blindly that "what I want to do?" but don't understand the question of "what I can do?" The result is that they can't put themselves in a real right position in making their initial career choice.

According to Super's career developmental theory (Super, 1957), most of the university students are mainly in the exploration stage of career development. They will develop a self-awareness and reflection process according to their interests, hobbies and the other performances of their abilities during learning process in the

university. Based on the self-awareness and reflection, they gradually set up the career goals and design their career development plans. In order to achieve the career goals, they have to do enough preparations. Effective career interventions through career services in higher education are indispensable in this process.

From a person's career development perspective, the career development theory has emphasized a "student-centered" philosophy and especially career guidance needs to be conducted throughout their whole learning process in the university. And according to the students' different characteristics and needs, there will be appropriate services and guidance in different stages and different ways. In other words, related career services and career guidance activities have to be started from the newly enrolled freshmen and throughout their whole university process. The first step is the establishing of a **comprehensive career services system** within the universities. And a key part involving in this system is the introduction of **career courses and to deliver related career management skills to the students.**

So there is the need to restructure the career services sectors within the Chinese universities. New career services centers, which are around information services and placement activities, meanwhile integrating guidance and teaching functions together, should be established. The new career services centers certainly need to strengthen the existing career services activities, such as the daily routine work, provision of career information, organizing job fairs, broadening the employment channels for the students and so on, which are engaged in the basic work. At the same time, they need to invest vigorously in the middle and high-level career guidance services, such as the career planning issues. One of the most important parts is to strengthen the cooperation with the academic departments in order to provide career courses and other teacher training classes effectively.

Government, university, students and employers are the main stakeholders regarding career services in universities. How to blend these different roles in establishing effective career services system within the universities? And how to blend the guidance, information service, placement and teaching function of career services together, especially under the specific circumstances of Chinese universities?

And what kinds of career management courses can be provided and how? These questions will be explored in the next chapters.

6 Comprehensive Career Services Model

Higher education institutions should prepare students not only „for a successful transition to employment“ but also „for effective management of their career thereafter“ (QAA, 2001a).

Based on the investigation of current career services in Chinese higher education, the following are explored in this chapter: student career decision-making problems and curriculum approaches in the delivery of career services, along with a model of comprehensive career services embedding information, guidance, placement, and teaching functions in Chinese universities. Career service centers will operate as a hub or a spoke in the wheel in this model, providing support and information to staff located in individual teaching departments who are responsible for the delivery of career education, information, advice and guidance. Career service centers also provide training and career planning classes. The purpose of establishing the comprehensive career services system is to provide a strong base for student career development. The students can prepare themselves well in psychology, ideology and ability before employment with early planning under the guidance of effective career services.

6.1 Components of CCSS

Hale (1974) contends that career interventions should be delivered within an integrated, coordinated system of comprehensive career services. He identifies five components that should be part of an integrated and coordinated system of career services:

1. A structured and comprehensive university-wide program of career education;
2. A center offering career information, career counseling, and career planning and placement as a one-stop service for students;
3. Specially trained academic advisers selected from faculty across a wide range

of academic disciplines;

4. A central administrator in academic affairs devoted full time to the supervision and coordination of career services, including academic advising;
5. A commission on academic advising and career services.

Hale has also emphasized the importance of educational resources in the delivery of career services based on his classification.

A professional community in the United States, the Council for the Advancement of Standards (CAS), has also identified essential components of career services (2006):

- Leadership
- Organization and management
- Human resources
- Financial resources
- Facilities, technology, and equipment

The CAS standards highlight important topics for the management of career services in higher education.

6.2 Establishment of CCSS

In the Chinese case, the first important thing to consider is the organizational structure of the career services system. This will substantially influence the planning and delivery of career services.

Centralization is the most common structure for organizing career services in higher education (Powell & Kirts, 1980). Centralized career services are located primarily in one place; it is clear to everyone including the students, faculty, and employers, where career services are located and provided.

Herr et. al. (1993) notes the additional advantages of centralized career services, e.g. to achieve a critical mass in terms of professional staff; critical mass can be understood as substantial efficiencies and economies of scale that occur in terms of interview room use, career information resources, and support staff. Herr also points out the advantages of decentralized career services, e.g., the service may be viewed as

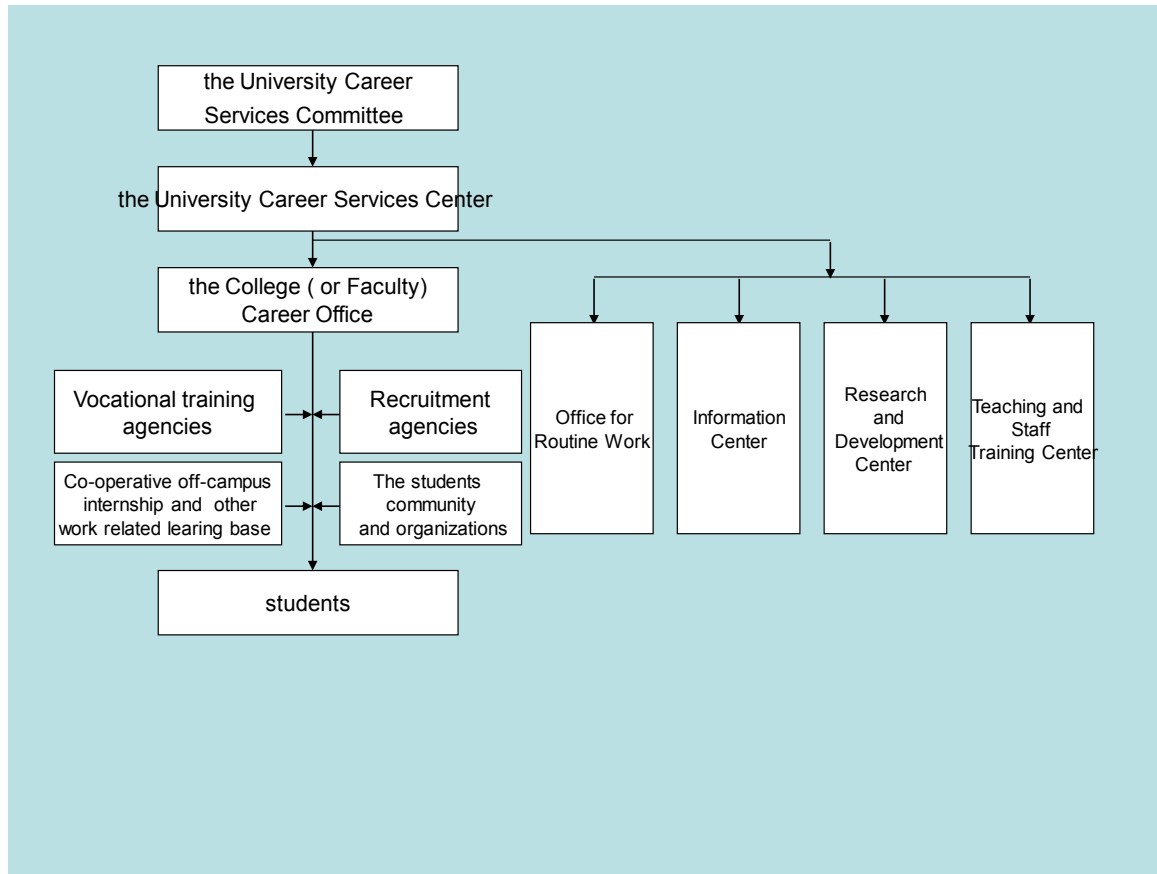
more personalized and the services are likely to be more accessible because they are located closer to where students spend a substantial amount of time.

A better option could be the provision of career services through a combination of both centralized and decentralized structures.

6.2.1 Organization and Management

A complete organization and management system is an important guarantee for the effective implementation of career services. Based on a combination of centralized and decentralized career services, a three-level management model with strong leadership is designed in this system, which combines the University Career Services Committee, the University Career Services Center, and the College (or Faculty) Career Office. In this organization system, the whole career staff is formed by university senior leaders at the top level, including the professional staff in the career services centers, student work staff, head teachers and academic staff.

Three-level Organization and Management Model of Career Services



The University Career Services Committee is the university's leadership and decision-making body. It is responsible for university career services at the macro level, for example formulating guiding principles and policies. In short, it is responsible for leading, monitoring and evaluating the whole of university career services.

The Career Services Center is responsible for daily employment management and services work, as well as communication among the government, employers, institutions, departments and students. To explain in detail, it mainly includes four areas:

1. Office for Routine Work. This is the traditional part involving administration and management issues. Routine work includes audit, verification, registration and management of graduate employment agreements, graduate dispatch procedures after graduation and management of employment files.
2. Information Center. This is responsible for collecting and displaying career information, and strengthening the construction of the network platform to build a

dynamic database for students and employers. Certain technical personnel will be needed to conduct the production and maintenance of the web-site. Professional career counseling is another important part, and online career guidance and counseling services need to be provided.

3. Research and Development Center. For example, certain groups need to be organized to develop and implement marketing strategies and to cultivate employment opportunities for students. This will also include investigation of graduate employment situations and follow-up studies relating to graduates. In addition, the Center will actively initiate placement programs, such as organizing campus job fairs and expanding employment channels.
4. Teaching and Staff Training Center. The main task is to cooperate closely with teaching departments and make concrete teaching plans for career management courses. At the same time, the Center will also be responsible for the training of career guidance teachers at college and faculty level.

The first step is to establish a special career services group headed by the Dean at college and faculty level. Then the Career Office is established in each individual college or faculty. These offices are specifically responsible for their own students' career guidance and counseling services.

Services provided by the Career Services Center certainly cannot meet student needs as a whole. Steps can, however, be taken to encourage academic departments to take more responsibility for career matters. The minimal level tends to be a tutorial system which acts as "first-in-line" support for such matters as well as for personal and course-related matters. The student work staff from individual faculties, for example, the assistants for political and ideological education who are mainly in charge of daily student services, is an indispensable part of the whole work team. This role can be developed further. For example, career tutors tend to be the first port of call when students are selecting modules, thinking of changing course, thinking of dropping out, or feeling at risk of failing examinations; all of these situations can have significant career implications.

Because comprehensive career services covers a large number of students who are involved in different subject areas, the university's own educational resources are not enough. It is necessary to draw on extra support. Student community

organizations, employers, cooperative off-campus internships and other work-related learning bases and professional education and training resources in society can play a larger role in “system” building. Of these, the role of student community organizations is particularly important and cannot be ignored.

Student community organizations usually have a strong sense of ownership as student organizations. They can build a good platform between students and society and play an important role in developing student capabilities, such as interpersonal skills, communication and expression skills, and team work abilities. Through the organization of various club activities, student community organizations can integrate career services into daily student activities.

Comprehensive career services should actively interact with other student service units, academic units and community resources.

6.2.2 Areas of Concern

Career planning is the top priority for career guidance activities. As stated by the CAS (Council for the Advancement of Standards, 2006):

„Career planning is a development process that must be fostered during the entire period of a student’s involvement with the institution. The prime purpose of career planning and placement must be to aid students in developing, evaluating, and effectively initiating and implementing career plans“ (p.46).

So **career planning** and **placement** are two important foci for a CCSS. In China, an examination-oriented education model, especially during the pre-university education period, is actively pursued. There is a serious deficiency in attitudes and awareness toward vocational or employment-related education in the secondary schools. It is very important and meaningful to carry out career guidance by adopting career planning education. Career planning focuses on helping students engage in self-assessment, gather and process occupational information, learn decision-making skills, and establish short-term and long-term educational and occupational goals. Placement services will help students locate employment-related opportunities (e.g.

organizing job fairs, part-time work opportunities, vocational jobs) and provide job-search skills training and interview skills training. All student learning and living activities are based around future career development, especially during university life. Aside from issues of career planning and placement, comprehensive career services shall cover a wide range of other areas of student life from a macro perspective, such as **study, psychology, preparation for further study and training**. In the Chinese case, there is another concern related to comprehensive career services, which is **entrepreneurship**.

Professional knowledge is the basis for students to obtain employment. Under the framework of career services, efforts can be taken to actively link professional learning to career development needs. Additionally, special attention must be paid to psychological adaptation to university life for first-year students. Effective career services can help students develop an independent self-awareness and cultivate a sense of competition and the courage to face challenges. The job-search process itself is a sort of psychological test. It is important to support students in keeping a healthy employment psychology, which is not self-abasing, conceited, impetuous, dependent and panic-prone (Hao, Lihong, 2001).

Preparation for further study and training mainly refers to services for students who want to continue further study and training after the university period, for example postgraduate or overseas studies, joining the army or taking the civil servant examination. Related advisory services are needed to help students choose postgraduate programs and future plans based on analysis of employment ideals, personality characteristics, and physical conditions.

In order to solve graduate employment problems, the Chinese government has adopted various measures to promote employment. One of the measures is to encourage graduates to start their own businesses or to obtain flexible employment, while offering tax breaks, small loans and training in starting businesses (Information Office of the State Council of the People's Republic of China, 2004).

Graduates seeking self-employment can apply for loans of up to 100,000 Yuan (15,400 U.S. dollars), according to the State Council. Provincial governments are

being urged to provide favorable policies for graduates wanting to start up enterprises, such as offering subsidies or tax rebates (Xinhua News, 26.05.2011).

In such situations, it is emphasized that in addition to more emphasis on providing guidance for job-seeking in higher education institutions, enhancing student entrepreneurship becomes another focus (Tertiary Education in China, OECD Report, 2007).

Thus, entrepreneurship should be included into the CCSS. Entrepreneurship training equips graduates with skills which enable them to engage in income-generating activities (Shi, Yongan, 2006). As part of career services, the spirit of providing entrepreneurial education is also to cultivate in students a sense of innovation and entrepreneurial ability.

6.2.3 Embedding CMCs in Undergraduate Education

As regulated by the Ministry of Education, CMCs have to be included into the normal teaching plan of universities, especially career planning classes as compulsory for low performing students. To embed career management courses into the whole undergraduate education process is another key part in the operation of the comprehensive career services system in Chinese universities.

Students need support to help them with career thinking during the study process. If students are properly supported in developing career decision-making abilities early, it is more likely that they will recognize the value of lifelong learning, and make progress towards realizing full potential which leads to a more fulfilling life later. But there is always the tendency that most students do not perceive the need for such support until they are close to graduation.

An interview with the head of the Enrollment and Assignment Department at South West Jiaotong University (SWJTU) identified the necessity to introduce related career management courses to students, preferably in the early stages of their university years in order to prepare them for the ever changing labor market. In 2009, a career management course - “Career Designation and Planning” – was initiated as

an elective course for the year one and year two students for the first time in the university in collaboration with the Department of Humanities. This was the first attempt by the university to deliver career management courses to students. It tended to stimulate student interest in career related topics and develop self-awareness, self-analysis, and planning skills.

CMCs are commonly adopted as the main forms of delivering current career guidance services, especially regarding the career planning issue within Chinese universities. They are supplemented by extra-curricular activities, such as career seminars or reports. The majority of universities have started their own career management courses according to the requirements of the Ministry of Education. The Journal of China University Students Career Guide carried out a special online survey focused on CMCs in October 2008 (Wang, Yang, 2008). The total number of students surveyed was 296, of which 81.76% had participated in CMC activities during the university study period, while 18.24% had not. In terms of the contents, the introduction of employment policy was the first main goal of current CMCs in many universities (38.52%). The teaching of practical job search and interview skills also accounted for a certain proportion (23.44%). It was shown by the investigation that more than half of the students (57.09%) had basically learned nothing from the courses. The overall satisfaction rate was also very low (22.74%).

Generally speaking, there is a lack of effective work experience because it is still the beginning period of developing career services and providing career management courses in most universities. The organization forms are relatively simple, and the target focus and effect are not strong. Some universities just provide final year students with such courses, and there is too much emphasis on job-search strategies, for example how to find employment information, master interview skills and „self-sell“. These skills are necessary for students during the job-search process, but they do not touch on the profound problems of student career development, planning, and management.

Principles of Designing Career Management Courses

It is necessary to follow certain principles in designing career management courses:

1. Combination of continuity and different stages. The whole teaching process is a continuous process. Different teaching methods need to be carried out at different stages.
2. Combination of basic knowledge and ability improvement.
3. Combination of classroom-teaching and work-based learning. On the basis of classroom-teaching, the students should be encouraged to participate in various social activities and experience the real world of work.
4. Combination of school and society. Career services has a very strong social nature as systematic work. There is a need for the active participation of different groups (e.g. employers, alumni).

According to the MoE requirement of no less than 38 sessions in one semester, at least two compulsory career management courses should be provided with the combination of classroom teaching hours and out-of-classroom hours. The number of credits should be arranged individually.

Basic CMCs as career planning classes can be provided as compulsory courses for all students in the universities by career service centers in order to prevent marginalization. Some elective career-related courses can be provided for students by individual teaching departments. At the same time, the individual academic departments can offer a variety of targeted compulsory or elective courses for their own students, especially within the vocational oriented subject areas.

Components of Courses

The Core Compulsory Courses for all Students

The first compulsory courses should be set up for the year one students with the suggested name: **Career Management Courses and Career Planning**.

The aims and learning outcomes are:

- To enhance student self awareness and identify own skills, interests and motivations in the context of career decision making, namely to help students explore three questions: *Who are you and where are you now? Where do you want to be? How do you get there?*
- To introduce students to the demands of a changing work environment
- To enhance student understanding of the skills and attributes required for successful graduate employment
- To encourage students to value personal and work experience and acknowledge individual achievements
- To encourage students to plan for future careers through the development of individual career plans and strategies
- To build student self-confidence through an understanding of how to translate and articulate skills, achievements and attributes

The contents of this course should cover the following areas:

- Basic knowledge of career development theories. What are career management skills?
- Awareness of labor market opportunities and skills required for success in employment. How is work changing?
- Increasing student self-confidence and awareness of own capabilities
- Increasing student capacity to adapt to change and plan for the future
- Enhance student time management and prioritizing skills

The second compulsory course is planned for the year 3 students. A range of job search skills is required to justify and implement choices, often through a demanding selection process which can involve designing targeted CVs and cover letters, completing online or paper-based application forms, coping with telephone or face to face interviews, and a range of assessment center tests and activities. This should be a preparation course for job search skills with the suggested name: **Job Search Strategies.**

The aims and learning outcomes are:

- To help students develop job application skills and provide useful feedback, e.g. CV, cover letter, interview skills
- To develop student transfer skills such as communication skills, listening, giving and receiving feedback, creative skills, self-awareness and confidence
- To improve student interpersonal skills and encourage them to work effectively in a team environment

- To encourage students to develop skills that help them make an effective transition from university to work
- To help students identify and research different sources of vacancy information and recruitment methods used by employers

The contents of this course should cover the following areas:

- Career management skills. Focus on the key skills: self-analysis, self-promotion, negotiating, networking, spoken and written communication, team working
- Transition to work. The practical job search skills and experience needed to make a successful transition including CVs, applications, interviews, psychometric tests, and selection centers

The compulsory courses can be provided by the CSCs in the universities, but there is a need for close cooperation with the academic departments and a blended learning approach, e.g. lectures and interactive workshops culminating in a mock assessment center. The courses could be delivered by a multi-disciplinary team including specialists, career staff, study skills counselors and information specialists, as well as alumni and employers.

The assessment methods should be designed to nurture subject-specific and transferable skills that are important for employability and lifelong learning, including:

- Portfolio development
- Simulations (e.g. CV)
- Reflective activities (e.g. learning log for work experience)
- Written exams
- Essays and reports
- Peer review (e.g. interview skills)

Vocational Elective Courses

These courses can include Psychological Training, Public Relations, Professional Etiquette Training, Employment Situations and Analysis, and Employment Law for example. Aside from compulsory courses in year 1 and year 3, elective courses can be arranged as supplementary courses for all students.

The elective courses could be offered by individual academic departments, like Humanities and Sociology, but with support from the university career service centers.

Vocational literacy Development Courses

These courses are mainly offered as one-off sessions, presentations, lecture series, or workshops which are non-credit and could be organized by the career center. The contents could cover the areas like: employment policy, employment psychology and adjustment of employment expectations, knowledge of management, job requirements for different occupations, and other related knowledge which is conducive to the improvement of student vocational literacy.

Work-Related Learning - linking with the curriculum

Work experience is a potentially rich source of career learning through direct experience. Provision of opportunities for experienced-based learning coordinated with career courses can contribute to best practice. There are many benefits: familiarity with current working practices and organizational culture, personal learning, increased confidence, and the impetus to engage with career planning. In addition to the classroom teaching hours, the students should be encouraged to develop competences through work-related learning in a planned manner.

The universities can simulate realistic work situations (e.g. media room). These simulated environments may involve real work projects set by external clients and offer many similar gains to more traditional forms of work experience. Also, the students are encouraged to carry out social practice activities like various occupational surveys on holiday periods through internships or special consultation agencies. Appropriate credit should be given based on survey and social practice reports.

Targeted Courses for Subject Areas in Academic Departments

Faculties and departments can provide their own students with targeted career-related courses by making full use of their own teaching and learning resources. For example,

the Department of Chemistry can provide such courses as “the Chemists” Career Development”; the Department of Foreign Language can provide courses such as “Occupational Choices for Foreign Language Students” and so on. Especially for vocational subject areas, such courses can be taught by professional teachers who have similar academic backgrounds, but also extensive practical experience and real knowledge of the career needs from the subject area. This can help the students develop a clear awareness about their own field of study and future career development prospects.

Others

Part-time and vacation jobs also have potential for valuable career learning. Additional extracurricular activities, like participation in volunteer work and student organizations, are not credit-based but are another very important way in which students develop a range of employability skills, including transferable skills (e.g. problem-solving, team work, time management, communication, critical thinking and analysis) and generate insights into values and interests that will assist with career planning. Activities like experience-sharing with previously successful graduates, simulated recruitment activities, employment-related essay competitions and other employment investigation activities could be good examples for students.

Short Conclusion

The study schedule is designed to help students move from a process of self-awareness and self-analysis to an understanding of labor market opportunities so that they can match their skills to those sought by prospective employers. The students need to take responsibility for their own development. Career services and academic staff can provide opportunities to help them do it. Career management courses can remind students of the concept of self-development and reflective learning. The combination of employer presentations, labor market research and advice, and personal networking opportunities will raise student awareness of the graduate labor market. Through the courses, students are required to critically evaluate the research that has been carried out on graduates and graduate attributes. They are also encouraged to identify potential skill „gaps“ and to plan for how they

can overcome these by engaging in appropriate development activities. Furthermore, students need to have an ability to sell themselves effectively in the employment market both on paper (e.g. excellent CV, cover letter, application, selection tests) and in person (e.g. excellent interview skills, interpersonal communication and networking abilities). The second course focuses on developing job search skills in order to equip students with the ability to successfully secure employment.

6.2.4 Three Stages

According to the course plan for the students in different learning stages, it can generally be divided into three interrelated and complementary stages.

The First Stage- to Develop Student Career Awareness

This stage is mainly for newly enrolled students during the first academic year. Career services will focus on career planning and cultivate student career awareness in order to help the students learn about themselves and to be sure of the direction of their field of study.

The Second Stage—Full Preparation

The second and third academic years are the full preparation stages. Besides engaging in gaining professional knowledge, sophomore and junior students also need to improve other abilities and keep a healthy psychology towards study, life and future career. This stage is important for the students to improve “hard skills” and “soft skills.”

The Third Stage—Realization

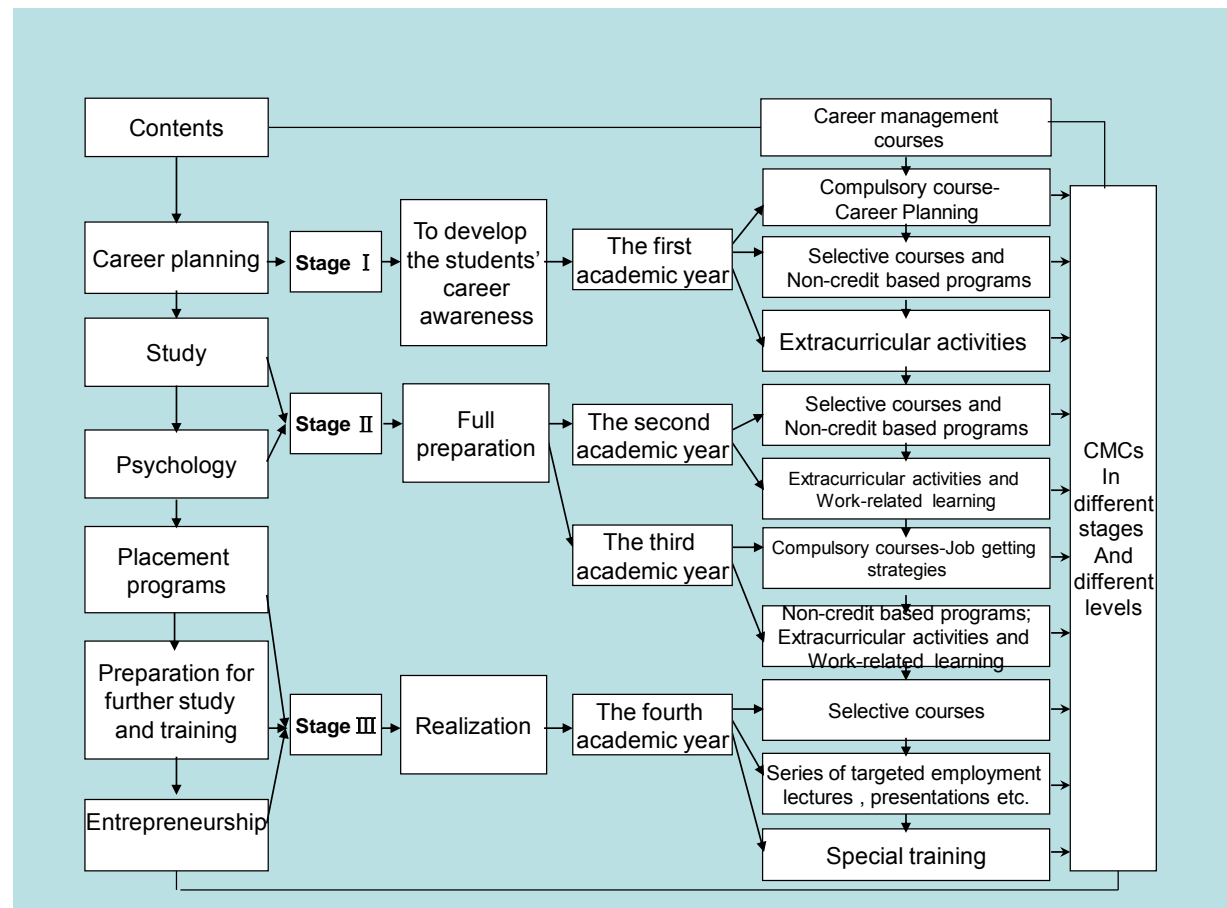
During the final academic year, more work should be focused on placement programs, including preparation for further study and training and also entrepreneurship training. Students have accumulated certain professional knowledge and made a lot of progress

in developing overall ability during the first two stages. The last stage should help them realize a successful transition to the world of work after graduation.

Conclusion

Comprehensive career services are a systematic process throughout the whole undergraduate study process conducted in different stages and different levels according to student situations. It is clear that smooth employment is based on active student choice. Thus full development is the important prerequisite for realizing high-quality career goals.

Contents and Main Forms of Career Services at Universities



6.2.5 Main Objectives

The development of a CCSS is to help students establish the right attitude in choosing certain occupations, learn related employment policies, master job-search skills, and cultivate the abilities they need to make career choices. At the same time, it is intended to deliver career planning education to students beginning in the first university academic year and then throughout the whole university life.

Comprehensive career services are a systematic process, which can be divided into several different but interrelated and complementary stages. Career education and full student development are the continuous goals through the whole process. It is also vital to promote student employability for future career development as well as to help students develop a sense of values, aptitudes, and interests in order to cultivate innovational ability and improve comprehensive quality (Zeng, Zejing, 2007).

The process of accepting career guidance and career services is the process of accumulating all kinds of abilities. Some key abilities need to be emphasized. The first is lifelong learning, which has already become a basic requirement for individuals to engage with the career development process. The second is to improve vocational abilities, including team work, communication, and organization and management skills. This includes “soft skills”, which are emphasized more and more by employers in the labor market. The third is to improve student adaptability. Poor social adaptability has become a common problem among many university students. The issue is especially pressing among newly enrolled students and includes psychological difficulties, problems related to the study process, and career worries (Song, Rongxu, 2005). The fourth is to improve student problem-solving ability and innovation. The 21st century is an era of knowledge-based economy and its development mainly relies on new discoveries, inventions and research, for which innovation is the core. The implementation of innovation depends on the cultivation and accumulation of problem-analyzing and problem-solving abilities.

6.2.6 Short Conclusion

In the knowledge-based economy era, the speed of social division of labor and occupational differentiation has accelerated. Occupational mobility has been increased. The “once and for all” vocational choice does not apply anymore. On the one hand, people have more opportunities to choose occupations according to their own interests and characteristics. On the other hand, this has also increased the complexity and difficulty for individuals to get accurate and efficient employment information and make a proper final decision. That means that the required standards for individual overall quality are becoming higher. The focus of career services is transferred to the cultivation of student decision-making abilities by the changing career requirements. So as a systematic process, career services will be conducted at different grade levels, and a variety of service approaches need to be explored further in order to ensure the effectiveness of the services.

6.3 Conclusion

The code of practice issued by the Quality Assurance Agency for Higher Education (2001a) states that higher education institutions should prepare students not only “for a successful transition to employment” but also “for effective management of their career thereafter.”

Most Chinese universities just play an informational role in the current career services model. It can only be regarded as short-term and is unable to provide successful education for the development of student aptitudes and values in making career choices and planning for career life. The reform of career services within the universities is not only conducive to student employment, but also conducive to the overall development of the universities. Effective career services can help decrease the gap between education and un/underemployment. It is also likely to affect student employment quality and success in career development planning after graduation. Within the framework of a new career services system, career services do not just have a service function, but also an educational function. It is not only for short-term

services on employment related issues, but also imparts knowledge for long-term development in the future.

To conclude, the main goal of university career services is to develop student self-awareness, career-awareness and career decision making abilities. Further goals are to enable students to develop their own career attitudes, values and dispositions, as well as an awareness of the market and competition and to cultivate a good employment psychology along with a certain amount of job search and interview skills that facilitate a smooth entrance into the labor market. Through systematic and targeted career services in different stages and with a variety of forms, students can learn how to plan their careers as early as possible and develop self-learning, adaptability, innovation, vocational and self-marketing capabilities. Career services, especially career guidance, have to stretch throughout student university life, from the very beginning to graduation and beyond.

7 Operation of the Comprehensive Career Services System

“We want to see all universities treating student employability as a core part of their mission. So we believe it is reasonable to expect universities to take responsibility for how their students are prepared for the world of work” (DIUS, 2008b, p.6).

Establishing a CCSS is comparatively easy when the issue of how to keep the CCSS operating effectively comes into play. In this chapter, the author emphasizes the need to enhance service awareness on the part of universities and also explores the possibilities of how to enhance career staff building. Universities have become the main body for delivering career services to students, but there is a deep need for cooperation among the government, universities, employers and other sectors of society in order to improve the work.

7.1 Operation of CCSS

7.1.1 Close Link with Senior Management

In practice, how institutions view their career services is likely to be a significant indicator of how they seek to position themselves in relation to the growing concern with employability and moves towards a more student-driven system. Career services can be viewed as somewhat marginal student services. Alternatively, they can be viewed as a major strategic vehicle for achieving the institutional mission and purpose as well as adapting to change. So career services needs to have strong links with senior management. Formal lines of reporting are critical: the fewer the managerial levels between the service and senior management, the more influential the service is

likely to be (Watts, 1997).

Career services need to have strong leadership with a close link to senior management in order to implement the comprehensive career services system effectively. They also need to actively cooperate with the academic administration and faculties and involve them in career planning and employment programs. As an integral function within universities, career services must develop and maintain productive relationships with relevant campus offices and key stakeholders both within the universities and externally. In short, the establishment of a comprehensive career services system needs to be integrated into the overall university framework. Meanwhile, the universities need to provide specialized classrooms, offices, multi-media lecture halls, data and information rooms, interview and counseling rooms and other required facilities. The investment of facilities, technology, and equipment is one of basic components for the operation of career services.

7.1.2 Career Staff Building

Human resources is other essential components for the operation of career services in higher education. According to the CAS (2006), there must be adequate staffing, selection training and staffing procedures. In addition, support staff must be adequate, affirmative action policies must be followed, and professional development opportunities must be encouraged and supported regarding the human resources issue. Lack of professional career staff is a big challenge for Chinese universities to develop their own career services with high-quality. Currently, many of the career staff is from the administration departments in Chinese universities (Luo, Sangui, 2005). The research and surveys introduced in Chapter Three also have proved this. Additionally, the ratio of full-time career staff is limited due to the impact of staffing. At the college and faculty level, the work staff consists mainly of the assistants for political and ideological work, who are directly responsible for student employment work. This kind of work team is very unstable. Lack of professionalism and stability are the main characteristics of the current career team.

To develop a professional and expert-oriented career team is the key to doing a good job. The professional staff needs to be not only familiar with graduate employment policy, but also needs to exhibit strong organizational and information management ability. The experiences of career services abroad also show that a systematic and efficient career agency and work team are the basis and prerequisite for delivering good career services. It has been suggested that career team-building can be prepared from two aspects: full-time and part-time, in the Chinese case. One is to build a large number of part-time career team members as support staff and the other is to build a professional team.

1. The building of a part-time career team

- a. Part-time staff on campus. These team numbers can be formed by student-work staff, assistants, head teachers and other teachers at college and faculty level. This has already been taking place in many universities. Their roles can be strengthened.
- b. Part-time staff off-campus. Some well-known education experts, academics, successful entrepreneurs, senior vocational guidance teachers, psychological counselors and human resource experts can be invited as part-time guidance teachers. This team is a practically experienced team and can provide students with targeted guidance.

2. Building a professional career team

Professional career staff is the key to delivering career services and improving the effectiveness of the whole work. They need to demonstrate a broad knowledge background that covers the areas of sociology, education, psychology, management and consulting studies. They must also have the requisite qualifications and competencies to perform effectively in their defined roles with students, alumni, faculty, administrators, and employers. They need to be prepared with good communication and interpersonal skills. Serving as intermediaries, they need to build a good communication platform for both students and employers. For the training of professional personnel according to the current situation in China, several practical

approaches can be adopted:

- a. First, to select a number of practically experienced work staff from the assistants for political and ideological work and other administrative departments
- b. Second, to choose excellent teachers from the subject areas of sociology, management, psychology and other teaching and research expertise in career research and practice
- c. Third, to recruit outstanding career teachers and experts from areas like human resources management
- d. Forth, to select some excellent new graduates or postgraduates from the field of human resources management, psychology and other fields of study for training as reserve force

Career service centers can conduct targeted training based on individual assessed needs. Individuals can choose their main work direction according to their own strengths and potential.

7.1.3 Cooperation with Employers

Employers are vital partners in the delivery of career services to students. Powell and Kirts (1980) have emphasized the employer roles in student career exploration activities, for example involvement in career courses (i.e., to identify how academic subjects are relevant for various occupations). In addition, they can be involved in many other career activities like resume referrals, mock interviews, workshops and seminars providing information to students about legal and policy guidelines in the labor market. More importantly, they can serve as resources for creating externship and internship opportunities to expose students to career opportunities.

But in China, universities are teaching and researching as they have been since the period of planned economy. This traditionally leads to university self-reclusion, and so there is a lack of cooperation between enterprises and universities; or if cooperation exists, it is limited to technical transfer, cooperative development and

authorized development (Yan, 2007). Career service centers must develop, maintain, and enhance relationships with employers who may provide career development and employment opportunities for their students and actively involve employers in on-campus programs that meet the career and employment needs of the students.

Currently, enterprises are increasingly looking to hire staff with some job experience. Millions of Chinese students graduate from universities every year, but many of them do not possess enough business skills to properly fulfill their job requirements. One way to ease this problem is to adopt the Western system of internships. In reality, this is a win-win strategy to enhance cooperation between universities and enterprises, especially to develop internship programs. Enterprises can provide internship sites for students and the internship facilities can enable students to obtain direct job experience consistent with modern enterprise management experience and clear career orientation. This can shorten the “settling-in” period between graduates and enterprises, reduce business recruitment costs and effectively enhance the competitiveness of enterprises. According to Yi Wang, an associate researcher at Shanghai Public Administration and Human Resources, Chinese enterprises “should shoulder more social responsibilities” instead of complaining about new graduates who may have learned “mountains of theories but also lack practical abilities” (China Daily, 11.01.2009). Wang has also said that it would help in building a good social reputation for the enterprises themselves. In addition to enterprises, Wang suggested that universities should also include more students through an internship program. With large amounts of research funds, students should be paid while learning practical skills.

7.1.4 Website Construction

Information technology has a great impact on the delivery of career services. The internet in particular has been commonly used for the delivery of computer-based career services in recent years. Most career service centers in developed countries have established their own websites, through which they offer career information and

links to outside sites applicable to their students. Web-based databases are becoming common among career service centers, including employer databases, job listing databases and candidate resume databases.

As stressed by the MoE, all universities must strengthen information technology construction in the delivery of career services and increase investment to establish their own websites. Efforts need to be made to finally achieve resource sharing (Official Document, 2002).

Looking at the websites of career services among Chinese universities, it is clear that the programs provided mainly include: introduction to the university and majors, graduate information, introduction to employment policies and regulations, and recruitment information. Basically these websites are just a platform to release employment information. There are large gaps between current computer-based career services in Chinese universities and foreign universities, for example in network resource integration, employment environmental prediction, information service system, career education curriculum development, career planning, career assessment and online counseling (Yu, Lan, 2010).

First, there is a need to strengthen the guidance function of the websites in the delivery of career services by developing professional training and assessment mechanisms and providing online career planning services; for example, to develop online tools that help students assess interests, values, and aptitudes. The assessments will help students learn about themselves and the qualities they might prefer in a career; and by adapting the interactive feature of computer-based services, “online forum” and “online counseling” programs can be provided and strengthened. On one hand, it will be helpful to answer student questions in a timely manner and learn about student dynamics; on the other hand, it can improve communication between students and employers as well as information sharing among graduates.

Computer-based career services can range from career planning to placement. More recent placement-oriented computer services include virtual job fairs, online resumes, and chat rooms for job seekers (Miller & McDaniels, 2001). Online job searching and recruitment is becoming an important channel for individuals to obtain

employment. Second, career service centers need to strengthen the construction of web-based databases, including employer databases and graduate databases, in order to achieve two-way selection online. Another very important aspect is to ensure both the reliability and authenticity of the information. It is also important for career service centers to develop online interview programs in order to improve contact frequency between students and employers.

Additionally, the scale of career service websites at a single university is small, for example if the amount of released recruitment information is relatively small. This is not enough to attract employers. Openness and integration among career service websites at different universities can be a good option. A full sharing of information resources will increase the amount of career information. This can attract more employers to visit the websites and then make the websites a really attractive platform for employer information. For example, Wuhan University of Technology (www.job5191.com), Xidian University (<http://job.xidian.edu.cn>), and some other universities have been among the first to achieve the sharing of web-based career information resources. Northeast University has established a website called the Northeast Graduate Collaboration (<http://job.nenu.edu.cn>), which is a career services website with strong regional characteristics jointly established by 33 agricultural universities. Chinese Agriculture Network (<http://www.chnnw.cn>) is another professional website. These websites have big advantages in forming regional networks, sharing resources and building the market.

7.1.5 Short Conclusion

First, it is important for universities to change their working mechanisms and enhance service awareness to students in implementing the comprehensive career services system. The perception of career services as just a simple guide to help students find a job needs to be adjusted for the promotion of full student development. Second, it is important to keep the idea that career services are not just provided for senior graduates; all university students are included. Third, career services are not just a

small group that works in a career center. It has to be given attention from all sectors of the university.

Specifically, the tasks of the career service centers cannot be just a one-sided emphasis on pursuing graduate employment rates in universities. They need to provide high-level and high-quality career services and create conditions for students to seek the proper occupations, which are best suited to their abilities and interests. Then the students can display their potential and achieve real self-development in the future.

7.2 Support by the Government

7.2.1 Financial Investment

The Chinese government has attached importance to graduate employment work. It has put forward a series of measures to promote graduate employment, ranging from broadening employment channels, to bridging labor supply and demand, to improving vocational guidance, to providing employment and social security services (Li, Hui, 2009); but the financial input is conspicuously insufficient.

Traditionally, lack of financial and human resources and government focus on quantity instead of quality for all but the key universities are root causes for customer and stakeholder needs not being met. As for financial resources, China's public expenditure on education has been stagnant: in 2006 it was only 2.8% of Gross National Product; this compares to third world and developing countries at 3.5% (Yen, 2006).

Usually the basic process is to measure the level of education in the world to see if the national education budget can reach 4% of the national GDP. As early as 1993, it was proposed in the "China Education Reform and Development Plan" that the proportion of the national education budget should reach 4% of the national GDP. But this has not yet been achieved. Until 2008, the ratio of the national financial education expenditure reached only 3.48% of the national GDP and it is still below the world

average level of 4.5%. It is clearly pointed out in the new “National Long-term Education Reform and Development Plan (2010-2020)” that this number has to reach 4% by 2012 (National Plan, 2010).

Career services must have adequate funding. This is another essential component for the operation of career services in universities. As currently regulated by the Chinese Ministry of Education, specialized fees for career services in each university has to reach 1% of student tuition fees. In addition, it is necessary for the government to raise its financial investment in education. It would be arguably better to set up extra specialized fees for career services in higher education in order to improve the whole system.

7.2.2 Policy Guarantee

The government needs to increase financial input to education and career issues. Meanwhile, its macro-control effort is the most useful means and its policy guarantee is the premise on which to operate the career services system. It can increase the awareness of training obligations in enterprises through compulsory measures and create policies addressing graduate employment and improve the cooperation between career services and enterprises.

For example, the Chinese government is actively implementing a pilot plan on vocational probation. Shanghai Labor and Social Security Bureau was the first to carry out a youth vocational probation plan in China in 2004; this involved organizing some good enterprises to provide internships to university graduates, in return for promising the products of the interns would be purchased by the government. By the end of July, a total of 42,000 graduates attended the probation program and 34,000 finished their probation practice; 19,000 (56%) of them got jobs after probation (Country Report, 2009). In order to follow the call of the central government, the local governments started contact work and convinced enterprises to cooperate with the universities and provide internship positions for graduates. During that time, the government gave interns a small living allowance every month. After the internships

end, the enterprises may offer jobs to outstanding interns. For example in Fujian province, 58 enterprises offered internships to more than 6,000 graduates in 2006 under the encouragement of the government. Approximately 50% of them ended up getting hired (China Daily, 11.01.2009).

The government also plays a vital role in regulating the graduate employment market, but it needs to strengthen the construction of the legal system. The related laws and regulations surrounding graduate employment are still not complete in China. By the clear regulation of the “Employment Promotion Law of the People’s Republic of China” (Ministry of Labor and Social Security, 2007), laborers are entitled to equal employment rights and the freedom of choosing their own jobs. Laborers should not be discriminated against because of different nationality, race, sex or religion. But this is still not enough. A nationwide internal credibility rating system for employers can be established with strong government support. Employer credibility can be published by the government. That means the students can complain about unlawful treatment by employers to the responsible sectors set by the government during the course of the job-search process. If the complaint is true, the employer will be given a certain extent of economic penalties and also depreciation of their credibility. The punishment situation will be announced across the country. This can provide a good reference for the students in searching for more detailed information about employers. At the same time, employers can be more involved in building a reasonable and fair employment environment together with career services.

7.3 Conclusion

Comprehensive career services provided in universities should be targeted career services for students according to the “two-way selection, talent matching” theory of career guidance (Fu, Xinhua, 2009). The objectives are to help university students develop proper career attitudes and values, make scientific and reasonable career planning, learn related employment policies and master practical job-search techniques, and train and cultivate the qualities and abilities they need to possess in making career decisions and achieving career goals.

It is part of the university responsibility to provide effective career services for their students and ensure a smooth transition from higher education to the world of work upon graduation. Specifically, the functions can be explained in three aspects: first, to provide students with professional education, vocational training, psychological counseling, career planning and other services; second, to develop the graduate employment market and create employment opportunities; third, to conduct market research and provide career staff with appropriate training.

Generally, universities have become the main body in delivering career services to students, but obviously it is not enough only through the efforts by the universities themselves. The graduate employment problem is a social problem. Career services is an open and systematic project which consists of management, services, education and research. There is a deep need for support by the government and close cooperation with employers and other sectors in society.

8 Conclusion

“One job per person has stayed the norm – permanent full-time employment remains dominant, workers are not moving more often from one employer to another and the „career“ – as a way of viewing work – has triumphed”
(Moynagh & Worsley, 2005, p.93).

Currently, graduate employment problems have already raised widespread concern from all sectors of society. There is a need to provide students with career services in higher education institutions and encourage every student to ask three questions: “What do I want to do? What can I do? What should I do?” These questions are the core questions for career services in universities.

Effective career services in universities can bridge the gap between education and the world of work and prepare students to accumulate knowledge, ability, and quality in order to gradually improve employability and competitiveness. Attention cannot be given only to graduate survival abilities in the labor market. The issue of newly enrolled student adaptation problems, which include psychological difficulties, problems related to the study process and career worries, has to be addressed as well. Comprehensive career services, which should be provided throughout the whole study process in universities, are necessary.

Student needs from career services in higher education are very strong. Current career services in Chinese higher education include only a minimal spectrum of career activities, mostly focused on giving information, introduction to employment situations, explanation of employment policies, organization of campus job fairs and teaching of job-search skills. More services are concerned about temporary job placement issues and activities than long-term career planning.

In many ways, the evolution of career services reflects the evolution of the field in general, as services evolved from an orientation toward job placement to a full

range of career planning services being offered to meet the needs of diverse student populations (Niles & Harris-Bowlsbey, 2005). Placement still remains at the core of career services in most cases, but generally the evolution of career services has involved more attention to career guidance, especially interventions designed to help students make their own decisions in an informed and reflective way. Individuals have to take more responsibility for their own career development. It lies not in employment now but in employability for the students. It is necessary to develop career guidance with a wide range of other career activities.

The relationship between guidance and placement within career services is complex. A few institutions have taken the view that a clearer separation of the functions within distinctive units under the same managerial „roof“ would reduce the tensions between them and enable each to play to its strengths (Watts, 1997). The establishment of a comprehensive career services system in Chinese higher education as elaborated in this paper is based on this principle. A special part of this system is to link the course provision function of career services with other main functions, namely information, guidance and placement functions in light of the legislative requirement to provide career services and introduce career management courses into the normal teaching plan in Chinese universities. The curriculum approach has been stressed by many researchers and scholars in the delivery of career services in higher education. The curriculum model proposed by Watts (1997) for higher education career services is particularly relevant to the concerns of this paper. In this model, career services become part of a delivery vehicle, incorporating employability skills and career management skills into course provision. There is a need to strengthen cooperation with academic departments in order to provide career courses and other teacher training classes effectively.

It has been realized that student career decision-making ability plays a vital role in affecting occupational choice and lifelong development. According to the investigation of student career decision-making problems in Chinese higher education, it has been concluded that there is a lack of proper self-awareness, career awareness, and social awareness about the factors affecting employment. A comprehensive career

services system in the universities which includes career planning, study, psychological consultation, preparation for further study and training, job searching and selection and entrepreneurship training, would help students enhance their professional study, raise awareness of career decision-making and job searching, and raise the general competence level of the individual.

Analysis of the career guidance and career services domain in China has to take into account the historical background. In order to avoid the marginalization of career services, there is a need for strong support by senior management. The problem in the area of career services in higher education could be connected with lack of support by administrative departments and lack of qualified career guidance staff; it could also be connected to the issue of related support in establishing career service centers, lack of financial investment, different understandings of career services among different institutions, insufficient inter-institutional activity coordination, and lack of systematic scientific research related to the career services domain.

Employability and career success are major outcomes which government, employers, and students alike expect from higher education. It is necessary to continue to support scientific research concerning career services with an emphasis on specific features of Chinese historical and cultural background. Articles should be published about various issues related to career services and problems in this domain, as well as encouraging active communication to raise interest about various study directions and professions that highlight the growth potential, material benefits and usefulness of each possible career path.

Career services in universities are very important and also highly professional work, which is different from other public and private career agencies because it fully embodies the educational function of the university. Effective career assistance can help students learn more about themselves, identify career goals, become more certain of career plans, explore career options, engage in educational planning, and learn job search skills. The experiences in the world show that implementation of career services in the higher education sector would support student personal growth and also increase motivation for engagement in further professional activities. It would

also help students adapt to the studying process and enter the labor market successfully. It would also be beneficial for higher education institutions because they could get feedback about topical issues in the labor market and the further professional lives of graduates. It is important to develop professional career teams and constantly improve career services in higher education.

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Zusammenfassung (Summary in German)

A Study of a Comprehensive Career Services System in Chinese

Universities

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In dieser Dissertation wird untersucht, wie sich Career Services an chinesischen Universitäten, vor allem unter den besonderen politischen, wirtschaftlichen und kulturellen Hintergründen in China entwickeln.

Aufgrund großer Beschäftigungsprobleme der Hochschulabsolventen in China sind Career Services in der chinesischen Hochschulbildung ein wichtiger Schwerpunkt und wurden von der Regierung in den letzten Jahren gefördert.

Im Vergleich zu den entwickelten Ländern sind Career Services in China neu entwickelte Konzepte. Es gibt in China ein umfassendes Career Services System für die öffentlichen Universitäten, das in der Regel auch die vierjährigen Bachelor-Studiengänge einschließt.

Die Einrichtung der umfassenden Career Services wurde beschlossen, um eine fundamentale Grundlage für die Berufsentwicklung der Studenten zu bieten. Ein wesentlicher Teil in diesem System ist die Einführung von Berufsberatungskursen, um den Studenten die relevanten Karriere-Management-Qualifikationen zu liefern. Das Career Service Center wird im Modell von einem Hauptquartier und Zweigstellen betrieben, um Unterstützung für die Mitarbeiter in den einzelnen Abteilungen zu bieten, die die Verantwortung zur Erbringung der Berufsausbildung, -information, -vorschläge und -beratung übernehmen. Die Career Service Centers bietet auch Kurse zur Schulung und Karriereplanung an.

Zum Betrieb dieses umfassenden Service-Systems bedarf es nicht nur der starken Unterstützung von der Makro-Steuerung und Politikleitung durch die Regierung,

sondern auch der engen intensiven Zusammenarbeit zwischen der akademischen Verwaltung und den Fakultäten sowie ihre Einbeziehung in der Karriereplanung und den Beschäftigungsprogrammen. Als eine integrierte Funktion innerhalb der Universitäten müssen Career Services eine produktive Beziehung zu den zuständigen Hochschulenbüros und den wichtigsten Beteiligten innerhalb und ausserhalb der Universitäten pflegen.

Schlüsselwörter: Beschäftigung der Absolventen, Beschäftigungsquote der Absolventen, Career Services, Career Services Center, Berufsberatung, Karriereplanung, berufliche Interventionen, Beschäftigungsfähigkeit, Karriere-Management-Kurse, Probleme der Karriere- Entscheidungsfindung, umfassendes Karriere-Service-System

Die Dissertation ist in acht Kapiteln unterteilt.

Kapitel I ist eine allgemeine Einführung in die Forschungsfragen, die Forschungsobjekte und Forschungsmethoden in dieser Dissertation.

Kapitel II stellt einen detaillierten Einstieg in die Forschungshintergründe - nämlich die derzeit schwierigen Beschäftigungsprobleme der Absolventen in China und - angesichts dieser Herausforderung - den Stress sowie die Regelungen bei der Entwicklung von Career Services an chinesischen Hochschulen dar. Mit der Verabschiedung der Hochschulexpansionspolitik durch die chinesische Regierung seit 1999 sind die Zahlen der eingeschriebenen Studenten und Absolventen mit einer nie dagewesenen Geschwindigkeit gestiegen. Verwöhnt durch das alte System, in dem Hochschulabsolventen vom Staat eingestellt wurden, sind viele Studenten nicht in der Lage, "sich verkaufen". Das verschärft die Beschäftigungssituation und führt zu einer Rekordarbeitslosenquote unter den Hochschulabsolventen. Die Idee der Career Services gerät mit dem zunehmenden Beschäftigungsdruck unter den Hochschulabsolventen in den letzten Jahren in den Vordergrund. Das 1998 verabschiedete "Hochschulausbildungsgesetz" hat eine gesetzliche Forderung an Hochschulen vorgeschrieben, dass "alle Hochschulen ihren Studenten und ehemaligen Studenten Career Services anbieten sollen." Danach hat das Bildungsministerium eine Reihe von Regelungen verabschiedet, um die Entwicklung von Career Services zu fördern. Alle Hochschulen sind verpflichtet, spezielle Karriere-Service-Zentren aufzubauen und die Verhältnisquote von 1:500 zwischen Career Service-Mitarbeitern und der gesamten Studierenden-Zahl zu gewährleisten. Die relevanten Karriere-Management-Kurse, vor allem Karriereplanung, werden als spezifische Einheit erfordert und in den Lehrplan aufgenommen; es wird ausdrücklich vorgeschrieben, die Unterrichtsstunden sollen nicht weniger als 38 Stunden in einem Semester an allen Universitäten sein. Seither ist die Entwicklung von Career Services an Hochschulen ein heißes Thema.

Auf der internationalen Ebene liegt der Fokus immer mehr auf der Bereitstellung von Career Services an Hochschulen. Career Services werden als eine leistungsfähige

und effektive Methode zur Überbrückung der Kluft zwischen Bildung und der Arbeitswelt weit akzeptiert (OECD, 2004). Kapitel III überprüft auf der internationalen Ebene, insbesondere in den entwickelten Ländern, die Entwicklung von Career Services an Hochschulen, einschließlich der Hauptfunktionen, Aktivitäten, des Drucks auf deren Entwicklung und die Veränderung der Rollen. Großbritannien und die USA werden häufig als weltweit führende Anbieter von Career Services betrachtet. Die Analyse der Forschungspapiere zeigt die historische Entwicklung des Career Services an Hochschulen in diesen beiden Ländern, sowie den geänderten Anspruch an und die Hauptfunktionen der Career Services. Danach wird die Entwicklung von Career Services in drei ausgewählten OECD-Ländern untersucht: Großbritannien, wo die Entwicklung von Career Services innerhalb der Hochschulen mit einer langen Tradition verbunden ist; Deutschland, wo Career Services an Hochschulen ein relativ junges Gebiet ist; Süd-Korea, wo Career Services im Hochschulsystem gerade neu gegründet werden. Basierend auf der Überprüfung von internationalen Forschungspapieren und den Fallstudien in den drei ausgewählten OECD-Ländern wird ein breites Spektrum von Aktivitäten der Career Services und auch die neue Entwicklungstendenz identifiziert.

Eine der bemerkenswertesten Entwicklungen in der Hochschulbildung in den letzten Jahren ist, dass die Karriere-Service-Zentren an den Universitäten auf der internationalen Ebene von einem einzigen Koordinator innerhalb des Hochschulcampus in umfangreiche Servicezentren der Karriereentwicklung umgewandelt werden. Der traditionelle Schwerpunkt der Career Services an Hochschulen wird auf Beratung, Information und Stellenvermittlung gelegt (Watts, 1997). Der Hauptinhalt ist noch vorhanden, aber die Rolle der Hochschulbildung Career Services hat sich in den letzten Jahren geändert und die Eigenschaft der einzelnen Einheiten wurde umgestaltet (Watts, 1997). Die meisten Services unternehmen eine Reihe von zusätzlichen Aktivitäten, und das Thema der Berufsberatung wird viel mehr als früher betont.

Es gibt eine Reihe von Umfragen und Forschungsarbeiten zu den Themen

Beschäftigung der Absolventen und damit verbundene Career Services an chinesischen Universitäten in den letzten Jahren. Basierend auf den bedeutendsten veröffentlichten Untersuchungen, wird in Kapitel IV die aktuelle Entwicklung von Career Services in der chinesischen Hochschulbildung und deren Hauptprobleme analysiert.

Career Services spielen eine wichtige Rolle bei der Informations- und Stellenvermittlungstätigkeit an chinesischen Universitäten. Seit der Bereitstellung von Career Services und ihrer Einführung in die Lehrplanung gesetzlich vorgeschrieben ist, haben die Karriere-Management-Kurse, vor allem Karriereplanungskurse, besondere Bedeutung bei der Entwicklung von Career Services in China erlangt. In China sind die meisten Karriere-Service-Zentren in der Umwandlungsperiode bzw. von einer "verwaltungsorientierten" Organisation zu einer "dienstleistungsorientierten" Organisation. Gemäß des allgemeinen Trends und der Regulierung durch die Regierung ist es notwendig, neben der Karriereberatung die Informations- und Stellenvermittlungstätigkeit in einer neuen zusätzlichen Bildungsfunktion zu vereinen. Die Rolle der Career Services wurde erweitert und das bedeutet neue Herausforderungen für die Hochschulbildungsentwicklung in China. Chinesische Universitäten sind immer noch in der Explorations- und Gründungsperiode, um ein eigenes Career Services System zu entwickeln. Effektive Karriereinterventionen entsprechend den Bedürfnissen der Studierenden verdient große Aufmerksamkeit in der Erbringung von Career Services. Jedes Land hat auf diesem Gebiet seine eigenen Traditionen und seine eigene Geschichte.

Kapitel V beschäftigt sich mit den Karrierebedürfnissen und der Karriere-Entscheidungsfindung bei den derzeitigen chinesischen Studenten, die die Autorin auf der Basis von veröffentlichten Forschungsergebnissen sowie mit eigenen Interviews untersucht. Insgesamt sechs wichtige Erkenntnisse sind auf der Basis dieser Untersuchungen zu nennen. Es wird das endgültige Fazit gezogen, dass den Studenten in der Regel das Verständnis für den Arbeitsmarkt fehlt. Die Planung zur Bereitstellung von Career Services ist ein besonders relevantes Anliegen dieser

Dissertation und wird in diesem Kapitel ebenfalls untersucht. Die Autorin kommt zu dem Schluss, dass in erster Linie die Etablierung eines umfassenden Career Services Systems innerhalb der Universitäten notwendig ist, um effektive Career Services zu entwickeln. Der Schwerpunkt dieses Systems sollte auf der Einführung von Karrierekursen, die den Studenten die relevanten Karriere-Management-Fähigkeiten erbringen können, liegen. Es ergibt sich daher in der Regel die Notwendigkeit, den Career Services Sektor innerhalb der chinesischen Universitäten neu zu strukturieren.

Basierend auf der Untersuchung der aktuellen Career Services in den chinesischen Hochschulen beschäftigt sich Kapitel VI mit dem Problem der Entscheidungsfindung der Studenten und dem Erlernen von der Lehrplanung zur Bereitstellung von Career Services, dem Modell des umfassenden Karriere-Service-Systems mit Einbettung von Information, Beratung, Stellenvermittlung, und Lehrfunktion der Universitäten. Karriere-Service-Zentren werden im Modell von Hauptquartier und Zweigstellen in diesem System betrieben, das bedeutet, Unterstützung und Informationen für die Mitarbeiter, die sich in den einzelnen Abteilungen befinden und verantwortlich für Erbringung der Berufsausbildung, -information, -vorschläge und -beratung sind, zu gewährleisten. Karriere-Service-Zentren bieten auch Karriereberatung mit Terminen, Schulung und Karriereplanungskurse an. Der Zweck der Errichtung des umfassenden Career Services System ist es, eine fundamentale Grundlage zur Karriereentwicklung der Studenten zu schaffen. Die Studenten können sich - auch auf dem Gebiet Psychologie und Ideologie - vorbereiten, indem sie ihre Berufsplanung mit Hilfe effektiver Career Services ausarbeiten. Zum Schluss, je nach den unterschiedlichen Eigenschaften und Bedürfnissen der Studenten, werden entsprechende Dienstleistungen und Beratungen in verschiedenen Stadien und auf unterschiedliche Weise gegeben. Mit anderen Worten, die entsprechenden Aktivitäten von Career Services und Karriereberatung sollen mit den neu eingeschriebenen Studierenden begonnen werden und während ihres gesamten universitären Studiums hindurch durchgeführt werden.

Kapitel VII beschäftigt sich mit dem Betrieb des umfassenden

Karriere-Service-Systems. Im Vergleich zur Errichtung des Karriere-Service-Systems ist ein reibungsloser Betrieb des Karriere-Service-Systems viel komplizierter. Die Autorin untersucht die Bedeutung und Möglichkeiten zur Verbesserung des Service-Bewusstseins seitens der Universitäten und die Möglichkeiten zur Schulung der Berufsberatungsmitarbeiter. Zum Betrieb des umfassenden Service-Systems bedarf es der starken Unterstützung durch Makro-Steuerung und Politikgewährleistung durch die Regierung, auch der engen Zusammenarbeit zwischen der akademischen Verwaltung und den Fakultäten, und die beiden Seiten sollen sich bei der Karriereplanung und den Beschäftigungsprogrammen intensiv beteiligen. Als eine integrierte Funktion innerhalb der Universitäten müssen Career Services eine produktive Beziehung zu den zuständigen Hochschulbüros und den wichtigsten Beteiligten innerhalb und außerhalb der Universitäten pflegen.

Kapitel VIII hat den endgültigen Schluss gezogen, dass Career Services von den Universitäten wichtig sind und auch eine hochprofessionelle Arbeit leisten. Es unterscheiden sich von den anderen öffentlichen und privaten Berufs- und Arbeitsagenturen, und hat vollständig die pädagogische Funktion der Universitäten verkörpert. Effektive Career Services an Hochschulen kann den Studenten die Kluft zwischen Bildung und Arbeitswelt überbrücken und den Studenten bei der Erweiterung ihrer Kenntnisse, Fähigkeiten und Qualität helfen, um ihre Beschäftigungsfähigkeit und Wettbewerbsfähigkeit schrittweise zu verbessern. Und schließlich ist es notwendig, weiter die wissenschaftliche Forschung im Bezug auf Career Services mit Schwerpunkt auf Besonderheiten des chinesischen Hintergrunds zu unterstützen.

Appendices

Appendix 1

Investigation of students' career decision-making problems---main interview questions

1. Why do you choose your current major and do you like it?
2. How about your plan about the university life and also after graduation?
3. What career expectations do you have regarding your study (occupation, location of work, salary, aim, etc.)?
4. Why do you make such career choices?
5. What do you know about the current graduates' employment situation?
6. What will be most important factors in affecting your chances of obtaining employment in your mind?
7. Do you know yourself very well (personality, ability, interest, etc.)?
8. How do you improve your employability and competitiveness?

Appendix 2

Structure of interview with students in South West Jiaotong University
(China)

Student	Sex	Major	Academic year	Date of Interview
Student 1	Male	Building Environment& Equipment Engineering	Year Four	11.05.2009
Student 2	Male	Vehicle	Year Two	13.05.2009
Student 3	Male	Civil Engineering	Year One	14.05.2009
Student 4	Female	Environment	Year One	17.05.2009
Student 5	Male	Pharmacy	Year Two	19.05.2009
Student 6	Male	Building Environment& Equipment Engineering	Year Three	21.05.2009
Student 7	Female	Business Administration	Year Three	24.05.2009
Student 8	Male	Economics	Year Four	26.05.2009
Student 9	Male	Manufacture	Year Four	28.05.2009
Student 10	Male	Machinery	Year One	31.05.2009
Student 11	Male	Biology	Year Three	02.06.2009
Student 12	Male	Heating	Year Four	04.06.2009
Student 13	Female	Biology	Year One	05.06.2009
Student 14	Male	Politics	Year Four	07.06.2009
Student 15	Female	Transportation	Year One	09.06.2009
Student 16	Male	Public Management	Year Three	10.06.2009
Student 17	Female	Electronic	Year Three	11.06.2009
Student 18	Male	Architecture	Year Two	14.06.2009
Student 19	Male	Tourism Management	Year Two	14.06.2009
Student 20	Female	Machinery	Year Three	17.06.2009
Student 21	Male	Measuring	Year One	17.06.2009
Student 22	Male	Financing	Year Three	18.06.2009
Student 23	Male	Automation	Year Two	18.06.2009
Student 24	Female	Machinery	Year One	21.06.2009
Student 25	Female	Civil Engineering	Year Three	21.06.2009
Student 26	Male	Material Science	Year Two	23.06.2009

Student 27	Male	Civil Engineering	Year One	23.06.2009
Student 28	Male		Year Two	24.06.2009
Student 29	Male	Computer & Software	Year Three	25.06.2009
Student 30	Female	Machinery	Year Four	25.09.2009
Student 31	Male	Measuring	Year Three	28.06.2009
Student 32	Male	Electricity	Year One	28.06.2009
Student 33	Female	Financing	Year Two	29.06.2009
Student 34	Male	Electronic	Year Three	30.06.2009
Student 35	Female	Architecture	Year Four	30.06.2009
Student 36	Male	Computer	Year One	01.07.2009
Student 37	Female	Environment	Year Two	02.07.2009
Student 38	Male	Remote Sensing	Year Three	05.07.2009
Student 39	Male	Politics	Year Two	07.07.2009
Student 40	Male	Civil Engineering	Year Four	09.07.2009

Appendix 3

Guideline of interview with individual directors of CSCs and scholars

Name	Title	Interview topics	Date of interview
Dr. Wu, Xiaoxiong	Director of Enrolment & Assignment Department in South West Jiaotong University	Development of career services in Chinese universities; institutional setting, staffing, contents of current services; provision of career management courses; problems and difficulties regarding the current work and ways of improvement, etc.	08.05.2009
Dr. Anne Sachs	Director of Alumni & Career Services in Kassel University	Development of career service in Europe and Germany; functions, roles, staffing and contents of career services; relationships with teaching department; Co-operation with alumni and employers, etc.	18.11.2009
Dr. Susanne Joerns	Director of Career Service in Goettingen University	Development of career service in Europe and Germany; functions, roles, staffing and contents of career services; relationships with teaching department; co-operation with alumni and employers, etc.	26.05.2010
Prof. Lei, Qing	Director of Institute of Higher Education in Beihang University	Current research on graduate employment and career services in	23.11.2010

		China; analysis of main problems, etc.	
Prof. Sun, Chongzheng	Director of Institute of Higher Education in Beijing University of Technology	Current research on graduate employment and career services in China; analysis of main problems, etc.	27.11.2010

Appendix 4

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