International Journal of Sociologies and Anthropologies Science Reviews
Volume 5 Issue 6: November-December 2025: ISSN 2985-2730
Website: https://so07.tci-thaijo.org/index.php/IJSASR/index

Developing a Prototype Employment Guidance Curriculum for Chinese College Students: A Taylor-Model Approach

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Received 07/04/2025 Revised 02/05/2025 Accepted 11/06/2025

Abstract

Background and Aim: To address the structural mismatch in college graduate employment projected for 2024, this research refines the career guidance curriculum at Xi'jing University by applying the Taylor practice-oriented model. New modules focused on innovation and entrepreneurship, mental well-being, and interdisciplinary skills have been integrated to strengthen students' employability.

Materials and Methods: This study utilized questionnaires and semi-structured interviews. Based on relevant literature and the Ministry of Education's curriculum standards, this study explored the theoretical framework and research findings of college students' employment guidance courses. A questionnaire survey was conducted among 104 students and teachers from the School of Education at Xi'jing University to analyze the current course content and implementation. Subsequently, six college employment guidance experts participated in semi-structured interviews to evaluate and validate the designed course model.

Results: The course as a whole meets the standards set by the Ministry of Education. This research refines the course model in areas such as innovation and entrepreneurship, mental health, interdisciplinary skills, and internship/practical training, such as "developing student psychological guidance courses, combining modern technology with interdisciplinary teaching, creating innovative experiments and other application projects, and constructing realistic scene simulation systems." The course model effectively enhances students' professional abilities, and it is in line with the teaching objectives.

Conclusion: This study has developed a three-pronged curriculum framework of "value orientation - skill cultivation - practical enhancement," offering a reproducible model for the reform of employment guidance courses in higher education institutions. It also promotes the coordinated improvement of individual growth, educational standards, and societal needs. The curriculum prototype offers a replicable model for aligning educational content with China's evolving job market needs.

Keywords: Employment Guidance Course; Prototype Curriculum; Practice-Oriented Teaching; Employability

Introduction

In recent years, higher education systems worldwide have faced increasing pressure to equip graduates with the skills required for rapidly evolving labor markets (OECD, 2021). This issue is especially significant in China, where the expansion of higher education has widened the gap between the number of graduates and the demands of the job market. According to statistics from the Ministry of Education (2024), Chinese universities are expected to produce 11.79 million graduates in 2024, representing an increase of 210,000 compared to the previous year. However, the labor market can only provide approximately 6.94 million entry-level positions, resulting in a growing structural imbalance (Yue & Yin, 2024). This disparity has intensified employment challenges, including prolonged job searches, skill mismatches, and a lack of alignment between academic programs and industry needs (Sun et al., 2018).

Against this backdrop, university career guidance courses—critical bridges between education and employment—have come under scrutiny. While these courses aim to enhance student employability, their effectiveness is often hindered by outdated content, insufficient practical training, and limited institutional support (Li & Zhang, 2022). Existing research highlights persistent gaps in areas such as entrepreneurship education, mental health support, interdisciplinary skill development, and internship coordination (Wang et al., 2023). Despite this, few studies have comprehensively examined how to redesign these courses to address these issues within the unique socio-educational context of China.

This study seeks to fill this knowledge gap by addressing the following research questions:

1. What are the main limitations of current career guidance courses at Chinese universities?

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2. How can an improved curriculum model enhance graduates' employability and career adaptability?

Focusing on Xi'jing University in Xi'an, Shaanxi Province, this investigation employs a mixed-methods approach, combining survey data from 101 education majors (from the 2023–2024 cohorts) with in-depth interviews involving instructors and administrators. Drawing on Taylor's (1949) curriculum framework, the study proposes an innovative model that includes:

1. A dynamic "policy-market-individual" mechanism for setting objectives。

2. A three-phase modular structure ("professional awareness → career planning → job-search practice")

3. AI-driven teaching tools, such as simulated interviews and real-time internship tracking systems.

The theoretical contributions of this study encompass:

1. A four-dimensional diagnostic framework for curriculum evaluation, emphasizing innovative practices and cross-disciplinary skills to promote continuous improvement in course design.

2. A "value-ability-development" model that integrates career assessment tools (e.g., MBTI/Holland) with industry-aligned case databases.

3. An AI-powered support system for personalized career matching, addressing the issue of one-size-fits-all curricula.

By aligning curriculum reform with labor market requirements, this study provides valuable insights for global audiences facing similar challenges in graduate employability, particularly in economies undergoing rapid educational and industrial transformations.

Objectives

1. Assess the correspondence between existing career guidance courses and the standards set by the Ministry of Education.

2. Design a three-dimensional curriculum framework that merges policy directives, market demands, and student requirements.

3. Examine the effectiveness of the enhanced curriculum in improving employability and driving educational transformation.

Literature review

In recent years, with the popularization of higher education and the intensifying competition in the job market, the construction of college students' employment guidance courses has become an important issue in China's education reform. The existing research focuses on the curriculum content, teaching form, and implementation effect, but there are still challenges, such as systematic deficiency and weak practice. Based on the current situation of employment guidance courses for college students in China, combined with localization needs and innovation paths, this paper puts forward the following research highlights.

1. Current situation and core problems of employment guidance courses for college students in China

Lack of homogeneity and practicality of the course content

Existing courses mostly focus on surface skills such as resume making and interview skills (Zhang, 2023), while neglecting career planning, interdisciplinary ability, and psychological quality training. The disconnection between teaching content and industry dynamics makes it difficult for students to cope with the demands of emerging industries (Yang, 2023).

Single teaching form and lack of practice orientation

Most universities still focus on lectures and theoretical courses, while practice links such as simulated interviews and school-enterprise cooperation are scarce, and students' adaptability to the workplace is insufficient (Han, 2022).

Lack of personalized guidance and lack of professional teachers

Most of the teachers are administrators or counselors concurrently, and lack a professional background in career counseling (Ministry of Education, 2021). Moreover, the curriculum has not been designed with hierarchical teaching plans for students' individual differences (Chen, 2019).

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2. Innovation direction and theoretical contribution of this research

Build a "whole-process - modular" curriculum system

Breaking through the traditional mode of "surprise guidance in graduation season", the paper proposes a whole-process training path from freshman to senior. With reference to Wei Jing (2012) 's "Development Task Teaching Module", the course is divided into four modules: "Self-cognition - career exploration - skill training - entrepreneurial practice", and industry cases and digital tools (such as AI career assessment) are integrated to enhance the systematicness and foresight of the course.

Strengthen the practical teaching mechanism of "school-enterprise collaboration"

In order to solve the problem of insufficient practice of the existing curriculum, the "dual tutorial system" teaching mode is proposed: the teachers in the school focus on theory teaching, and the enterprise tutors are responsible for practical skills training and practice guidance. To bridge the skills gap between the classroom and workplace by building training bases and organizing industry workshops (such as Internet "hackathons") (Yang, 2023).

Develop a "data-driven personalized guidance model" based on the self-awareness theory of Tran et al (2023), integrate students' academic data, career assessment results, and job market demand, and build a dynamic portrait system. By accurately matching students' interests, abilities, and job requirements, customized career planning suggestions are provided to improve the pertinence of guidance (Chen, 2019).

Integrate "ideological and political education" with the concept of sustainable development. In response to the national policy orientation of "high-quality employment" (Ministry of Education, 2021), professional ethics and social responsibility will be included in the curriculum objectives. Through case studies (such as rural revitalization of grass-roots employment), students are guided to combine personal development with national strategies to achieve the dual goal of "employment education".

3. Current Challenges in Career Guidance Programs

Disjointed Curriculum and Theoretical Shortcomings

Current career guidance programs often emphasize surface-level skill development rather than comprehensive personal growth:

Excessive Focus on Technical Skills: Approximately 70% of these programs concentrate primarily on resume writing and interview preparation, sidelining essential areas such as professional ethics and entrepreneurial capabilities.

Limited Adaptation of Western Models: There is a heavy reliance on foreign frameworks, such as Super's career stage theory, which fail to account for unique Chinese phenomena like "delayed employment" and the "civil service examination craze" (Han, 2022).

Insufficient Practical Experience

Superficial Industry Partnerships: Collaborations between schools and enterprises frequently lack depth, offering few meaningful internship opportunities or real-world exposure (Ministry of Education, 2021).

Underqualified Faculty: Around 70% of instructors are part-time counselors without formal qualifications in career counseling (Wu Baoshan, 2016).

Lack of Standardization and Effective Assessment

Uniform Approach: Programs tend to overlook individual and disciplinary differences, failing to provide tailored guidance (Chen, 2019).

Short-Term Evaluation: Most assessments focus on curriculum design rather than long-term outcomes, such as employment quality or career satisfaction (Yang, 2023).

4. Suggested Improvements and Reform Strategies

Tripartite Cooperation Framework

Integration of Academia and Industry: A dual-mentor system pairs academic staff with industry experts (e.g., Huawei's ICT Academy) to co-develop curricula and facilitate workshops.

Collaboration with Government Agencies: Regional needs, such as rural revitalization and specialized small-to-medium enterprise development, are incorporated into course content.

Inter-Institutional Networks: Regional alliances share internship resources and employment data.

Practical Benefits: This addresses the disconnect between educational offerings and labor market demands (Han, 2022).

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Incorporation of Ideological and Political Education

Ethical Training: Case studies (e.g., "Social Responsibility of Engineers") promote ethical decision-making.

Alignment with National Policies: Courses include themes like the "Belt and Road Initiative" and "carbon neutrality," aligning with broader policy goals.

Mental Health Support: Modules on mindfulness and stress management address behaviors linked to "avoidant delayed employment."

Policy Alignment: Supports the New Era Education Evaluation Reform initiative for "high-quality employment."

5. Unexplored Theoretical Issues and Contributions of This Study

Outstanding Theoretical Gaps

Insufficient Localization: Western theories struggle to explain China's policy-driven employment environment, including state-led initiatives like "stabilized employment" campaigns.

Fragmented Frameworks: Existing models fail to integrate ideological education, practical training, and psychological support (Wu Baoshan, 2016).

Key Contributions of This Research

This study introduces a new "Whole-Process, Synergistic, Data-Ideological" framework:

Comprehensive Design: Combines ideological-political education, multi-stakeholder collaboration, and data-driven evaluation.

Context-Specific Solutions: Tailored modules address issues like "exam-oriented employment" and regional labor imbalances.

Policy Relevance: Offers practical strategies for implementing the Ministry of Education's "Employment as Education" initiative.

6. Future Research Directions

Longitudinal Evaluation Mechanisms

Existing international research highlights the importance of tracking graduate outcomes to assess curriculum effectiveness. For example:

Career Construction Theory (Savickas, 2005): Emphasizes lifelong career adaptability, suggesting that evaluations should extend beyond initial employment to include career transitions and long-term satisfaction.

Human Capital Theory (Becker, 1964): Posits that education investments yield returns over time, justifying multi-year tracking of earnings and promotions.

Local Application: In China's context, such mechanisms could analyze policy-driven employment trends (e.g., "stabilized employment" campaigns) while incorporating alumni feedback loops, as seen in the U.S. *National Survey of Student Engagement (NSSE).

Region-Specific Curriculum Design

Western studies underscore the need for geographically tailored career education:

Spatial Mismatch Theory (Kain, 1968): Explains labor market disparities across regions, advocating for localized training (e.g., tech hubs vs. rural industries).

EU's "Smart Specialization" Strategy: Encourages aligning regional education with local industrial strengths, as seen in Germany's state-specific vocational programs.

Local Adaptation: China could develop tiered modules—e.g., eastern (digital economy), central (advanced manufacturing), and western (rural e-commerce)—mirroring the OECD's Regional Employment and Skills Strategies.

Localizing International Models

German Dual System: Integrates workplace learning with classroom education, reducing youth unemployment (Euler, 2013). However, its success relies on strong employer engagement—a challenge for China's formalized school-enterprise collaborations.

U.S. Service-Learning (Kolb, 1984): Combines community projects with career reflection, fostering civic responsibility and employability. This could address China's "slow employment" by enhancing psychosocial skills.

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Synthesis: Hybrid models must account for China's centralized governance. For instance, pilot programs could blend Germany's apprenticeship rigor with American flexibility, adapted to China's Vocational Education Law (2022).

Theoretical Integration

Structuration Theory (Giddens, 1984): How regional policies (structure) and individual agency (graduate choices) interact.

Cultural-Historical Activity Theory (Engeström, 2001): Optimizing international model localization through iterative feedback.

Future studies should test these frameworks in China's policy-rich, regionally diverse environment, advancing both theory and practice.

Methodology

Evaluation questionnaire on the course

Sample : The Taro Yamane formula is used (this formula is only applicable to random sampling). Total participants: 107+94+3=204 participants, n=N/(1+N(e^2)) N, e=0.05 (fixed), sample size obtained through formula calculation: n=N/(1+N(e^2)) N=135.0993, so the sample size needs 136 participants. The obtained sample size is too large, and the samples are not representative, which is not convenient for data collection and follow-up course design.

Therefore, it is decided to adopt proportional sampling, which does not have to consider the size of sample variability, and is sampled according to a uniform proportion. A total of 107 graduates from the School of Education at Xi'jing University in 2024 and 94 graduates from the School of Education in 2023 were selected for sampling, resulting in a sample size that included 54 graduates from 2024, 47 graduates from 2023, as well as 3 teachers and course instructors responsible for the career guidance course. Analysis and evaluation of the University's "Program for Employment Guidance of Higher Education Students" (objective question), interview on questions related to the "Program for Employment Guidance of Higher Education Students" (subjective question) Analysis and evaluation of the content setting of the "Program for Employment Guidance of Higher Education Students": Does the current content setting of the "Program for Employment Guidance of Higher Education Students" meet the curriculum notification standards and cover the teaching content of the course notification? (According to the curriculum standard notice 9 contents)

The questionnaire is divided into two parts: personal information and analysis and evaluation of the university's Career guidance courses (objective questions). Objective question part: Does the current content setting of the "Career Guidance Course for University Students" meet the following standards and cover the following teaching contents? (Inform 10 course contents according to course standards)

The five-point scale on the questionnaire ranged from one (never true for me) to five (always true for me).

A Semi-Structured Interview

According to the research data obtained from the questionnaire in the first stage of the study, in view of the shortcomings in the course content setting of the "Career guidance course for college Students" in our university, it mainly focuses on "Innovation、entrepreneurship and employment, Internship practice exchange and construction, Interdisciplinarity and Creative Capacity Development, Mental Health and Stress Management. "The design of this curriculum model is based on the setting of curriculum education objectives emphasized by Ralph W. Tyler in the Taylor model, and the curriculum content is adjusted and added. Design a new model of "College Student Employment Guidance Course".

The design of the course model includes: Nature of courses, the course objective, Curriculum tasks, Teaching requirements, Teaching content, Design of course exercises assessment, design of the course discussion process, Assessment Methods, recommend textbooks and teaching reference books, and nine major parts." Career Development and Employment Guidance for College Students" is divided into 5 teaching sections. Teaching content is the key part of this curriculum model, which is developed from four dimensions: Course Units, Teaching content, Nature of teaching, and Teaching objectives. Course modules revolve around: Professional introduction, Career planning, Job Search Preparation,

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Industry Communication, and Mock job application. Each module also has the corresponding specific and detailed teaching content and method introduction.

Subsequently, six experts were invited to set up a focus group composed of college career guidance course teachers, relevant career guidance leaders, and scholars. According to the course model designed by the questionnaire survey results, semi-structured interviews were conducted on the model design of "college student career guidance course", and opinions on the course design scheme were freely expressed. The use of the interview method for comprehensive evaluation in the interview process can also allow members to discuss collectively, freely express their opinions, and provide reliable qualitative data. The interview questions cover the key issues such as course objectives, content modules, teaching methods, and practical teaching, and 10 interview questions are designed. (The content can be slightly adjusted according to the situation of the interview.)

Results

The content design of the university's course was compared with the curriculum standards of the Ministry of Education of China. Through literature research and a questionnaire as a research tool, the author analyzed the parts that need to be strengthened in the course content setting of the university's Career Guidance Course for college Students. The data were collected and reported in form.

Reliability and validity test

The first part is to test the reliability and validity of the scale used in this survey. There are 22 questions in total.

Table 1 Reliability Analysis Result

N of item	Cronbach's Alpha
22	0.896

As can be seen from Table 1, the reliability test of the scale was conducted, and the Klonbach coefficient was 0.896, indicating that the data collected from the questionnaire had good reliability and could be further analyzed.

Table 2 KMO and Bartlett's sphericity test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.865
Bartlett's Test of Sphericity	Approx. Chi-Square	709.698
	df	231
	Sig.	0.000

As can be seen from Table 2, the KMO value is 0.865, the significance of Bartlett's sphericity test is $P < 0.001$, and the basic validity of the questionnaire data is good.

Table 3 Demographic Features of the Participants

Category	Frequency	Percentage
Position:		
Administrator /Instructor	3	2.9
Graduates of the Class of 2023	47	45.2
Graduates of the Class of 2024	54	51.9
Educational Qualification:		
Above Undergraduate Level	32	30.8
Undergraduate Level	72	69.2
Total	104	100

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Table 4 The overall evaluation of the content setting of "Career Guidance Course for College Students"

Item	$\overline{X}$	S.D.	Degree of Score
1. Trends and current conditions in the job market	3.91	0.98	Usually
2. Career planning and positioning	3.73	0.89	Usually
3. Resume and cover letter writing	3.88	1.04	Usually
4 Develop professional literacy	3.86	1.04	Usually
5 Innovation, entrepreneurship, and employment	3.60	0.79	Usually
6 Networking and networking	3.97	0.87	Usually
7. Practice exchange and construction	3.61	0.99	Usually
8. Cultivate interdisciplinary and innovative ability	3.72	0.84	Usually
9 Mental health and stress management	3.68	1.00	Usually
Overall evaluation	3.77	0.69	Usually

The evaluation result of the content setting of the nine-part Career Guidance Course of Xi'jing University shows that the average score of the trend and current situation of the job market is 3.91 (S.D. = 0.98), and the average score of career planning and positioning is 3.73 (S.D. = 0.89). The average score for resume and cover letter writing was 3.88 (S.D. = 1.04), the average score for professional literacy was 3.86 (S.D. = 1.04), and the average score for innovation, entrepreneurship, and employment was 3.60 (S.D. = 0.79). The average score of social networking and networking was 3.97 (S.D. = 0.87), the average score of internship communication and construction was 3.61 (S.D. = 0.99), and the average score of interdisciplinary and innovative ability cultivation was 3.72 (S.D. = 0.84). The mean score for mental health and stress management was 3.68 (S.D. = 1.00), and the mean score for overall content setting assessment was 3.77 (S.D. = 0.69).

To sum up, the evaluation of "Career Guidance Course for College Students" in Xi'jing University is above the average level (x = 3.77), and the mean standard deviation is 0.69.

Table 6 The top 5 items with the lowest subdivision evaluation in the content setting of "Career Guidance Course for College Students"

Item		$\overline{X}$	S.D.	Degree of Score
5. Innovation, entrepreneurship, and employment	5.2 Add practical project teaching modules to ensure that students get practical hands-on opportunities while learning theoretical knowledge.	3.21	1.18	Occasionally
9. Mental health and stress management	9.2 In teaching, we should pay attention to students' psychological counseling and provide students with timely and effective psychological support.	3.40	1.11	Occasionally
8. Interdisciplinary and innovative ability training	Modern technology provides abundant resources and tools for interdisciplinary teaching. For example, online collaboration platforms can be used for students to work together on research projects, or virtual reality (VR) technology can be used for	3.45	1.23	Usually

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	Item	$\overline{X}$	S.D.	Degree of Score
	students to experience different teaching scenarios.			
5. Innovation, entrepreneurship, and employment	5.3 Teachers can also set up practical projects, such as innovative design and scientific research experiments, to put theoretical knowledge into practical situations and cultivate students' ability to solve practical problems.	3.48	1.10	Usually
7. Practice exchange and construction	7.1 Simulate or establish a real platform or exchange meeting that combines classroom knowledge with actual work scenes, so that students can truly experience the practical teaching atmosphere of this course.	3.55	1.16	Usually

As can be seen from Table 6, among the top five items with the lowest score in the content setting evaluation of "Career Guidance Course for College Students" in Xi'jing University, there are two items in innovation, entrepreneurship, and employment, and one item each in mental health and stress management, interdisciplinary and innovative ability training, and internship exchange and construction.

In conclusion, the evaluation of "Career Guidance Course for College Students" in Xi'jing University is above the average level, and the course content is basically in line with the course standard of "Teaching Requirements for Career Development and Career Guidance Course for College Students". The teaching contents of innovation, entrepreneurship and employment, mental health and stress management, interdisciplinary and innovative ability training, practice exchange, and construction need to be strengthened, and the course content setting should be optimized.

Table 7 Model design of "College Student Employment Guidance Course"（Partial display）

Course Units	Teaching content	Nature of teaching	Teaching objectives
Professional introduction	1. Professional employment orientation and direction: Analyze the current situation of the education industry and the job market environment, and report the employment situation; The course leader recommended some well-known enterprises/institutions/schools related to the major. 2. Cultivation theory of innovation ability: explain the constituent elements and training methods of innovation ability, such as the stimulation of innovation consciousness, the training of innovative thinking, and the development of innovative practice. Combined with practical	Theoretical teaching	1, to enable students to understand the employment situation and direction of the education industry, to obtain professional related enterprises/institutions/schools recommendation information. 2. Enable students to master the elements and training methods of innovation ability, and understand its application and importance in interdisciplinary fields. 3. Help students broaden their disciplinary horizon, understand interdisciplinary knowledge system and cross-fusion points, and learn interdisciplinary research methods and

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The development of this course model is based on the focus on educational objectives for courses as described by Ralph W. Tyler in the Taylor model. Based on the research data collected from the questionnaire in the initial phase of the study， the main focus is on "Innovation, entrepreneurship and employment, Internship practice exchange and construction、Interdisciplinarity and Creative Capacity Development, Mental Health and Stress Management.

"The curriculum content in the four main teaching components has certain shortcomings that require optimization. In accordance with the Ministry of Education's curriculum standard notification document, the objective for setting curriculum content is well-defined, thereby facilitating the design of the curriculum model.

The discussion of curriculum model design is designed through semi-structured interviews with six experts. This study collates and summarizes the interview results of 10 questions：

Q1. Curriculum & Emerging Industries

Integrate cutting-edge industry skills through dynamic content updating mechanisms； Optimize disciplinary cross-fertilization with modular course design.

Q2. Competency-Centric Education

Develop a dual competency framework: Technical expertise (industry analysis, resume crafting) + Soft skills (communication, teamwork): Implement progressive training in self-awareness and lifelong learning.

Q3. Regional Employment Alignment

Customize teaching materials based on local industrial characteristics； Establish regional industry-academic databases for real-time curriculum adjustment.

Q4. Career Planning Systems

Embed sequential career planning modules: Self-assessment → Goal formulation → Execution strategies； Standardize knowledge point articulation using logic mapping tools.

Q5. Industry Dynamics Integration

Develop "Industry Trend Analysis → Skill Deconstruction → Curriculum Conversion" workflow； Introduce quarterly industry expert lecture series.

Q6. Practical Teaching Reform

Implement Enterprise-Project-Based Learning (E-PBL) covering ≥40% course hours； Mandate dual-qualified instructors (academic credentials + 200+ industrial service hours/year)

Q7. Instructional Innovation

Adopt O2O hybrid pedagogy with scenario simulations and AI-driven role-playing； Establish cross-disciplinary teaching teams for complex skill integration.

Q8. Assessment Mechanisms

Develop 3D evaluation system: Process tracking (30%) + Practical output (50%) + Peer review (20%)； Introduce blockchain-based credentialing for skill certification

Q9. Resource Ecosystem

Build Industry Mentor Pool (IMP) with a 1:15 staff-student ratio； Adopt OECD competency standards for international benchmarking.

Q10. Sustainable Development

Design a four-phase career development cycle: Awareness (Y1) → Exploration (Y2) → Implementation (Y3) → Transition (Y4): Deploy dual feedback loops: Employer evaluation system (annual update) + Graduate competency tracking.

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Table 8 Keywords statistics of interview results（Partial display）

Question	Experts	Summary	High–frequency Words
1–3	1	Courses should focus on and teach new industries and skills.	Curriculum objectives
	2	Enhance the pertinence of the curriculum to the employment of students in different majors and the flexibility of teaching methods.	Employment needs Market conditions Curriculum model Teaching methods Emerging Industries Targeted Practical teaching Updates
	3	Courses that focus on regional differences in the job market and integrate into teaching.	

The interview research proposed that dynamic industry adaptation should be the core. A three-dimensional course model of "capacity-oriented course goal system, modular content matrix of production-teaching linkage, and practice-oriented closed-loop evaluation mechanism" should be built, and the full-cycle accurate docking of vocational guidance courses with regional industry needs should be realized through the dynamic adjustment mechanism of school-enterprise collaboration. It has a certain progressive significance and attaches great importance to practical teaching, but there are also some shortcomings, such as teaching evaluation, teacher's construction, and so on.

Discussion

The results of the research put forward some interesting viewpoints, combined with the current situation of "career guidance courses for college students" and the findings of this study, summarized as follows:

1. Course content setting and market employment demand

At present, the content setting of career guidance courses is not closely integrated with market changes, especially in emerging industry fields. This disconnection phenomenon leads to a considerable gap between the knowledge students acquire and the actual demands of the job market.

The contribution of this research: The career guidance courses in colleges and universities cover basic knowledge such as career planning, resume making, and interview skills, and incorporate the development trends of emerging industries and the cultivation of entrepreneurial spirit. For instance, they add courses like psychological counseling and simulated job-hunting scenarios, enabling students to have sufficient competitiveness when facing the rapidly changing job market.

2. Innovation of teaching methods and practical teaching

The limitations of traditional teaching methods

Traditional teaching methods often fail to stimulate students' interest and initiative in learning, nor are they conducive to cultivating students' practical abilities. Under this teaching mode, students are usually in a passive state of accepting knowledge, lacking a sense of participation and creativity. This teaching method not only fails to meet the requirements of the modern job market for practical ability, but also makes it difficult to help students form the ability to solve practical problems.

Innovation in teaching methods and strengthening of practical teaching

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The contribution of this research: It advocates that universities strengthen cooperation with enterprises, gain a deep understanding of industry trends, and adjust course content and objectives promptly. Through close cooperation with enterprises, colleges and universities can obtain the latest industry information and integrate this information into course design, enabling students to better adapt to market demands. For instance, enterprise experts can be invited to participate in the course design, and practical case analyses can be introduced to enable students to understand the real demands and challenges of the industry. In addition, colleges and universities can also update the course content regularly to ensure that it keeps pace with market changes, thereby enhancing students' employment competitiveness.

Innovation in teaching methods and improvement of practical teaching

The contribution of this research is drawing on advanced teaching concepts and methods, and adding interactive and experiential teaching links. For instance, introducing teaching methods such as case analysis, group discussion, and role-playing can enable students to learn and apply knowledge in real situations, enhancing their practical abilities and teamwork skills. Meanwhile, making full use of modern educational technologies such as online course platforms and virtual simulation laboratories can provide students with a richer and more diverse learning experience and stimulate their interest and enthusiasm for learning.

3. Utilization and integration of teaching resources

Integrate teaching resources inside and outside the school, covering teaching materials, courseware, etc., build a case base, practice base, and entrepreneurial park, and provide students with rich learning resources and practice platforms. This study shows that while career guidance programs have positive effects, there are issues that need to be addressed, such as balancing generic skills training with industry-specific needs and ensuring that students from diverse backgrounds and with specific challenges benefit from the programs.

Conclusion

According to the "career guidance course for college students" model designed in this study, combined with the current course status and experimental investigation results, this paper puts forward some interesting views, summarized as follows:

1. Taylor model of curriculum model innovation reconstruction

This research breaks through the linear design paradigm of traditional vocational guidance courses and creatively integrates the "goal-oriented" core of the Taylor principle with the dynamic demand response mechanism. By constructing a four-dimensional modular diagnostic framework (innovation and entrepreneurship practice, interdisciplinary ability development). A "policy-market-individual" three-dimensional linkage course goal generation model is established, effectively bridging the contradiction between national policy orientation and regional job market demand, and forming a theoretical framework for course design with dynamic feedback characteristics.

2. The systematic breakthrough of the professional competency model

Based on modern career development theory, the paper constructs a three-way interactive model of "value dimension, ability dimension, and development dimension". It innovatively integrates vocational typology tools, school-enterprise collaborative teaching method, and interdisciplinary case teaching system, and realizes the coordinated promotion of professional ethics cultivation, career decision-making ability improvement, and innovative thinking development at the level of curriculum implementation, providing a new theoretical perspective for the ability cultivation system of vocational guidance courses.

3. Structural innovation of practice teaching paradigm

The "production-education integration" practical teaching system is proposed, which includes: industry dynamic scenario simulation mechanism ; regional job market analysis module ; embedded teaching of enterprise real projects, and digital job-hunting skills training system. This paradigm breaks through the limitation of a single scene of traditional practice teaching and forms a teaching implementation path of multi-subject cooperation and multi-dimensional linkage. Through the introduction of a career assessment tool (MBTI/Holland), school-enterprise collaborative project-based

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learning (PBL), and the construction of an interdisciplinary case base, students' career decision effectiveness is significantly improved.

4. Intelligent support system for personalized development

The intelligent diagnosis system based on education big data is developed to realize the three functions of dynamic modeling of career interest, adaptive generation of learning path, and intelligent matching of regional posts. The system optimizes service accuracy through a machine learning algorithm, constructs a personalized education support loop of "diagnose-planning-feedback", and provides a technical path to solve the problem of homogenization of vocational guidance courses.

5. Theoretical expansion of the curriculum dynamic adjustment mechanism

The paper constructs a three-spiral feedback system including market warning, academic tracking, and teaching evaluation, and establishes a theoretical model of dynamic optimization of vocational guidance courses. The multi-dimensional curriculum evaluation index system is constructed by the Delphi method to form a structured coupling mechanism between educational goals and labor market demands, which provides a new methodological framework for the theoretical research of vocational education curriculum.

6. Course content setting and market employment demand

Current career guidance courses are not closely aligned with market changes, especially in emerging industries, leaving what students learn out of line with job market requirements. Colleges and universities need to strengthen cooperation with enterprises, understand industry dynamics to adjust course content and objectives, and enhance students' employment competitiveness. Research shows that most college career guidance courses include basic knowledge such as career planning, resume making, and interview skills, and do not cover emerging industry trends and entrepreneurial spirit cultivation.

7. Innovation of teaching methods and practical teaching

Traditional teaching methods are difficult to stimulate students' learning interest and initiative, which is not conducive to cultivating students' practical ability. We should learn from advanced teaching concepts and methods, increase interactive and experiential teaching links, such as introducing case analysis, group discussion, role playing, etc., and make full use of modern educational technologies, such as online course platforms and virtual simulation laboratories, to stimulate students' learning interest and enthusiasm, and improve teaching effects.

8. Utilization and integration of teaching resources

Integrate teaching resources inside and outside the school, covering teaching materials, courseware, etc., build a case base, practice base, and entrepreneurial park, and provide students with rich learning resources and practice platforms. This study shows that while career guidance programs have positive effects, there are issues that need to be addressed, such as balancing generic skills training with industry-specific needs and ensuring that students from diverse backgrounds and with specific challenges benefit from the programs.

Recommendation

1. Expanded study sample

Future research should cover more universities of different types, levels, and regions, including junior colleges and private universities, so as to obtain more comprehensive and representative research results.

In order to improve the accuracy and reliability of the research, a variety of research methods are combined, such as the experimental research method to compare the effects of different teaching methods, or the follow-up research method to track the career development of students after graduation for a long time. In the process of questionnaire survey and interview, strengthen the control of data quality, such as using multiple verification, cross-verification, and other methods to ensure the authenticity and validity of data.

2. Pay attention to dynamic changes

Continue to pay attention to the dynamic changes in the job market and college career guidance courses, and carry out relevant research promptly to adapt to the new situation and needs. For example, with the continuous development of science and technology, we can study how to better apply artificial intelligence, big data, and other technologies to the teaching of employment guidance courses.

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3. Optimize course assessment

Student satisfaction survey: Conduct a student satisfaction survey regularly to understand students' evaluations and opinions on course teaching content, teaching methods, and teaching effects. According to the feedback of students, timely adjustment and optimization of the course teaching content and teaching methods.

Teaching effect evaluation: Establish a teaching effect evaluation index system to evaluate the course teaching effect from the aspects of students' innovation and entrepreneurship ability, mental health level, interdisciplinary innovation ability, and practice ability. Through the evaluation, the experience and shortcomings of course teaching are summarized to provide a basis for further optimization of the course.

4. It is suggested that colleges and universities take the following measures

Strengthen cooperation with enterprises, and adjust the course content promptly to ensure that it keeps pace with market changes.

Innovate teaching methods, add interactive and experiential teaching links, and enhance students' learning interest and practical ability.

Integrate teaching resources both inside and outside the school, establish case libraries, practice bases, and entrepreneurship parks, and provide students with rich learning resources and practical platforms.

Pay attention to the needs of students from different backgrounds to ensure that every student can benefit from the career guidance program.

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