

# On the Problems in Career Planning Education and its Possible Improvement in Higher Vocational Colleges: On the Basis of the "Three-Full Education"

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## Abstract

Higher vocational college students' career planning education is an important way to cultivate students' career planning awareness, improve students' career planning ability, and promote students' high-quality and high-level employment. In order to effectively solve the problems in higher vocational college students' career planning education such as the unicity of education subjects, the intermittence of education process, and the lopsidedness of education content, to improve the effectiveness of career planning education, it is necessary to prove multi-subject collaboration, carry out gradient education and integrate educational resources guided by the concept of "Three-Full Education".

## Keywords

Three-Full Education; Vocational Education; Career Planning Education.

## 1. Introduction

"Three-Full Education" is not only the embodiment of the inherent requirement of "Foster Character and Civic Virtue", but also the strategic requirement for the development of higher education in the new era. Higher vocational college students' career planning education aims to guide students to establish a scientific concept of career planning and employment, make career plans in advance and improve their comprehensive ability to achieve career success from the perspective of career planning education, which is crucial to achieving a fuller and higher level of employment. Based on the concept of "Three-Full Education", this paper deeply analyzes the problems existing in the career planning education of higher vocational colleges, and discusses feasible solutions.

## 2. Definition of Relevant Concepts

### 2.1. "Three-Full Education"

"Three-Full Education" means "full participation in education", "full process education" and "full aspects education". The "full participation in education" is the organizational guarantee for "full process education", "full aspects education", which means all for the teaching and administrative staffs should take "Foster Character and Civic Virtue" as the fundamental task and value to follow, strengthen the main responsibility of educating people, integrate the educating work into various tasks and carry out various educational activities consciously. And the "full process education" is the objective requirement of "full participation in education" and "full aspects education", which should be throughout the whole process of education and teaching activities. Besides, the realization of "full aspects education" needs to be based on "full participation in education" and "full process education", to achieve a comprehensive education

goal, we should fully exploit the various education resources through integrating online and offline platforms and on-campus and off-campus resources to educate people in class teaching, extracurricular practice, graduation practice and other aspects.

## **2.2. Career Planning Education**

In 1971, Dr. Malan proposed the concept of "career education" for the first time. In 1974, the first Career Education Act was passed in the US, and it was subsequently applied in school education in Britain, France and other Western countries. After 1990, China began to attach importance to career planning education. Career planning is the process of determining individual future career development direction and making modifications and improvements, which is based on the comprehensive evaluation of personal interests, hobbies, characteristics, ability and the organization, family, environment and other objective conditions guided by career planning theory. Therefore, career planning should be effectively planned and arranged based on students' own characteristics, abilities and professional interests. In addition, due to the change and uncertainty of individual development, career planning education also shows the characteristics of overall and long-term. It needs to coordinate multiple subjects and resources and cover the whole process of students' growth and development, so as to achieve the education goal.

## **2.3. An Analysis of the Mutuality of "Three-Full Education" and Career Planning Education**

### **2.3.1. "Three Educations Reform" and career planning education have in common objectives**

The educational concept and mode of "Three-Full Education" aims to achieve the goal of moral education and promote the improvement of students' quality and ability by integrating the resources of various educational subjects, enriching the content and extending the period of education on the basis of adhering to the principle of students' growth and characteristics. Career planning education focuses on guiding college students to establish correct outlook on life, values and career choice, establish reasonable career goals, create an action plans and take effective practical actions, so as to occupy a powerful position in the employment competition, realize the unity of personal value and social value, and promote the development of students. On that account, the cultivation of talents is the same value pursuit and goal choice of "Three-Full Education" and career planning education, the two have in common the values and ends.

### **2.3.2. The theoretical significance of "Three-Full Education" provides theoretical foundation and reference paths for reform of career planning education**

The concept of "Three-Full Education" covers the body of the educational elements, time and space: in terms of main element, it advocates that all faculty and staff should participate in the education work; in terms of time element, it advocates that the education work should cover the whole process of students' growth; in terms of space element, we should break the limitations of inside and outside class, inside and outside school, and integrate education work into different dimensions such as classroom teaching and practical teaching to form an all-round education pattern. And the career planning education needs both professional team of instructors and collaborative participation of relevant departments, the educational process may be long-term, and the educational content is complex and systematic. How to mobilize the enthusiasm of education subjects, achieve effective coordination, and ensure the continuity of education process and comprehensiveness of education content based on the concept of "Three-Full Education" is an urgent problem to be solved in the implementation of career planning education, especially in vocational colleges. That being the case, "Three-Full Education" not only arms the career planning education with theoretical evidence, but also brings to light for it the viable way.

### **3. An Analysis of the Problems of Career Planning Educations in Higher Vocational Colleges on the Basis of “Three-Full Education”**

#### **3.1. The Singularity of Education Subject, Inefficient Cooperation Among Plural Subjects**

The extensiveness of the implementation content and the long-term nature of the implementation process of career planning education objectively determine the diversity of the implementation subject. The effective implementation of career planning education involves student affairs office, Youth League committee, Academic Affairs office, recruitment office, psychological counseling center and other departments, which need multi department cooperation.

But at present, some colleges and universities do not pay enough attention to career planning education, which is manifested as imperfect organizational structure, lack of specialized teacher educator and special fund. In concrete practice, career planning education is often led by the Section of Recruitment and Employment or other departments responsible for employment in higher vocational colleges, and correlated departments participate in it in active or passive, direct or indirect ways. By practical running of career planning education, due to the boundaries of the division of functions, each department decentralized management, fragmented, the career planning education is conducted by a single subject and the cooperation among plural subjects is inefficient and make it have difficulty to form a joint force.

In terms of College-Enterprise Corporation, the corporation is one of the effective measures to promote career planning education. At present, the degree of cooperation between colleges and enterprises is not enough, and the effective interaction mechanism between colleges and enterprises has not been formed yet. Students have few opportunities for practical exercises, and it is difficult for them to really participate in the production and operation practice of enterprises, which makes serious disjoints exist between the career planning education and the actual workplace in the long term and greatly reduces the educational effect.

#### **3.2. Intermittence of Education Process, The Practice of “full process education” is in The Bud and There Has No Complete System.**

Career planning education is characterized by long term and sustainable, which should include career planning, psychological adjustment of job selection, employment (or entrepreneurship) preparation, workplace adaptation and development and other links. At present, career planning education in higher vocational college ignores the very important attribute of the whole process and is characterized by intermittence, which mainly manifested in the following two aspects:

First of all, career planning education is currently in the form of the traditional subject-based teaching pattern which relies heavily on theoretical rather than practical teaching, and is concentrated during the time of graduation which focuses on the employment guidance, the employment process, the application skills, etc. In this mode, students only partially understand the knowledge of career planning, which is insufficient to guide their future career development; Secondly, in the implementation of career planning education, higher vocational colleges emphasized the employment rate of graduates and neglected the guidance of lower grade students, which means they have not formulated differentiated education and teaching plans for freshmen, sophomores and juniors in combination with the educational system characteristics of higher vocational education, resulted in the practice of career planning education far from the requirement of “full process education”.

### **3.3. Iopsidedness of Education Content, Ineffectiveness of “full aspects education”.**

Career planning education is a comprehensive discipline, involving all aspects of students' growth and success. At present, the all-round education situation of career planning education has not yet formed from micro and macro aspects, which reduces the educational effect.

In the macro-viewpoint, there is a lack of social atmosphere for career planning in China. Especially in the critical period of social transformation and upgrading, the value orientation is increasingly diversified. Higher vocational colleges students, who are in the formation period of world outlook, outlook on life and values, are more vulnerable to adverse factors such seeking short-term successes and quick profits, fickleness and hedonism, etc. And as a consequence, the students attach too much importance to immediate short-term interests and ignore long-term planning in the process of learning and choosing a job.

In the micro-viewpoint, the construction of practice and training platforms related to career planning is insufficient currently, most of them are still in the form of career planning competitions, entrepreneurship competitions and other competitions. Therefore, for a considerable number of students, career planning education is still the theoretical study. Due to the iopsidedness of education content and dimension of career planning education, there are many problems in career planning education in higher vocational colleges, such as single educational approaches and boring forms, which not only reduces students' recognition and participation in career planning and career planning education, but also affects the achievement of educational effects.

## **4. A Tentative Analysis of the Possible Improvements regarding Career Planning Education in Higher Vocational Colleges: On the Basis of “Three-Full Education”**

### **4.1. To Prove Multi-Subject Collaboration, and From the Setup of “Full Participation in Education”**

The implementation of career planning education needs the cooperation of multiple subjects, which is the internal requirement and meaning of career planning education. So we should continue to promote the collaboration among departments within the school, deepen the College-Enterprise Cooperation, strengthen Family-School Interaction, play the leading role of alumni to from the setup of “full participation in education”.

#### **4.1.1. Promote the Collaboration Among Departments Within the School.**

Based on the actual situation of higher vocational colleges, the employment department, as the leading unit, should be responsible for the establishment of the whole framework of the system; the Student Affairs Office and Youth League Committee are responsible for building relevant activity platforms; Office responsible for the training scheme optimization, the curriculum and teachers team construction; and each secondary college is responsible for the implementation of career planning education. On this basis, we should also explore the establishment of college students' career planning education guidance committee, which is responsible for coordinating various departments within the School and related resources, evaluating the teaching effect, and comprehensively promoting the career planning education.

#### **4.1.2. Deepen the College-Enterprise Cooperation.**

Enterprises are the main employment units for college students. Deepening the College-Enterprise Cooperation can not only improve the employability of college students, but also decrease the training and management costs of enterprise, and promote enterprises to reduce costs and increase benefits. In order to from the setup of “full participation in education”, we

can have a try from following three aspects: First, the integration of teachers, to improve the hands-on and practical ability of full-time teachers, and promote the transformation from "double-qualified" teachers to "double-qualified and double-qualified" teachers through the one-to-one "help" model between skilled enterprise experts and full-time teachers of the school; Second, joint training, to make the students understand the status of the industry development in practice, adjust self-knowledge and correct direction of individual career planning constantly through the exploration of "double tutorial system" and the construction of practice base; Third, order production, to and solve the problem of students' career planning from the source and achieve the integration of professional and enterprise demand posts, the integration of course content and production reality through the establishment of joint meeting system. And in this method, the enterprise can deeply participate in the development of training programs and the curriculum planning.

#### **4.1.3. Strengthen Family-School Interaction.**

On the one hand, smooth the family-school communication and contact mechanism, make full use of the Internet platform and tools to break through the limitation of region and time, and help parents understand school related information and learning dynamic of their students through the orderly interaction; On the other hand, explore the in-depth cooperation and participation between family and school and unblock the channels for parents to participate in activities related to students' career planning education by establishing family committees or "parent tutor group", so as to provide suggestions for school development and students' growth.

#### **4.1.4. Play the Leading Role of Alumni.**

Alumni, as "experienced people", their growing experience is more persuasive and has more practical significance for the college students. Therefore, we should actively explore the establishment of alumni tutorial system by organizing alumni to give special lectures and provide on-the-job internship opportunities, so as to "pave the way" for students' career planning and personal development.

### **4.2. To Carry Out Gradient Education, and Enhance the Construction of "Full Process Education" System**

Career planning education is the characters of systematic and all-round process, so integrating the concept of "Full Process Education" into the practice of career planning education is not only a key step to continuously optimize and perfect career planning education, but also an inevitable requirement to implement career planning education in the whole process.

In terms of ideology, designers of career planning education should adhere to the concept of "Full Process Education", do a good job of top-level design, and construct corresponding supporting measures when designing the system; teachers should understand the concept of "Full Process Education" and put relevant educational links and contents into practice; the students should actively accept the education of career planning, do a rational self-evaluation and make plans with the relevant knowledge and methods of career planning.

In terms of operational practice, gradually build a systematic and holistic career planning education system, provide individual directions and guidance services, and assist students in scientific self-analysis and evaluation to formulate short, medium and long term career planning through carrying out gradient education. According to the educational system characteristics of higher vocational students, career planning education can be divided into three "ladders":

The first step is the starting stage of freshman year. While helping students understand the professional settings and professional prospects, we need to carry out the enlightenment education of career planning, help students establish the awareness of career planning,

understand the important role of career planning in personal development, and master the basic methods of career planning through online evaluation, expansion training, research, training and other ways.

The second step is the deepening stage of sophomore year. By encouraging students to participate in social practice, vocational training, innovative practice and other activities, help students to obtain first-hand professional experience, cultivate their professional and social adaptability, and put career planning into practice gradually. Besides, it is necessary to carry out classified guidance in practice, so as to improve students' innovation and promote the improvement of comprehensive ability.

The third step is the practice stage of junior year. Through the exploration of theory and practice, help students make career decisions, and timely correct their employment psychology according to the changes of employment situation, so as to smoothly realize the transformation from "campus people" to "workplace people".

Thus, gradient and whole process career planning education can not only help to enhance students' competitiveness in employment, but also help students become more creative and competitive in their future career planning.

#### **4.3. To Integrate Educational Resources, and Create a Mode of "Full Aspects Education"**

Career planning education should include various forms, such as curriculum teaching, employment guidance, career lectures, career evaluation, career counseling, social practice, etc. Based on the role and advantages of multiple subjects, we should improve the content system of career planning education, expand the field and dimension of education, and promote career planning education in an all-round way by the integration of the resources inside and outside schools and the reform of teaching content and methods.

In the macro-viewpoint, on the one hand, we should strive to create an atmosphere of the public encouragement of career planning education; on the other hand, we should make full use of the advantages of current college students' innovation and entrepreneurship education policies, combine career planning education with innovation platform, achieve effective docking and integration between platforms, and broaden the boundary of career planning education.

In the micro-viewpoint, promote the organic combination of theoretical education and practical teaching, and establish a practical teaching base for the sufficient complementation of in-school and out-school institutions. On one side, we should continue to improve the construction of enterprise incubating base, increase the number of supporting fund for students' innovative entrepreneurial project and encourage more students to participate in the creative practice to help students deepen the understanding of career and career planning and promote career planning ability; on one other side, we should constantly expand the off-campus training base, organize students to carry out innovation and entrepreneurship practice activities in enterprises during the winter and summer vacations through students' internship or other methods, so as to cultivate students' professional awareness and prepare for the transformation from students to "professionals".

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