

# Research on the Strategies of Integrating the Spirit of Craftsmanship into the Employment Guidance for Vocational Undergraduate Students

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## ABSTRACT

With the rapid development of society and the transformation and upgrading of the economic structure, all industries are beginning to shift from extensive to intensive models, placing greater emphasis on the requirements for technology and professional spirit. Therefore, it is necessary to vigorously promote the spirit of model workers and the spirit of craftsmanship, and actively foster a social atmosphere that values labor and strives for excellence. The spirit of craftsmanship will lead China from a "manufacturing giant" to a "manufacturing power." As a key component of the modern vocational education system with Chinese characteristics, and as the main force in cultivating applied technical and skilled talents and future master craftsmen, it is essential to integrate the spirit of craftsmanship into the employment guidance for vocational undergraduate students. This paper expounds on the core connotation and contemporary value of the craftsmanship spirit, analyzes the necessity and effective strategies for integrating the "craftsmanship spirit" into the career planning and employment guidance of vocational undergraduate students, and focuses on cultivating high-quality technical and skilled talents to make positive contributions to building a knowledge-based, skilled, and innovative workforce for society.

## KEYWORDS

Spirit of craftsmanship; Vocational undergraduate education; Employment guidance; Skill-based society

## 1 Core connotation and contemporary value of the spirit of craftsmanship

The "Opinions on Promoting High-Quality Development of Modern Vocational Education" clearly states that a skill-based society should be built, the spirit of craftsmanship should be promoted, and more high-quality technical and skilled talents, master craftsmen, and national master craftsmen should be cultivated to provide strong talent and skill support for the comprehensive construction of a modern socialist country. The connotation of the spirit of craftsmanship is defined as "dedication, pursuit of excellence, meticulousness, and the pursuit of perfection," which broadens people's understanding of the connotation of the spirit of craftsmanship and provides a direction for the cultivation of the spirit of craftsmanship in vocational education.

In the new era, the spirit of craftsmanship has been endowed with new missions. The state attaches great importance to the cultivation of the spirit of craftsmanship, and vocational undergraduate education, as the main battlefield for cultivating high-level technical and skilled talents, shoulders the responsibility of providing backbone forces for industrial upgrading. Therefore, deeply understanding and effectively conveying the core connotation and contemporary value of the spirit of craftsmanship and integrating it into the entire process of employment guidance for vocational undergraduate students has become an inevitable requirement for vocational undergraduate education to fulfill the fundamental task of "cultivating virtue and fostering talent."

## 2 The Inevitability of integrating the spirit of craftsmanship into vocational undergraduate employment guidance

Integrating the spirit of craftsmanship deeply into the employment guidance for vocational undergraduates is not a subjective choice but an inevitable requirement to respond to the changes of the times, conform to the characteristics of the education type, and meet the long-term development needs of students.

### 2.1 From the perspective of students' personal development needs

It is an inevitable choice to enhance students' core competitiveness and cope with the severe employment situation. Integrating the spirit of craftsmanship into employment guidance is not only about imparting a professional attitude but also about cultivating the "craftsmanship" of pursuing excellence and meticulousness as an intrinsic endowment of students. This aims to fundamentally address their identity confusion and thereby shape their sustainable competitiveness in their careers, achieving high-quality lifelong development. On the one hand, vocational undergraduate students mainly flow into direct employment, and their professional attitudes, values, and cognitive levels not only relate to their personal development space but also directly affect their performance and contributions in their

positions. In the context of increasingly fierce competition in the job market, practitioners with the spirit of craftsmanship, who are more responsible, focused, and dedicated to excellence, are more likely to be recognized by enterprises, thereby significantly enhancing students' employment competitiveness and occupational adaptability. On the other hand, compared with academic undergraduate and vocational college students, vocational undergraduate students, as a new phenomenon, often face identity confusion and anxiety. Integrating the spirit of craftsmanship into employment guidance essentially involves establishing a comprehensive guiding mechanism that spans from enrollment to employment and even lifelong development. This not only meets their intrinsic growth needs but also helps students shift from merely pursuing "job placement" to achieving "high-quality employment". It enhances career stability while broadening development potential, laying a solid foundation for their long-term career growth and personal value realization.

## **2.2 At the level of vocational undergraduate colleges**

Highlighting the characteristics of type education and achieving intrinsic development is an inevitable path. In the process of modern vocational education system construction and high-quality development of vocational education, the steady development of vocational undergraduate education is an inevitable strategic choice. Integrating the "craftsman spirit" into the employment guidance for vocational undergraduate students is crucial to the development of vocational undergraduate colleges themselves.

As the main force in cultivating applied technical and skilled talents, the core mission of vocational undergraduate colleges is to cultivate applied talents who are urgently needed by society and possess professional knowledge, exquisite skills, and the "craftsman spirit". The craftsman spirit is the core quality of such talents. Therefore, deeply integrating it into employment guidance is a key path to guiding students to cultivate an outstanding craftsmanship and establish a professional belief while mastering professional skills. Incorporating this spirit as an organic combination of professional requirements and ideological concepts into employment guidance is not only the core essence of achieving the elevation of talent cultivation from "technique" to "craftsmanship", but also an inevitable choice for vocational undergraduate education to embark on a path of characteristic and sustainable development.

## **2.3 At the level of responding to social demands**

Looking at the development of various industries such as manufacturing and services internationally, countries like Japan and Germany are at the forefront of international development, with meticulous, exquisite, and standardized products. They attach great importance to the cultivation of the craftsman spirit among enterprise staff. Currently, China is in a period of economic development transformation, and the demand for talents in all industries has shifted from quantitative satisfaction to qualitative improvement, with a greater emphasis on technical and professional spirit requirements. When enterprises select professional talents, they not only assess their technical hard skills but also attach great importance to the professional attitude that embodies the craftsman spirit. If the professional attitude is not correct, it will affect the development of the enterprise. Therefore, integrating the craftsman spirit into the employment guidance for vocational undergraduate students can directly empower them, making them an indispensable "vanguard force" in the process of industries moving towards the mid-to-high end, effectively alleviating the structural contradiction of "difficult recruitment for enterprises" and "difficult employment for students", and meeting the development needs of society.

## **2.4 At the level of serving national strategies**

Under the background of building an education power, talents are the fundamental force that vocational education supports the construction of an education power. Only by making every effort to enhance the talent competitiveness of vocational education can we provide more solid support for the cause of building an education power. In the international manufacturing industry, countries like Germany and Japan have always been at the forefront of the world. The reason is that they attach great importance to the cultivation of the craftsman spirit among enterprise staff. Therefore, to achieve the upgrade from a "manufacturing power" to a "manufacturing superpower", it is necessary to solidify the craftsman spirit at the starting point of employment for vocational undergraduate students, which is a strategic pre-emptive measure to provide solid talent support for national strategies. Nowadays, the breakthrough of many "bottleneck" technical problems ultimately depends on the progress of basic craftsmanship and quality improvement brought about by countless practitioners adhering to the craftsman spirit. Integrating the craftsman spirit into employment guidance, guiding students to establish a correct career and employment outlook, and truly cultivating more high-quality technical and skilled talents, master craftsmen, and national craftsmen is the cornerstone of consolidating the national talent pool and a strategic task that must be completed for the long-term development of the

country.

### **3 Feasible strategies for integrating the craftsman spirit into vocational undergraduate career planning and employment guidance**

Based on a profound understanding of the inevitability, promoting the deep integration of the craftsman spirit and employment guidance work requires the establishment of a regular mechanism that runs through the entire talent cultivation process and involves multiple subjects. Specifically, the following four aspects can be considered.

#### **3.1 Integrate the craftsman spirit into the teaching of career planning and employment guidance for college students**

Career planning and employment guidance courses are one of the important forms of employment guidance work in current colleges and universities and occupy an important position in employment guidance work. Therefore, while systematically embedding the education module of the craftsmanship spirit, it is necessary to ensure that the course teaching runs throughout the four years of university. This requires, in the actual implementation process, to focus on "moral education and talent cultivation" as the core, and to cultivate the craftsmanship spirit throughout the entire process from students' enrollment to graduation. In the first year, it is important to carry out enlightenment education. Inviting enterprise mentors and outstanding seniors to share their experiences can strengthen students' professional identity and career enlightenment, and cultivate their awareness of the "craftsmanship spirit", allowing them to understand the connotation of the "craftsmanship spirit" and its significance for their own development and social progress. In the second year, the employment guidance mainly focuses on guiding students to plan their career paths. Through organizing targeted professional practices and skill training, etc., "conscious practice", students should be instilled with the "craftsmanship spirit" in the initial experience of their careers, transforming the concept of the craftsmanship spirit into perceptible behavioral habits. In the third year, students have begun project-based learning and on-the-job internships. At this stage, the employment guidance should guide students to make a key transition from the classroom to the real workplace with the craftsmanship spirit, and reflect on and correct their career plans in practice. In the fourth year, it is necessary to guide students to integrate into enterprises, shifting from focusing on the "signing rate" to focusing on the "person-job match" and the "quality of students' long-term career development" to guide students' job search preparations. This will promote students to internalize the craftsmanship spirit into a stable career value, enabling them to achieve high-quality employment with confidence and composure, and plan their lifelong career development.

#### **3.2 Implementing the "craftsmanship spirit" in school-enterprise cooperation and industry-education integration**

The craftsmanship spirit cannot be learned merely through lectures. The key is to let students practice and experience it in real working environments. On the one hand, it is necessary to fully rely on the "order class" talent cultivation model of school-enterprise cooperation. Students can learn from enterprise masters, participate in on-the-job practice and internships, and experience the production and research and development processes. Letting students "go out" to take on positions in corresponding enterprises for internships, they can cultivate the "craftsmanship spirit" of being "persistent, meticulous, conscientious, and pursuing excellence" in the process of completing specific tasks and solving practical problems. On the other hand, unlike professional teachers who focus on theoretical teaching in the cultivation of the craftsmanship spirit, industry mentors in vocational colleges, as the key bridge connecting industry demands and talent cultivation, have become important participants and executors of industry-education integration due to their years of practice and experience. Inviting industry mentors to teach professional courses and guide students' industrial practices in vocational colleges can make them role models for vocational undergraduate students, allowing students to see and feel what true craftsmanship is and turn it into their inner pursuit and daily actions.

#### **3.3 Linking the first and second classrooms to cultivate the "craftsmanship spirit"**

Compared with the first classroom of professional course teaching, the activities of the second classroom are not restricted by the traditional classroom in terms of content, form, time and space. First, organize "labor model and craftsman entering the campus" lecture activities, allowing students to listen to the stories of labor models and craftsmen, shape their professional values, and understand the connotation of the craftsmanship spirit, making the respect for skills and craftsmanship a prevailing trend on campus. Second, organize skills competitions and subject competitions, enabling students to transform the "pursuit of excellence and persistence" craftsmanship spirit from an idea into a profound

personal experience and a conscious action standard in the process of pursuing excellence. Third, invite outstanding alumni from different fields - workplace elites working in well-known enterprises, young entrepreneurs who have started their own businesses, and technical backbones who have steadily grown in small and medium-sized enterprises - to return to the campus and participate in employment guidance lectures, sharing their career paths. These role models with similar backgrounds to the current students can effectively establish a diverse view of success, helping students broaden their career horizons and recognize the ways to realize the craftsmanship spirit in different career paths. The interaction between the two major classrooms is conducive to the formation of students' correct job-hunting views and values, and can further cultivate the spirit of craftsmanship.

### **3.4 Make full use of online platforms**

Publicize the "craftsman stories" of outstanding alumni through official accounts, websites, etc., and build an online education platform. By creating new media platforms such as WeChat official accounts and video accounts, the deeds of craftsmen and the interpretation of professional spirit can be promoted in a way that students enjoy, forming a positive online public opinion orientation. In addition, the images and cases of great craftsmen, skilled workers, and outstanding alumni can be integrated to build online courses, micro-lessons, and digital case libraries. Students can learn online anytime and anywhere, listen to the stories of craftsmen, and feel the power of role models.

### **3.5 Building a job guidance teaching staff with both theoretical proficiency and craftsmanship sentiment**

The job guidance teaching staff in vocational undergraduate colleges should take the lead in becoming practitioners and demonstrators of the craftsmanship spirit. To this end, colleges and universities should strengthen the training of job guidance teachers. On the one hand, they should establish a regular training and research mechanism, regularly organizing job guidance teachers to conduct on-site visits to leading enterprises in the industry, transforming their understanding of the craftsmanship spirit from theoretical cognition to a vivid professional belief. On the other hand, they should actively establish a collaborative working mechanism involving job guidance teachers, full-time teachers, counselors, and industry mentors. Through regularly holding case discussions on students' career development and jointly developing characteristic courses and activity projects that incorporate the craftsmanship spirit, a powerful educational force for cultivating the craftsmanship spirit can be formed.

### **About the Author**

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