

# THE PRACTICE PATHS AND EXPLORATION OF THE CADRE CONTACT CLASS SYSTEM EMPOWERING HIGH-QUALITY EMPLOYMENT OF COLLEGE GRADUATES

Tianqi Yu and Haixia Wu, Jun Wang

Department of Student Affairs, Hubei University of Chinese Medicine, Hubei, China

## **ABSTRACT**

*This paper explores the practical integration of the cadre contact class system with efforts to promote high-quality employment among college graduates in Chinese higher education institutions. The cadre contact class system, rooted in Party-building and ideological-political education directives, emphasizes close ties between leaders and students to provide personalized guidance, resolve difficulties, and enhance holistic development. Guided by prior research, official policy documents, and empirical case studies, this study proposes a framework for integration, highlighting benefits such as targeted assistance, enhanced job-seeking confidence, and improved employment outcomes. The findings suggest that effective implementation not only addresses employment challenges but also contributes to a student-centered, service-oriented campus environment.*

## **KEYWORDS**

*Cadre Contact Class System, High-Quality Graduate Employment, Higher Education, Employment Guidance*

## **1. INTRODUCTION**

In contemporary China, promoting high-quality and sufficient employment for college graduates has become a key priority in national development strategies, aligning with efforts to build a high-quality workforce and support economic transformation. Amid complex employment landscapes influenced by economic shifts, technological advancement, and structural adjustments, universities face increasing pressure to enhance graduate employability and career readiness.

Parallel to this is the cadre contact class system, a longstanding mechanism in Chinese higher education institutions, where Party and administrative leaders at various levels establish direct, ongoing links with student classes to conduct ideological-political work, provide guidance, and address student concerns<sup>[1]</sup>. Originating from directives such as the CPC Central Committee's emphasis on grassroots engagement and the Ministry of Education's notifications on deepening leader-student contacts, this system embodies principles of "serving students wholeheartedly" and "all-staff education".

The integration of the cadre contact class system into graduate employment initiatives represents a strategic alignment with China's policies on youth employment and talent cultivation<sup>[2]</sup>. This paper argues that by channeling leadership resources through class contacts—such as personalized counseling, resource coordination, and motivational support—universities can

create a multifaceted employment ecosystem. For instance, leaders' involvement in job fairs, enterprise visits, and one-on-one mentoring can infuse employment guidance with ideological depth, while addressing practical barriers like information asymmetry and psychological pressures.

The objectives of this study are threefold: (1) to review existing literature and policies on the cadre contact class system and graduate employment; (2) to analyze potential integration strategies; and (3) to propose recommendations for implementation in Chinese universities.

### **1.1. Theoretical Framework**

This study is grounded in the Consolidated Framework for Implementation Research (CFIR), adapted to educational and employment contexts. CFIR provides a structure for identifying barriers and facilitators to integrating innovations like enhanced cadre-class linkages into employment services. It encompasses five domains: intervention characteristics (e.g., adaptability of contact mechanisms), outer setting (e.g., national employment policies), inner setting (e.g., university governance culture), characteristics of individuals (e.g., leader and student engagement), and process (e.g., planning and execution). This framework guides the analysis by emphasizing evidence-based strategies and holistic application in higher education settings<sup>[3]</sup>.

## **2. LITERATURE REVIEW**

Literature on the cadre contact class system highlights its role in ideological-political education and student management, with studies emphasizing leaders' direct involvement in fostering student growth and resolving issues<sup>[4]</sup>. Recent works extend this to employment contexts, exploring how leader contacts enhance guidance for graduates facing job market challenges<sup>[5]</sup>.

Graduate employment research underscores the need for targeted, whole-process interventions to combat mismatches between talent supply and demand. The intersection of cadre contacts and employment is evident in case studies where leaders' class linkages facilitate personalized support, such as in employment mobilization meetings or difficulty resolution. National policies, including Ministry of Education directives on 2025 graduate employment, support deeper integration through mechanisms like leader accountability and resource allocation<sup>[6]</sup>.

However, gaps remain in empirical studies measuring outcomes, such as employment rates, satisfaction, or long-term career impacts from cadre involvement<sup>[7]</sup>.

## **3. METHODOLOGY**

This study utilizes a mixed-methods framework, merging a literature and policy review with illustrative case insights from selected Chinese universities implementing cadre contact systems for employment promotion.

Data draw from secondary sources (policy documents, university reports) and primary data collected during the practice system implementation of Hubei University of Chinese Medicine for illustrative purposes, focusing on institutions with active leader-class linkages. Analysis involves thematic synthesis using CFIR domains to categorize strategies, facilitators (e.g., high leader engagement), and barriers (e.g., resource constraints).

#### **4. ANALYSIS OF POTENTIAL STRATEGIES FOR EMPOWERING HIGH-QUALITY GRADUATE EMPLOYMENT THROUGH THE CADRE CONTACT CLASS SYSTEM**

The cadre contact class system represents a core institutional mechanism in Chinese higher education for grassroots Party-building, ideological-political education, and direct leader-student engagement. This section examines strategies for utilizing this system to empower high-quality graduate employment, organized into theoretical guidance, practical implementation, and evaluative mechanisms. Guided by the Consolidated Framework for Implementation Research (CFIR), the analysis highlights facilitators—including robust leadership commitment, alignment with national employment policies, and personalized student interactions—and barriers, such as time limitations, resource constraints, and differences in leader expertise. These strategies reposition routine class contacts as targeted employment interventions, enabling graduates to secure not only employment but also positions aligned with national priorities in strategic industries, grassroots service, and innovative fields.

##### **4.1. Theoretical Guidance Strategies**

Theoretical guidance draws from the cadre contact class system's foundational principles of "serving students wholeheartedly," grounded in socialist core values, Party leadership, and the integration of ideological-political work with practical student support. These principles align directly with high-quality employment objectives, which emphasize cultivating correct employment perspectives, patriotic dedication, resilience amid market competition, and a strong sense of mission toward national development. Leaders can leverage class contacts to orient students toward viewing career decisions as contributions to societal and national progress, rather than purely individual pursuits, by emphasizing alignment with state strategies such as employment in key industries, emerging sectors, or grassroots roles.

In regular interactions—including class meetings, thematic discussions, and individual conversations—leaders explain national and institutional employment policies, interpret labor market trends, and promote values like "dedication to the motherland" and "contribution to high-quality development." This approach fosters a balanced employment outlook that reconciles personal aspirations with societal needs, addressing prevalent challenges such as employment anxiety, overly idealistic expectations, or aversion to demanding positions. Institutional practices demonstrate strong student receptivity when ideological guidance connects to concrete support, with surveys showing over 90% reporting heightened motivation for policy-aligned career paths<sup>[8]</sup>.

This theoretical dimension also enriches ideological-political education by incorporating employment themes into value formation. Leaders can reference successful graduate examples in strategic areas to reinforce cultural confidence and an employability mindset. Potential challenges, including tensions between traditional ideological emphases and contemporary market dynamics, can be addressed through comparative analyses and real-world cases that illustrate mutual reinforcement. In essence, theoretical guidance generates a synergistic effect, simultaneously advancing moral cultivation, career preparedness, and sustained commitment to national priorities.

## 4.2. Practical Implementation Strategies

Practical strategies integrate cadre contacts throughout the entire employment process, from initial awareness-raising to ongoing post-graduation follow-up. Leaders actively engage in class-level employment mobilization by personally disseminating policies, analyzing market demands, and mobilizing resources. For example, they can lead tailored "visit enterprises to expand positions" initiatives aligned with class majors, arranging interactions with alumni or enterprise representatives to close information gaps and access high-quality opportunities.

Central to these efforts is personalized counseling via one-on-one or small-group sessions. Leaders establish sustained mechanisms—such as dedicated WeChat groups or scheduled office hours—to offer guidance on resume refinement, interview techniques, psychological adjustment, and difficulty resolution, especially for vulnerable groups (e.g., those from low-income families or facing structural mismatches). This aligns with national directives for "one person, one file" and "one person, one policy" targeted assistance, ensuring customized interventions.

Integrated workshops on career planning, mock interviews, and skill development within class activities position leaders as direct mentors, enhancing student confidence and capabilities. Cadre-led collaborative mechanisms with industries create pathways for internships, joint training, and preferential recruitment, while digital platforms support real-time job alerts, policy dissemination, and alumni resource sharing at the class level. Case analyses from institutions underscore "direct leadership engagement" as a primary facilitator, facilitating prompt resolution of issues like information asymmetry and resource shortages<sup>[9]</sup>. Collectively, these strategies build immersive, student-oriented employment ecosystems that harness cadre authority to deliver concrete results. However, potential limitations should be noted, including overreliance on leaders' individual capacity and possible conflicts of interest, which need to be considered for balanced implementation.

Specifically, overreliance on leaders' capacity may lead to inconsistent effectiveness across different classes, as leaders vary in their professional knowledge of employment guidance, time availability, and resource-mobilizing ability—those with limited expertise may fail to provide targeted support, weakening the strategy's impact. Meanwhile, potential conflicts of interest could arise when leaders coordinate with enterprises or alumni, as personal or institutional affiliations might inadvertently influence the selection of cooperation partners, potentially prioritizing certain opportunities over students' best career interests. These factors do not negate the value of the proposed strategies but emphasize the need for deliberate consideration to achieve balanced and sustainable implementation.

## 4.3. Evaluative Mechanisms

To guarantee enduring effectiveness, evaluative mechanisms emphasize systematic assessment and iterative refinement. Core indicators include employment rates (both overall and in quality dimensions, such as strategic-sector placements), student satisfaction with leader support, activity participation levels, and longitudinal tracking (e.g., alumni career stability and progression). Evaluation employs diverse tools: periodic surveys on perceived assistance, employment-related psychological metrics, and quantitative measures of job-matching efficacy.

Qualitative methods, including thematic analysis of interview feedback and open responses, illuminate cadre involvement's effects on motivation, self-assurance, and principled career decisions. Longitudinal studies spanning 1–3 years substantiate successful patterns (e.g., elevated alignment with policy-supported fields) and persistent obstacles (e.g., leader workload pressures). CFIR-informed evaluation confirms elevated support (85–90% student readiness for leader-

assisted efforts) and facilitates context-specific adaptations, such as staged resource deployment in limited settings<sup>[10]</sup>. This mechanism establishes a continuous feedback cycle for evidence-based enhancements and accountability to national employment goals.

## **5. DISCUSSION**

These strategies broaden the literature on the cadre contact system by redirecting its application from general ideological functions to specialized employment empowerment. They correspond closely with national policies requiring leader accountability in graduate employment, where direct class linkages facilitate individualized support, resource mobilization, and value alignment. In settings with committed leadership, inner-setting elements produce stronger engagement, as reflected in high support levels and recurring themes of "trust" and "motivation." Persistent challenges, including workload burdens and expertise disparities, necessitate targeted training and institutional protections. In sum, this approach reinforces student-centered services, propels high-quality employment, and strengthens Party leadership across higher education<sup>[11]</sup>.

## **6. RECOMMENDATIONS FOR IMPLEMENTATION IN CHINESE UNIVERSITIES**

### **6.1. Policy-Level Recommendations**

Enhance cadre contact mechanisms in alignment with national graduate employment policies, advocating for dedicated funding and embedding employment performance indicators into leader evaluations. Require inclusion in institutional strategic plans, promote inter-university alliances for exchanging effective models, and mandate cadre-class linkages within employment directives to achieve systemic implementation.

### **6.2. Institutional-Level Recommendations**

Create dedicated oversight committees involving Party secretaries, administrators, employment specialists, and faculty. Emphasize comprehensive leader training in employment guidance, ideological integration, and digital applications. Allocate resources for supportive infrastructure, including contact platforms, alumni networks, and resource repositories. Incorporate employment elements into extracurricular programming, such as themed class events, career festivals, and moral education seminars, to stimulate student-initiated activities and ongoing participation.

### **6.3. Specific Actionable Steps**

Launch pilot leader-guided employment modules in targeted classes or departments, accompanied by pre- and post-implementation evaluations for refinement. Coordinate enterprise visits, alumni lectures, and joint recruitment initiatives. Construct digital employment dashboards for class-level tracking and resource distribution. Adopt phased deployment: initiate with awareness campaigns and leadership demonstrations, expand under continuous monitoring, and integrate stakeholder feedback for progressive optimization.

## **7. CONCLUSIONS**

Utilizing the cadre contact class system to empower high-quality graduate employment establishes a robust framework for personalized, ideologically anchored support within Chinese universities. By directing leadership resources toward targeted guidance, resource coordination, and value cultivation, institutions develop competitive, mission-oriented talent attuned to national high-quality development imperatives. This not only resolves pressing employment challenges but also advances comprehensive student development<sup>[12]</sup>. Future inquiries should prioritize

longitudinal outcome assessments and comparative studies across institutional types. Policymakers and university leaders are called upon to allocate funding, implement training, and institutionalize mechanisms to secure broad and lasting impact.

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## AUTHOR

**Yu Tianqi**, started working in July 2022 and currently serves as a full-time counselor at the Counselor Development Center of the Student Affairs Department (Office) of Hubei University of Chinese Medicine.



She focuses on students' ideological and political education and counselor team building. Her academic and work achievements include: being awarded the "Advanced Individual in the 2024 Undergraduate Education and Teaching Audit and Evaluation"; leading the development of the "Scholarly Xinglin" characteristic education brand, which won the "Characteristic Achievement Award in Students' Ideological and Political Education" from the National Association of Higher Education of Chinese Medicine; and presiding over or participating in multiple university-level key education and teaching projects. She has solid practical experience in student management, brand-based education and team building.