

Four-dimensional model analysis of the hidden barriers to the first promotion of college graduates and their breakthroughs

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Abstract

The first career promotion of college graduates is the most important step in the early stage of their career development. In order to help graduates break through the hidden barriers to initial promotion, this paper uses Porter and Shepherd's endogenous and exogenous barriers theory and David McClan's competency model to analyze the hidden barriers to graduates' initial promotion, constructs a four-dimensional model to solve the problem, and conducts statistical analysis of 1315 questionnaires in 12 provinces, autonomous regions and municipalities directly under the central government. The quality of micro-leaders and the ability to deal with on-site incidents are significant factors affecting the initial promotion of graduates, and learning and proficient in the content of four-dimensional models are important ways for graduates to break through hidden barriers.

Keywords : University graduates; Initial promotion; implicit barriers; Four-dimensional model

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Background

According to the latest data released by the Ministry of Education, the class of 2025 is expected to be 12.22 million college graduates, and there is no doubt that 2025 will still be a "difficult year for employment". Most of the graduates do not know what abilities or skills they need to prepare when they are first promoted to the post, and they have already understood the competitive pressure of the business society and the complexity of real life in the early stage of employment, and they are no longer enthusiastic about career development. Obviously, there are hidden barriers to first-time promotion. The so-called implicit barriers refer to the hidden, invisible and unexplicit barriers set up for relevant subjects to enter new fields, and the implicit barriers are difficult to find out and break through. Based on the experience of guiding graduates for the first promotion of enterprises in 32 sub-industries as an expert in enterprise management, this paper analyzes the phenomenon and influencing factors of the initial promotion of college graduates, and tries to construct a model through investigation and theoretical analysis to reveal the dimensions and main contents of the hidden barriers to the initial promotion of graduates.

Theoretical analysis framework and model construction

Analysis of the hidden barriers to the first promotion of college graduates

The term implicit barriers comes from the field of international trade, so the current research on implicit barriers is mainly reflected in the implicit trade barriers. Porter pointed out that market barriers are barriers that prevent other competitors from entering a market, and Shepherd divides such barriers into endogenous barriers and exogenous barriers, and Karakaya and Stah (1989) believe that endogenous barriers are barriers that are set up by the original market actors according to the reaction expectations of new market entrants to discourage later entrants. Gableeta (1995) found that different types of barriers are different in importance for different markets. Hidden barriers are invisible barriers, and in reality, most graduates feel that it is difficult to get promoted but cannot clearly explain what the obstacles are. Crites and Swanson believe that occupational barriers are all the factors related to career development that hinder the achievement of career goals, and can be divided into two dimensions: individual internal factors and external environmental factors that hinder career development. In the face of corporate promotion opportunities, the obstacles to the success of graduates' first promotion competition are first of all their own internal factors, that is, the endogenous quality and ability barriers that can be grown mainly in school education, and secondly, the technical process and management skills that can be accumulated mainly in the working environment and post "learning by doing" are regarded as exogenous double skill barriers.

In the early 80s of the 20th century, David McClelland put forward the theory of competency, he believes that the potential deep-seated characteristics of employees can distinguish the excellent people in the work from the average, such characteristics include attitudes, values and self-image, motivation and traits and other competencies, the deep-seated characteristics are

difficult to judge and identify through traditional testing methods, it can be seen that the individual's qualities and abilities are endogenous, not easy to observe from the individual but will affect personal development, and belong to the internal factors of the individual that promote or hinder career development. That is, endogenous implicit barriers. Yu Hao, Lu Huajing, Wenwu, Wei Huanchun and others respectively elaborated on the quality ability model, believing that quality ability is an intrinsic characteristic element of a person, and the cultivation of quality ability plays an important role in individuals and enterprises. Li Jin (2004) proposed that the quality of team leaders includes knowledge quality, personnel processing ability, operation research ability, excellent quality, and learning ability, and believed that team leadership quality can improve the efficiency of team operation. This paper defines the team leadership quality emphasized by many parties as the micro-leader quality, which refers to the character of dedication, advocating professional ethics, adhering to principles and leading by example, the craftsman spirit of pursuing excellence, self-discipline, positive and responsible, and following professional ethics to shape physical and mental quality, which can help graduates show their personal charm and create a good image in the process of work. On the basis of the quality and ability cultivated by the school, it is expected that graduates who win the competition for promotion for the first time should quickly accumulate the energy to break through the endogenous hidden barriers, enhance the ability to deal with on-site problems and events, improve the quality of micro-leaders, and further consolidate the foundation of personal competitiveness.

David McCland also pointed out that personal knowledge and skills are shallow, easy to judge through various professional tests, and can be obtained through external environments such as corporate training, which are external environmental factors that hinder the career development of graduates, that is, exogenous hidden barriers. Exogenous hidden barriers are usually reflected in the work technology process and on-site management skills, and better dual skills can be directly tested by superiors and colleagues at work to get praise and become the driving force for promotion. Yu Jing (2015) believes that the work process has a good role in promoting the production and operation activities of the enterprise, and graduates can prepare for the first promotion by learning and mastering all the work technical processes on the site. Sun Yingfei (2018) believes that the work technology process can effectively improve the work efficiency and quality, and Zhang Zheng Guo Qian (2021) believes that without procrastination, graduates can improve their personal performance through proficiency in the work technology process, and gradually build prestige and enhance their competitiveness in promotion. In terms of on-site management skills, Jin Xiaoya et al. (2009, 2016) expounded the importance of graduates' job skills and the development, cultivation and improvement of their skills from the perspective of employability skills of college graduates, which is even more important for graduates who want to be promoted to on-site managers (Bu Jingwen, 2018).

Domestic research on career development barriers also includes occupational barriers and hierarchical barriers. Guo Ruowei and Wang Hongkui (2008) discussed modern occupational barriers from the perspective of labor property rights, and believed that it was necessary to break through such occupational barriers. In addition to endogenous and exogenous career barriers, graduates should break through hierarchical barriers and achieve their first promotion. Li Xiaohua and Jin Jiuren (2010) conducted a study on the class barriers in the employment equity of college students, and believed that promotion is a leap in the hierarchy, and graduates need to break through the first level barrier when they are promoted from grassroots personnel to on-site managers.

Based on the theory of job promotion and the construction of the "individual ability model" of on-site managers to break through hierarchical barriers

For the analysis of the factors affecting promotion, Miao Wenli (2020) emphasized the need to examine from a multi-dimensional perspective, and created a job promotion probability model, which mainly believes that the potential job promotion opportunity is determined by the unobservable "individual ability", and when it reaches or exceeds the promotion threshold, Wei Xuhua et al. (2021) believe that if the impact of the team level gap can be understood and properly handled, the individual may get the promotion opportunity. The theory of job promotion is mainly studied from three aspects: the perspective of distribution, the perspective of providing incentives and the contradiction between the two. Restricted by the acquisition of internal information for enterprise promotion, the existing job promotion theory mainly discusses the influencing factors of individual promotion from the external environment such as distribution and incentive, and the author is to design the promotion mechanism for the enterprise as an enterprise human resource management expert and participate in the promotion evaluation and decision-making, and the internal information is the work data that the enterprise must provide, which provides a favorable opportunity for exploring the unobservable "individual ability". The "individual ability" of graduates is the core content of the promotion examination of enterprises, and the author intends to model the "individual ability" that college graduates need to break through the hierarchical barriers but cannot be observed, that is, to explicitly explain what kind of hidden barriers college graduates need to break through for the first promotion.

The development of things is the result of the combined action of internal and external causes, and external causes must act through internal causes. The hidden barriers to graduates' initial promotion are also caused by endogenous and exogenous barriers. If graduates want to be promoted to become qualified on-site managers, they first need to have the quality of micro-leaders, convince people with morality and character, and also have the ability to deal with on-site emergencies and convince people with ability. The ability to deal with events and the quality of micro-leaders in the ability of college graduates are not easy to be directly observed from individuals, that is, the internal influencing factors of individual promotion can only be observed through the performance of incident handling, and indirect observation of thinking and understanding is required. The endogenous barriers that hinder individual promotions are the barriers that graduates need to break through when they are first promoted. The breakthrough of exogenous barriers is based on the breakthrough of endogenous barriers, the work

technical process and on-site management skills need to be accumulated in the enterprise working environment, and the graduates who want to be promoted not only need to be familiar with the work technology process, cultivate others with professional technology, but also need to master on-site management skills to serve others with management skills. Therefore, if graduates want to be promoted to become qualified on-site managers, they need to first improve their quality, enhance their ability to break through endogenous barriers, and then train dual skills to break through exogenous barriers and become the driving force for their first promotion. In practice, depending on the individual's situation, there may be cross-breakthroughs.

After breaking through the endogenous barriers, it is also necessary to break through the hierarchical barriers to achieve a higher level of jumping, that is, after the graduates fully grasp the key points of the work process, they will also be able to judge the work flow of all operators in the job site platform; Learn on-site management skills and be able to train subordinates; After improving your work ability, you also need to learn to reduce the work pressure of colleagues and supervisors, improve your self-image and be able to supervise the team through on-site management skills. The breakthrough direction of the hidden barriers for graduates to be promoted for the first time is as follows:

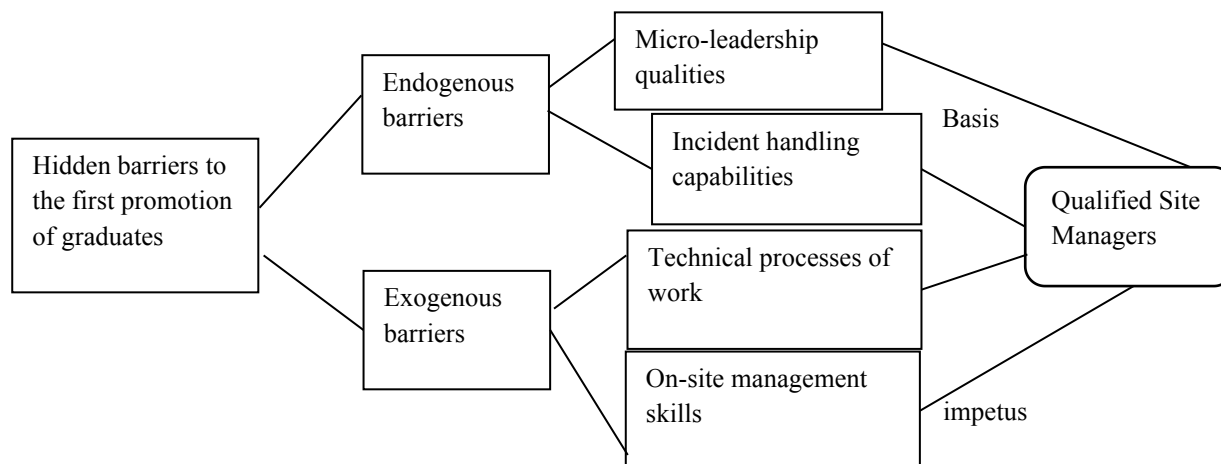


Figure 1 Classification and breakthrough direction of hidden barriers for graduates to be promoted for the first time

Because of the implementation of all rules and regulations and work processes, changes in various technical routes and technological processes, various material transfers, changes in on-site personnel and changes in customer needs, all these abnormal changes will directly affect the operation site, so that the operation site faces various emergencies and difficulties, which may affect the achievement of work goals. The task of the on-site manager is to deal with various emergencies and ensure that the work goal is achieved, so in the face of relatively complex job site changes in the enterprise, graduates need to quickly accumulate experience to make themselves have the corresponding on-site incident handling ability. The main content of on-site incident handling ability is to promote the achievement of work goals, learn to control emotions and humor in the face of emergencies, coordinate the disharmony and conceptualization of employees to express the main problems, be good at collecting credit and analyzing the causes of problems, observe and think and solve problems, and ultimately ensure that the work goals are achieved. In more complex cases, it is possible to let the boss and the human resources department know that the graduates have the trust of on-site management and achieve a breakthrough in endogenous barriers through the demonstration of micro-leadership qualities.

The work technology process refers to the sequence of activities of work items, and the work process includes the links, steps and procedures in the actual work process; At present, there are many primary management skills training such as team leaders, store managers, foremen, etc., and the implicit assumption is that the work technology process of the participants in the primary management skills training has been proficient, and only those who can do things will come to participate in the management training of managers and managers. If graduates in the early stage of employment want to be promoted to become on-site managers, they should first learn to do things, that is, they must understand all the technical processes of the site and be proficient in the key processes in the process, so as to improve their professional competitiveness. Quickly learn and master the five-level 10-step method of the work technology process: the first level of key steps, step 1, clarify the key steps, step 2, understand the key steps, the second level understand the whole process, step 3, clarify the whole process, step 4, understand the whole process, the third level of proficiency in the whole process, the fifth step of proficiency, the key steps, the 6th step of proficiency in the whole process, the fourth level of comparison of advantages and disadvantages, the 7th step to obtain the comparison process, the 8th step to compare and analyze the advantages and disadvantages of the process, the fifth level of optimization and innovation, the 9th step of optimizing the process or process, and the 10th step of micro innovation process or process. After practical experiments, the five-level 10-step method is effective in 31 sub-industries, 28 majors, or migrant workers who have not received professional training from universities. In order to be promoted to become on-site managers, graduates must improve the ten skills of implementing the best resource management on site: on-site manager role-playing, on-site management technology, supervision and management, work plan and material management, team equipment and tool management, communication and coordination inside and outside the team, team personnel education and training, standardized operation and quality assurance, team economic accounting and performance incentives, self-growth and improvement goal management, etc. The basic requirements of on-site management are that employees self-manage to develop

industrial and commercial civilization habits, and make their daily work actions work efficiency meets the requirements, work quality assurance qualified, for graduates who want to strive for promotion, literacy, ability and technical process degree must meet higher requirements, always show high efficiency and quality fully qualified, so graduates should highlight on-site management skills when preparing for promotion. On-site management skills are mainly the main content of the graduates' first promotion to break through the barriers to exogenous employment. The above four aspects can be comprehensively summarized as the hidden barriers to initial promotion, and the following individual ability model can be constructed through the analysis of these four dimensions:

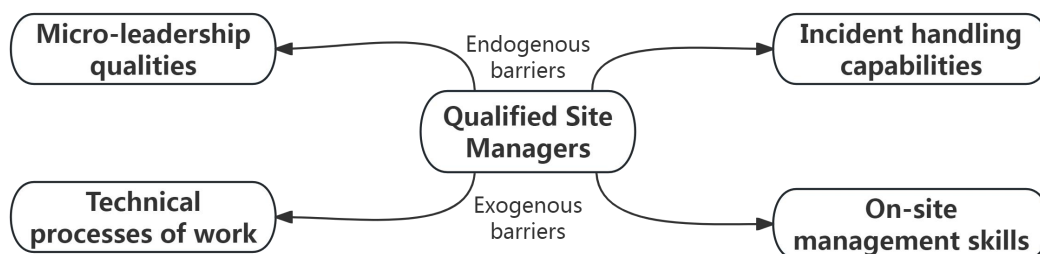


Figure 2 A four-dimensional model of the individual competence of qualified site managers

To sum up, in order to break through the hidden barriers of initial promotion and become qualified on-site managers, graduates must not only be proficient in professional work technology processes, but also need to have on-site management skills, excellent micro-leadership qualities, and strong on-site incident handling capabilities. In practice, the four-dimensional model of individual ability using quality, ability, technology and skills is used for targeted counseling, and the success rate is extremely high.

Empirical analysis

Description of the sample data

The data for this study were obtained from questionnaires and interviews. The survey subjects are college graduates and enterprise workers who deal with graduates, and the service industries such as logistics, catering, finance, film and television culture, and IT are the main service industries, and the manufacturing industries are mainly electronics, machinery, automation, robots, auto parts, etc.; The survey of the Pearl River Delta (Guangdong), the Yangtze River Delta (Shanghai, Zhejiang), the eastern coast, Hunan, Hubei and Guangxi and other 12 provinces, autonomous regions and municipalities directly under the central government and other densely populated areas, the data have a good representative of career development. The survey adopts statistical sampling methods, basically according to the province to find more than 3 regions, a region to find 3-4 enterprises, each enterprise to distribute 15-20 questionnaires.

The questionnaire survey was conducted from May to October. Form of questionnaire distribution: on-site distribution is used for those that are convenient for face-to-face distribution, and electronic questionnaires are distributed for those who are far away. After complete statistics, a total of 1423 questionnaires were received, 1315 valid questionnaires were received, and the effective rate of the questionnaire was 92.4%. The following is a brief analysis of the results of each survey of 1,315 valid questionnaires.

Basic characteristics of the sample

The main purpose of the questionnaire survey was to understand the current situation and expectations of college graduates who are promoted for the first time after they have secured employment, and to summarize the hidden barriers to the first promotion through their current situation and expectations for the first promotion. Questionnaires 1-8 are asked about the basic information of the respondents, i.e., gender, age, city of work, major, education and length of service. The main content of the questionnaire is the opinion of the influencing factors of college graduates' initial promotion from the perspective of the respondents, that is, by asking graduates about their quality, ability, technology and skills in the company's work, we can understand the situation of graduates' initial promotion after stable employment.

55.4% of women filled out the questionnaire, 10.8% more than men.

56.3% of the respondents were under the age of 25; followed by 26~30 years old 18%; while 31~35 years old and over 36 years old were 12.4% and 12.8% respectively; The results show that the respondents under the age of 25 believe that graduates have a strong expectation of a first promotion after a stable employment, and they themselves have strong expectations.

53.9% of the respondents majored in science and engineering, and 31.9% majored in liberal arts. 63.6% have a bachelor's degree or above, and 20.7% have a junior college degree; and 15.6% of those with high school, technical secondary school or vocational high school or below. 43% in the manufacturing sector and 29.4% in the service sector, while 26.8% chose other industries – with a lack of clarity about their industry.

45.6% worked within 12 months during the internship period and after obtaining the graduation certificate, and the proportions of the group who worked for 1-2 years and 3-5 years were similar, 13.2% and 13.4%, respectively. 27.5% have

worked for more than 5 years. The results of the survey and interviews show that most of the survey groups with more than 5 years of service are graduates with teachers or team leaders, and the success of the graduates for the first time is also their success, and some enterprises also have incentive systems, and their interests are closely related. The group that has been working for about a year has just entered the social work, and all work is under the command of the boss, and the feeling is stronger.

Statistical analysis of the influencing factors of graduates' initial promotion

The influencing factors of this study do not have an obvious order in which factor A is stronger than factor B and stronger than factor C, so the option of our questionnaire design is a number of disordered categorical variables, which meets the conditions of chi-square test, so we use Stata statistical software to statistically analyze the influencing factors of graduates' initial promotion.

The results of the person chi-square test were carried out on the data of each option, and the results showed that different people believed that there were significant differences in the management skills, micro-leadership qualities, on-site incident handling ability and work technology process that affected the graduates' initial promotion (the chi-square value was high, $P < 0.001$ for all items), that is, management skills, micro-leadership qualities, on-site incident handling ability and work technology process were all important factors affecting the success of different graduates' initial promotion.

The following is a chi-square value table of the relationship between the influencing factors such as management skills, micro-leadership quality, on-site incident handling ability and work technical process and the success of graduates' initial promotion after stable employment:

Table 1 Statistical analysis of chi-square value tables

category	Management skills	Micro-leadership quality of managers	On-site incident handling ability	Work technology process
Chi-square value	2945.90	2061.80	1809.30	1228.60
p-value	< 0.001	< 0.001	< 0.001	< 0.001

The chi-square values of the four factors in the table are arranged in descending order, that is, relatively speaking, the degree of success of graduates' initial promotion, management skills> managerial quality> on-site incident handling ability> work technology process. In the interview, it was found that familiarity with the work technology process is the basic requirement, and if you are not familiar with the work technology process, it is impossible to train as a manager, so it is weak in the "individual ability" influencing factors of promotion success. In addition, the relationship between workers and co-workers is harmonious, and it is also a basic requirement for the boss to know himself and remember his strengths.

Conclusions of the survey analysis

In order to successfully achieve the first promotion after the initial employment is stable, the graduate group who has worked for half a year to two years has a strong feeling about the influencing factors of "individual ability", and the feeling is even more profound to successfully achieve the first promotion to achieve the rigid needs, because there is pressure to win, and the loser of the competition may leave. Most of the groups with more than 5 years of service are graduates with teachers or group leaders, who have rich experience, and the success or failure of the graduates' first promotion is related to the interests, and they are more able to appreciate the importance of the influencing factors of "individual ability".

The first promotion of college graduates is certainly not only related to a certain factor or a certain aspect, but many factors and many aspects, and it will not be a success when an independent thing happens, but should be the final result of the accumulation of a series of related events and mutual influence. This process needs to pay attention to management skills training, improve the quality of micro-leaders and on-site incident handling capabilities on the basis of familiar work technology and process, and have a series of good performances in four aspects, and successfully break through the hidden barriers step by step to achieve results.

Conclusions and Recommendations

Conclusions

Based on the theory of job promotion, this paper constructs a four-dimensional "individual ability model" for college graduates who break through hierarchical barriers to become qualified on-site managers, and the empirical analysis results show that the work technology process, on-site management skills, micro-leadership quality and incident handling ability are important factors affecting the initial promotion of graduates in the four-dimensional model.

Recommendations

Graduates can take the four-dimensional "individual ability model" of qualified on-site managers as a way to break through

the hidden barriers for the first promotion, one is to learn the main content of the four-dimensional "individual ability model" of qualified on-site managers, the influencing factors of the first promotion of graduates summarized in this paper are the hidden barriers for the first promotion, graduates want to break through the hidden barriers to become on-site managers, first need to be familiar with the framework of the four-dimensional model of on-site managers, and learn its detailed rules, that is, the work technical process, on-site management skills, Micro-leadership quality and incident handling ability are four dimensions to think and complete the training of corresponding items. In the process of learning, graduates can learn relevant knowledge and training methods by formulating targeted plans; On the other hand, those who have a harmonious relationship with workers and their superiors can remember their strengths can consult their superiors and colleagues for advice and master relevant direct and effective training methods. After graduates are familiar with and learn the four-dimensional model framework of on-site managers, they should know how to prepare the detailed rules in place one by one according to the plan every month, that is, they should immediately prepare for the first promotion after the job is stable, and should draw up a self-training plan every month half a year in advance, find mentors to guide work skills training, cultivate the quality of managers and improve their work ability. Familiar with the work technology process, be able to fully grasp the key points of the work process, and be able to judge the work flow of all operators in the job site platform; After learning on-site management skills, you also need to know ten management skills and be able to train others; On the basis of completing their own work tasks, take the initiative to help colleagues and superiors and reduce their work pressure; Enhance self-image and be able to inspire, lead, care, affirm, veto and supervise the team. In this way, after preparing the relevant details of the four-dimensional model one by one and showing the bright spots, it is possible to become a qualified on-site manager by seizing the opportunity for career development. Not to be squeezed out by elite migrant workers, it is necessary to break the iceberg and achieve a harmonious relationship with workers through top-post learning, especially to correctly perceive the trust of masters and superiors to leave a good impression in the eyes of superiors.

Colleges and universities can incorporate the four-dimensional model of qualified on-site managers into the career guidance course, and graduates can learn the content of this model in advance and prepare for knowledge one by one; Colleges and universities can also set up career guidance seminars, inviting college graduates who have already experienced first-time promotions to share their work experience, so that graduates can understand the current situation of future work in advance and make future career development plans.

Enterprises can use the four-dimensional model of qualified on-site managers to understand the characteristics of college graduates when they are first promoted, and organize college graduates to learn and train the relevant rules of the model, so as to formulate talent training programs and cultivate a new generation of talents.

Acknowledgment

All contributions of the third parties can be acknowledged in this section.

Conflict of Interest

The authors declare no conflict of interest.

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