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## How to Improve the Level of Occupational Skills of Students Majoring in Construction Economics Meeting Social Needs: A Research at HUCE in Vietnam

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### **Abstract:**

*Along with the trend of globalization, economic restructuring is taking place increasingly strongly, requiring human resources, especially high-quality people trained in universities. That brings both opportunities and challenges to find more suitable jobs for construction economics graduates. Hanoi University of Civil Engineering (HUCE) has gone through a long training process in construction economics. However, it must also compete with other universities to stand firm in the training field. Therefore, to affirm its position, HUCE needs to improve the quality of student training to enhance the ability to adapt to the labor market and increase the employment rate after graduation. This article is based on secondary and primary data to evaluate the cumulative status as well as the level of occupational skills of students majoring in Construction Economics based on the perspectives of learners, employers, and their requirements to point out gaps in student skills, thereby proposing several recommendations to relevant stakeholders to improve the level of student skills right after graduation as well as strengthen the University's position in the field of training high-quality human resources to meet social needs.*

**Keywords:** Occupational skills, generic skills, job-specific skills, construction economics, social needs

### **1. Introduction**

Training according to social needs determines what, how, for whom, and how many people to train, guided by social needs. However, university training does not really meet the requirements of reality. Several studies show that university graduates cannot find suitable jobs because they do not meet the requirements of employers. According to documents provided by the Center for Training and Human Resources Supply (2021), the number of graduates working in the right field of training is only 56%, the number of graduates related and not related to the training industry is 25% and 19%, respectively (Do Nhu, 2022). Other information cited by the MOLISA in the second quarter of 2022 also said that the recruitment trend of the labor market for human resources with university degrees is 49.7%; college and intermediate level is 30.5%, while the demand for job seekers with university degrees is 61.1%, college and intermediate level is 33%,... (Tuan Nghia & Thu Hang, 2022). Statistics show that there is a significant gap between labor supply and demand in terms of both qualification structure and training expertise. According to the 2014 White Paper of the European Chamber of Commerce in Vietnam, the rate of foreign companies having to conduct retraining with domestic human resources is always at 40% to 50% and takes time from 6 months up to 1 year to retrain from the beginning in all aspects, including soft skills. Meanwhile, domestic businesses reflect that they often have to spend 3 to 6 months to retrain new graduates to be able to meet the business's job requirements. In recent years, Vietnam has experienced a rapid urbanization rate in the region, and urban areas are considered attractive world-class destinations (World Bank, 2014). According to the Ministry of Construction, in the first 6 months of 2022, the national urbanization rate increased by 0.6% compared to the same period in 2021. By June 2022, the national urbanization rate reached 41%, with 883 urban dwellers. According to experts, to achieve the goal of becoming an industrial country by 2030 and industrial development by 2040, the urbanization rate must reach 50-60% (Tuan Nghia & Thu Hang, 2022). That number demonstrates the "golden time" of the construction industry. However, at the same time, it is also a burden and pressure, requiring the industry to develop adequately in quantity and quality to meet demand. HUCE has had a prolonged process of training in construction economics and management for more than 50 years, each course providing hundreds of qualified graduates in this field. However, currently, there are some universities across the country offering training in this major, and the trend of choosing opportunities to study abroad tends to increase among young people. For construction economics students, in addition to professional knowledge, a major barrier to accessing job opportunities is that they must be equipped with job-specific skills that meet the requirements of employers. To consolidate and maintain the University's position in the field of training bachelor's degrees in construction economics, HUCE needs to provide society with people who are brave, ethical,

knowledgeable, and dedicated to meeting the needs of society. That can attract qualified students to apply for the University's majors and promote the confidence of potential employers in the quality of bachelor's training in Construction Economics at HUCE. This article is based on statistical data and self-investigation to show the level of meeting job requirements of Construction Engineering graduates at the University as a basis for proposing recommendations to increase the level of meeting job requirements to promote competitiveness in the labor market and find a suitable job immediately after graduation.

## 2. Methodology

This study is based on both secondary and primary data. Secondary data sources are taken from articles, scientific research, and legal documents related to assessment criteria for the level of occupational skills of students majoring in construction economics combined with survey opinions from lecturers and experts to propose a criteria table of necessary occupational skills (*Table 1*) to build a survey questionnaire on a Likert scale from 1 (lowest) to 5 (highest). Primary data sources were collected through a survey on "the level of occupational skills of construction economics students meeting social needs - research at HUCE," with the sample structure selected according to Hair et al. (2014) sent to students and businesses via Google form link from February to April 2023. The survey results included 308 samples of students preparing to graduate from the University and 177 people from businesses that employ students majoring in Construction Economics who graduated from HUCE, ensuring the representativeness of the research sample. Survey data was processed using the SPSS version 23.0. Based on this data, the authors have compiled, analyzed, and compared the data to show the skills gap between the level students have accumulated and the actual requirements of businesses. Then, several recommendations are proposed for relevant stakeholders to improve the level of occupational skills of graduates to meet social needs and increasingly affirm the university's position in the field of training in a volatile environment.

Criteria for Necessary Occupational Skills	
Generic Skills	Planning skills (A person's ability to establish strategies, methods, and processes based on a predetermined goal to realize that goal within a certain time)
	Change management skills (Knowing how to grasp the situation and adapt quickly to environmental changes)
	Skills in handling situations and solving problems (Knowing how to identify the core problem, find the cause and choose the most optimal solution to solve a professional problem)
	Skills in organizing and arranging work (Reasonably arranging work in scientific order, without overlapping so that work can be carried out in the best way)
	Cooperation and teamwork skills (The ability to cooperate and work with a group of people to achieve the best results for common work)
	Communication skills (Speech, expression, body language, and writing style appropriate to the context and listening comprehension to convey information from others)
	Office IT skills (Fluent in work: Excel, Word, PowerPoint, Project, etc.)
	Foreign language skills (Know at least one foreign language and have basic communication ability)
	Decision-making ability (Making one or more decisions after evaluating the data, evaluating possibilities and drawing a final conclusion)
	Brainstorming and creative ability (Can invent or create something new)
	Ability to work independently (Self-planning-organizing personal work)
	Ability to work under pressure (Willingness to work overtime, weekends, unexpected work, long-distance business trips, etc.)
	Job-specific Skills
Construction project estimating skills (Ability to determine and establish total costs for a construction investment project)	
Skills in formulating and appraising investment projects (Establishing and organizing an objective, scientifically based and comprehensive review of the basic contents of the project, from which to make investment decisions)	
Cost management skills in construction (Ensuring a construction project will be completed on budget and within investment scope)	
Skills in scheduling construction organization (Ability to model construction work in the form of progress plans)	
Human resource management and training skills (Ability to manage and use labor reasonably and effectively)	
Skills in grasping and updating documents of management agencies related to construction	

<b>Criteria for Necessary Occupational Skills</b>	
	(Reading, understanding and being able to apply the content of legal documents on construction investment projects)
	Skills in reading design drawings and explanations (Reading, understanding and checking tasks related to estimates shown on drawings)
	Skills for extracting quantities and tasks from drawings (Identifying and arranging the names and quantities of tasks related to the estimate)
	Skills in using estimating and design software (Proficient in using software such as G8, ETA, AutoCAD, Revit, etc.)
	Skills in preparing bid documents and participating in bidding (Ability to prepare documents to participate in bidding)

Table 1: Criteria for Necessary Occupational Skills of Students Majoring in Construction Economics  
Source: Compiled and Proposed by the Authors, 2023

### 3. Assess the Level of Occupational Skills of Students Majoring in Construction Economics

#### 3.1. Overview of HUCE and Its Competitors in the Training Field

HUCE is one of the leading technical universities in Vietnam and is also the leader in the construction industry. Most national and international construction projects in Vietnam have the participation of engineers and architects who are alumni of HUCE. HUCE provides undergraduate and postgraduate training programs, annually providing Vietnam with a force of engineers and architects fully equipped with basic and specialized knowledge and ethics in the field of construction and architecture through teaching activities, practical exposure, internships at businesses, specialized seminars and workshops. In addition to domestic training programs, HUCE provides students with joint training programs with foreign countries such as Deakin University (Australia), National Taiwan University (NTU), Mississippi University (USA), and University of Huddersfield (UK). The university has taken steps to cooperate with large businesses operating in the construction field in Vietnam towards the goal of promoting training and human resource development, meeting the requirements of employers such as Vinaconex Corporation, and Hoa Binh Construction Group,... as well as cooperation activities with domestic and foreign non-profit organizations to develop in the field of research to bring a better learning environment for learners such as Habitat for Humanity Vietnam (cooperating in research on "Advanced Construction Materials (HUCEMAT)" and "Sustainable Building Structures (SBS)," Italian Embassy (cooperating in organizing Italian Design Day in Vietnam),... Especially with the construction and architecture training majors of HUCE, the assessments of businesses are even more important because after graduating, students working on construction sites will be greatly involved in their work. If the country's development infrastructure is not provided with appropriate, high-quality training, businesses will not be able to use it or spend more time and money on retraining, creating unnecessary waste. By 2017, HUCE became one of the first four universities in Vietnam to meet international standards in training and research recognized by the HCERES, and by 2024, it will continue to receive international quality accreditation certification from the HCERES organization (second cycle, from 2024 to 2029).

In Hanoi, there are currently 6 public and non-public universities training construction economics. Among them, HUCE is a public university with a long history of training in construction economics, led by the Faculty of Construction Economics and Management with more than 50 years of training experience.

University Year	HUCE	University of Transportation and Communication (UTC)	Thuy Loi University (TLU)
2020	95.04	100	88
2021	87.21	71.64	98.48
2022	91.84	NA	NA

Table 2: Percentage of Construction Economics Students Having Jobs after Graduation

Source: Compiled from University Admission Projects

Unit: %

University Year	HUCE	UTC	TLU
2020	262	68	125
2021	258	67	66
2022	258	NA	NA

Table 3: Number of Construction Economics Graduates per Year

Unit: Person

Source: Compiled from University Admission Projects

In 2020, the highest rate of students having jobs was the UTC, reaching 100%, followed by the HUCE with 95.04% and the TLU with 88%. However, the number of graduates of HUCE (262 students) is nearly 4 times higher than that of UTC (68 students). In 2021 and 2022, the percentage of graduates who have jobs is recorded. Although there is a fluctuation between the three universities in the number of graduates, HUCE still dominates, showing that the quality and

scale of construction economics are larger than those of others. It can be affirmed that HUCE is still one of the leading universities in the field of construction economics training with its experience and reputation (*Tables 2 & 3*).

### 3.2. The Level of Occupational Skills of Construction Economics Students Meeting Social Needs

With the specialization of each occupation, each occupation needs specific occupational skills. In addition to the generic skills that each graduating student needs, efforts must be made to equip and develop job-specific skills. Based on processing survey data, the gap between student's accumulated skills with requirements from businesses is mentioned below:

Generic Skills	Mean		
	Level of Student's Accumulated Skills	Level of the Business's Assessment	Level of the Business's Requirements
Planning skills	3.02	3.05	3.66
Change management skills	2.88	2.89	3.47
Skills in handling situations and solving problems	2.99	3.20	3.73
Skills in organizing and arranging work	3.04	3.21	3.73
Cooperation and teamwork skills	3.16	3.36	3.84
Communication skills	3.13	3.31	3.79
Office IT skills	2.90	3.14	3.63
Foreign language skills	2.67	3.07	3.79
Decision-making ability	2.90	2.99	3.70
Brainstorming and creative ability	2.91	3.31	3.88
Ability to work independently	3.36	3.23	3.77
Ability to work under pressure	3.23	3.40	3.84
<b>Mean</b>	3.02	3.18	3.73

*Table 4: Comparison of the Difference in Generic Skills between Business Requirements and the Skill Accumulation of Students Majoring in Construction Economics*

*Source: The Authors' Survey Results, 2023*

Job-Specific Skills	Mean		
	Level of Student's Accumulated Skills	Level of the Business's Assessment	Level of the Business's Requirements
Project financial analysis skills	2.65	2.89	3.68
Construction project estimating skills	2.88	3.10	3.71
Skills in formulating and appraising investment projects	2.89	2.98	3.68
Cost management skills in construction	2.89	3.02	3.69
Skills in scheduling construction organization	2.87	2.95	3.65
Human resource management and training skills	2.76	2.74	3.45
Skills in grasping and updating documents of management agencies related to construction	2.97	3.14	3.74
Skills in reading design drawings and explanations	3.05	3.26	3.75
Skills for extracting quantities and tasks from drawings	2.94	3.24	3.80
Skills in using estimating and design software	3.00	3.24	3.83
Skills in preparing bid documents and participating in bidding	2.71	3.03	3.69
<b>Mean</b>	2.87	3.05	3.70

*Table 5: Comparison of the Difference in Job-Specific Skills between Businesses Requirements and the Skill Accumulation of Students Majoring in Construction Economics*

Data in tables 4 and 5 show the difference in the actual skill level perceived by students and the assessment from employers while recruiting construction economics graduates to work at businesses. The difference between the skills students perceive and the actual work employers evaluate is not substantial. However, the difference between students' assessment and the level requirements is quite far apart.

Both groups of generic skills and job-specific skills are skills that students evaluate as their accumulated level to be lower than the actual level that businesses evaluate when directly participating in work. In addition, business

requirements represent a large gap in the reality of how businesses evaluate graduates as well as the accumulation of occupational skills of students preparing to graduate. This proves that with the group of job-specific skills (*Table 5*) - the most important part that determines job performance efficiency- students are far from reality compared to the theory that students feel. This shows that it is necessary to have practical work exposure early while students are still in university so that specialized students can approach the real requirements that businesses will pose upon graduating from HUCE.

For the group of generic skills (*Table 4*), there is a clear change, shown by students' perception of their own skill level being lower than their actual assessment when working in businesses. This phenomenon shows that during the process of studying at university, major students do not really have a clear concept of the soft skills needed to be able to work better after graduation or the skills they need to have. The skills learned do not come from practical work activities related to the major being trained, so major students are still vague about the skills they have learned and will learn that can be applied to their jobs or not. From this reality, it points out the extremely significant role of university and management faculty in the process of orienting and guiding students so that they can confidently approach and enter the competitive labor market. At the same time, it also points out the need to attract business participation in the training and development process of the faculty.

#### 4. Conclusion and Recommendation

From the perspective of the level of occupational skills of students majoring in construction economics, research results show that there is still a large gap between the accumulation of students and the level of business requirements students achieve to match job positions. Therefore, to increase the ability of graduation students to meet job requirements, stakeholders need to pay attention to aspects as follows.

*The University and Faculty*, as a trainer, a bridge and a person who ensure quality outcomes for students, need to strengthen activities that impact the motivation to develop occupational skills of students right from the moment they first step foot at the university gate, specifically:

Firstly, it is necessary to raise awareness among students studying at university about the vital role and the necessity of soft skills in future work. Therefore, the university needs to clearly orient students on the group of soft skills that students majoring in construction economics need to have from the moment they start pursuing their studies through the school's media, such as admissions projects, discussions between students and schools, and outcomes committed to society.

Secondly, teaching methods in all subjects need to follow a "learner-centered" approach through promoting teamwork activities, presentations, discussions, case studies, and role-playing to encourage students to proactively handle situations, develop communication skills, solve problems and make decisions. The university, faculty or lecturers can integrate more presentations so that most students have the opportunity to present, thereby improving presentation skills to help students be confident and proactive in communicating through speech and body language, helps increase the ability to listen, understand, and convey information when receiving feedback from lecturers and other students; Besides, enhance writing reports and essays to develop students' ability to convey information through words in a coherent, clear, logical and scientific manner.

Thirdly, pay attention to training in foreign language and information technology skills for students and encourage students to self-study additional certificates to prepare themselves for graduation. Schools need to improve foreign language output standards and integrate the ability to actively use foreign languages (writing, speaking) to create an environment and motivation for students to study and improve foreign language skills to meet practical requirements.

Fourthly, enhance cooperation and teamwork skills by increasing the amount of time for discussion and group work in subjects so that students learn to understand and share knowledge, not simply do homework. Thereby, students can discover their own qualities suitable for job positions in a workgroup so that they can support each other, promote everyone's strengths, and limit their weaknesses. That helps students increase their adaptability when going to work because work in an organization always requires smooth coordination and responsibility.

Fifthly, promote the development of soft skills for students through extracurricular activities. Club communication activities should be encouraged and diversified to attract students to participate in extracurricular activities (such as team building activities, volunteer movements, developing soft skills, and expanding the exchange network between students inside and outside the school), helping students grasp information to determine which extracurricular activities are suitable for their needs, interests and development aspirations. For faculty clubs, academic advisors or youth groups need to encourage and direct activities such as the exchange of academic knowledge and work experience through the alumni network, creating a connection network between young lecturers and students and other activities consistent with the professional nature of the industry to create a development environment for students. School clubs need to set goals and objectives to attract suitable members, organize periodic knowledge and skill exchange sessions on relevant practical topics, and develop clubs or extracurricular activities that can call for sponsorship from businesses as well as the school's alumni network. Participating in extracurricular activities not only helps students gain exposure to reality through exchanging experiences and developing knowledge and skills such as thinking skills, creativity, and critical skills but also helps expand the network of relationships for future work. This is also one of the valuable experiences for students while still in school, in addition to their regular study and research activities.

Sixthly, create more opportunities for students to participate in competitions related to the fields of learning, creativity, entrepreneurship, and seminars at home and abroad through cooperation and student exchange programs. In addition, there can be workshops, talk shows organized online/offline, and seminars to exchange information about career opportunities from domestic and international businesses so that students can exchange, interact, and find information.

Understand the desires of employers so you can know what you need to do to win a bright job opportunity right after graduation.

Seventhly, creating opportunities for students to participate in experiential activities, increasing their time as collaborators and interning at businesses right from the early years in construction businesses will help students understand more about the practical operations of the construction economic industry, accumulate experience and gain a mark on your job application. The university should link training with other establishments specializing in construction economics and consulting units to create opportunities for students in different localities.

Eighthly, develop soft skills through union activities launched by the Youth Union/Student Association, such as building emulation movements to train student union members and 5-good students to boost innovation, creativity, arts, and sports programs. That helps students experience and develop communication skills, cooperation and teamwork skills, as well as practice other skills through participating in these activities, helping to stimulate inspiration and thinking, creativity, dynamism, and innovation. Besides participating in competitions organized by the school, such as HUCE Debate, creative ideas, and start-ups for students at HUCE, students can participate in other programs which manage clubs, establish and develop hobby club models, organize periodic workshops on topics of interest to students, interact with speakers from businesses, experts, and influential people and expand and attract more students to volunteer activities and community development projects so that students can improve their soft skills as well as attitudes in different environments.

*The lecturers* play a direct role in inspiring and guiding students in adapting to careers and developing skills through the process of teaching, discussing subjects, and solving case studies. In this situation, it is necessary to strengthen connection activities to stimulate students in the process of learning, scientific research, and internships to encourage learners to make more efforts in the classroom learning process with self-study and self-accumulation knowledge and skills from other activities to promote initiative-taking exposure to work reality. University, faculty, and departments can support students to improve their career-specific skills in the following:

Firstly, integrating practices and converting knowledge from theory to practice by giving examples with real projects in class lessons. Outside of class, lecturers can create additional conditions for students by cultivating more knowledge and skills through exchange sessions organized by the department's club.

Secondly, pay more attention to organizing courses related to job-specific skills such as construction project estimating skills and skills for extracting quantities and tasks from drawings outside of the theoretical program, helping students gain early exposure to skills that can be used in future jobs. Or add more project modules, combining internships, project-based learning, or case studies, to provide students with practical experience while still in university.

Thirdly, with the technology used in the actual process of project planning and implementation, support students by introducing current software used by businesses, how to apply software in work, update technology into the curriculum or guide students to learn about technologies in construction project management by suggesting specialized research documents on those technologies (such as BIM).

Fourthly, training links with businesses and organizations operating in the construction field should be strengthened and expanded to help students better understand current opportunities and challenges in the field. The university can arrange lectures by guest speakers or online on practical skills and hands-on visits, creating conditions for students to participate in a network of events and conferences. In addition, it enhances practical training by creating opportunities for students to practice at investment consulting units or construction companies that cooperate with the school to practice their expertise immediately.

Fifthly, the organization of professional competitions should be increased, creating a playground for students to practice and express themselves to improve their confidence before participating in the labor market. This is the best way to shorten the path for students to equip themselves with professional skills and confidence when approaching real work. Inviting businesses to act as judges or sponsors of the competition is also an opportunity for businesses to find talented students and provide realistic directions for students to develop in the future when students begin to enter the labor market. That will help shorten the probationary period when first applying to businesses.

*For business*, students are their future human resource, so most businesses want to support students during internships or probationary periods with the goal of finding new talent, expanding the recruitment network and sustainable development. By cooperating in training with schools, businesses can realize and more easily find new employees who suit the requirements and working culture of the business, easily attracting qualified students, shortening probationary periods and integration into the working environment, and saving retraining costs for businesses. To increase the level of occupational skills of Construction Economics students meeting business requirements, businesses can pay attention to the following:

Firstly, create favorable conditions for students to access documents related to the student's major and arrange people with work experience to guide students during their internship or probation. Create opportunities for students to learn practically through information exchange and professional guidance, set requirements that students need to achieve during the internship, and provide constructive comments to help students develop more practical skills.

Secondly, at the end of the internship period, the business will provide comments and assessments on the level of soft skills and expertise of the student in the internship report and can prioritize recruitment. Officially allow students to demonstrate their ability during the internship process. For students who have good soft and professional skills to meet the needs of businesses, businesses can create opportunities for students to have jobs immediately after graduation, shortening the probationary period before graduation. Students who are suitable for the company culture and have good soft skills but professional skills still need to be improved; businesses can receive these students and support training to

become employees of the company because businesses assess that students with good soft skills will be ambitious, willing to learn and willing to advance in their profession.

Thirdly, for new students entering the school, businesses can create an environment to support students in sightseeing, short-term exposure to real work, and support students to have a more detailed view of the real environment before officially practising. In addition, businesses can actively open training cooperation with schools by:

- Participating in job fairs for students organized by schools and introducing students to the business and the requirements that the business wants in a new graduate; this helps students have a development orientation that is close to reality;
- Participate in competitions organized by the school as judges or sponsors to find students suitable for the business;
- Nominate qualified personnel with professional knowledge and good practical experience to be guests from businesses and participate in lectures, seminars, or workshops to exchange ideas and answer questions.

Fourthly, recruitment information should be publicly provided through school or faculty media, easily and quickly reaching students. In addition, businesses can provide scholarship funds for excellent students, meeting the requirements of the scholarship fund established by the business and helping to improve the brand recognition of the business with students. Positioning businesses with investment in education helps develop a new generation capable of developing in the future, creates a positive impression on students, and supports students with development potential, thereby enhancing students' desire to contribute and grow together with businesses.

*Students themselves* need to proactively strive to enhance their occasional skills besides cultivating professional knowledge, specifically:

Firstly, be proactive in the learning process, improve the ability to self-study and self-research, develop lifelong learning ability, and determine that learning is for oneself, not learning for others. Students need to put effort and youthful enthusiasm into studying, always strive, seek, and seize opportunities to express themselves in all circumstances, to build a personal brand - the shortest path to success. They must always proactively and voluntarily participate in all classes and learning events, absorb the professional knowledge taught by lecturers, and influence the development of thinking and knowledge. In addition, students should proactively and confidently register to participate in competitions and scientific research activities organized by the school every year to not only improve their skills, develop creative thinking, and learn how to apply theory into practice but also an opportunity for students to have the opportunity to collaborate, rub and compete with other students, in addition to learning from teachers, learning from peers will promote their own development better. Encourage students to self-study additional skills and equip themselves with necessary certificates for future jobs (foreign language certificate, office IT, etc.). Students who wish to work for MNCs can plan to equip themselves with international certificates such as CCM (Certified Construction Manager) and AIC (American Institute of Constructors). Besides, students can arrange reasonable time to participate in extracurricular activities, volunteer activities and part-time jobs to earn extra income.

Furthermore, students must put their sense of self-study and self-research first because, in a university education environment, lecturers are only responsible for guiding students to access and provide knowledge, while students can improve and develop themselves depending on themselves. Students need to explore and research topics that the lecturer suggests and guides on their own; actively participate in discussions, exchanges between businesses and students or exchanges between students from different schools; observe and pay attention to grasping professional content and soft skills through the process. The process of exchanging and interacting at exchanges and seminars and selectively recording and summarizing the content gained from the above activities, thereby applying it to oneself and developing in a self-oriented way. With an increasingly volatile environment and the increasingly rapid development of science and technology, each student needs to develop lifelong learning ability to always update and improve skills to become successful performers. This will help students be ready to improve their knowledge to avoid falling behind. With youth and enthusiasm, students need to pay more attention to discovering new knowledge and constantly being creative, coming up with new ideas and experimenting to the extent possible - this is the best way to meet the needs of job requirements.

Secondly, always be positive and proactive in improving their soft skills. To improve their chances of finding a job right after graduation, students themselves need to proactively seek and seize opportunities right from the time they are in school through internships at organizations. Students need to clearly understand their own strengths/weaknesses, learn more about opportunities and challenges in their field to plan their own action plans to supplement, strengthen, and improve their own strengths and look for opportunities to interact with reality organized by schools or businesses. Always maintain a positive, open, and progressive attitude, know how to learn from their mistakes, and find solutions to correct and improve the things that are not good to improve themselves, thereby positioning themselves for success. Focus on personal brand value in the labor market through personality and capacity to attract others to know. In addition, know how to take advantage of opportunities anytime and anywhere to develop communication skills further through the ability to convey, know how to listen and understand, receive opinions from others, and always express their attitude. Also respect those they communicate with and know how to grasp the main ideas and core information provided by others and give opinions. Always keep an open attitude and develop yourselves while receiving comments and evaluations from others and do not become discouraged or sad when you do not do well. Learn how to work together and develop towards achieving the common goals of the team/group in the best way. Therefore, students should participate in many types of activities to increase social contact experience, know how to behave, and adapt to be suitable for new and different environments.

Students must be self-aware of learning foreign languages, proficient, and able to communicate well in the foreign language they are interested in. However, they must also be suitable for their future job orientation. Combined with solid

professional knowledge and good skills, this will create good conditions for students to work in a global environment and contact and learn from friends of other countries through exchange student activities.

Furthermore, students need to take advantage of every opportunity during their time studying at school to accumulate social knowledge for themselves. Students need to pay more attention to the fluctuations and new development trends of the profession they study through the press and current affairs domestically and internationally. At the same time, they should develop their decision-making ability by participating in professional associations/groups as a pioneer, willing to experience new things, constantly developing creative thinking to come up with new ideas, and strengthening their network of social relationships, friends, and predecessors all help each student's future job.

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