

Retraction

Retracted: The Optimal Path of Cultivating and Promoting the Employment Ability of College Students Based on the Whole Process Management Mode of Construction Engineering Based on Computer Aided Technology

Wireless Communications and Mobile Computing

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This article has been retracted by Hindawi following an investigation undertaken by the publisher [1]. This investigation has uncovered evidence of one or more of the following indicators of systematic manipulation of the publication process:

- (1) Discrepancies in scope
- (2) Discrepancies in the description of the research reported
- (3) Discrepancies between the availability of data and the research described
- (4) Inappropriate citations
- (5) Incoherent, meaningless and/or irrelevant content included in the article
- (6) Peer-review manipulation

The presence of these indicators undermines our confidence in the integrity of the article's content and we cannot, therefore, vouch for its reliability. Please note that this notice is intended solely to alert readers that the content of this article is unreliable. We have not investigated whether authors were aware of or involved in the systematic manipulation of the publication process.

In addition, our investigation has also shown that one or more of the following human-subject reporting requirements has not been met in this article: ethical approval by an Institutional Review Board (IRB) committee or equivalent, patient/participant consent to participate, and/or agreement to publish patient/participant details (where relevant).

Wiley and Hindawi regrets that the usual quality checks did not identify these issues before publication and have since put additional measures in place to safeguard research integrity.

We wish to credit our own Research Integrity and Research Publishing teams and anonymous and named external researchers and research integrity experts for contributing to this investigation.

The corresponding author, as the representative of all authors, has been given the opportunity to register their agreement or disagreement to this retraction. We have kept a record of any response received.

References

- [1] S. Chen, "The Optimal Path of Cultivating and Promoting the Employment Ability of College Students Based on the Whole Process Management Mode of Construction Engineering Based on Computer Aided Technology," *Wireless Communications and Mobile Computing*, vol. 2022, Article ID 4289413, 8 pages, 2022.

Research Article

The Optimal Path of Cultivating and Promoting the Employment Ability of College Students Based on the Whole Process Management Mode of Construction Engineering Based on Computer Aided Technology

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The whole process management of construction project is to carry out all-round supervision and management of the whole stage of construction project implementation, which can realize the effective allocation of construction project (CP) funds and improve the construction quality at the same time. On this basis, this article analyzes the impact of the whole-process management (WPM) model on the employment ability (EA) of college students (CS), uses computer-aided technology to calculate the information of graduates in a construction company, and analyzes according to the work situation of the graduates in the enterprise and the evaluation of the EA of the graduates by the enterprise cultivation path of university students' EA. The experimental results of this paper show that the evaluation of the four structural elements of EA of CS by construction companies is higher than that of college students' self-evaluation, indicating that there is a difference between the EA of students and the needs of enterprise EA, which can be used as an entry point to train students EA.

1. Introduction

The employment problem of college students is a topic of social concern, and the demand of construction enterprises for the employability of college students is also increasing. In this context, how to make the employability of college students match the needs of construction enterprises and find a path to optimize the employability of college students from the actual talent requirements of enterprises are the focus of this paper.

Numerous students have conducted in-depth discussions on the study of the employment ability training path of CS based on the WPM mode of construction engineering based on computer-assisted technology. For example, a scholar believes that WPM can supervise construction projects, and letting CS learn this management model in advance will greatly help them to engage in construction industry-related work after graduation [1]. A scholar believes that EA is a kind of ability to make progress and

feedback and respond to the society. The concept of comprehensive EA is to expand on the main definition and does not include the ability to successfully engage in a certain job in the personality of the worker. Personal characteristics such as character and external environmental factors in addition to personal aspects are also included in the definition of EA [2]. There are also domestic scholars based on the perspective of ability structure composition, summarizing the EA of college students as a unified concept of all-round personal qualities of CS. In the field of psychology research, the EA of CS has a larger scope of research, and it is the key ability behavior to obtain a career and achieve success [3]. Although the research results on the EA improvement path under the WPM mode of CE are good, the improvement of the EA of CS still requires the joint efforts of society, schools, families, and individuals to create a good employment environment for students.

This article describes the WPM theory of CP and lists the WPM methods. It analyzes the differences between the

employability of students under the WPM mode and the employability required by the enterprise according to the structural elements of the employability of CS and proposes improvements based on the current situation of the difference (advice on the employability of CS).

2. The Whole Process Management of Construction Project and the Analysis of the Employability of College Students

2.1. The WPM Theory of Construction Project. The development direction of the WPM of construction engineering should be the following: comply with the requirements of the innovative, open harmonious development concept, in line with the principle of lowest cost and highest efficiency, maintain the general structure of the existing information management system, and improve the functions, develop and add new functions, expand the scope of information management, expand the ways and channels for managers to obtain information, and ensure the timely and rapid transmission of information; realize the completeness and traceability of information in the whole process of CE, and improve work efficiency [4, 5].

2.2. The WPM Method of Construction Project

2.2.1. Reasonably Formulate Cost Plans and Refine Project Cost Estimates. The accuracy of the estimated investment value in the project decision-making stage is a key indicator of whether the project can be successfully completed. It is also a key link in the approval of the competent authority and is of great significance to all project plans. Once the reasonable cost allocation of the project is completed, the project design and project implementation can be completed perfectly. Usually, only approved costing is the maximum amount of the project. Every link in the future shall not exceed this limit. Therefore, this means that the cost estimation must be detailed and accurate; otherwise, it will definitely affect the evaluation of investment decision management and future construction plans [6, 7].

2.2.2. Formulate Construction Organization Design Scientifically and Reasonably. In the preparatory work of the project, appropriate multidepartmental and multistage methods should be adopted to calculate as many relevant construction details as possible, strictly control the work quality of the construction personnel, and decentralize the work concept. Practice the work attitude of honesty, dedication, and integrity, based on the quality assurance requirements of shortening the construction period and improving economic benefits [8].

2.2.3. Improve Project Information. Prior to reviewing the plan, relevant personnel should provide all relevant information. Under normal circumstances, the estimated cost of the project is increased or decreased based on the design budget of the preliminary construction. However, a key part of the construction process will be handed over to the finance department for immediate follow-up. The project budget manager does not know this information, so it is easy to

make mistakes in the project. Therefore, the project personnel should conduct a detailed cost review after the project is completed to complete the project evaluation [9].

2.2.4. Establish an Accounting System throughout the Entire Process of the Project. In the project management link, we must ensure the integrity of the accounting system of the real estate company, in order to ensure the implementation of project cost control tasks and then project cost management throughout all aspects of construction projects. The real estate company must create a project accounting system through the company management system, calculate the specific cost of the construction project on a monthly basis, and compare it with the target price to obtain an intuitive project cost control status. You can check the delivery date with the quality control department in the last month. Take the target cost of the construction project as the standard, and fill in any actual cost report at the completion of the project. In addition, statistical surveys should be completed on the basis of the fair value of each cost of each project and should be formulated regularly. Finally, through the project cost completion table, the cost-benefit analysis of each project is carried out, and the project accounting engineering system is improved.

2.3. The Structural Elements of the Employability of CS

2.3.1. Elements of Professional Competence. The requirements for CS are not limited to academic qualifications or literary works; they must also have professional knowledge and skills that are compatible with their academic qualifications or literary works. In the era of knowledge economy, the EA of college students is crucial to the success or failure of college job hunting. Economic globalization, industrial modernization, and knowledge-based economic reforms enable students to excel in meeting the needs of today's society. Simple measurable indicators alone cannot fully reveal the concept of work ability [10, 11]. The above definition ignores the acquisition of skills, knowledge, and learning ability in the process of university teaching. The professional knowledge and skills acquired by the university are not only a requirement for students, because employees can choose jobs that do not match their vocational skills by reducing their career pursuits or other reasons. Therefore, the research on the work ability of CS is not limited to the ability to find a job but also focuses on the comprehensive ability of students to keep their jobs and achieve professional success [12].

2.3.2. Common Skill Elements. General skills generally refer to the basic abilities that CS must have when they enter the society, as opposed to professional skills, which every CS must possess. The basic definition of general skills needs to match the basic needs of the company and society, so the definition of general skills needs to start from the true reflection of the company. According to the literature, many scholars define some basic skills required by enterprises as general skills. In their understanding of foreign enterprises, they most hope that university graduates have the following eight abilities: personal control ability, initiative ability,

adventurous spirit, teamwork collaboration ability, the ability to capture business opportunities, the ability to process and apply data, the ability to use information equipment, and the ability to identify and eliminate difficulties [13]. These eight abilities come from the real needs of the company and are the development capabilities most needed by the company.

2.3.3. Personal Quality Factors. Personal quality embodies the inner quality of the individual and is the true manifestation of the personal spiritual world. It is cultivated through the acquired environment, similar to the concept of emotional intelligence. Emotional intelligence research has just emerged in recent years. It is about how individuals deal with their own emotions, their attitude toward others, their ability to regulate emotions, and the performance of their inner world. EQ can also be cultivated in campus culture and family culture [14]. Research shows that those who can get the ideal job are those who are proactive and optimistic graduates. There are also surveys that show that people who are more confident and optimistic are more likely to have better advantages and prospects in job search and work. Employers with stronger internal drive also have a stronger sense of self-efficacy, which can make it easier to obtain a career and quickly adapt to changes in the workplace. On the contrary, those who are emotional, pessimistic, and lazy cannot achieve their own development or even get a satisfactory job [15, 16].

2.3.4. Elements of Career Planning Ability. Career planning capabilities include the ability to design and manage their own development, which has a great degree of guiding significance for being able to distinguish employment situations, identify job opportunities, and stimulate work motivation, and can help employees achieve high performance and complete work beyond. Career planning begins in colleges and universities and is continuously improved and practiced in life development. It is a guarantee factor for college graduates' success in job hunting and career success and an important branch of college students' EA [17].

Figure 1 shows the employment-related EA of college students to be analyzed in this article. Under the four structural elements, a total of 11 EA is included.

2.4. Reliability and Validity Test. Reliability test is to verify the consistency of expert scores, and this coefficient cannot be lower than 0.6. If the consistency coefficient is low, you should consult the experts. The content validity of the I-CVI evaluation scale is usually used, which reflects the degree of consistency between the evaluators.

$$P_c = \left[\frac{n!}{A!(n-A)!} \right] \times 0.5^n, \quad (1)$$

$$K^* = \frac{I - CVI - P_c}{1 - P_c}. \quad (2)$$

Among them, P_c is the random consistency probability, A is the number of scoring experts, n is the total number

of expert consultations, and K^* is the revised random consistency.

3. Experimental Research

3.1. Research Purpose. The main purpose of this article is to analyze the evaluation of graduates' EA by the construction company when a large-scale construction company implements the WPM mode of CE, so as to provide a reference for what kind of EA the college students need to master.

3.2. Research Content. School-enterprise cooperation is not only conducive to the export of talents from schools to the society, but also to the introduction of talents from enterprises, which is a win-win situation. The data in this article comes from the information of students from a construction company cooperating with a university, and these students are currently employed in the construction company. Through the drafting of survey items, graduates can make corresponding item selections, survey of the working years of graduated students in the enterprise, the evaluation of the employment guidance courses carried out by the school, the financial support of the school for employment projects, and the level of students and construction The enterprise level analyzes the structural elements of the EA of CS and proposes countermeasures and suggestions to improve the EA of CS.

4. Analysis of Cultivation of Undergraduates' Employability

4.1. Basic Situation of Construction Graduates. Figure 2 shows the number of graduates recruited by the construction company in the construction major of colleges and universities. There are 92 men and 34 women who have worked in the company for less than one year, accounting for 51.01% of the graduates recruited. There are 44 men and 17 women who have worked for 2-3 years, accounting for 24.70% of the total. The number of people who have worked for 3-5 years accounts for 15.79% of the total graduates, including 28 men and 11 women who have worked for 5 years. Among the above graduates, 15 are males and 6 are females, accounting for 8.50% of the total.

4.2. Analysis of the Development of School Employment Projects

4.2.1. The Overall Evaluation of Graduates on the Employment Guidance Courses (EGC) Carried Out by the School. Table 1 shows the results of graduates' evaluation of the school's EGC. From the data in the table, it can be seen that the number of people who have general evaluation of EGC is the largest, accounting for 32.79%, and the number of people who have good or better evaluations is 46.56%, which is less than half.

4.2.2. Analysis of the School's Investment in Employment Support. Figure 3 shows the school's funding support for employment-related projects from 2016 to 2020. It can be seen from the figure that the capital investment in the

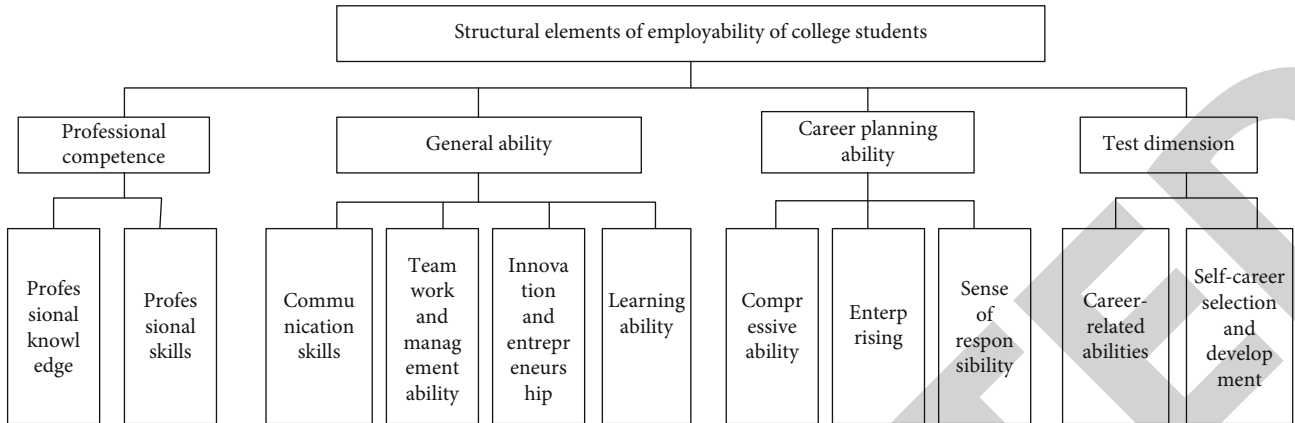


FIGURE 1: The structural elements and subitems of the employability of college students.

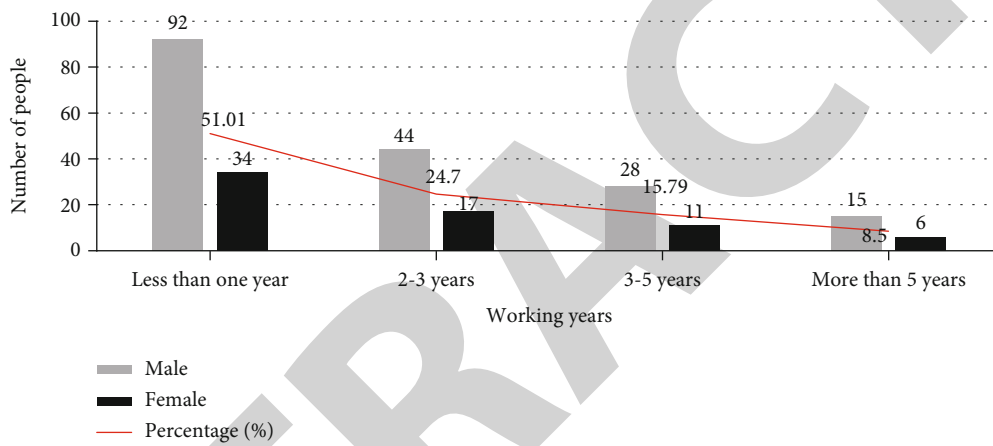


FIGURE 2: Distribution of the ratio of male to female graduates.

TABLE 1: Evaluation results of career guidance courses.

	Good	Better	Generally	Poor	Difference	Total
Number of people	53	62	81	24	27	247
Percentage	21.46%	25.10%	32.79%	9.72%	10.93%	100%

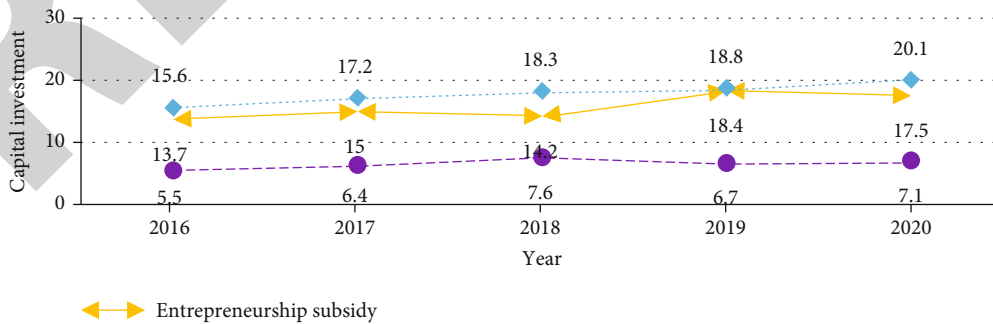


FIGURE 3: School employment support investment in recent years (ten thousand yuan).

entrepreneurship and employment project competition has increased year by year. Although the investment in entrepreneurship subsidies and grassroots employment subsidies have also shown an overall upward trend, the growth in capital investment has been unstable. To enhance the employability of CS, the school must still attach importance to the financial support of employment projects.

4.3. Reliability and Validity Analysis of Dimensions Related to Employability

4.3.1. Reliability Analysis. Reliability is to test the consistency of data, and reliability testing is an indispensable link. In general research, reliability is expressed by correlation coefficient. The reliability test of this article is based on the four levels of college students' recognition A, construction company recognition B, college students' self-evaluation score C, and construction company evaluation score D. The corresponding reliability coefficients are shown in Table 2 and Figure 4. The minimum standard of the reliability coefficient is 0.6. The higher the coefficient, the better the data consistency. It can be seen from the data in the table that the coefficient values of the various employability components of the four levels are all greater than 0.7, indicating that the data in this survey is highly reliable.

5. Validity Analysis

Content validity is used to measure whether the listed questions can truly reflect the research content of the measurement. It is also called face validity or logical validity. The survey items in this study are all direct measurements. Other data that can be used as calibration standards cannot be found within a certain period of time, and it is difficult to conduct empirical validity analysis. Therefore, the analysis is selected from the perspective of construction validity and content validity. In order to satisfy the content validity of the survey items, based on the relevant research of employability structure theory, combined with the opinions given by relevant experts and teachers, this article continuously improves and improves the survey items, so as to make sure that the research data used in the article have considerable content validity.

5.1. Comparison of Differences in the Degree of Attention Paid to Employability of College Students. According to the basic principles of economics, the allocation of labor in the job market follows the principle of maximum utility. Enterprise recruitment is also inseparable from the goal of maximizing utility and striving to control the cost of human resources. The establishment of a selection and employment mechanism for enterprises based on their own characteristics and industry norms is an autonomous behavior that conforms to market economy guidelines. According to the current labor supply market, the employment requirements of enterprises are constantly increasing, but the reform of the training mode of students in colleges and universities is relatively lagging, resulting in significant differences between the EA of college students and the actual needs of enterprises in the following aspects. In the above, we extracted 4 impact

TABLE 2: Reliability coefficient table of four levels.

Test dimension	A	B	C	D
Professional competence	0.924	0.917	0.868	0.872
General ability	0.905	0.913	0.876	0.854
Career planning ability	0.776	0.824	0.791	0.783
Test dimension	0.760	0.752	0.788	0.733

factors as the structural elements of the EA of college students that can be explained. According to the four levels of A, B, C, and D above, the difference between the EA of college students and the social needs is judged, and then, the EA improvement path is proposed based on the difference. This paper uses the average value of various EA components at each level to express the score of this EA component, as shown in Table 3.

5.1.1. Comparison of Differences in Professional Competence. As the basic ability for college students to enter the workplace, professional ability is regarded as a very important EA by CS and construction companies. The professional competence in this article is defined as professional knowledge and professional skills. The data collected through the questionnaire survey shows that both college graduates and construction company executives recruited supervisors to regard professional knowledge and professional skills as the main components of college students' EA, with scores of 4.87 and 4.89 points, respectively. This shows that the training of professional ability cannot be ignored. However, the judgment of college students and construction companies on whether they have the ability and their importance cannot match. The average score of the self-evaluation of the professional ability of college students is 4.21 points, but the evaluation of the professional ability of college students by construction enterprises is only 3.74 points, which shows that the professional ability of college graduates has not reached the basic requirements of enterprises.

5.1.2. Comparison of Differences in General Skills. General skills are a necessary skill for college students to choose and acquire careers and achieve success in the workplace. The general skills defined in this article include communication skills, teamwork and management skills, innovation and entrepreneurship skills, and learning skills. In the survey of this skill, communication skills and teamwork and management skills were recognized by construction companies, with high scores of 4.33 and 4.19 points, respectively. The other two skills scores were generally low, and the innovation and entrepreneurship ability was only 2.66 points. Learning ability gets 3.56 points. In addition, the general skills possessed by college students themselves cannot basically meet the general skills required by society. The self-evaluation scores of the college students' communication skills and teamwork and management skills reached 4.51 and 4.35, and the self-evaluation scores of the other two abilities were also above 4 points. Construction companies' test scores for their employees are lower than those of college students, and

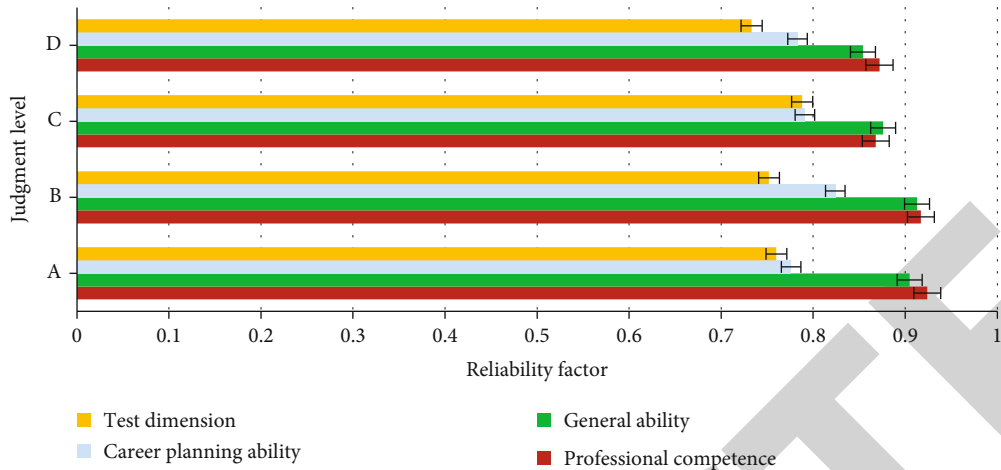


FIGURE 4: Distribution of reliability coefficients.

TABLE 3: Average value of employability components.

	A	B	C	D
Professional knowledge	4.36	4.87	4.21	3.74
Professional skills	4.75	4.89	3.62	2.78
Communication skills	4.23	4.33	4.51	3.76
Teamwork and management ability	4.41	4.19	4.35	3.52
Innovation and entrepreneurship	3.47	2.66	4.18	2.94
Learning ability	3.85	3.56	4.24	3.59
Compressive ability	4.06	4.37	3.62	2.13
Enterprising	4.29	4.61	4.14	3.54
Sense of responsibility	4.23	4.78	3.46	3.17
Career-related abilities	3.45	2.68	4.37	2.98
Self-career selection and development	3.64	2.90	3.75	3.31

they believe that the general skills of their employees need to be strengthened.

5.1.3. Comparison of Differences in Personal Qualities. Personal quality is a manifestation of the basic qualities of college students themselves and is a necessary guarantee for college students to obtain professional recognition and obtain professional promotion and development. The personal qualities defined in this article include the ability to withstand stress, enterprising spirit, and a sense of responsibility. College students and construction companies have expressed full recognition of these three skills, and their scores have reached 4.3 points or more. In the evaluation of college students themselves, the scores of the three abilities were 3.62 points, 4.14 points, and 3.86 points, respectively, which were in the middle level. However, in the evaluation of employees by construction companies, the scores of the three abilities were 2.13 points, 3.54 points, and 3.17 points are all around three points, especially the stress resistance is less than 3 points, which shows that college students have not really adapted to the graduation life and cannot handle the work pressure well. In addition, the score of responsibility in the evaluation of college students

by construction companies is only 3.17 points, which is basically similar to the 3.46 points of their own evaluation, generally low, and quite different from the degree of recognition.

5.1.4. Comparison of Differences in Career Planning Ability. Career planning ability is a developmental ability for college students to achieve success, which promotes college students' career recognition. The career planning ability of this article includes the basic skills of obtaining occupations, self-career selection, and career development ability. There is a big difference in recognition of this ability. College students value this ability because of their own development considerations. Relatively speaking, enterprises do not pay much attention to the employability of career planning ability. This is also due to the requirements of the market economy and the needs of construction companies. The company hopes to recruit employees who do their best for the company. Their career planning should follow the company's development path, so construction companies do not value career planning ability.

5.2. Employability Training and Improvement Path

5.2.1. Establish a Support System for College Students' Employability Development. The government has advantages in management, planning, economy, policy, and finance. These advantages can provide an effective platform for ensuring the employment of students and contribute to the overall development of schools and enterprises. In the process of cultivating the EA of college students, government actions play a programmatic role. Government policies are the political basis for employment, and government policies must adapt to the social employment situation and eliminate obstacles to student employment. The government uses policies to guide college students to choose employment positions reasonably, increase the tolerance for student talents, and jointly implement the student skill development mechanism to provide an effective support platform for the improvement of college students' employability and employment status.

5.2.2. School-Enterprise Docking to Carry Out Corresponding Reforms. In reality, some companies do not pay enough attention to school-enterprise cooperation. In the school-enterprise cooperation, they are eager to believe that the cooperation investment is large, the risk is high, the return period is long, and the cooperation with the school is easy to suffer. Some corporate human resource executives believe that the coeducation cycle is long and may not be able to retain people, so they are unwilling to participate in the training of students. They often recruit talents directly, and it is difficult to participate in vocational education. To achieve real cooperation in the teaching industry and the docking of schools and enterprises, it is necessary to clarify the real needs of both the school and the enterprise and establish a school-enterprise integration mechanism. Enterprises should participate in the professional setting of colleges and universities and guide colleges and universities to establish “teaching factories” that integrate theoretical teaching and practice.

5.2.3. Strengthen the Cultivation of College Students' Innovative and Entrepreneurial Ability. Colleges and universities should create a public platform for students' innovation and entrepreneurship internships, add innovation workshops, provide material guarantees for their innovation internships, and provide space for students' innovation and entrepreneurship training through cooperation with related enterprises. Colleges and universities should create an environment for student entrepreneurship development, encourage technological innovation, stimulate students' willingness to innovate, actively connect with venture capital institutions, and financially support college student innovation projects.

5.2.4. Improve Interpersonal Skills. After students complete the academic internship, they should complete the transition from student to social worker. They also need to regulate the different interpersonal relationships between partners, superiors, subordinates, and different age groups. But after all, most of the time when students study in school, they have relatively narrow social contact and lack of knowledge and experience, have not yet formed a systematic outlook on the world and life, and have weak cognitive abilities. For students who have just stepped into society, dealing with such complicated interpersonal relationships is often not handled well, which often leads to interpersonal tension, anxiety, and personal or even serious mental illness. It affects their happiness at work and life to varying degrees. Therefore, it is necessary for schools to organize appropriate courses for students and provide communication education to simulate social communication scenarios to analyze interpersonal relationships. Let students learn to improve interpersonal sensitivity, build self-confidence, and master interpersonal communication skills.

6. Conclusion

The employment of CS has attracted attention from all walks of life, and how to improve their EA has become a topic of

concern to schools and society. Based on the WPM of construction engineering, from the comparative analysis of the difference in the degree of attention of college students in construction enterprises, it can be seen that students' evaluation of their own professional skills, communication skills, innovation and entrepreneurship capabilities, and other related employability evaluations is about 0.5-1 higher than that of enterprises. This makes a certain gap between the EA that students consider themselves and that required by the enterprise, so that the EA of students does not match the actual talent demand of the enterprise. Therefore, the EA of college students can be improved by opening innovation and entrepreneurship training courses and enhancing students' interpersonal skills.

Data Availability

The data underlying the results presented in the study are available within the manuscript.

Conflicts of Interest

There is no potential conflict of interest in our paper.

Authors' Contributions

All authors have seen the manuscript and approved to submit to your journal.

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