

## Research on the Ways to Improve the Competency of College Counselors

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### Abstract

As a fundamental task of education, the "strengthening morality and educating student", the foundation of the university, puts forward higher requirements for the counselors to play an important role in the process of educating people. Based on the analysis of the problems in the competence of college counselors, and according to the competency characteristics of college counselors, this paper proposes to improve the ways of counseling competency from the self-improvement of counselors, the selection and recruitment mechanism of colleges, the improvement of training system and the optimization of evaluation system.

### Keywords

Counselor, competence, approach.

### 1. Introduction

As the backbone of the ideological and political education of college students, college counselors are responsible for organizing, implementing and guiding the daily ideological and political education and management of college students, and strive to become the life guidance of students and the close friends of healthy growth. As a special profession, college counselors bear the mission of strengthening morality and educating student, and they must constantly educate students on the ideals and beliefs and ideological and moral education. The level of competency of college counselors directly affects the quality of student training and determines the success or failure of college students' ideological and political education. The composition of college counselors' own competencies will inevitably affect the construction of high-quality counselors. Therefore, based on the analysis of the problems in the overall competence of counselors, this paper proposes to improve the competence of counselors from the aspects of counselor's internal conditions and external environment to strive to build a team of highly qualified, professional counselors.

### 2. The Connotation of College Counselors' Competence

The famous American scholar McClelland defines competency as a potential trait that enables people to work effectively or better. These qualities include key features such as motivation, quality, personality or attitude and behavior, and these qualities can distinguish between outstanding performers and performance. Generally, after years of practice and development, competency theory has been successfully applied to various areas such as counselor personal career planning, staff recruitment, performance appraisal, training and employee compensation management, such as management and education. In the field of education, scholar Yang Jiping believes: "The competence of university counselors refers to the personality structure, behavior structure, ability structure and knowledge structure that can be done well in the work of college counselors." [1] For students, the understanding and respecting students,

verbal ability, principle, caring students, professional loyalty are considered to be the most important in the competency characteristics. Scholar Hao Yingjie believes that competency refers to the Combination of knowledge, skills, abilities and other personality traits of counselors who are related to the performance of university student management and can promote the overall progress of student management and enable students to develop healthily" [2].

Based on the above points, the author believes that the competency of college counselors refers to the ability to efficiently complete the daily management and ideological education of students, and promote the improvement of students' behaviors and ideology, especially the improvement of ideas, including the overall quality of knowledge-skills , personality traits, values and other characteristics.

### **3. The Problems in the Competency of the Comprehensive Quality of College Counselors**

Under the background of the new era, the work of counselors and students is full of challenges. College counselors can only turn their challenges into personal development opportunities if they constantly improve their own quality, especially the positive role of competency in student work. However, due to the reasons of the school and the individual counselors, college counselors still have some shortcomings in terms of competency. First, college counselors generally have higher academic qualifications, but their professional ability is lower. Second, college counselors have a weak sense of self-directed learning and lack certain innovation capabilities. Third, counselors have low professional satisfaction and lack of initiative. Therefore, the author tries to propose some improved measures from the aspects of self-improvement, innovative selection and appointment mechanism, improvement of training system and optimization of evaluation system.

### **4. The Ways to Improve the Competency of College Counselors**

The personal development of counselors is inseparable from the continuous improvement of their own abilities and the favorable conditions provided by the external environment. College counselors can only improve their competency o by continuously learning the knowledge related to student work, such as psychology, education, management, etc. In the good environment, counselors can exert their own competence, constantly innovate their ideas and methods, and become a team of high-quality, professional and professional.

#### **4.1. In Accordance with the Law of Development of Competence to Focus on Self-Improvement**

Faced with the complex characteristics of college students after the 90s, counselors should improve and improve their personal ability and knowledge structure. The establishment of the American Student Affairs Management Program can provide some inspiration for the self-improvement of our counselors. Counselors should adhere to lifelong learning, take the initiative to study ideological and political education theories, methods and related subject knowledge, actively carry out theoretical research and practical exploration, actively participate in social practice and post-employment training, continuously expand students' work horizons, and strive to improve professional accomplishment and professional ability. Through the counselor's independent study of relevant theoretical knowledge, they strive to become a mentor to improve students' ideological and political quality, a guide to guide students' civilized behavior, a counselor to clear psychological problems, and an actor who creates and disseminates the fine culture of the school. On the other hand, counselors should carry out theoretical practice through various forms, treat student work as research, constantly

explore the rules of student work, and strive to innovate work ideas and methods in the course of practice. Counselors can improve their self-ability in work practice and innovation, and promote the improvement and development of comprehensive competence.

#### **4.2. Learning from the Competency Model to Innovate the Selection and Appointment Mechanism**

The counselor admission mechanism was established by drawing on the theory of competency in the "Iceberg Model" and the "Onion Model". In the process of selecting and hiring counselors, colleges should establish a strict access mechanism to raise their professional requirements from both internal and external perspectives, and attract outstanding talents with strong political, professional, and disciplined disciplines to the counselor team. It is necessary to pay more attention to the applicant's motivation, interest, personal charm, values and other characteristics, rather than external aspects such as a single academic level and cadre experience to develop a comprehensive scientific selection plan for the counselor position. Colleges should closely combine with the selection criteria of the counselor's competency science, and base on the competency factors of college counselors, and sue a variety of recruitment methods to inspect whether the counselors can be qualified for college students' ideological and political education and management. At the same time, in the process of selecting and hiring, colleges must adhere to the principles of openness, fairness, and impartiality. In addition to the requirements of the academic leve and work experience, it is necessary to look at the personal motivation and traits of the candidate. Because the counselor is engaged in the ideological education of the person, and these characteristics are difficult to be improved through later training.

#### **4.3. Defining the Competency Needs and Perfecting the Training System**

Due to the limitations of the traditional university counselors' competency training methods, such as the inconsistency of the counselor's competency factors, the small scope of training and the insufficiency of training content, the training of college counselors' competency has not formed a systematic and complete training system. The author believes that to improve the competency of college counselors with different professional backgrounds, it is inseparable from a scientific and reasonable training system. First of all, it is necessary to clarify the competency status of the counselors themselves, base on their strengths and weaknesses, find the gap between the competency elements and the counselor's job requirements, to train them according to their different needs. The second is to formulate a training plan based on the importance and priority of the ability. Once again, it is necessary to stimulate the enthusiasm and enthusiasm of college counselors through various performance policies. Finally, a performance communication and feedback mechanism should be formed. Competency-based performance evaluation overcomes the shortcomings of traditional performance evaluation. It pays more attention to the actual value of results to improve performance through irregular conversations.

#### **4.4. Defining Goals and Optimizing the Evaluation System of Counselors**

According to the role orientation and job requirements of the counselor, the competency of the counselor's job performance can be specifically assessed from indicators such as student satisfaction, complaint rate, and student safety accident rate. The assessment process must adhere to the principle of unity of quantity, combination of theory and practice, integration of planning and concrete, and participation in evaluation. The counselors work covers the students' thinking and daily management work. These tasks are complicated, trivial, and the work results are difficult to quantify. In the face of such complicated work, the counselor can only do a good job with the relevant competencies, otherwise it will only be half the effort and the effect will be minimal. These should be included in the assessment system. Secondly, the practice and research of counselor work should be included in the assessment. Thought leads

the way, only the continuous improvement of the mind, the daily work of the counselor will be qualitatively improved. Finally, all groups related to the work of counselors, such as students, parents, counselors, supervisors, and other relevant departments, should be included in the assessment system. These subjects are closely related to the counselors. Their assessment of the counselors can cover all aspects of the instructor's competency more comprehensively, and therefore has a great reference value.

At present, in order to do a good job in the construction of the counselor team, the Ministry of Education has made new revisions to the contents of the Regulations on the Construction of Counselors for Ordinary Colleges and Universities. These new contents more comprehensively cover the requirements of all aspects of ideological and political education and daily management work of college counselors. The construction of college counselors is getting more and more attention. Counselors should take this opportunity to continuously improve their competence. Colleges should also provide support for the development of counselors, ensure the smooth promotion of positions, and create a good social environment to mobilize the enthusiasm of the counselor.

## References

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