

# Research on the Construction Strategy of Counselor Team in Guangdong Higher Vocational Colleges under the Background of New Quality Productive Forces

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## ABSTRACT

Under the background of new quality productive forces, the construction of counselor team in Guangdong higher vocational colleges is facing new challenges and opportunities. By analyzing the current situation and blocking points of counselor team in higher vocational colleges, this paper puts forward corresponding construction strategies to strengthen the construction of counselor team and promote the sustainable development of higher vocational colleges.

**Keywords:** *New quality productive forces, Higher vocational college counsellors, Team construction.*

## 1. INTRODUCTION

The 20th National Congress of the Communist Party of China stressed that "science and technology are the primary productive forces, talents are the primary resources, and innovation is the first driving force". The development of new quality productive forces has brought about significant changes in the philosophy of running a school, teaching organization, personnel training and scientific research in higher vocational education. As an important position to cultivate high-quality skilled talents, higher vocational colleges need to adapt to this change. Higher vocational counselors have the dual identities of teachers and managers. They are not only the leaders of students' ideological and political education, but also the executors of students' daily management work. As a bridge between students and the school, the transformation of their role and responsibility is particularly critical. They should adapt to the new requirements of talent training in the new era and focus on training students to become high-quality skilled talents, in order to promote the development of social high quality.

Based on my own work experience, the author uses questionnaires, interviews and other methods to investigate the current situation of the construction of counselor team in Guangdong higher vocational colleges, finds out the problems and blocking points faced by the team construction, conducts targeted research, and puts forward practical suggestions.

## 2. THE CURRENT SITUATION AND BLOCKING POINTS OF COUNSELOR TEAM'S CONSTRUCTION IN GUANGDONG HIGHER VOCATIONAL COLLEGES

### 2.1 *The Basic Analysis of the Survey Sample of the Counselor Team's Construction*

The author conducted a questionnaire survey on the counselors of Guangdong higher vocational colleges, and collected 117 valid electronic questionnaires. In this survey, from the perspective of gender distribution, women slightly more than

men, female (64.96%), male (35.04%); In terms of the age distribution, the sample distribution is relatively average, including under 30 years old (30.77%), 31-35 years old (32.48%), 36-40 years old (20.51%), over 40 years old (16.24%); The proportion of educational level distribution from high to low is master's degree (61.54%), bachelor's degree (35.04%) and doctoral degree (3.42%); The proportion of professional titles for high to low is lecturer (46.15%), assistant (24.79%), no professional title (21.37%), associate professor (6.84%), professor (0.85%); The proportion of working years is 2-6 years (33.33%), more than 10 years (25.64%), 6-10 years (23.93%), and less than 2 years (17.09%); The most desired occupations are transferred from school (5.13%), teachers (47.86%), counselors (24.79%), and administrative staff (22.22%); The respondents believe that the role of counselors is to carry out ideological and political work (97.44%), grasp students daily thoughts (91.45%), class construction (88.89%), psychological consultation and counseling (85.47%), emergency handling (85.47%), study guidance (67.52%), life guidance (67.52%), and class education (58.12%); The current work troubles include blurred duty boundaries (69.23%), heavy work pressure (67.52%), large administrative workload (65.81%), trouble in dealing with students' problems (56.41%), unclear personal development orientation (49.57%), slow promotion of professional titles and qualifications (46.15%), heavy economic burden (29.06%), and others (2.56%); The reasons for the loss of school counselors (transfer, resignation or other) include work pressure (87.18%), development space (72.65%), salary (70.09%), professional title (50.43%), and other (3.42%); The answer to having the opportunity to re-choose whether to be a counselor is yes (58.97%) and no (41.03%); Most of the respondents' annual income after tax is concentrated in 100,000 to 150,000 yuan (41.03%), and other accounted for 50,000-100,000 yuan (24.79%), 150,000-200,000 yuan (23.08%), more than 200,000 yuan (7.69%), 50,000 yuan and less (3.42%); The time spent by counselors in other positions accounted for 30- 50% (49.57%), 50% - 70% (22.22%), less than 30% (17.95%), and more than 70% (10.26%) of their time, respectively; The proportion of satisfaction with their current income from high to low is average (51.28%), relatively satisfied (24.79%), dissatisfied (16.24%), very dissatisfied (4.27%), very satisfied (3.42%); The proportion of satisfaction with the work treatment and pay ratio of counselors is not very satisfied (44.44%), basically satisfied (40.17%), and other

indifferent, very dissatisfied, very satisfied are 5.13%.

## ***2.2 The Current Situation and Blocking Points of the Counselor Team's Construction***

"New quality productive forces" focuses on the two core elements of "new" and "quality", bringing together high-quality laborers, frontier labor materials and diverse labor objects[1]. Under the background of new quality productive forces, the strength of the construction of higher vocational counselor team directly affects the development of students. Counselors in higher vocational college are faced with many difficulties and blocking points in the practice of educating students.

### ***2.2.1 The Boundary of Job Responsibilities Is Blurred and the Orientation Is Not Clear***

Decree No.43 of the Ministry of Education clearly defines the nine job responsibilities of counselors, but in the actual work of higher vocational colleges, the job responsibilities of counselors are blurred, teasing the counselors as "babysitters" and their positioning is "where you need to move". In addition to their own works, the counselors hold other positions, including the Student Union and Association federation instructor (35.04%), member of the branch committee (34.19%), secretary of the Student Party branch (23.93%), director of the student affairs office (17.95%), secretary of the sub-Youth League committee (28.21%), and others (18.80%). 85.96% of the counselors also work as teachers. At the same time, they also need to deal with multiple departments, because people usually think that the things related to students are the work of counselors. Moreover, they are on duty on weekends and holidays.

Counselors are also not clear about their own positioning, and they are stuck in daily routine work such as receiving notices, sending notices, collecting materials, sorting out materials and handing in materials. Under the circumstances of limited time and lack of separation, the counselors who have blurred work boundaries, unclear positioning and do everything gradually feel physically and mentally tired and the focus of work is not clear, which affects the smooth development of normal ideological and political education work.

### *2.2.2 The Team Structure Is Unreasonable and the Mobility Is Large*

The counselor team has unreasonable structure such as age, professional background and professional title, which is difficult to meet the needs of diversified development of students. In higher vocational colleges, counselors under the age of 35 account for a large proportion, and the team is relatively young. Although young counselors are energetic and enthusiastic and can communicate more easily with students, they may also have insufficient experience and be difficult to deal with complex and changing student problems and emergencies[2]. Counselors are the backbone of ideological and political education for college students, but the proportion of counselors with professional counterparts is small, which makes it difficult for counselors to reach professional standards when providing ideological and political education and psychological counseling for students. Among the counselors, the structure of professional title is relatively low, moreover, the number of counselors with associate senior and senior professional titles is limited. Most higher vocational colleges don't support counselors to leave their posts to improve their academic qualifications, which to some extent reflects the lack of professional and specialized construction of the counselor team.

High work pressure and many things lead to large mobility of counselors and frequent personnel changes, which affect the continuity and stability of work. Decree No.43 of the Ministry of Education stipulates that colleges and universities should set up full-time counselors according to the overall teacher-student ratio of no less than 1:200, and new teachers should be encouraged to participate in the work of counselors or class teachers in various forms[3]. The number of students led the counselors is 201-300 (44.44%), 301-400 (24.79%), less than 200 (22.22%) and more than 401 (8.55%), therefore the excessive ratio of teacher-student ratio makes the counselors overloaded. What's more, the counselor have to communicate with parents and teacher. When students don't attend classes or go home on vocation, teachers or parents will contact with counselor. Parents think that the counselor is the first person responsible for the students when they send their children to school. The counselor is in a situation where he is constantly worried about the safety of the students and is on edge all the time[4]. Although the Ministry of Education has confirmed that counselors have the dual status of

teachers and administrative cadres, in most higher vocational colleges, they are neither teachers nor cadres, but only grass-roots status, which results in a lack of professional identity, sense of belonging and achievement. Once given the opportunity, they will choose to change jobs or quit, resulting in a large mobility of the counselor team.

### *2.2.3 Business Level Is Not High, and Innovation Ability Is Lacking*

Vocational college students in the new era are the "post-00 s" generation. Compared with the post-90s, the post-00s have active thinking and pursue novelty. Their growth and life are inseparable from the Internet era, and they are more likely to be misled by Internet information, which requires the counselors to have professional and specialized qualities and skills to meet the ever-changing students[5]. However, some higher vocational colleges lack systematic training for counselors, and only temporary training is arranged in order to cope with assessment tasks. In order to cope with the assessment task, the training is temporarily arranged. The content and form of training are not targeted and effective, resulting in the professional level of counselors can't keep up with the needs of students.

With the development of the network era, the new quality productive forces is proposed, which requires counselors to have the consciousness of innovation and attach importance to scientific and technological innovation in ideological and political education. According to the investigation, although the school has no explicit regulations, the counselors generally abide by the principle of "24 hours" not shutting down. Some counselors said that since the advent of WeChat, there is no concept of going to work or leaving work. Whether you're at work or not, WeChat keeps ringing. As long as there is WeChat, people will default that you are always there and can reply to messages at any time. As long as you don't reply to students in time, you will be afraid of delaying students, but also afraid of students complaints. Under the pressure of being criticized by the leaders, counselors are suck in the cycle of unconscious work at both ends of computers and mobile phones. They have no time, energy and mind to plan and improve themselves, nor do they spend time to master and use information means to deal with students' message and affairs, which reduces work efficiency and affects the innovation and development of students' work.

### **3. THE REQUIREMENT OF THE NEW QUALITY PRODUCTIVITY FORCES TO THE COUNSELOR TEAM**

#### **3.1 *Cultivation of Efficient Management Ability***

High efficiency is an important feature of new quality productivity forces. Counselors need to have efficient management ability and be able to quickly respond to and solve problems in students work, so as to improve work efficiency.

#### **3.2 *The Provision of High Quality Service***

New quality productivity forces pursue high quality. Counselors need to provide high quality service, pay attention to the overall development of students, and meet the individual needs of students.

#### **3.3 *The Improvement of Innovation Ability***

New quality productivity forces emphasize innovation. Counselor team needs to have innovative consciousness, attitude and ability, and be able to constantly explore new educational methods and means to meet the needs of students in the new era.

### **4. THE PRACTICAL PATH OF BUILDING HIGH-QUALITY DEVELOPMENT OF COUNSELORS TEAM IN GUANGDONG HIGHER VOCATIONAL COLLEGES**

#### **4.1 *Clarifying the Responsibilities and Positioning of Counselors***

The counselor is an important force in the ideological and political work of students in higher vocational colleges, and assumes the responsibilities of ideological and political education, academic guidance, career planning and psychological counseling of students. Therefore, making clear the duties of counselors is the premise of building an efficient team of counselors. First, according to the relevant regulations of the Ministry of Education, Guangdong higher vocational colleges should clarify the scope of responsibilities and focus of work of counselors to ensure that counselors can focus on ideological and political education and student management. Based on the

actual situation of the college, a detailed duty list of counselors should be formulated to avoid imposing the work that is not within the scope of counselors' duties on the counselors, and to ensure that the counselors have rules and evidence to follow in their work. Second, the school should clarify the requirement of 1:200 counselors to students ratio, so as to ensure that each counselor can pay full attention to students and better serve students. When the counselor serves more than 200 students, the school should set up a cascade salary subsidy according to the excess number. The third is to improve class teacher system and link it with the professional title evaluation. It is clear that the class teacher should assist the counselor in managing the class, grasp the students' learning style, so as to relieve some pressure of the counselor. What's more, the quality and effectiveness of a class teacher's work should be included as one of the core indicators of title evaluation, not just based on whether or not they have served for a long time.

#### **4.2 *Optimizing the Team Structure and Enhancing the Professional Identity***

The first is to strengthen the selection and training of the counselor team. Schools can improve the professional level of the team by recruiting counselors with Marxist theory, ideological and political education, psychology and other related professional backgrounds. Meanwhile, it is a must to pay attention to recruit middle-aged and elderly counselors to form a combination of the old, middle-aged and young, thereby strengthening the stability and combat effectiveness of the team. It is necessary to encourage counselors to communicate and cooperate with each other, sharing their work experiences and successful cases in order to enhance the professional identity of the entire team. The second is to establish and improve the working mechanism of counsellors, establish an echelon mechanism: forming a reasonable echelon of counselors through regular assessment, selection and promotion to ensure the stable development of the team, and improve the evaluation mechanism: incorporating the work performance into the title evaluation, job promotion and other assessment system. The assessment content should cover all aspects of the counselor work, including ideological and political education, student management, career planning, etc., to ensure that the assessment results are comprehensive, fair and just, and motivate counselors to improve work quality and efficiency. The third is to pay attention to the counselors' mental health, such as setting up psychological

counseling hot line, holding mental health lectures, organizing spring and autumn counselor groups and cultural and sports activities, building and cultural and sports activities. We should pay comprehensive attention to the mental health of counselors to help them effectively cope with work pressure and improve their happiness.

#### ***4.3 Improving the Professional Skill and Strengthening the Professional Construction***

Training is an important way to improve the professional skill of counselors. The first is to establish a sound training system, including induction training, on-the-job training, special training, etc., to ensure that counselors can continue to receive education and training. The training content should cover ideological and political education, career planning, employment guidance, network literacy and other aspects, so as to meet the diversified needs of students and improve the working ability of counselors to adapt to the background of new quality productivity forces. At the same time, combined with the characteristics of "post-00" students, it is necessary to increase the training on the psychological and behavioral characteristics of students in the Internet era. The second is to expand career development channels to provide more career development opportunities and promotion space for counselors. For management counselors, the promotion road is the director of the student work Office, the director of the Party political Office and the person in charge of the student work; For professional counselors, they can be encouraged to do doctoral studies or academic research to improve their professional level[6]. The third is to commend and reward outstanding counselors. The school selects "the most beautiful counselors" every year, and gives honorary certificates and professional title awards to enhance the sense of professional honor and belonging. The Student Affairs Office carries out the professional quality and ability competition of all counselors every year to promote learning through competition and constantly improve the theoretical level of counselors. At the same time, qualified lines and excellent lines are set. The outstanding ones will be rewarded with bonuses and recommended to participate in the higher level counselor skills competition, and the ones who fail the assessment will be criticized and educated, so as to ensure the high-quality development of the counselor team and provide students with better education services.

#### ***4.4 Improving Counselors' Innovation Ability***

The formation of new quality productivity forces requires higher vocational colleges to apply the latest scientific and technological achievements to the practice of educating students. Counselors also need to play a role in students education. The first is to innovate working methods. In the face of the increasingly complex and changeable student groups and various types of information in the network, counselors should actively explore new modes and methods of education and master all kinds of information tools, such as using new media platforms to carry out ideological and political education, and using big data technology for student management. Teachers can better deal with students information and grasp students ideological dynamics through innovative working methods in order to improve work efficiency and quality and meet the individual needs of students. The second is to expand education platform and strengthen school-enterprise cooperation. It is also necessary to explore the mode of alumni education and invite alumni back to the school to give lectures, guiding students to correctly understand themselves and understand the corporate culture and working environment. At the same time, we can rely on the alumni enterprises or the company founded to carry out enterprise visit activities, which not only provide internship and employment opportunities for students, but also provide possibilities for counselors to take temporary posts in enterprises and institutions. According to the personal development needs and professional background of the counselors, a personalized temporary job training plan is formulated to broaden their horizons and enhance their practical ability. The third is to encourage counselors to actively organize students participate in social practice, volunteer services and other activities. Through practical exercise, the counselors can deeply understand the needs and puzzles of students and also improve their working ability and overall quality.

### **5. CONCLUSION**

To sum up, it is a long-term and arduous task to strengthen the construction of counselors in Guangdong higher vocational colleges. Only by clarifying the responsibilities and positioning of counselors, optimizing the team structure, improving the professional skills and improving the innovation ability can we build a high quality and professional counselors team and significantly

improve overall quality and level of the counselor team in Guangdong higher vocational colleges, so as to better adapt to the development requirements of new quality productivity forces and serve the ideological and political education and management work of students, promoting the implementation of high quality education.

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