



A Review of Research on the Comprehensive Competence of Chinese University Students' Counselors

Jia Shi¹, Yan Wan²

¹ Student Affairs Office, Jiangsu University, Zhenjiang 212000, Jiangsu, China

² School of Medicine, Jiangsu University, Zhenjiang 212000, Jiangsu, China

Abstract: Nowadays, the comprehensive competence of university counselors have a tremendous influence on students' all-round development. Hence, this paper adopts the literature review method to clarify the current research consensus and disputes by sorting out previous research results in this specific field, so as to identify future directions of progress. Through exploration, this paper finds that although progress has been made in the ability construction of university counselors, further multi-dimensional research is still needed. In the future, more emphasis should be placed on the personalized development of counselors' competence, the application of new technologies in work practices, and the internationalization of the team. Only by enhancing professional identity, improving the training mechanism, and strengthening policy support, can the core role of counselors in the university education system be fully utilized.

Keywords: university, counselors, comprehensive competence, strategy

1. Introduction

University counselors, as an important supporting force for students' growth and success, their comprehensive competence development plays a key role in college ideological and political education and students' development in every fields. In recent years, with the continuous changes in social and educational environments, research on counselors' competence has become an important issue in academia. Counselors are not only direct implementers of daily student management and services but also main participants in college ideological and political work. The level of their comprehensive competence directly affects students' growth and development. Moreover, college students, as a special group, have characteristics and needs different from the general population, which requires them to have good psychological quality, as well as certain cultural literacy and moral cultivation, so as to form a relatively complete personality structure. Therefore, the competence development of counselors is not only related to their personal career development but also an important guarantee for the quality of college education. However, there is relatively little theoretical research on counselors' comprehensive competence at present. How to construct a scientific and effective evaluation system to better reflect counselors' professional level has become a hot topic in academic circles.

By sorting out relevant literature, this paper summarizes the research results on counselors' comprehensive quality and professional competence, ideological and political as well as ideological ability, educational background and role positioning, discusses the consensus and controversies in current research, and points out the direction of future research. Through a comprehensive analysis of existing research, this paper aims to provide a theoretical basis and practical guidance for the competence development of university counselors, promote the professionalization and professional development of the counselor team, and further promote the in-depth development of college ideological and political education work.

2. Counselors' Comprehensive Quality and Professional Competence

2.1 Connotation and Extension of Counselors' Professional Competence

Counselors' professional competence refers to the knowledge, skills, and attitudes they possess in performing their job responsibilities. According to the research of Zhang Xin et al. (2024), counselors' professional competence can be divided into mental health education ability, student affairs management ability, ideological and political education ability, career planning guidance ability, etc. These abilities not only involve professional knowledge and technology but also include soft skills such as emotional management and interpersonal communication.

In terms of mental health education ability, counselors need to comprehensively use emotional support, professional knowledge and skills, and trust relationships to provide students with all-round mental health education services, helping them adapt to college life smoothly and grow healthily. For example, the training course held by Tianjin Normal University aims

to improve the pertinence and effectiveness of students' mental health work and further strengthen the professionalization and professional development of college counselors.

In terms of ideological and political education ability, counselors directly face and contact young students' thoughts, studies, and daily life. They are both good teachers and helpful friends; they can directly hear students' voices, understand their concerns, and are most aware of students' actual difficulties and grasp their ideological trends. The notice of the Ministry of Education emphasizes that counselors should deeply study Marxist theory, especially Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, and master the laws and working methods of ideological and political education.

In terms of career planning guidance ability, counselors need to carry out training on basic knowledge, basic theories, and common methods of career planning to improve their ability to guide students in career planning, so as to better help students establish correct views on occupation, employment, entrepreneurship, and talent development, and adapt to and integrate into society as soon as possible. For example, the salon activity held by Wuhan University of Technology aims to enhance counselors' theoretical and practical abilities in employment guidance.

Dong Yuanji et al. (2024) pointed out that the improvement of counselors' professional competence requires a systematic training mechanism, policy support, and the enhancement of professional identity. These factors together constitute a multi-dimensional system of counselors' professional competence.

2.2 Training Mechanism for Counselors' Professional Competence

The improvement of counselors' professional competence is inseparable from a systematic training mechanism. Kang Yiyun and Zhou Bingyang (2024) believe that colleges and universities should establish a sound counselor training system, including pre-service training, in-service training, and special training. Pre-service training is mainly for newly recruited counselors to help them quickly familiarize themselves with job responsibilities and work processes; in-service training focuses on continuously improving counselors' professional knowledge and skills; special training is aimed at hot issues in specific fields, such as mental health education and online public opinion response. In addition, colleges and universities should encourage counselors to participate in domestic and foreign academic exchanges and research activities to broaden their horizons and improve their comprehensive quality.

To achieve this goal, many colleges and universities have begun to take actions. For example, Shandong University has issued the "Counselors' Education Ability Special Improvement Plan 2.0", establishing a full-coverage training system including pre-service training, daily training, and backbone training, and strengthening special training in political ability improvement, propaganda and ideological guidance, teaching and research practices, digital information literacy, etc. Yanshan University designs different training courses according to the different job needs of counselors, constructing a hierarchical, classified, multi-form, and effective counselor training system. Tongji University has established a three-level training system for new counselors' development, backbone counselors' improvement, and senior counselors' support by setting up a special fund for counselor training, and stipulates that counselors should participate in training for no less than 32 class hours every year.

In addition, the University of Science and Technology Beijing strengthens case-based, situational, and experiential special training to help counselors continuously improve their ability to solve practical problems. The Ministry of Education also emphasizes the establishment of a three-level counselor training system at the national, provincial, and university levels, ensuring that each full-time counselor participates in no less than 16 class hours of school-level training every year and participates in national or provincial training once every 5 years.

Through these measures, colleges and universities can not only improve counselors' professional quality and professional ability but also promote the professionalization and professional development of the counselor team, so as to better perform their educational responsibilities and help students grow healthily.

2.3 Challenges and Countermeasures for Counselors in Different Types of Colleges and Universities

Counselors in different types of colleges and universities face different challenges and need targeted ability improvement strategies. Zhang Tongsheng (2022) pointed out that the main challenge for counselors in higher vocational colleges in employment guidance is the lack of professional knowledge and practical experience, which makes them often unable to provide effective employment guidance. To address this issue, counselors in higher vocational colleges need to strengthen theoretical learning, improve their comprehensive quality, and enhance their practical ability through school-enterprise cooperation and other methods. In addition, counselors in higher vocational colleges need to clarify their career positioning to avoid affecting the development of ideological and political education work due to complicated work. Yang Bo (2023) focused on counselors in architecture colleges, who face the unique challenge of integrating professional education with ideological and political education. Such counselors need to master rich professional knowledge and be able to combine this

knowledge with ideological and political education to guide students to establish correct values. At the same time, counselors in architecture colleges also need to have strong organizational management ability and language expression ability to better carry out ideological and theoretical education and value guidance work. Counselors in different types of colleges and universities need to formulate targeted ability improvement strategies according to the challenges they face. Through these measures, the work effect of counselors can be effectively improved, and students' all-round development can be promoted.

2.4 The Impact of Professional Identity on Counselors' Professional Competence

In the process of counselors' career development, their professional identity plays a crucial mediating role, affecting the formation and exertion of their professional competence. Zeng Yachun (2022) found through empirical research that counselors with higher professional identity are more willing to invest time and energy to improve their abilities, thus showing higher efficiency and satisfaction in their work. Therefore, colleges and universities should enhance counselors' professional identity through various channels, such as providing counselors with clear career development plans and promotion mechanisms to encourage them to continuously improve their professional abilities and enhance their sense of identity with the profession. In addition, the combination of material incentives and spiritual incentives has also been proven to effectively improve counselors' professional identity, such as incentive measures in job promotion, professional title evaluation, and salary levels. At the same time, schools should also pay attention to counselors' vocational training and development opportunities to help them better adapt to the needs of current ideological and political education work for college students. Constructing a long-term mechanism, improving the selection mechanism, and perfecting the training mechanism are also important measures to enhance counselors' professional identity. For example, by establishing a tutorial system and professional post settings, counselors can make horizontal comparisons in suitable work fields, reach a consensus, and improve work enthusiasm. In addition, schools should also pay attention to the professional background of counselors, provide a basis for vertical promotion to corresponding positions and departments, and transform professional title levels into professional levels to further strengthen the incentive effect of vertical mobility.

Through these measures, counselors can not only feel a sense of achievement and belonging in their career development but also perform their duties more actively and proactively in their work, thereby improving work efficiency and educational effects. This not only contributes to the personal growth and development of counselors but also provides strong support for the improvement of the overall educational management level of colleges and universities.

3. Counselors' Ideological and Political Ability as well as Their Ideology Ability

3.1 The Importance of Ideological Ability

Counselors play a crucial role in college ideological and political work and ideology work. Shi Liwei (2024) pointed out that counselors need to have high ideology ability, be able to accurately grasp students' ideological trends in a complex and changing social environment, and timely guide and correct bad tendencies. Ideology ability not only includes the understanding and mastery of national policies and laws but also the keen insight into international situations and domestic hot issues.

As the backbone of college ideological and political education, counselors shoulder the important mission of carrying out Marxist education for students, advocating the socialist core value system, and safeguarding national ideological security. In the new media environment, college students' ideological behaviors have undergone profound changes, and counselors must keep pace with the times to strengthen their own ideological work ability to adapt to the era environment. Counselors need to continuously improve their political theoretical level, enhance their political awareness, and integrate the correct political direction and value orientation into the entire process of student education and management.

Counselors play an irreplaceable role in college ideological and political work and ideological work. They not only need to have a solid theoretical foundation and keen political insight but also need to constantly innovate educational methods and improve their comprehensive quality to better guide students to establish correct worldviews, outlooks on life, and values, and ensure the ideological security of colleges and universities.

3.2 Curriculum-Based Ideological and Political Education and Online Public Opinion Response

In recent years, curriculum-based ideological and political education, as an important innovation in college ideological and political education, has received widespread attention. Wang Huihui and Zhang Yihan (2023) pointed out that counselors should actively participate in the construction of curriculum-based ideological and political education, integrate ideological and political education into professional courses, and realize the organic combination of explicit education and implicit education. This approach not only helps to improve students' ideological and political quality but also enhances their

professional identity.

The core of curriculum-based ideological and political education lies in the synergy between various professional courses and ideological and political theory courses, playing a role in collaborative education. The implementation of curriculum-based ideological and political education requires teachers to have high ideological and political education ability, which requires teachers not only to master professional knowledge but also to be able to organically integrate ideological and political education content into professional courses. This educational model emphasizes education by all staff, throughout the whole process, and in an all-round way, aiming to cultivate socialist builders and successors with all-round development of morality, intelligence, physical fitness, aesthetics, and labor.

At the same time, with the popularization of the Internet, online public opinion response has become a new challenge that counselors must face. Zhang Xueliang (2023) proposed that counselors should have strong online public opinion monitoring and response capabilities, timely discover and handle negative information, and maintain campus stability. Effective online public opinion management requires the establishment of a rapid response mechanism, using technical means such as big data for real-time monitoring and analysis to quickly formulate response strategies.

Curriculum-based ideological and political education not only plays an important role in improving students' ideological and political quality but also provides new paths and methods for college ideological and political education. At the same time, online public opinion management, as a new challenge faced by counselors in the new era, also requires continuous exploration and innovation of response strategies to ensure the harmony and stability of the campus.

3.3 Effect Evaluation of Ideological and Political Education

These abilities of counselors not only affect students' ideological and political quality but also directly relate to the realization of college education goals. The research of Gong Li (2022) and Liu Hongda and Li Xiangdong (2022) shows that effective ideological and political education requires a scientific evaluation mechanism, and colleges and universities should establish a diversified evaluation system to comprehensively evaluate counselors' work effects from multiple dimensions such as student satisfaction, ideological changes, and behavioral performance. Through regular feedback and improvement, the quality and effect of ideological and political education can be continuously improved.

To achieve this goal, colleges and universities can adopt a variety of evaluation methods, such as the 360-degree performance evaluation method, which can reflect counselors' work performance from different aspects and design different assessment contents for different assessment subjects to ensure the comprehensiveness and accuracy of the assessment. In addition, methods such as the fuzzy comprehensive evaluation method and the SMART evaluation method can also be used, which are comprehensive and scientific, helping to improve the objectivity and fairness of the evaluation. In the construction of the evaluation system, colleges and universities should focus on process evaluation, team building, and index system construction to systematically solve problems in the evaluation.

4. Educational Background and Counselors' Role Positioning

4.1 Promotion of the "All-Round Education" Concept

With the promotion of the "all-round education" (education by all staff, throughout the whole process, and in an all-round way) concept and the implementation of the "Double High-Level Plan", the role positioning and functions of counselors are undergoing significant changes. Shi Guangdong (2022) pointed out that "all-round education" emphasizes education by all staff, throughout the whole process, and in an all-round way, requiring counselors to not only pay attention to students' academic performance but also care about their all-round development of ideological and moral character, physical and mental health, and social practice ability. The promotion of this concept puts forward higher requirements for counselors, requiring them to have a wider range of knowledge and skills.

Under the concept of "all-round education", the role positioning of counselors has changed from the traditional "all-capable superman" to a collaborator. This means that counselors are no longer individuals who alone undertake all educational tasks but need to integrate internal and external resources and become coordinators and links between multiple educational subjects. Counselors need to learn to use other educational forces, such as professional teachers and administrative staff, to make up for their own deficiencies in certain aspects.

The role of counselors in "all-round education" has also changed from a single manager to a service provider and guide. They should pay more attention to students' personalized needs, provide emotional and psychological support, and help students solve practical problems. In addition, counselors should also become the leaders of students' ideological and political education, improving the effectiveness of ideological and political work through innovative educational methods.

The leading role of counselors in "all-round education" is also reflected in the integration and coordination of 'education

by all staff". They need to systematically use internal and external resources, connect these resources with students' growth needs, and form a sustainable educational mechanism. At the same time, counselors also need to track and feedback educational activities to ensure the sustainability and effectiveness of educational effects.

The promotion of the "all-round education" concept not only improves the role status and work requirements of counselors but also promotes the scientization and effectiveness of the educational mechanism. Counselors need to continuously improve their professional quality and ability to better adapt to the requirements of college ideological and political education in the new era.

4.2 Combination of Professional Background and Educational Practice

In different types of colleges and universities, the role positioning and functions of counselors are indeed different. Zhang Songlin (2023) and Li Ziliang (2022) discussed the role positioning of counselors in architecture colleges and higher vocational colleges respectively. Counselors in these two types of colleges need to combine professional knowledge with educational practice to help students better adapt to social needs. For counselors in architecture colleges, they can carry out activities such as architectural design competitions and internships based on professional characteristics to enhance students' practical ability and innovation ability. For example, the School of Civil Engineering and Architecture of Anhui University of Technology has established a counselor discipline assistance studio, aiming to provide students with more professional and comprehensive learning support and guidance by integrating the disciplinary advantages of the counselor team. In addition, counselors in architecture colleges can also improve students' comprehensive quality and academic development ability by organizing students to participate in actual projects. On the other hand, counselors in higher vocational colleges can provide students with more internship and employment opportunities through school-enterprise cooperation to improve their employment competitiveness. For example, the Higher Vocational College of Yunnan University of Economics and Management sent instructors and counselors to major well-known enterprises to guide and condolences to students during their internships. The School of Information Engineering of Hunan Mechanical and Electrical Polytechnic also inspected and visited students during their internships to understand their living conditions and internship situations. In addition, Beijing Vocational College of Labor and Social Security has created valuable internship and employment resources for students through cooperation with enterprises. In the context of industry-education integration, counselors in higher vocational colleges also need to have interdisciplinary knowledge and skills to better meet the needs and trends of industrial development. At the same time, counselors in higher vocational colleges should strengthen vocational training to improve their professional knowledge and comprehensive quality to better cope with the challenges of the new era.

4.3 The Impact of Role Positioning on Career Development

The role positioning of counselors not only affects their career development path but also has a profound impact on educational quality and students' growth. Shi Guangdong (2022) believes that counselors should clarify their career positioning according to their own characteristics and the needs of colleges and universities, and formulate reasonable career development plans. Colleges and universities should also provide counselors with more development opportunities and support, such as promotion channels, research projects, and academic exchanges, to stimulate their work enthusiasm and creativity.

The role positioning of counselors in colleges and universities is multi-faceted, including being students' career planners, ideological and political educators, and guides for students' all-round development. Counselors need to deeply understand students' interests, strengths, and potentials, and provide personalized career planning suggestions combined with market demand and trends. In addition, counselors also shoulder the important responsibility of ideological and political education, innovating and exploring new paths for youth theory propaganda in the new era through the effective integration of the first classroom and the second classroom.

To better perform these duties, counselors need to continuously improve their professional quality and ability. Colleges and universities should provide counselors with systematic vocational training and development platforms, including pre-service training, daily training, and backbone training. At the same time, colleges and universities should optimize the professional title promotion channel to create a broader career development path for counselors. For example, by setting up special counselor positions in career planning education and strengthening professional training, they can gradually grow into the backbone of college students' career planning.

In addition, colleges and universities should encourage counselors to participate in research projects and academic exchange activities to improve their research ability and theoretical level. This can not only enhance counselors' professional identity but also promote their professionalization and professional development. Through these measures, counselors can better play their important role in students' ideological and political education and career planning, thereby promoting the

improvement of higher education quality and students' all-round development.

5. Research Consensus and Controversies

5.1 Research Consensus

In the reviewed literature, researchers generally agree on the core position of counselors in college education and the importance of their ability improvement. The research of Li Shuxue and Gong Chao (2024) and Yin Xiujian and Xia Tianyi (2023) all pointed out that the improvement of counselors' professional competence requires multi-level training, policy environment optimization, and the mediating role of professional identity. These consensus provide a theoretical basis and practical guidance for counselors' competence development.

As the backbone of college students' ideological and political education, counselors play a vital role in the work of cultivating souls and educating people in colleges and universities. They are not only organizers, implementers, and guides of daily ideological and political education and management work for students but also confidants, enthusiasts, and guides in students' academic life.

5.2 Research Controversies

Although researchers have reached a consensus on the importance of counselors' competence development, there are certain controversies on specific improvement paths and methods. Tao Peng and Jia Yongtang (2023) emphasized the importance of system design and environment optimization, believing that colleges and universities should improve counselors' professional competence by improving policies and systems and optimizing the working environment. They pointed out that optimizing the working environment and adjusting work pressure are important for improving counselors' work efficiency and satisfaction. In addition, they also mentioned that establishing a reasonable incentive mechanism is also an effective way to improve counselors' professional competence. However, other studies focus more on the role of individual growth mechanisms, such as the cultivation of professional identity and support for personal learning and development. This controversy reflects the complexity and diversity of counselors' competence development, which needs to be considered comprehensively from multiple perspectives. On the one hand, system design and environment optimization provide external support and guarantee for counselors; on the other hand, individual growth mechanisms focus on the improvement of counselors' internal quality and support for personal development. Therefore, when promoting counselors' competence development, colleges and universities need to consider comprehensively from multiple perspectives, not only focusing on system construction and environment optimization but also attaching importance to the cultivation of individual growth mechanisms.

6. Research Gaps and Future Directions

6.1 Research Gaps

Although there have been a large number of studies on the improvement paths of counselors' abilities, there are still research gaps in the following aspects:

Differences in competence requirements for counselors in different types of colleges and universities: Counselors in different types of colleges and universities face significantly different specific challenges and competence requirements. Further research on their commonalities and characteristics is needed to propose more targeted improvement strategies. For example, higher vocational colleges and comprehensive universities differ in student groups, educational goals, and social needs, so the requirements for counselors' professional competence are also different. In addition, with the continuous changes in the college education environment, counselors need to have stronger adaptability, while traditional training content often cannot meet this demand.

Role adaptation of counselors in a diversified educational environment: With the diversification of the educational environment, the role of counselors is constantly changing. It is necessary to study their adaptability and role transformation in different educational models. For example, under the concept of "all-round education", counselors need to assume the roles of pioneers, managers, and coordinators, and provide support in ideological and political education, students' mental health, career planning, etc. Counselors need to correctly recognize their own roles and enhance their role transformation ability to flexibly cope with the transformation between different roles.

Evaluation and feedback mechanism for counselors' abilities: Existing evaluation mechanisms mostly focus on qualitative evaluation, lacking scientific quantitative evaluation methods, and a more systematic and comprehensive evaluation system needs to be established. At present, many colleges and universities lack a comprehensive and reasonable

assessment and evaluation mechanism for counselors, resulting in that counselors' work ability and performance cannot be correctly evaluated. To better demonstrate the professional ability of university counselors, students' growth needs should be integrated into the traditional evaluation system, and a diversified university counselor evaluation system should be established. At the same time, collect counselors' feedback on existing incentive measures through questionnaires, face-to-face interviews, etc., and optimize and adjust the incentive mechanism according to the feedback results.

6.2 Future Research Directions

Future research should further focus on the following directions:

Personalized development of counselors' abilities: Explore how to provide personalized training and development paths according to counselors' individual differences to promote their professional growth. In the new era, college counselors need to have innovative thinking and abilities to adapt to changes in students' needs and social development. Through systematic learning, counselors can master cutting-edge technologies such as big data and artificial intelligence, apply them to student management and ideological and political education, and improve their ability to deal with complex problems. In addition, counselors should always put students at the core of their work, deeply understand the personality characteristics of each student, and provide them with personalized guidance and support.

Application of new technologies in counselors' work: Study the application of new technologies such as artificial intelligence and big data in counselors' work to improve work efficiency and quality. The rapid development of artificial intelligence technology has brought opportunities and challenges to the innovative development of college counselors' work. Counselors need to take the initiative to be familiar with the educational application of artificial intelligence technology. For example, AI technology can help counselors understand students' needs more accurately and improve management efficiency. Through big data analysis, counselors can understand students' behavior patterns, discover potential academic problems, and carry out precise interventions. In addition, the application of virtual counselors has also promoted the transformation of counselors' work towards refinement and personalization.

International development of the counselor team: Explore the reference significance of international experience for the construction of China's college counselor team and promote the international development of the counselor team. College counselors need to improve their knowledge, skills, attitudes, and values in the context of globalization, and continuously enhance their global understanding and cross-cultural communication skills. In recent years, more and more colleges and universities have selected counselors to study abroad, exchange, or conduct cooperative research through various channels to improve the international level of the counselor team. In addition, the construction of international student counselor teams is also an important part of education internationalization in the new era, which requires continuous summary of experience and learning from international successful cases.

7. Conclusion

In summary, the competence development of college counselors has made significant progress in multiple dimensions, but further research is still needed in terms of professional competence, ideological and political ability, and role positioning. Future research should continue to focus on the comprehensive improvement of counselors' abilities, explore new training models and policy guarantee mechanisms, return to the original aspiration, to better serve college ideological and political education work, help students' all-round development, and become leaders and guardians of students' ideological and political education. Through a systematic training mechanism, policy support, and the enhancement of professional identity, counselors will play a more important role in college education, providing strong support for students' growth and success. At the same time, we also hope that more people will participate in the practice of this field, promoting the innovation path combining theory and practice in this discipline.

Acknowledgments

This paper was supported by the following fund project: Research on the Current Status and Development Path of Critical Discussion Ability of University Counselors, Special Project for College Students' Ideological and Political Education, Jiangsu University, 2023 (JDXGZD202302).

References

- [1] Dong, Yuanji, Zhou Yuehua, Liu Cheng, and Gao Yanfei. "The Influence of Organizational Support on University Counselors' Professional Competence: The Mediating Role of Professional Identity". *Theory and Practice of Educa-*

tion, vol. 44, no. 3, 2024, pp. 38-42.

- [2] Gong, Li. "Strategies in Developing University Student Association". *Life & Partner*, no. 30, 2022, pp. 91-93.
- [3] Kang, Yiyun, and Zhou Bingyang. "Construction of Counselor Team in Higher Vocational College: The Contemporary Requirements, Practical Challenges and Advanced Paths". *Education and Vocation*, no. 2, 2024, pp. 85-89. DOI:10.13615/j.cnki.1004-3985.2024.02.009.
- [4] Li, Shuxue, and Gong Chao. "Research on the Policy Environment of University Counselors' Professional Capacity Building in the New Era". *School Party Building and Ideological Education*, no. 1, 2024, pp. 75-78. DOI:10.19865/j.cnki.xxdj.2024.01.016.
- [5] Li, Ziliang. "Research on the Advancement of Counselor Work Under the 'Double High Plan'". *Education and Vocation*, no. 5, 2022, pp. 74-79. DOI:10.13615/j.cnki.1004-3985.2022.05.008.
- [6] Liu, Hongda, and Li Xiangdong. "The Element Structure and Improvement Strategies of University Counselors' Theoretical Propaganda Ability". *Ideological & Theoretical Education*, no. 4, 2022, pp. 96-101. DOI:10.16075/j.cnki.cn31-1220/g4.2022.04.008.
- [7] Shi, Guangdong. "Research on the Logical Starting Point, Dilemma and Path of Counselor Team Construction in Higher Vocational Colleges for the New Era". *Chinese Vocational and Technical Education*, no. 29, 2022, pp. 57-62.
- [8] Shi, Liwei. "Strengthening the Political Capacity Building of University Counselor Teams for a New Era in the Essential Connotation, Value Implication and Practical Approach". *Ideological Education Research*, no. 1, 2024, pp. 127-131.
- [9] Tao, Peng, and Jia Yongtang. "A Brief Exploration on the Professional Roles and Competencies of Excellent University Counselors". *School Party Building and Ideological Education*, no. 9, 2023, pp. 88-90. DOI:10.19865/j.cnki.xxdj.2023.09.025.
- [10] Wang, Huihui, and Zhang Yihan. "Path to Enhancing Ideological and Political Education Work Ability of University Counselors in the New Era". *Middle School Politics Teaching Reference*, no. 42, 2023, pp. 101.
- [11] Yang, Bo. "The Improvement of Counselors' Ability in Architecture Colleges from the Perspective of Holistic Education". *Building Structure*, vol. 53, no. 13, 2023, pp. 167.
- [12] Yin, Xiujuan, and Xia Tianyi. "The Connotation, Operational Logic and Practical Path of University Counselors' Data Thinking Leadership". *School Party Building and Ideological Education*, no. 18, 2023, pp. 65-67+89. DOI:10.19865/j.cnki.xxdj.2023.18.018.
- [13] Zeng, Yachun. "An Empirical Study on the Relationship Between Growth Mechanism, Professional Identity and Professional Ability of Higher Vocational College Counselors". *Chinese Vocational and Technical Education*, no. 35, 2022, pp. 48-53+60.
- [14] Zhang, Songlin. "The Improvement of Basic Ability and Literacy of Counselors in Architecture Colleges for the New Era". *Building Structure*, vol. 53, no. 10, 2023, pp. 166.
- [15] Zhang, Tongsheng. "The Path to Enhancing Educational Ability of Higher Vocational Counselors Under the Education of Curriculum-based Ideology and Politics". *Journal of Shanxi University of Finance and Economics*, vol. 44, S2, 2022, pp. 76-78.
- [16] Zhang, Xin, Sun Jingfen, and Bao Jingchun. "Investigation and Analysis of Current University Counselors' Psychological Crisis Intervention Abilities". *Journal of China Medical University*, vol. 53, no. 3, 2024, pp. 263-265+275.
- [17] Zhang, Xueliang. "Exploring the Ideological Capability Structure and its Advanced Path for University Counselors". *Ideological and Political Education Research*, vol. 39, no. 2, 2023, pp. 76-80. DOI:10.15938/j.cnki.iper.2023.02.013.