

Research on the Talk of Higher Vocational College Counselors Under the Background of Situational Leadership Theory

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Abstract: In order to promote the effectiveness of higher vocational colleges counselors talk talk, using literature method, logic analysis method, interview analysis method analyzes the application practice of leadership theory, and based on the leadership theory of the student group, put forward for different students talk notes and key points.

Keywords: Situational leadership theory, Higher vocational colleges, Heart-to-heart talk.

1. Preface

Based on the dual roles of counselor education and management, the author tries to use the classic power change theory in management science — scenario leadership theory as the guidance, deeply analyze the different conversation styles of students with different "maturity", and initially explore the establishment of the counselor heart-to-heart talk model.

Situational leadership theory (situational leadership theory, SLT), as an important subordinate power theory, originated in the United States, also known as "leadership life cycle theory (Leadership Life Cycle Theory)". Originally produced by American management scientist Koeman (A.K. Kormax) was proposed in 1966 and later developed by Paul Hesse (Paul Hersey) and Kenneth Blanchard (Kenneth Blanchard). This theory attaches great importance to the role of subordinates in the leadership effect, and believes that the correct leadership style must be determined according to the "maturity (Maturity)" of subordinates. This management thought is similar to the theory of "teaching students in accordance with their aptitude" in education.

Paul Hesse divides the effectiveness of leadership into three dimensions: it depends on work behavior, relationship behavior and the maturity of subordinates (refers to the ability and willingness of subordinates to take responsibility for their own actions, including work maturity and psychological maturity). Combined with the "immaturity-maturity" theory of Chris Agiris (Chris Argyris), the maturity of subordinates can be specifically divided into four progressive stages: M1 M2 M3 M4. This follows from four different ways of leadership: in the current immature stage (M1), Perform an informed leadership approach (high work-low relationship), Give clear guidance and close supervision to the subject leader; At the relatively immature stage (M2), Sales promotion leadership (high work-high relationship), Supervise, guide, listen, encourage and allow trial and error, And encourage them to participate in decision-making; At the relatively mature stage (M3), Adopt a participatory leadership approach (low work-high relationship), Leaders encourage them to make their own decisions, Encourage them to do things in their own way; At the highly mature stage (M4),

Authorized leadership (low work-low relationship) is decided upon and executed by the leader himself. The theory emphasizes the interaction between the upper subordinates, and the leadership style of the superiors must be adjusted according to different situations.

2. The Application of Situational Leadership Theory in Universities

The applied research of situational leadership theory in colleges and universities can be roughly divided into two different research directions: teachers and student groups according to the different research objects. No matter which direction of exploration is greatly related to human resource management and construction in colleges and universities. For example, Dr. Xu Dan (2015) discussed the construction of teaching teams in vocational colleges. Relying on the team life cycle theory, he carefully explored the formation ways of teaching groups, and constructed the life cycle model and organizational structure of teaching groups in vocational colleges, so as to promote the optimal allocation of talents. Ge Weili (2015) starts from the situational leadership theory, takes university counselors as the research object, and puts forward suggestions for the future development of counselors from the perspective of university talent management. At the same time, she changes the perspective and provides scientific and efficient management methods for the management of student affairs for reference.

Relying on situational leadership theory, research from the perspective of students, mainly li ying (2012) based on the situation leadership theory, discusses the university student party members, party branch in the construction, she especially emphasizes the use situation leadership theory, should also should consider the dynamic change of students maturity characteristics, promote the benign development of students. Li Xin and Jiang Haibin (2013) applied the situational leadership theory to the management of college students, and they should focus on the different maturity of "post-90 s" college students. According to the different performance of the psychological and behavioral characteristics of the post-90s college students in each stage of the four years of university, the student group is divided into five stages, and different management styles are adopted

in different stages, so as to improve the pertinacity and effectiveness of student management.

3. Classification of Students Based on The Four-stage Theory of Situational Leadership

Based on the situational leadership theory to build the counselor talk model, it should be clear which group is the object of heart-to-heart talk and what maturity stage is in, so that different conversation countermeasures can be taken according to the performance of students at different stages. Through the counselor's daily observation and talk work experience, we found that after "00" the students in our school in different stages of college life, show significantly different psychological, behavioral characteristics, therefore, we in the application situation leadership theory to talk, must consider the students different stages corresponding maturity, take the corresponding heart-to-heart talk way [1].

First, the understanding of maturity is interpreted by Paul Jose as the ability and willingness of individuals to be responsible for their direct actions, and this expression of ability and willingness is the expression of different maturity. Tracing back to its source, the American management scientist Achilles' "immature — maturity" theory is the basis of the systematic division of employee maturity. Agiris believes that there is a process in the development of human personality, that is, from maturity to maturity, and finally develop into a healthy personality, and this personality development process generally goes through the process of changes. Angelis "immature — mature" theory for situational leadership theory provides the theoretical basis, shows the degree of self realization in the organization, employees in the organization in employee psychology and work behavior of ability and willingness to different, situational leadership theory root will be divided into M1 M2 M3 M4 four stages, different stages take different style of leadership. Specific to the students of our higher vocational colleges, their ability and willingness to be responsible for themselves in different stages of the university are also different. According to the grasp of students' psychology and the observation of behavior, through the discussion with the counselors and teachers of various departments, we divide the students in the university into four stages:

3.1. Immature stage

In the first semester of freshman year is in the immature stage M1, which is the embryonic stage of maturity. This semester, for freshmen, mainly to adapt to the transition period. Many students get rid of the shackles of high school and begin to study in a new environment and try to live independently without their parents. Faced with the re-establishment of interpersonal relationship and the change of learning and living environment and methods, they are in the process of exploring and adapting to college life. Before the passive way of accepting learning, entering the university mainly relied on self-consciousness. The colorful club activities gave students the freedom to choose, and their interests began to become diversified. At the same time, students are faced with understanding the rules and regulations of the university about their study and life and the established daily norms. At this time, the counselor is relatively unfamiliar with the freshmen who have not long entered the school. In the process of promoting the basic tasks

of the entrance education, forming the class committee and completing the class creation, he keeps deepening the understanding of the students. In this stage, the working mode of counselors is suitable for using "informed education" as the main [2].

3.2. Preliminary maturity stage

Freshman second semester to sophomore last semester, in the preliminary mature stage M2, the stage students have basic aspects of the school, learning life on track, psychology and behavior on preliminary mature, most of the students have a relatively stable study and life circle, treat classmates friends can make their rational choice, preliminary show self style. For example, some students devote themselves to class construction and student work, while some students are addicted to the club activities they are interested in, striving for honor and learning for interest. Therefore, from the perspective of respecting the subject status of students, this stage is suitable for adopting the "promotion" conversation mode of understanding the reason and moving the emotion.

3.3. More mature stage

From the second semester of the sophomore year to the first semester of the junior year, students are in the relatively mature stage M3. The maturity of students in this stage is higher than the previous stage, which is shown that students have passed the adaptation and running-in period and have completely formed a regular life and learning cycle. I am familiar with the school's management regulations, relevant policies of awards and loans, and class community work. In terms of study, students who are willing to further study have begun to prepare for the promotion examination, and employment-oriented students choose to exercise and improve in their internship units. Most students have a clear general direction for their future, and their views and understanding of some issues have been more rational. This stage is suitable for the use of "participatory" heart-to-heart talk, to give students independent space, counselors mainly play a guiding role.

3.4. Maturation stage

In the second semester of the junior year, it is in the mature stage of M4, which is suitable for the "authorized" conversation mode. In this stage, during the graduation period of the university, the students' psychology and behavior patterns reached the peak during the university. On the basis of the preliminary preparation and internship training, they could make more independent choices and decisions when faced with the promotion of the examination and graduation employment. At the same time, students at this stage have a better understanding of the living environment and internship environment of the university. The counselors can relatively little interfere in students' study and life, give students more relaxed space for development, and it is suitable for the "authorized" heart-to-heart talk, where students make decisions and execute.

4. Heart to Heart Talk Points for Students at Different Stages

4.1. M1 stage is required

Freshman last semester is counselors and students initially establish trust relationship, on the one hand, for the rules of the university, discipline suitable for group conversation

education way let everyone can accept, in addition to respect students [3], based on students, carry out a variety of talk work, as soon as possible to understand the characteristics of each student, do according to their aptitude. In the process of carrying out group enrollment education, it is inevitable that imperative education appears. imperative education is not to adopt high-pressure policies and can not ignore the feelings of students. At this time, counselors should pay more attention to the establishment of a good emotional relationship with students, so as to pave the way for the smooth development of the work in the next few years.

4.2. M2 stage

First of all, to treat the initially mature students, the counselors need to have a deeper emotional and psychological interaction with the students, truly understand their confusion and problems, and establish a more harmonious relationship. Secondly, "marketing" talk, can not be simply understood as preaching, from multiple angles to move, to understand the reason.

4.3. M3 stage

First of all, the "participatory" heart-to-heart talk should be used flexibly used. When solving the common problems of the class, we should fully respect everyone's opinions and suggestions to achieve common decision-making. Second, for individual students face some principle problems, to adhere to the rules, not allow students to make decisions, especially involving students personal financial safety and dangerous marginal violations to fully evaluate the importance of the problem and students' judgment and possible consequences, help them to make the right decision. At this stage, counselors should give students appropriate independent space. On the basis of establishing a good emotional relationship, they should encourage students to take the initiative to solve problems and carry out activities creatively. Instead, only by giving checking and guidance at critical moments, they can effectively complete various tasks.

4.4. M4 stage

First of all, the students at this stage are more mature, but they can not completely ignore, facing graduation and graduation, to do a good job of guiding students, answering

questions, and should take into account the special situation of each student to strengthen personalized guidance. Secondly, the "authorized" heart-to-heart talk has high requirements for students. If the previous student training work is not done, and the students' psychology and behavior are relatively naive, it is not suitable for the "authorized" conversation method, and should be flexibly handled according to the actual situation.

5. Summary

The situational leadership theory embodies the humanistic thought of "helping students, caring for students and serving students" in the work of counselors, and is also conducive to carrying out the student management work more efficiently and scientifically. When applying the situation of leadership theory to educate students in heart-to-heart talk, we should not only consider the particularity of students at different stages, but also promote the benign interaction and dynamic development between students.

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