

# Study of College Counselor Team Building to Enhance College Students' Career Planning Education

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**Abstract:** College students are under more pressure to find work as a result of the employment market's imbalance between supply and demand due to the economic structure's adjustment. This has resulted in a phenomenon known as "examination and editing fever" and "slow employment." Providing career planning instruction to college students is crucial in directing their professional growth. Nonetheless, domestic colleges and universities typically overlook issues such as the absence of research on localized education models, the paucity of professors, the reliance on counselors primarily for educational purposes, and other issues related to career planning education for college students. Additionally, there aren't enough counselors with professional experience to carry out vocational education; power is dispersed rather than concentrated, and the teaching effect isn't ideal. The impact of college students' vocational career planning education can be enhanced "from top to bottom," "from general to separate," "from inside to outside," and "from general to precise" by assembling a team of counselors and creating a team.

**Keywords:** College Counselors; College Students' Career Planning; Career Development Education.

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## 1. Current Situation of College Students' Career Planning Education and Employment.

### 1.1. The Meaning of College Students' Career Planning Education.

Scholars frequently believe that career planning includes a wide range of topics, including profession, career, professional career and career planning. Huang Tianzhong separated career planning and career into 22 related categories in his book *Experiential Whole Career Planning*. [1]. This demonstrates the variety of connotations associated with the notion of career planning. The theory of human-job matching, first proposed by Frank Parsons in 1909, is the earliest theory related to career planning. Schubert introduced the concept of a career in 1953, believing that it is the progression of various life events, such as an individual's various occupations and life roles and the unique self-development pattern thus shown; it can also be interpreted as a series of paid or unpaid work from the individual's teenage years to the post-retirement period. It may also be viewed as the culmination of several paid and unpaid jobs done from youth till retirement [2]. Scholars have started to expand on the meaning and use of career planning in recent years. To determine the best career goal and create efficient plans for achieving it, college students engage in career planning, which involves a thorough analysis of their personality traits, vocational interests, vocational values, qualities, and abilities. They do this by combining a variety of career development theories with the social, political, and economic developments of the era in which they live, as well as with a particular industry and some organizations of their choosing [2]. In summary, career planning for college students is a dynamic process whereby students plan every aspect of their lives and work toward achieving the goals that align with them. One educational activity that helps college students navigate this dynamic process effectively is career planning education.

### 1.2. Content and Characteristics of Career Planning Education for College Students.

According to the definition, the primary participants in career planning are college students, and the activity involves identifying a career, establishing goals, and achieving those goals dynamically. Several academics have found that there are five primary components to a college student's professional education: self-awareness, career awareness, goal-setting, goal execution, and goal-adjusting. First, knowing oneself is essential, and any goal setting must be based on one's current circumstances, which includes personality temperament, attitude and ability, interests, and hobbies. Second, we must recognize our career and clearly comprehend our professional qualities, environment, background and so on, in order to establish goals that are consistent with the objective reality of the development situation. Then develop career goals; career goal creation is both a process of choice and a guarantee of career action, self-improvement motivation. The next step is to put career aspirations into action, which includes career experience, practice, job searching, and so on. Finally, the goals are altered. Career planning is a process that requires students to experience, adjust, and develop and change constantly, therefore career planning education is distinguished by practicability, flexibility, autonomy, process, individuality, and other characteristics.

### 1.3. Employment Status of College Students and Career Planning Education for College Students

According to the "2023 China Undergraduate Employment Report" released by Max Research Institute, from the distribution of the 2018-2022 undergraduate graduates six months after graduation, the number of 2022 graduates who were employed decreased by 11.4% in five years, while the number of those who were waiting to be employed (to prepare for the examination and graduation in five years) increased by

6.5%, and the number of those who studied at home and abroad increased by 3.3%. Against the backdrop of the continuous rise in the proportion of fresh undergraduates going to graduate school, there has been a marked increase in the number of groups choosing not to work and devote themselves to graduate school or editorial exams, and the phenomenon of "delayed employment" has become more and more common[3]. As the country's economic development structure continues to be adjusted, the number of college graduates continues to increase, and the imbalance between supply and demand in the talent market has increased the pressure on college students to find employment; college students are facing problems such as difficulty in finding employment and high unemployment, and the contradiction between college students' employment and the development of the social economy.

Career planning education in other nations dates back to the early twentieth century, while career planning lessons were first given in China at the turn of the twenty-first century. The opening and development of college students' career development education, including career planning and entrepreneurship foundation courses, is an unavoidable result of the imbalance between supply and demand in the job market, the high unemployment rate among college students, and the unstable employment caused by the development and reform of the national economic structure, as well as the growth of college students. Five key components make up the educational content for career planning for college students: self-knowledge, career exploration, career decision-making and determination, action and adjustment, and career awakening. The specific teaching process calls for integrating the theoretical knowledge from the first and second classrooms with the knowledge from the second classroom, as well as combining classroom instruction, one-on-one counseling, scientific assessment tools, and the outcomes of big data analysis on the Internet. In this particular teaching process, students must learn in a classroom setting, receive one-on-one counseling, use scientific assessment tools and results from the Internet big data, integrate their theoretical knowledge from the "first classroom" with their practical experience in the "second classroom," and use both the Internet big data and the assessment system to conduct scientific career planning. These strategies can help students gain a correct understanding of themselves and the career world, carry out social practice and vocational experience under the guidance of scientific vocational knowledge, and make continuous adjustments to realize their vocational goals step-by-step in accordance with real-world circumstances. In addition to assisting college students in quickly achieving their job goals, career planning also helps them comprehend themselves, make wise career decisions and orientations, locate a fulfilling career, and see their career through to completion.

## **2. The Current Situation of the Development of Career Planning Education for College Students in China**

### **2.1. Theoretical Studies are Numerous, But Not Yet Complete and Systematized and Lacking in Local Studies**

From the theoretical foundation research, about the career

research theory, Huang Tianzhong named 15 connected foreign thought theories in his book, while Wu Yuzhou listed 5 related foreign thought theories[4]. However, there is less systematic debate and direct relevance to the scope of career planning theory, the basic theory system is not faultless, and the majority of domestic career planning theory is derived from foreign theoretical achievements, as well as a lack of localization. There is a dearth of localized basic theory system study in domestic career planning theories, which are primarily derived from foreign theoretical achievements. According to the research content of domestic scholars, the main areas of study include the status quo of career planning education in China, the function of the study, and the investigation of the path of development. Additionally, scholars compare career planning education between domestic and foreign countries. The study has a greater theoretical depth. Field research, empirical research, and theoretical content research are increasingly deficient. Despite China's century-long tradition of career planning education, a more systematic theoretical framework that better aligns with Chinese students' real learning outcomes has yet to be developed.

### **2.2. Education in Universities Varies, but is Generally under-Emphasized.**

One of the primary organizations for helping college students plan their career education is colleges and universities. College students' education has shifted from "elite education" to "mass education" and from "distribution of employment" to "independent choice of employment" as a result of the economic system structure reform. Colleges and universities are paying more and more attention to the career education of students as a result of the economic system reform, which has caused college students' education to shift from "elite education" to "popular education" and from "distribution of employment" to "independent choice of employment." Additionally, the job market has become saturated and employment pressure has increased. College students use career planning education for colleges and universities as a reference, however, due to the influence of traditional education ideals, career education has become increasingly important in achieving job services. As a result, schools and universities face distinct challenges when it comes to career planning instruction. Some colleges and universities are actively exploring feasible career planning education, such as Zhejiang University's career counseling platform and the establishment of "Qizhen Career Hall"; the University of the People's Republic of China holds professional and open career planning lectures, and established the "Career Guidance Counselor" expert pool, which gathers tutors from both inside and outside the university, among other things. The University of the People's Republic of China provides professional and open career planning courses and has established a "career guidance counselor" pool of internal and foreign instructors.[5]. However, most colleges and universities do not prioritize career planning education for college students, and there are common issues such as inadequate curriculum system construction, outdated course content and direct borrowing of foreign teaching experience, irrational curriculum arrangement or lack of phasing, and so on. The university is the major management entity in charge of organizing career planning education. The job and entrepreneurship advice department of the school, or the faculties and departments, is

the primary body in charge of career planning and education management, and teachers are underprepared. As a result, college students have challenges such as low awareness of career planning, non-objective self-knowledge, and disconnection between career planning and social needs[6].

### **2.3. The Main Team on Which the Development of College Students' Career Education Relies is Scattered and Lacks Specialization**

Most colleges and universities provide college students with career planning education primarily through the departments of schools that manage students' employment and entrepreneurship, and the departments of employment and entrepreneurship specify the course syllabus, course objectives, and course arrangements. Although universities and colleges require college students to take career guidance courses, they always focus on the theoretical construction and education of professional courses do not pay enough attention to courses such as career development, and do not have a professional team of teachers to carry out career development education, let alone college students' career planning courses. As a result, the team responsible for college students' career planning education naturally consists of teachers from employment and entrepreneurship departments, some teachers who are capable of teaching career planning courses, and school counselors, who primarily rely on counselors to carry out college students' career development education work. However, most teachers are not trained in career development education and have limited professional expertise and teaching experience. Because of the lack of maturity of the knowledge system and teaching mode related to college students' career development education, insufficient investment in schools, the classroom is confined to purely theoretical teaching, students' enthusiasm for learning and participation is inadequate, and the effect of teaching college students' career planning is insufficient, making it more difficult for teachers to teach.

## **3. The Relationship between College Counselors and College Students' Career Planning Education**

### **3.1. Status Quo: The Main Body of Education Implementation of College Students' Career Planning Education is Counselors**

Zhang Haijuan and Liu Xiaojun (2017) did a questionnaire survey on 4,000 college students from different colleges and universities, and 60.42% of the students answered "counselor" in the question of "Who is the instructor of the career planning course in your school"[7]. The Ministry of Education Counselor 43 clearly states that the counselor-to-student ratio should be 1:200, indicating that counselors are one of the largest groups of teachers at colleges and universities, aside from full-time teachers. Because China's career planning education development system is still in its early stages, most colleges and universities do not have professional teachers specializing in career planning education, and as a university-wide course, it is difficult for professional teachers to meet the needs of the entire university unless the faculties and departments offer relevant professional courses. As a result, in the event of a severe shortage of professional teachers to provide career planning

education, it is unavoidable that student counselors, who have the most direct contact with students and the broadest distribution of groups, will become the primary source of career planning education for college students.

### **3.2. Responsibility: Counselors are Obligated to Carry out College Students' Career Planning Education**

College students' career planning education is inextricably linked to ideological and political education. Xie Geng and Wang Yanna (2022) believe that ideological and political education helps college students set up a correct view of employment and entrepreneurship, and encourages students to properly choose their careers and take the initiative in employment[8]. Currently, college students reflect "slow employment," "no employment," and "the tide of examination," and are more focused on short-term and personal interests. Changes in values influence college students' career choices, and the problem of college students who are not actively employed is becoming increasingly significant. Counselors' primary responsibility is to provide good ideological and political education, to serve as the backbone of ideological and political education for college students, to implement, guide, and organize daily ideological and political education and management for students in higher education, and to teach students about career planning, employment, and entrepreneurship[9]. In carrying out students' employment work, counselors must follow ideological guidance, lead students to establish correct values and assist students with employment and entrepreneurship.

### **3.3. Role: Counselors Influence the Career Development of University Students**

Counselors have a significant impact on college students' career planning. Counselors are responsible for nine major work duties, including class group construction, academic style construction, daily affairs management, mental health education, network ideological education, crisis response, career planning guidance, theoretical and practical research, and they are also an important group of teachers in the development of college students. Counselors maintain close contact with kids beginning with the welcome of new students. As a result, counselors will have a significant impact on students' career decisions, vocational skill development, and the establishment and direction of work values. By paying great attention to student dynamics, teachers will be able to interfere with students' ideas and direct their conduct in a timely manner. Chen Shaohui (2015) believes that counselors, by designing and implementing various focused growth guidance activities, help college students to gradually and correctly perceive and examine themselves, as well as evaluate and position themselves in the actual experience[10].

### **3.4. Inadequacy: Counselors are not Professional Enough in Carrying out Career Planning Education**

Counselors face numerous challenges while providing career planning education due to limits in the environment and work content. Because they are not trained in vocational education, they lack professional knowledge and practical expertise in providing career planning instruction. Because they are preoccupied with student matters, they do not understand the true state of the labor market, do not examine

the employment situation thoroughly, and lack the ability to analyze the dynamics of students' employment thoughts. Schools do not pay enough attention to career planning education as a non-major professional course construction content, and counselors frequently lack systematic guidance and training, macro education direction guidance, and micro education goal guidance, as well as insufficient understanding of career planning. With limited personal resources and an understanding of students' specialty and learning characteristics, they are unable to provide students with clearer and more practical career guidance.

## **4. College Counselors to Promote College Students Career Planning Education Path Exploration.**

### **4.1. The Establishment of the Counselor's Workshop Provides a Reference for the Counselor's Team Building.**

The construction and development of college counselor studios to counselors spontaneously set up the studio as an opportunity, and the country's most prominent counselor studios now number over a hundred. Although research findings and writings on the development of counselor studios are expanding, there are currently no systematic theoretical conclusions on the precise content of counselor studio construction. Combined with Zhu Dan et al.'s "Guidebook for the Construction of College Counselor Studios in the New Era: A Casebook of National Excellent Counselor Studios", the 77 mature counselor studios in China listed by Zhu Dan et al. can be seen that they are mainly focusing on the nine duties of counselors, and they have established corresponding studios singularly or comprehensively, there are some of them, such as Chengdu Polytechnic University's Rainbow Career Workshop. There are other vocational education studios, including Chengdu University of Technology's Rainbow Career Studio, Wu Sir Career Studio, and "Vocational Dream Sailing" Medical Students' Humanistic Literacy Cultivation and Employment Guidance Studio. Although the degree of national attention is increasing, the college counselor team is getting bigger and bigger, but the counselor team construction and work ability to improve the path of confusion and no planning, to the counselor's independent and voluntary premise, led by master teachers, to practice activities as a carrier, to hold a group of sustained growth for the purpose of a set of vocational community, learning community, a community of practice, development calls for it. According to Mei Xiaofang (2020), counselor studios can serve as a "community" in the face of counselors' current professional issues, merging the parts into a whole and directing their efforts to perform a greater role [11]. The establishment of counselors' workshops introduces new ideas, namely, that to give career planning education, a team of counselors must be assembled to perform better education work.

### **4.2. Exploring the Path of Counselor Team Building to Enhance Career Planning Education.**

The formation of counselor teams, such as counselor studios, counselor career development education teams, and so on, can focus counselors' limited attention and concentrate scattered energy to do a good job of career planning. Combined with existing research results and the actual work

of various teams of counselors, how to carry out good career planning education for college students in the counselor team can be "From top to bottom", "From big to small", "From inside to outside", "From general to precise" and other paths for research.

#### **4.2.1. "From Top to Bottom" - Integrating School and College Curriculum Resources and Exploring Curriculum Content Adapted to Students' Learning Characteristics.**

Currently, the career planning education curriculum for college students in domestic colleges and universities is insufficiently localized [12]. By establishing a counselor's workshop or a research team, we can focus on how to effectively implement career planning courses based on the actual circumstances of individual students. To begin, familiarize with students' majors and learning characteristics, dynamically collect students' career visions, and understand the demand for students' careers and growth needs. Second, as an important communication bridge between students and teachers, and in close contact with other departments of schools and colleges, we can link the school, faculty, curriculum, teachers, and students into a line, twisting a rope, based on the school's curriculum requirements, from the students' professional and learning characteristics, combined with the suggestions of professional teachers, applying the theory of career planning to student To build a comprehensive career planning education system for this institution's students.

#### **4.2.2. "From General to Specific" - Set Up General and Stage Goals, and Carry out Career Planning Education by Stages**

Career planning education for college students should have the overall goal of cultivating socialist successors with scientific career ideals, a good sense of career and a clear career direction, and the ability to carry out reasonable career planning based on a clear self-awareness, environmental awareness, and career awareness [13]. Career planning education is a lifetime education that should not only prepare college students for work after graduation, but also instill the concept of career planning in the students' lives.

Only by forming a team can the "Internet + Career" be fully utilized to integrate the student database, and by forming a student file database, education is carried out in phases and steps, with a timeline that includes before, during, and after university studies. Before the official start of university life, new student enrollment education is used to collect information, which is then integrated with students' interests and learning goals to create an initial student growth profile database. Using the academic year as a time node, the first year of college teaches self-knowledge, professional development, and basic career planning theory, and at the end of the academic year, students' personality files are established. The second year guides students to carry out social practice, volunteer activities, join clubs or student groups, and requires students to thoroughly research the career world, carry out preliminary career planning, and construct students' practice files. The third year guides students through internships and job experiences to refresh their self-knowledge and career aspirations, as well as clarify their interests and goals. Internships and job experiences help to update self-knowledge and professional goals, define basic career goals, categorize employment recommendations, and create student experience files. In the fourth year of college, students are guided to prepare for their jobs, providing pre-vocational psychological diagnostics, education on

vocational ethics and legal counseling, and other services, and student career files are established. After graduation, students' career advancement is recorded and collected in a timely manner, and we continue to assist students with employment advice. Following graduation, the program monitors and gathers students' professional growth promptly, continues to provide career advice, collects job information, and builds a student resource bank.

#### **4.2.3. "From Inside to Outside" - Strengthening the Internal Faculty and Enriching the External Faculty, Enterprises and Alumni Resources.**

By forming a stable core team, developing a management system for team members, and standardizing studio administration, problems such as low teaching quality and unsatisfactory teaching effects caused by teacher turnover and an unstable structure can be avoided. The core team ensures the stability, scientificity, and feasibility of the curriculum, organizes regular study and training to improve the teaching ability of other teacher members, examines and judges students' learning situations and learning characteristics, and includes students as learners and organizers. Because of the objective reasons for the uneven distribution of teachers in colleges and universities, it is not yet possible to establish a long-term stable team of vocational education teachers in most colleges and universities, so the counselor's workshop can begin with the establishment of the core team as a foundation and continuously expand the team of teachers, allowing for the classification of teaching activities in various situations.

While establishing the core team, it is also necessary to expand the resources of teachers inside and outside the school, faculties and departments, actively keep in touch with other teachers, establish and timely update the teacher's resource base, as well as do a good job of management and service. Focusing on enterprise resources and alumni resources outside the school is an important aspect of expanding career guidance capacity. Strengthening cooperation with enterprises is the only way to keep abreast of the employment situation and the job market. Maintain close contact with businesses, use school-business collaboration, establish internship practice bases, combine enterprise culture into career course development, invite experienced business managers to give lectures, host symposiums, and so on. Organize alumni resources, create an alumni information database, act as alumni, and construct alumni role models to help students make good employment decisions and gain confidence in their careers.

#### **4.2.4. "From Generalization to Refinement" - Unification of Classroom Teaching and Classified Instruction, Combination of Theoretical Knowledge and Practice**

By summarizing the experience, we explore a teaching approach that is more relevant to students' actual situations and emphasize the practical and individual nature of the career planning course. The team distributes the work, coordinates the instruction, and provides exact assistance using the instructors' resources. Combine classroom teaching with one-on-one exact assistance, and apply the "general" of theoretical knowledge and classroom instruction to the "essence" of practical internship experience and real-world professional scenarios. Using the benefits of the Internet and big data, theoretical information presented in the classroom is "precisely" unified with evaluation tools and systems to accurately understand each student's learning situation and

career growth. Classroom teaching is the primary position for students to learn the theory of career planning, and through course teaching, students can master the basic theory, practical value, and application of career planning education; however, due to time constraints and student numbers, classroom teaching is easy to "generalize," and students may not always be able to apply what they have learned, and teachers cannot accurately analyze the learning effect of each student. Teachers are also unable to precisely assess the learning effect of each pupil. Therefore, we should take the one-to-one "fine" of teachers to students as a core work content to promote, with one-to-one diagnostic talks, group team counseling, etc. for students to carry out fine vocational career planning guidance, employment psychology debugging, employment information tracking, etc., to help students to correctly understand and choose their careers, to build up vocational confidence, reasonable career planning, and can achieve career goals, to assist job planning, achieving job goals, and facing the future of their careers.

## **5. Summary**

College students face career dilemmas such as difficulty in choosing a career and difficulty in finding a job, as well as the need to change employment concepts as soon as possible to adapt to the current employment situation. Career planning education can help college students understand themselves and the professional world, set attainable career objectives, and gain confidence and determination to succeed. From an objective standpoint, college counselors are the primary source of career planning education for college students, and the formation of counselor teams is critical in improving career planning education for college students. The formation of a counselor studio or related team can successfully address the present challenges that counselors encounter in carrying out education work and improve career planning education by integrating resources, focusing efforts, and team building.

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