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Leadership and Management Competencies of Ideological and Political College Counselors in Higher Educational Institutions in China Toward a Leadership Development Program

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Abstract: According to the Vocational Competence Standards for College Counselors (Interim) issued by the Ministry of Education of China, this study constructs the leadership of college counselors from four dimensions: ideological education guidance ability, organizational management ability, consulting service ability, theory and practice research. Based on the questionnaire and interview survey of 320 counselors and counselors' management positions from six colleges and universities in Hunan Province, and the use of factor molecule, variance analysis, multiple regression analysis, structural equation and other measurement methods, this paper discusses the main factors that affect counselors' leadership ability from individual factors and school factors. The results showed that the gender samples had a significant effect on the consulting service ability. Age samples show significant influence on organizational management ability, and counselors of different ages have significant differences in individual dimensions of leadership ability. The years of working as counselors have significant effects on ideological education and guidance, organizational management ability and consulting service ability. Among them, counselors lack the consciousness and ability of theoretical practice research. Most counselors lack subjective initiative and ability in theoretical and practical research. According to the research results, through the personal factors (theoretical learning, vocational training, skill competition, academic exchange), school factors (career development, ability training, assessment and incentive) two levels of seven dimensions of the influencing factors of college counselors' leadership, in-depth research is made. In addition, specific suggestions are put forward from the following five aspects: building a learning and training platform for counselors, building a theoretical and practical research platform, creating a platform to show counselors' work performance and professional quality development, and establishing target incentive and career development incentive, so as to promote the professional, professional and expert development of counselors and effectively improve the overall quality and construction level of counselors.

Keywords: College Counselors; Teacher Leadership; Influencing Factors; Empirical Study.

1. Introduction

As our country enters a new era, higher education has entered the stage of popularization in our country, and the number of college counselors has also increased unprecedentedly. Then, while the number of college counselors is increasing, the quality of college counselors is also required to be continuously improved, especially in the cultivation of the leadership and management capabilities of college counselors and teachers.

Since 2012, the Ministry of Education of China has successively promulgated the Notice of the Party Group of the Ministry of Education of the Communist Party of China on Printing and Distributing the "Ordinary Higher School Counselor Training Plan (2013-2017)" (Jiaodang [2013] No. 9 Document), requiring the full implementation of the education plan Outline, to further improve the quality of counselor training, and promote the construction of the counselor team. In 2014, the Ministry of Education issued a notice on the "Professional Ability Standards for College Counselors (Provisional)" (Jiao Si Zheng [2014] No. 2), referred to as "Standards", which aims to provide a certain system for the improvement of the professional ability of college counselors Assure. At the end of 2016, the Central Committee of the Communist Party of China and the State Council issued the "Opinions on Strengthening and Improving Ideological and Political Work in Colleges and Universities under the New Situation" (Zhongfa [2016] No. 31). Strengthening and improving ideological and political work in colleges and universities is related to what kind of university to run and how to do it. The fundamental issue of universities is related to the party's leadership over universities and successors to the cause of socialism with Chinese characteristics. It is a major political task and strategic project. In September 2017, the Ministry of Education revised and promulgated the "Regulations on the Construction of Counselor Teams in Ordinary Colleges and Universities" (Decree No. 43 of the Ministry of Education), hereinafter referred to as "Order No. 43". College counselors are professionals who perform the duties of students in colleges and universities. They must go through systematic training and training, have good professional ethics, and master systematic professional knowledge and professional skills. On April 22, 2020, eight departments including the Ministry of Education issued the "Opinions on Accelerating the Construction of the Ideological and Political Work System in Colleges and Universities", proposing to strictly implement the central government's various index requirements for the allocation of ideological and political work and party affairs work teams in colleges and universities, and improve the quality of colleges and universities. The career development system for full-time counselors has established a "dual line" promotion method for rank and title and organized special programs such as national demonstration training, overseas study visits, and on-the-job study for master's and doctoral

degrees.

These circulars issued by the Chinese Ministry of Education and relevant departments further clarified the identity, role, requirements, and responsibilities of college counselors, and also reflected that the Party Central Committee and the State Council have raised the construction of the counselor team to an unprecedented strategic height in the new era. "Order No. 43" defines the profession of counselors: Counselors are an important part of the teaching and management teams of colleges and universities, and have dual identities of teachers and cadres. Counselors are the backbone of ideological and political education for college students, and they are the organizers, implementers, and guides of daily ideological and political education and management of college students. It is undeniable that job responsibilities endow the counselor with the role of both a teacher and a manager. This role determines that counselors must have certain leadership skills in order to better and more effectively carry out ideological and political education for college students and manage their daily affairs. For this reason, improving the leadership ability of college counselors is conducive to strengthening and improving students' ideological and political education, and is conducive to promoting the professionalization and professional development of counselors.

1.1. Background of the Study

General Secretary Xi Jinping attended the National Conference on Ideological and Political Work in Colleges and Universities in December 2016, and the National Education Conference in September 2018. In March 2019, he hosted a symposium for teachers of school ideological and political theory courses and delivered a series of important speeches. This series of important expositions, not only pointed out the direction for the ideological and political work of colleges and universities in the new era, but also put forward specific goals and higher requirements for the construction of college counselors:

"Ideological and political work in colleges and universities is related to the fundamental issues of what kind of people colleges and universities train, how to train people, and for whom. We must insist on building morality and cultivating people as the central link, and carry out ideological and political work throughout the entire process of education and teaching, so as to realize the whole process of educating people. All-round education, and strive to create a new situation in the development of my country's higher education."

The career orientation of college counselors also determines that counselors must have certain leadership skills in order to effectively carry out education, management, service and development work for college students. The level of counselor leadership is directly related to the growth and success of students, and then related to the overall strategy of the development of socialism with Chinese characteristics. Therefore, it is necessary to strengthen the research on counselor leadership.

In this paper, through interviews and survey questionnaires of the counselors and counselor post managers in the researcher's college, on the basis of analyzing the educational leadership role of the college counselors and the status quo of the leadership, find out the reasons for the formation and put forward feasible relevant countermeasures, to promote the improvement of the leadership of college counselors in the researcher's country, and to strengthen the shaping of the educational leadership of college counselors in her country.

1.2. Significance of the Study

College students. This research will provide strong support and evidence of how they are directly involved in improving their own competencies, attitudes, working relationships with others, developing leadership roles and craftsmanship, while they are still being nurtured in their respective institutions.

University counselors. This study will also provide proper guidance and reference for all college counselors in dealing with students' plight while maintaining proper value orientation in line with Chinese culture and tradition. Counselors, as professionals who have closer ties and direct contact with students, should demonstrate high professional standards in dealing with any issues students encounter on campus. Given the findings and findings of the research, this will help guide an improved and comprehensive process for them to become conflict resolution coaches and team leaders.

Educational leaders. This study will serve as an administrative reference to help institutions bridge the gap between teaching and non-teaching environments. Educational leaders such as school principals, administrators, and heads of every department can use this research to understand the conflict resolution process handled by college counselors. The findings will be used as data to develop regulations on how conflict management strategies are assessed, implemented, and evaluated, and how these processes resonate with the organization's goals and vision.

Members of the Education circles. This paper studies the shaping of the leadership role of college counselors in the field of education, and has a new understanding of how to cultivate a new generation of high-quality qualified talents. It is the ultimate goal of this study to improve the overall quality of the counselor team and cultivate high-quality talents. is of great significance.

Future researchers. Under the background that domestic academic circles have little research on the leadership of college counselors, through this research, we will conduct a more in-depth analysis and sort out the issues related to the leadership of college counselors. Educators and even theoretical researchers paid more attention to this topic, which laid a theoretical foundation for later researchers.

2. Methodology

This study aimed to expand the understanding of the educational leadership of ideological and political counselors in colleges and universities by investigating the current situation of ideological and political counselors in colleges and universities, further explore how to shape the educational leadership of ideological and political counselors in colleges and universities, and finally propose how to improve the ideological and political counselors in colleges and universities. educational leadership. This study was carried out under the background of Chinese politics, economy and culture with certain regional characteristics and particularities. Therefore, this study also considered the impact of China's political, economic, cultural and other environmental factors on the educational leadership of college counselors.

This chapter mainly introduces the design of the study, study location and subjects, sampling method, data collection procedure, data analysis, data credibility, and ethical considerations of the study.

2.1. Research Design

The study utilized Creswell's mixed methods grounded in a philosophical worldview; pragmatism recognizes the value of different approaches to how an investigation is conducted, and researchers draw conclusions freely from quantitative and qualitative assumptions. The usefulness of mixed methods research focuses on the notion that individuals tend to use numbers and words to solve problems. Specifically, this study employed a sequential interpretation mixed methods design, typically involving two phases: (1) a quantitative phase, followed by (2) a qualitative phase that builds directly on the results of the quantitative phase. The quantitative chain or first phase of this research employed a survey design to provide a quantitative or numerical description of demographic trends, attitudes or opinions by surveying a sample of the population.

On the other hand, the qualitative strand, or second phase, of the research employed a phenomenological design in which the researcher determined the nature of human experience based on exploratory phenomena described by participants. Researchers do not simply collect and analyze two kinds of data;

But it also involved using the two methods in tandem so that the overall intensity of the research is greater than quantitative or qualitative research or of equal importance.

In this design, quantitative or numerical data was collected and analyzed first, followed by qualitative or textual data, which helps to interpret, elaborate or extend the quantitative results obtained in the first stage. In this study, the focus was on the second qualitative phase, as the researchers will use quantitative information to identify and purposefully selected.

Participants were followed up. In-depth interviews "beyond the numbers" were documented in quantitative analysis to determine the richness of real social experience. The two phases of the research were connected in the middle phase of the research, which was the selection of participants for qualitative research. Full integration of the findings took place after the completion of both phases and were be detailed when the overall findings were discussed.

2.2. Research Locale and Participants of the Study

The chosen location is Hunan Province, China. It is located south of the Yangtze River (Yangtze River). Considering the number of target school populations in the study, the researcher believed that taking Hunan Province as the research object, the research on the formation of educational leadership of ideological and political counselors in Chinese colleges and universities was very representative.

In addition, Hunan Province is a typical education province in China. As the capital city of the province, Changsha has a high concentration of colleges and universities, and its scale of running schools and the scale of students rank among the top in the province. At the same time, it also has a large team of counselors, which makes it meaningful to choose Hunan as the research site of this study.

The participants in the study were 320 counselors from colleges and universities in Hunan province. They provided sufficiently diverse perspectives on the research question. These participants were randomly selected to respond to the survey questionnaire, and 10 counselors and managers of counselor positions were purposefully selected from these sampling frames for interviews to learn more about their responses to the survey.

2.3. Sampling Method

In the first phase of the study, simple random sampling techniques was used to select participants who answered the questionnaire, whereas purposive sampling techniques was be used to select interview participants.

Therefore, the following selection criteria was considered when selecting participants for the Phase II study: (1) must be a registered counselor or professional with a license to guide and counsel; (2) must be hired and designated as a college or university-specific team leader, person in charge, or immediate supervisor of the tutoring unit; (2) Must have held an administrative position as a handler for at least five years.

2.4. Research Instrument

The research tools that were used in this study are Quantitative Chain Questionnaire and Qualitative Chain Interview. In the quantitative chain of the study, data was collected through questionnaires. The questionnaire used the "SOP#2 Counselor Teacher Leadership and Management Ability Dimension" constructed in the second chapter as the standard scale of the counselor leadership model. Based on the actual situation of college counselors in Hunan Province, the content of the standard scale of the counselor leadership model has been modified to some extent, and the "Questionnaire on Educational Leadership of College Counselors in Hunan Province" has been compiled.

Data collection started with the permission of the dean or department chair, through a letter explaining the purpose of the study and requesting voluntary participation in the survey. Faculty respondents who answered the questionnaire were selected by the dean or department chair after agreeing to participate in the research. Surveys were administered online via Google Forms. Pilot testing was also conducted to ensure that the survey items were appropriate and relevant to the purpose of the study. After the pilot test and actual data collection, the validity of the questionnaire was examined by exploratory factor analysis (EFA). To ensure reliability, reliability testing was done with Cronbach's Alpha.

In the qualitative chain of the research, about the influencing factors of counselor leadership and management capabilities" through interviews with 10 counselors and counselor post managers, the interview questionnaire included several open-ended questions, respectively related to leadership The definition and concept of ideological and political counselors and their leading roles and influencing factors. Interview questions was based on the extensive literature and studies reviewed by the researchers, as well as participants' responses to questionnaires. To ensure the credibility of the tool, interview questions were validated by experts and participants. Expert validation was carried out by two experts in the field of consulting and one expert in the field of qualitative research methods. The structure and content of the interview questions were evaluated by experts. Necessary revisions were made to the interview questions based on expert opinion/suggestions. The modified interview questions were pilot tested among 5 moderators with similar characteristics to the target population of this study. The purpose of participant verification was to ensure that the interview questions were understood by the target participants and that the questions were free from any cultural bias. Therefore, the revision of the interview questions was done based on the feedback collected from the participants during

the validation process. Afterwards, a final copy of the interview questions was prepared for the actual interviews with the study participants.

2.5. Data Gathering Procedure

Phase 1: Quantitative chain

The Questionnaire on Educational Leadership of College Counselors in Hunan Province is divided into two parts: the first part is the basic situation of college counselors, including the gender, age, education background and working years of the counselors; the second part is the leadership of the counselors Dimension measurement, using Likert scale for scoring, Likert scale program established by Likert (De Vaus & de Vaus, 2013), is a psychological response scale, commonly used in questionnaire surveys (English: questionnaire), which is the most widely used scale in current survey research. When respondents answer items on such questionnaires, they specifically indicate how much they agree with a statement. Scores from 1 to 5 indicate strongly disagree, somewhat agree, somewhat agree, somewhat agree, and strongly agree. The higher the score, the higher the leadership level. The question items are grouped into the following research questions.

Phase Two: Qualitative Chain

The main source of data for the qualitative phase will be the interview responses of the 10 participants, which provide feelings, perceptions and opinions valid for gaining insight into the question being investigated. Prior to interviewing participants, written permission will be sent to the principal of the selected school. When endorsement has been sought, it will be forwarded to the Head of Department who will give the start signal to arrange interviews with study participants. Then, the time and place of the interview will be arranged.

The semi-structured interviews were a few key questions about factors influencing the facilitator's leadership and management capabilities that helped identify areas to explore but also allowed the researcher to diverge in order to pursue ideas or answers in more detail. They also allow participants the freedom to express their views in their own way and can provide reliable, comparable qualitative data Fontana and Frey (1994) describe interviews as one of the most effective ways we try to understand our fellow human beings using semi-structured questionnaires one. Information from the interviews will be recorded using audio tape and handwritten notes. The qualitative chain is designed in such a way that it follows or connects to the results of the first quantitative phase to ensure in-depth interpretation of the statistical results.

In order to validate and increase the credibility and rigor of qualitative research findings, members will review procedures with participants to determine the accuracy of the responses they provide and will provide a rich and detailed description of the qualitative data.

Phase 3: Mixed Method Chaining

In the third phase of research, the comprehensive results will be used to answer this question: from the seven factors at the individual and school levels, we will further discuss the factors affecting the professional ability of counselors.

Personal factors (theoretical study, vocational training, skill competition, academic exchange) mainly refer to how to improve one's overall quality through learning at the individual level, and enhance one's leadership and management capabilities.

School factors (professional development, ability training, assessment and incentives) are mainly policy systems, safeguards and growth platforms provided for the development of counselors at the school level. The impact of school factors and individual factors on the professional ability of counselors, thinking about how to improve the level of leadership and management ability of counselors in the way of school policy support, organizational environment creation and individual ability improvement

A joint presentation will be used to demonstrate the quantitative and qualitative results and how the interview data will help interpret the findings. Narrative discussions of mixed methods data to further interpret quantitative results will also be presented through meta-inference diagrams. The overall findings will serve as the basis for developing a leadership plan to further enhance the leadership capabilities of Chinese ideological and political consultants.

2.6. Data Analysis Program

In the quantitative strand of the study, the survey data to be collected was analyzed using the Statistical Package for the Social Sciences (SPSS) software using descriptive statistical techniques such as weighted averages and rankings. The findings were then be further explored through interviews with purposefully selected participants.

In the qualitative strand of the study, the flow of data analysis was observed empirically using the following steps: (1) data transcription; (2) theme-to-theme transcription, where the nature of the phenomenon is revealed by reading and re-reading the transcript; (3) Coding data by segmenting, comparing, annotating text, etc.; (4) Identifying topics by comparing and grouping similar codes; (5) Verifying topics with external auditors to ensure the credibility and reliability of topics and (6) analyze the topics by reviewing the data within the topics until an understanding of each topic is reached.

2.7. Survey Design

This questionnaire was based on the "Standards of Professional Competence for College Counselors (Provisional)" and adopts "SOP#2 Counselor Teacher Leadership and Management Ability Dimensions" in Chapter 2, referring to Zeng Yachun’s (2021) doctoral thesis "Counseling in Higher Vocational Colleges" Revise the questionnaire of "Empirical Research on Employees' Professional Ability and Influencing Factors," and invite relevant experts and scholars to give their opinions on the scale, and further improve the questionnaire accordingly. First, discuss the content validity of the measurement items with the supervisor, a number of doctors in education, and experts in ideological and political education in colleges and universities, and modify and supplement some items; secondly, the initial questionnaire is sent in the form of special visits or emails. Experts and psychometric experts are invited to propose revisions; finally, the revised questionnaire is asked to conduct a small-scale test on the target subjects, and the ambiguity and ambiguity of the initial question items are eliminated according to the on-site test responses.

This questionnaire consists of two parts. The first part contains personal information such as gender, age, education, major, and working years of the subject. The second part is the main content of the questionnaire, which is composed of four-dimension scales. After repeated deliberation and revision by experts, a questionnaire consisting of four dimensions including ideological education guidance, organizational management ability, consulting service ability,

and theoretical and practical research was finally formed, including a total of 24 items. Each part of the scale is scored using the Likert four-point method, 1 point=strongly disagree, 2 points=somewhat disagree, 3 points=basically agree, 4 points=strongly agree. The specific measurement items of each scale are shown in the appendix.

2.8. Pre-test of the Questionnaire

The pre-test was to avoid problems in the formal questionnaire survey process. The initial questionnaire is tested on a small group of people first, and the obtained data is analyzed, so as to discover the problems in the initial questionnaire in time, and further modify and improve it. In this survey, some counselors from the university I am familiar with were first selected as the survey subjects to conduct a pre-test, and a total of 16 questionnaires were distributed randomly. Sixteen (16) questionnaires were recovered in the pre-test, 16 valid questionnaires, and the effective recovery rate of the pre-test questionnaire was 100%.

The prediction questionnaire has been tested by researchers for its reliability and validity. The leadership dimensions "ideological education guidance", "organizational management ability," "consulting service ability," and "theory and practice research: the initial reliability is lower than 0.7. Expert discussion, repeated revision of the questionnaire, and re-analysis of reliability and validity showed that the results were good and could be put into a formal questionnaire survey. The specific analysis is as follows:

2.9. Reliability Analysis of Prediction Questionnaire

In order to gain an in-depth understanding of the reliability and stability of the questionnaire, this research used SPSS software to analyze the reliability of the collected 16 valid questionnaire data. For general basic research, the reliability coefficient of the total scale should preferably be above 0.8, each subscale should preferably be above 0.7. According to the analysis results, we can find that the Cronbach's Alpha value of the overall reliability of the prediction questionnaire is 0.889, and the reliability coefficients of the four dimensions are all above 0.7, indicating that the reliability of the questionnaire is good.

2.10.Validity Analysis of Prediction Questionnaire

Validity is validity, which refers to the degree to which a measurement tool or means can accurately measure what needs to be measured. Validity refers to the extent to which the measured results reflect the content to be investigated. The more consistent the measurement results are with the content to be investigated, the higher the validity; otherwise, the lower the validity. In this study, construct validity was used to analyze the validity of the questionnaire. Structural validity refers to the degree to which the test can measure the characteristics or concepts of the theory, that is, the consistency between the experiment and the theory. In statistics, the most commonly used method to test the structural validity is factor analysis, generally using KMO and Bartlett sphericity The test judges whether the scale is suitable for factor analysis. The larger the KMO value, the more common factors among variables, and the more suitable for factor analysis. Generally, KMO>0.7 is required, and the chi-square value reaches a significant level. Through the analysis of statistical software, the following leadership data of college counselors reflect that the prediction questionnaire in this study has good structural validity, and a formal questionnaire survey can be conducted.

2.11.Statistical Treatment of Data

In analyzing the collected data, the following statistical treatments were used in the study at the 0.05 significance level using the Statistical Package for Social Sciences or SPSS software:

1. Frequency counts and percentages

This will be used by the researchers to analyze the basic situation of the teacher respondents, such as gender, age, education, major, counselor's working years, etc.

2. Weighted average

Researchers will use this to analyze mentor leadership and management competency practices, as assessed by mentor respondents in terms of foundational competencies, professional competencies, and research and innovation.

3. T-test/ANOVA

Researchers will use t-tests and/or ANOVA or F-tests to determine whether counselor job performance differs significantly when counselor profile is a factor.

The results will be interpreted as follows:

Scale/Range Description/Explanation

4 3.51-4.00 Strongly agree/very high level

3.2.51-3.50 agree/high level

2 1.51-2.50 disagree/low level

1 1.00-1.50 Strongly Disagree/Very Low

4. Pearson r correlation analysis

The researchers will use Pearson's r-correlation analysis to identify significant relationships between the counselor's personal profile and the dimensions of the counselor's leadership

Decision criteria

Hypothesis analysis adopts 0.05 significance level. The null hypothesis was accepted if the calculated significance value was greater than the set value of 0.05.

2.12.Ethical Considerations

During the course of this study, several ethical issues will be considered. This procedure will be followed to ensure that this research will be performed within the bounds of ethical principles. Selected participants will be provided with an informed consent form stating their right to withdraw from the study or refuse to answer any specific questions if they wish, before the researchers begin data collection. Names will be optional as researchers will not need them in data analysis. The researchers will ensure that the identities of the participants are concealed, which will be coded accordingly to ensure confidentiality. The researchers will also ensure that no harm is done to the participants during the study, as only interviews will be conducted. Finally, given the subjectivity of qualitative research, researchers will employ a variety of measures (such as expert and participant validation) to ensure that personal bias is reduced in all aspects of the research process, including data analysis and interpretation.

3. Summary, Conclusion, and Recommendation

This chapter presents the summary of findings, the conclusions drawn from the findings, the recommendations of the study, as well as the suggested subject matters for further research.

3.1. Summary of Findings

1. Gender has a significant difference in the "counseling service ability" in the leadership and management abilities of counselors, and the female group's score in the consulting service ability will be significantly higher than that of the male group.

2. There are significant differences in the "organizational management ability" of counselors' leadership ability and management ability among samples of different ages, and the organizational management ability of the group aged 40-45 is more prominent.

3. Academic qualifications are inconsistent with the assumptions in the "theoretical and practical research" of counselors' leadership and management capabilities. Different academic samples have differences in theoretical and practical research. The higher the academic level, the stronger the theoretical and practical research capabilities.

4. There are significant differences between counselors' working years and counselors' leadership and management capabilities in "ideological education and guidance, organizational management capabilities, and consulting service capabilities", which is inconsistent with the research hypothesis. The longer the counselor's working years, the higher the scores in each dimension of leadership and management ability.

5. Gender, age, education, years of working as a counselor, career development, ability training, and assessment incentives are used as independent variables, and the dimensions of leadership and management capabilities of counselors are used as dependent variables for linear regression analysis. The analysis results are as follows:

6. The level of academic qualifications can affect the level of ideological education and guidance of teachers; generally speaking, the longer the counselor's working years, the more abundant the experience in student work management, and the better the ideological education and guidance; while the positive Professional development and assessment incentives will also stimulate the work enthusiasm of counselors, so as to improve their own ideological education and guidance level to a greater extent.

7. The higher the education level of the counselor, the higher the organizational management ability it possesses. The longer the working years of a counselor, the stronger the organization and management ability he possesses, and career development and assessment incentives will inevitably have a significant positive impact on the organization and management ability of the counselor.

8.Gender, educational background, years of working as a counselor, career development, and ability training will have a significant positive impact on the ability of consulting services. When the counselors are in place, the counselor's counseling service ability is better. In terms of gender, women are more patient in service counseling than men, so there are also significant gender differences in service counseling ability.

9. Academic qualifications, career development, and ability training have a significant positive impact on theoretical and practical research. The level of academic qualifications, the smoothness of career development paths, the degree and actual effect of ability training equipped by the school will all have a positive impact on the individual counselors. Growth has a greater impact. When the impact feedback is positive, the relative counselor's "theoretical and practical research" will also produce positive development.

10.Taking gender, age, education, years of working as a counselor, theoretical study, and vocational training as independent variables, and ideological education and guidance as dependent variables for linear regression analysis, the impact of "career development and ability training" on the "ideology" of counselors Education and guidance" and "organizational management ability" all have positive effects,

11. The career development path is clear, the promotion system is perfect, and the counselors can see the future development prospects and career planning according to their own development when they have completed their own work excellently.

3.2. Conclusion

According to the research results, the following conclusions are drawn:

1. Counselors' age and working years have a certain influence on leadership. There are significant differences in the individual dimensions of leadership ability among counselors of different ages and different working hours. In the interviews and surveys, most counselors interviewed believed that compared with some senior counselors, their leadership ability in some aspects was relatively insufficient due to their relatively short time in student management.

2. Counselors lack the awareness and ability of theoretical and practical research. Most counselors lack the subjective initiative and ability in theoretical and practical research.

3. The counselor vocational training mechanism is the key to the improvement of leadership and management capabilities. Student work includes many aspects such as ideological and political education, psychological counseling, daily affairs management, employment and entrepreneurship guidance, etc. Without corresponding professional training, it is impossible to master the latest knowledge and innovate management methods.

4. The incentive mechanism for counselors needs to be strengthened. A good incentive guarantee mechanism is the basic premise of doing a good job with students. Without incentive guarantee, counselors will lack motivation and enthusiasm in their work, resulting in a sense of job burnout, which will affect their professional ability, and they will not be able to devote all their energy to their careers. middle.

5. Counselors' own professional knowledge and theoretical literacy need to be improved. Counselors lack a certain theoretical foundation when conducting education and guidance to students, and their ability to apply theory to practice is insufficient.

6. Counselors lack intrinsic motivation for improving their leadership and management skills (Luo Lifang, 2017). Intrinsic motivation refers to an individual engaging in certain activities due to their own interests and hobbies. It is the real motivation and source to promote their own learning and progress, and it is conducive to the generation of guidance and incentive behavior.

3.3. Recommendations

For the improvement of the leadership and management ability of college counselors, this study puts forward the following seven suggestions from the two levels of school and individual respectively: build a learning and training platform for counselors, build a platform for theoretical and practical research, and create a platform to display the work performance and professional quality development of counselors. platform, establish goal incentives and career

development incentives, clarify the career orientation of counselor education leadership roles, and establish the concept of lifelong learning.

Build a learning and training platform for counselors. Schools must do a good job in pre-job training and special training for counselors, rich training content and novel training methods, such as counselor forums, expert lectures, discussions and exchanges, social practice, outward bound training, vocational skills competitions, summary reports, etc.

Counselors learn and master the knowledge and skills required by the profession in the pre-job training, and internalize them into the professional competence of counselors. This is the ability basis and prerequisite for counselors to go to work. Attached below is the Counselor Leadership Development Program.

3.4. Provisions to Implement the Leadership Development Program

a. Build a theoretical and practical research platform. Counselors who want to improve their leadership and management skills should not simply maintain daily skills, but should also have theoretical and practical research capabilities as the theoretical basis for daily work, and conduct research on hot and difficult issues in students' work. The scientific research ability of counselors needs the guarantee of institutional mechanisms. One is to formulate scientific research incentives to mobilize the enthusiasm of counselors to participate in scientific research. The second is to form a scientific research team as a whole to drive. Voluntarily participate in the formation of a special research team, and use collective efforts to tackle key scientific research and drive the improvement of individual scientific research capabilities. The third is the pull of special projects. By leading counselors to participate in project research, increasing supporting funding for project applicants, setting up special funds, special funds for special purposes, and improving the enthusiasm and initiative of counselors in declaring topics, thereby improving counselors' scientific research ability. The fourth is to cultivate academic quality and research foundation through course research and teaching tasks. Colleges and universities should actively create favorable conditions and encourage more counselors to participate in theoretical and practical research.

b. Create a platform to display the work performance and professional quality development of counselors, fully affirm the work performance of counselors, show professional quality and professional demeanor for counselors, create conditions and atmosphere for counselors to obtain professional happiness, and enable counselors to obtain career The joy of work and the ease of mind.

c. Target incentives. According to Froome's expectation theory, reasonable setting of goals can stimulate the power to achieve the best results. The setting of incentives must first meet the personal development goals in order to mobilize people's enthusiasm and improve work efficiency. Everyone has different life circumstances, different spiritual life pursuits, and different needs for self-realization, so there must be some differences in the pursuit of career development goals. After satisfying material pursuits, counselors pay more attention to the need for self-realization. Under the condition of respecting individual differences, colleges and universities should analyze the subjective career development expectations of counselors and the organizational environment in which counselors live, formulate realistic and individualized development goals, improve the pertinence of incentives, and form an existing system for counselors. Motivated and stressful working situation.

d. Development incentives. Everyone is eager for development, and everyone in the workplace has the desire to improve their quality and ability, and they all look forward to realizing their dream of career development. Colleges and universities should provide more opportunities for counselors to improve their professional quality, such as creating opportunities for overseas study and training, academic exchanges, and experience exchanges, as well as opportunities for improving their academic qualifications and post-job training, so that counselors can continuously improve their professional qualities and abilities. Increase social experience. On the other hand, schools should create career development opportunities for counselors, broaden the career development space of counselors, help counselors plan their career development prospects and directions in the future, and stimulate their internal drive.

e. Correctly understand the professional orientation of the role of counselor as an educational leader. In the interview, I learned that there are still some counselors who do not have a clear understanding of their roles. They think that they are at the bottom of the school's teaching staff, and there is little room for free play in their daily work. And go. This kind of concept hinders the establishment of counselors' own psychological orientation, value orientation, moral evaluation and sense of responsibility, and also creates internal resistance to the improvement of counselors' leadership. Therefore, counselors must clarify their own role as "student leaders", and constantly cultivate and improve their own leadership, in order to effectively enhance the student group's recognition of the counselor's work. Therefore, counselors must constantly adjust their mentality, carefully plan their own career development path, change their working methods and methods, constantly study new situations and solve new problems. Only in this way can counselors be freed from heavy and trivial routine work, actively explore the positive influence on students, and maximize the role of leadership.

f. Counselors should establish the concept of lifelong learning. In March 2014, the Ministry of Education issued the "Professional Competence Standards for College Counselors (Provisional)", requiring counselors to have a broad knowledge base. The majors of most counselors are quite different from the majors of the students they manage. Coupled with the broad knowledge and ability required by the post, they must be able to give students sufficient guidance and help, and they must be able to communicate with students in the context of the information age. If you have the same discourse, you must continue to strengthen your study! Learn how to communicate with others, how to explore the group of college students, and learn how to carry out ideological and political education for college students, and continue to improve yourself from beginning to end. Counselors should actively maintain the concept of lifelong education, strive to improve professional ability, check for deficiencies and make up for omissions, and improve themselves.

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