
Empowerment and Reconstruction: Research on the Construction and Effectiveness of the Integrated Training Model of “Selection, Cultivation, Management, and Application” for Senior Student Counselors

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Abstract: The senior student counselor system is an important carrier for universities to promote “all-staff education, whole-process education, and all-round education” and enhance freshmen’s adaptive education. However, universities generally face problems such as disjointed links and insufficient coordination in “selection, cultivation, management, and application” in the construction of this team, which restricts the exertion of their educational functions. Taking the School of Applied Foreign Languages of Shenzhen Institute of Information Technology as an example, this study constructs and practices an integrated training model of “selection, cultivation, management, and application”. Centering on four links—“precision selection, systematic cultivation, process management, and effective application”—the model forms a closed-loop mechanism and advances relying on a four-dimensional support system of system, resources, culture, and evaluation. Verified by mixed research methods, the model has significantly improved senior student counselors’ post identity and ability structure, especially in empathy, service awareness, and problem-solving ability. This study provides an operable systematic framework for the construction of senior student counselor teams in universities and a practical path for the transformation of peer education from “experience transmission” to “systematic empowerment”.

Keywords: senior student counselors; selection, cultivation, management, and application; integrated training model; empowerment; ability reconstruction

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1. Problem proposal and research path

Against the background of the in-depth transformation of university education models, student work is shifting from “management” to “education”. As a key carrier of peer education in the “all-staff education, whole-process education, and all-round education” system, the construction quality of senior student counselors is directly related to the effectiveness of freshmen’s adaptive education and the refinement level of ideological and political work^[1]. However, universities generally have the phenomenon of “valuing use over cultivation and selection over development”. The links of “selection, cultivation, management, and application” are fragmented and lack coordination, making it difficult for this educational

resource to form a sustainable and virtuous cycle of educational ecology.

Theoretically, the senior student counselor system faces dual role tensions: on the one hand, it derives from the equal mutual assistance attribute of the traditional “senior system”; on the other hand, it is endowed with the identity of “quasi-manager” in modern university governance, needing to balance educational guidance and affairs management. Without scientific design and systematic empowerment, it is prone to vague role identity and weakened work effectiveness. In addition, post-00s freshmen pay more attention to equal dialogue, personalized support, and online interaction, putting forward higher requirements for senior student counselors’ professional literacy and response ability.

In practice, existing research mostly stays at case summary, lacking systematic construction of the whole chain of “selection, cultivation, management, and application”. Most universities are still in the “experience-driven” stage, with prominent problems such as vague selection standards, fragmented training, formalized assessment, and hollowed-out responsibilities. These problems make it difficult for the peer advantages of senior student counselors to be transformed into sustainable and assessable educational achievements, restricting their function in the “great ideological and political education” pattern^[2].

Therefore, taking the School of Applied Foreign Languages of Shenzhen Institute of Information Technology as an example, this study constructs and tests an integrated training model of “selection, cultivation, management, and application” centered on “empowerment” and “reconstruction”. The case has three layers of typicality: first, the diverse structure of freshmen represents the challenges of student work in liberal arts colleges; second, it has a certain work foundation and is in a critical period of transformation from “experience operation” to “system construction”; third, students majoring in foreign languages have strong cross-cultural communication and emotional expression abilities, providing rich qualitative perspectives for the research.

Following the logic of “system construction—practical verification—effect analysis—path optimization”, the study adopts mixed research methods, including literature review, questionnaire survey, in-depth interview, and action research, to achieve theoretical combing, problem diagnosis, program implementation, and dynamic evaluation^[3]. The core innovation of this study is to regard “selection—cultivation—management—application” as a dynamically circulating empowerment system, realizing link connection and collaborative efficiency through institutional design.

2. Role characteristics and current dilemmas of senior student counselors

Senior student counselors are an important part of the “all-staff education, whole-process education, and all-round education” system in universities. The effective exertion of their role depends on the clear cognition and systematic empowerment of role positioning. Theoretically, senior student counselors are outstanding senior students selected, trained, and appointed by universities. Under the guidance of full-time counselors, they assist in carrying out freshmen education, management, and service work as peer education forces. They have dual identities of “student” and “guide”: as students, they share similar growth backgrounds and discourse systems with freshmen, making it easy to establish equal and close trust relationships and create conditions for in-depth communication and implicit education; as guides, they assume the responsibilities of experience transmission, support provision, and assistance in management, and their own growth experiences also become vivid examples for freshmen^[4]. This dual attribute enables senior student counselors to break the time and space limitations of traditional teacher-student interaction, realizing all-weather and immersive companionship and guidance in various scenarios such as dormitories, networks, and the second classroom.

However, this ideal scenario often faces structural dilemmas in practice. Taking the School of Applied Foreign Languages of Shenzhen Institute of Information Technology as an example, its student source structure dominated by liberal arts and a high proportion of female students makes freshmen have more delicate and strong needs for emotional support, interpersonal coordination, and life guidance during the adaptation stage. This was originally a good opportunity for senior student counselors to give play to the advantages of “peer affinity” and “emotional delicacy”, but the reality shows an obvious gap between mechanism design and actual effectiveness. This gap is first reflected in the “supply-demand

mismatch” in the selection link: the existing selection mechanism mostly relies on explicit qualifications such as academic performance and student cadre experience, lacking scientific identification standards for implicit potential such as empathy ability, emotional stability, and communication willingness. As a result, the selection results are “excellent” but may not be “suitable” for the actual needs of freshmen groups.

Second, there is a problem of “insufficient empowerment” in the cultivation link. The training content focuses on institutional knowledge such as school rules and regulations and work processes, lacking scenario simulation and strategy training for common practical problems such as academic anxiety, dormitory conflicts, and emotional fluctuations. This leads to senior student counselors often lacking effective tools and confidence when facing real and complex scenarios, and can only hand over problems, failing to play the buffer and primary intervention role that peer support should have^[5]. The lack of ability supply not only affects work effectiveness but also weakens their role identity.

Finally, the systematic limitations in selection, cultivation, and cognition are manifested in the dual “ceiling” of ability and initiative in practice. The work of senior student counselors is prone to be limited to transactional content such as information transmission and activity notifications, lacking continuous investment and creative intervention in class learning style construction, students’ career enlightenment, and team cohesion cultivation. The case shows that the root cause of the problem is not the lack of individual ability, but the system failure caused by the fragmentation of “selection, cultivation, management, and application” links and the failure to form an empowerment closed loop. Therefore, this study will conduct an empirical survey around the above dilemmas through questionnaire design, accurately diagnose the weak points of each link, and provide a basis for constructing an integrated training model that can systematically improve senior student counselors’ role identity, practical ability, and work effectiveness, promoting their transformation from passive “administrative assistants” to active “educational collaborators”.

3. Construction of the integrated model of “selection, cultivation, management, and application”

The traditional training model of senior student counselors mainly relies on personal registration and the “mentorship” of the previous session for about three months to determine candidates. Although this method can cultivate some student backbones who perform basic duties, it has obvious deficiencies in systematic construction and standardized management, leading to some senior student counselors failing to fully assume the role of “bridge” and “guide” in practical work. Specifically, it manifests in two extremes: some only mechanically execute tasks, lacking active thinking and innovation; others over-invest in specific affairs, neglecting necessary communication and information feedback with counselors. This phenomenon of disjointed links in “selection, cultivation, management, and application” makes it difficult for pre-training to be effectively transformed into practical work ability, restricting the overall effectiveness of the team. Therefore, constructing a systematic and full-cycle integrated training model of “selection, cultivation, management, and application” has become an urgent need to improve the work quality of senior student counselors and promote the real implementation of their roles^[6].

3.1. Theoretical basis and principles of model construction

Based on system theory and human resource management theory, this model integrates “person-job fit” theory, process evaluation, and incentive theory to construct a logically consistent and operable integrated training system. The system follows four core principles: (1) Systematic principle: Regard selection, cultivation, management, and application as an organic whole, strengthen link connection and linkage, and form a closed-loop training process; (2) Developmental principle: Focus on the growth trajectory of senior student counselors and improve their comprehensive quality and professional ability through continuous empowerment; (3) Practical principle: Closely focus on the actual work of the college, focus on real problems and needs, and ensure the model is operable and valuable; (4) Dynamic adjustment principle: Establish a continuous improvement mechanism based on implementation feedback, so that the model can be

optimized with changes in operation effects and the environment.

3.2. Specific construction content of each link of “selection, cultivation, management, and application”

3.2.1. “Selection”: Construct a precision selection mechanism

“Selection” is the foundation of system construction, aiming to achieve person-job fit from the source. To break the limitation of relying solely on personal registration, a two-track parallel method of “independent registration + counselor recommendation” is adopted to broaden talent discovery channels. On this basis, a four-in-one selection standard of “political literacy + academic performance + ability traits + personality charm” is constructed, with special emphasis on abilities closely related to freshmen majoring in foreign languages, such as cross-cultural communication, service awareness, and organizational coordination^[7]. The selection process follows a standardized procedure of “announcement release—personal application/counselor recommendation—qualification review—written test/psychological test—series of training—structured interview (including scenario simulation)—publicity and appointment”. A selection committee composed of college leaders, full-time counselors, professional teachers, and representatives of outstanding senior student counselors from previous sessions conducts joint reviews to ensure the process is open, rigorous, and orderly.

3.2.2. “Cultivation”: Establish a systematic cultivation system

Before taking office, senior student counselors need to complete a three-month systematic training covering the whole process of “pre-service intensive training—in-service thematic improvement—post-service summary and reflection”. The training faculty is composed of full-time counselors, professional teachers, and internal and external experts, and the content covers three modules: first, pre-service general training, focusing on role cognition, school rules and regulations, and safety education; second, core ability training, carrying out practical skill training such as freshmen adaptation guidance, basic psychological support, team building, activity planning, and initial crisis intervention; third, professional characteristic training, designing content such as “peer guidance in career planning” and “professional learning method sharing workshop” to strengthen relevance to the college’s majors. The cultivation method adheres to the combination of theory and practice. In addition to lectures and workshops, a “mentorship” full-cycle accompaniment mechanism is specially established to promote experience inheritance and ability internalization through scenario simulation and case discussion.

3.2.3. “Management”: Improve the process management and assessment mechanism

To ensure standardized and effective work, the college has issued the Job Responsibilities and Code of Conduct for Senior Student Counselors and the Assessment and Management Measures for Senior Student Counselors. In terms of process guidance, a counselor pairing guidance system is implemented, and an innovative “student work office on-duty assistant” mechanism is established, enabling senior student counselors to familiarize themselves with the overall work through participating in daily on-duty and naturally deepen communication with counselors. At the same time, through monthly meetings, experience exchanges, and structured monthly reports (summarizing completed items, next-month plans, and improvement directions), a continuous tracking and reflection work closed loop is formed. The assessment system adopts multi-source evaluation, combining evaluations from counselors, freshmen, peers, and self-evaluation. The content covers work attitude, effectiveness, innovation, and personal growth, and the results are directly linked to awards, evaluations, and re-appointment, forming a dynamic management mechanism of “ability-based promotion and demotion”.

3.2.4. “Application”: Construct an empowering application and development platform

An effective application and development mechanism is the key to stimulating team vitality and realizing the integrated closed loop. The college is committed to building a support system based on “clear powers and responsibilities, appropriate authorization”, driven by “diversified incentives, hierarchical development”, and extended by “continuous tracking, feedback and inheritance”. At the work level, the work boundaries are clearly defined and they are entrusted with

reasonable autonomy in class activities and information feedback to encourage them to give play to their “peer” advantages for innovation^[8]. At the incentive level, a hierarchical incentive combining spiritual incentives (issuing appointment certificates, public recognition), development incentives (key consideration in recommending excellent candidates for Party membership and awards), and appropriate material incentives is established. At the long-term development level, outstanding individuals can be appointed as “peer mentors” for the next session, forming a sustainable development path of “selection—cultivation—application—feedback”.

In summary, the integrated model of “selection, cultivation, management, and application” takes precision selection as the foundation, systematic cultivation as empowerment for growth, process management as standardization for performance, and effective application as stimulation for value. The four links are interlocking, forming a closed-loop connected and dynamically optimized talent training and role exertion system, providing institutional guarantee and practical framework for senior student counselors to transform from “administrative assistants” to “educational collaborators”.

4. Implementation path and guarantee mechanism

4.1. Phased implementation path

Following a gradual implementation path of “pilot first, gradual improvement, full promotion, and continuous iteration”, the model ensures steady landing and effective operation.

(1) Phase 1: Pilot and mechanism construction (2024-2025 academic year)

The college establishes a special working group led by the leader in charge of student work, with the participation of the student work office, representatives of professional teachers, and outstanding student backbones. The group is responsible for drafting and demonstrating core systems such as the Selection Measures for Senior Student Counselors, Training Syllabus, Work Manual, and Assessment and Management Measures. The first round of full-process pilots is carried out in 3 majors, and each link of the new model is strictly implemented. Feedback from participants is collected through focus groups, anonymous questionnaires, and case interviews to provide a basis for initial evaluation and adjustment.

(2) Phase 2: Optimization and full promotion (2025-2026 academic year)

Systematically analyze the operation data and qualitative feedback from the pilot phase, and conduct targeted revisions and optimizations to selection standards, training content, management processes, and incentive measures. Promote the improved model to all freshmen grades in the college to achieve normalized operation.

(3) Phase 3: Normalization and brand building (long-term)

Solidify mature practices into standardized operating procedures and incorporate them into the college’s student work system. Create a student work brand by holding annual appointment and recognition ceremonies, setting up special honors for “Outstanding Senior Student Counselors”, and publicizing advanced deeds. At the same time, establish a long-term growth tracking mechanism, conduct regular follow-up surveys, evaluate the sustained impact of the model on the development of senior student counselors, and provide empirical support for iterative optimization.

4.2. Multi-dimensional guarantee mechanism

To support the sustained operation and effectiveness of the model, a four-in-one collaborative guarantee system of organization, resources, system, and culture is constructed.

4.2.1. Organizational guarantee

Incorporate the construction of the senior student counselor team into the college’s annual work priorities, clarify the student work office as the main responsible department for overall coordination and implementation. Establish a normalized coordination mechanism among the student work team, professional teachers, academic affairs department,

and Youth League Committee to form a joint education force.

4.2.2. Resource guarantee

The university sets up work-study positions to provide labor services and identity recognition for senior student counselors on duty; the college allocates special funds to ensure the implementation of training, activities, and incentives. Relying on physical spaces such as “one-stop” student communities, psychological counseling stations, and professional classrooms, build fixed venues for training and activities. Form a stable faculty team composed of counselors, professional teachers, and external experts.

4.2.3. System guarantee

Establish and improve rules and regulations covering the whole process of selection, cultivation, management, incentive, and withdrawal to ensure the work is rule-based, open, and transparent. Establish a regular evaluation and dynamic revision mechanism for systems, and adjust them according to implementation effects, student feedback, and policy changes to maintain system vitality.

4.2.4. Cultural guarantee

Continuously publicize the work value and growth stories of senior student counselors through platforms such as the college’s official website, public account, and publicity boards to enhance their visibility, sense of honor, and identity^[9]. Actively create a team atmosphere of “mentoring, experience sharing, and mutual growth”. Cultivate a cultural gene centered on “inheritance, dedication, and growth” through establishing associations, carrying out quality development activities, and holding salons to enhance the team’s sense of belonging and service motivation.

Through the above three-phase implementation path and four-in-one guarantee mechanism, the integrated training model of “selection, cultivation, management, and application” is transformed from a system blueprint into stable practice, continuously empowering the professional development and high-quality education of the college’s student work.

5. Case application and effect analysis

5.1. Research design and implementation

5.1.1. Research objects and methods

Adopting a mixed research method, this study takes 18 senior student counselors from the 2024 grade (traditional model) and 2025 grade (new model) of the School of Applied Foreign Languages of Shenzhen Institute of Information Technology as research objects. Through a combination of questionnaire surveys and semi-structured interviews, quantitative and qualitative data are systematically collected to comprehensively evaluate the implementation effect of the integrated training model of “selection, cultivation, management, and application”^[10].

5.1.2. Questionnaire design

The questionnaire is divided into two versions, A and B, targeting senior student counselors under the new model (2025 grade) and the traditional model (2024 grade) respectively. The questionnaire content includes three parts: first, using a 5-point Likert scale to evaluate each link of “selection, cultivation, management, and application”; second, self-evaluating the improvement degree of 10 core abilities; third, open-ended questions to collect typical cases and improvement suggestions.

5.1.3. Data collection and analysis

The questionnaire survey was conducted in January 2026, with 18 questionnaires distributed and 18 validly recovered, with an effective recovery rate of 100%. Meanwhile, semi-structured in-depth interviews were conducted with 6 senior student

counselors (3 from each of the old and new model groups) and 2 full-time counselors to obtain in-depth interpretation of the quantitative results.

Quantitative data were analyzed using SPSS 26.0 software, mainly including descriptive statistics (mean, standard deviation, frequency distribution) and inferential statistics (independent samples t-test) to compare differences between the old and new groups on each indicator, and effect size was reported to evaluate the practical significance of the differences. Qualitative texts were coded and classified using thematic analysis to form qualitative conclusions, which were triangulated with quantitative results to improve the robustness and comprehensiveness of the research.

5.2. Quantitative data analysis results

Table 1. Comparative analysis of perceptual evaluation of each link of the integrated model of “selection, cultivation, management, and application”

Evaluation Dimension	Specific Measurement Indicators	Traditional Model Group (n = 5) M ± SD	Integrated Model Group (n = 10) M ± SD	Mean Difference (Δ)	Effect Size (Cohen's d)
Selection Link	1. Accurate and effective selection standards	4.60 ± 0.55	4.90 ± 0.32	+ 0.30	0.73
	2. Fair and standardized selection process	4.80 ± 0.45	4.90 ± 0.32	+ 0.10	0.27
Cultivation Link	3. Training content matches needs	4.60 ± 0.55	4.80 ± 0.42	+ 0.20	0.42
	4. Help from the mentorship mechanism	4.60 ± 0.55	4.90 ± 0.32	+ 0.30	0.73
	5. Support from the one-stop community	4.80 ± 0.45	4.90 ± 0.32	+ 0.10	0.27
Management Link	6. Timely and effective guidance from counselors	4.80 ± 0.45	4.90 ± 0.32	+ 0.10	0.27
	7. On-duty at the student work office deepens understanding	4.60 ± 0.55	4.70 ± 0.48	+ 0.10	0.20
Application Link	8. Authorized to support innovation	5.00 ± 0.00	4.90 ± 0.32	- 0.10	- 0.41
	9. Attractive incentive measures	4.60 ± 0.55	4.70 ± 0.48	+ 0.10	0.20
	10. Helpful for personal development	5.00 ± 0.00	4.90 ± 0.32	- 0.10	- 0.41

Note: 1. Effect size d interpretation standards: small effect ($0.2 \leq |d| < 0.5$), medium effect ($0.5 \leq |d| < 0.8$), large effect ($|d| \geq 0.8$); 2. Scale scoring range: 1-5 points.

As shown in Table 1, the integrated model has shown clear empowerment effects in most links. In the selection link, the effect size of “accurate and effective selection standards” reaches 0.73 (medium effect), indicating that the “four-in-one” standard has significantly improved the accuracy of person-job fit; “fair and standardized selection process” shows a positive trend, reflecting that process standardization enhances the perception of procedural justice. In the cultivation link, the effect size of “help from the mentorship mechanism” is prominent ($d = 0.73$), showing that the experience inheritance mechanism effectively strengthens peer support; “training content matches needs” reaches a small to medium effect ($d = 0.42$), reflecting the improved pertinence of training content. In the management link, both “timely and effective guidance from counselors” and “on-duty at the student work office deepens understanding” show positive trends, indicating that the combination of process guidance and immersive practice helps deepen role cognition^[11]. In the application link, although “attractive incentive measures” have a slight improvement ($d = 0.20$), the means of “authorized to support innovation” and “helpful for personal development” have slightly decreased, suggesting the need to further clarify the authorization boundary, strengthen development incentives, and establish an “authorization—feedback—evaluation” mechanism.

Overall, the new model has higher means than the traditional model in 8 out of 10 indicators, showing an overall positive trend of + 0.16, with a comprehensive effect size of $d = 0.48$, reaching a small to medium effect level. This indicates that the integrated design has formed an extensive empowerment trend in each link, laying a foundation for

continuous optimization.

Table 2. Comparative analysis of the reconstruction effect of senior student counselors' ability structure (Multiple Choices)

Ability Dimension Classification	Specific Ability Items	Selection Rate of Traditional Model Group (n = 5)	Selection Rate of Integrated Model Group (n = 10)	Selection Rate Change (Δ)
Transaction Management and Self-Development	Time management and multi-tasking ability	100%	80%	-20%
	Organizational coordination and team building ability	60%	50%	-10%
Interpersonal Interaction and Problem Solving	Communication and crisis handling ability	60%	70%	+10%
	Problem discovery and solving ability	60%	70%	+10%
Value Identification and Soft Literacy	Empathy and service awareness	40%	80%	+40%
	Career planning awareness	20%	20%	0%

Table 2 shows that the integrated model promotes the systematic reconstruction of the ability structure. Under the traditional model, abilities are concentrated in “time management and multi-tasking ability” (100%), showing a transaction execution orientation; under the integrated model, the selection rates of “communication and crisis handling ability” and “problem discovery and solving ability” both increased by 10%, and “empathy and service awareness” jumped from 40% to 80% (an increase of 40%). This reflects that mechanisms such as scenario simulation, case discussion, and student work office on-duty have effectively strengthened problem-solving and emotional investment abilities. However, “career planning awareness” is still at a low level (20%), indicating that the connection with long-term development is still a shortcoming.

In summary, the integrated model promotes the shift of ability focus from “transaction execution” to “interpersonal care and problem solving”, realizing a substantive transformation from “managing affairs” to “educating people”. This structural optimization is the concentrated embodiment of the “empowerment” and “reconstruction” value of the new model.

Table 3. Coding analysis of model optimization needs based on qualitative feedback

Optimization Need Category	Representative Original Expressions (Questionnaire Excerpts)	Mention Frequency	Corresponding Optimization Links
Deepening ability cultivation	“Increase training on handling emergencies and identifying freshmen’s psychological problems” “Share real complex cases (such as solving dormitory conflicts)”	High frequency (≥ 5 times)	Cultivation link
Refining process management	“Work division can be more clear and definite” “Establish more flexible work feedback channels”	Medium frequency (3-4 times)	Management link
Connecting long-term development	(Career planning awareness selection rate is only 20%) Implied needs from data	Potential need	Application link
Ensuring implementation conditions	“Training time should not be fixed during class hours as much as possible”	Low frequency (1-2 times)	System arrangement

Based on qualitative feedback, Table 3 provides practical guidance for model optimization. High-frequency needs include deepening ability cultivation (such as increasing training on emergency scenarios and psychological identification), refining process management (clarifying division of labor and flexible feedback), and connecting long-term development (establishing a career development connection mechanism)^[12]. These feedbacks point to the continuous optimization direction of the cultivation, management, and application links, which are mutually confirmed with quantitative data, providing a basis for model iteration.

6. Conclusion and outlook

6.1. Research conclusion

Taking “empowerment” and “reconstruction” as the main lines, this study constructs and verifies the integrated training model of “selection, cultivation, management, and application” for senior student counselors, forming the following conclusions:

First, through systematic design, the model effectively solves the dilemma of disjointed links in traditional training. Research shows that integrating selection, cultivation, management, and application into an organic whole and establishing a dynamically feedback operational mechanism have significantly improved the standardization and coordination of work, providing institutional support for senior student counselors to transform from “administrative assistants” to “educational collaborators”.

Second, the core effect of the model is reflected in the systematic reconstruction of the ability structure. On the basis of consolidating transaction execution ability, integrated training has significantly enhanced soft abilities such as empathy, service awareness, communication and coordination, and problem solving, promoting the shift of ability focus from “efficiency orientation” to “education orientation”, marking the transformation of the training paradigm from “experience transmission” to “systematic empowerment”.

Third, the study reveals the internal logic of the model’s continuous optimization. Relying on the “construction—evaluation—optimization” closed loop, the model has dynamic adjustment ability. In the future, it is necessary to deepen high-order scenario training in cultivation, refine power-responsibility feedback in management, and strengthen development connection in application to continuously improve the model’s effectiveness^[13].

6.2. Practical outlook

Although this study has initially verified the effectiveness of the integrated model, there are still limitations: the case is taken from a single college with a limited sample size ($n = 18$), and the universality across universities and disciplines needs further verification; the research cycle is relatively short, failing to track the long-term development of senior student counselors after taking office, and the sustained impact of the model on professional literacy and leadership remains to be observed^[14].

Therefore, future research can be deepened in the following directions:

First, carry out long-term tracking to evaluate the sustained impact of the model on senior student counselors’ career development and leadership formation, and reveal the long-term mechanism of “empowerment”;

Second, promote digital empowerment, explore the use of smart campus platforms to realize digital recording, personalized analysis, and intelligent support of the training process, improving the efficiency and accuracy of the model;

Third, strengthen cross-university comparative research, verify and optimize the model in different types of universities, and construct a more universal student backbone training paradigm.

6.3. Epilogue

The integrated model of “selection, cultivation, management, and application” not only provides an operable team construction plan for the case college but also shows a systematic, professional, and developmental path for the construction of student work teams^[15]. It responds to the requirements of improving the quality and efficiency of ideological and political work in universities in the new era and injects new vitality into peer education. It is expected that

this exploration will continue to deepen, contributing practical wisdom and institutional reference for cultivating student backbones who “know their responsibilities, understand methods, and have temperature” and building a collaborative and efficient university education ecology.

Disclosure statement

The author declares no conflict of interest.

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