

Article

# Team Collaboration and Effectiveness Improvement Strategies for Counselors in Student Management

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**Abstract:** The management of college students involves tasks such as ideological and political guidance, academic assistance, psychological care, daily care, and crisis intervention. It is impossible to achieve high-quality student management solely based on the work experience of individual counselors. The collaboration of the counselor team can achieve information exchange, resource sharing, and work coordination, and is one of the effective paths to improve the standardized management of students and the effectiveness of education. This article starts from three aspects: the significance of collective collaboration, the constraints, and the optimization strategies. It points out that the team efficiency will be affected by factors such as the collective collaborative concept, responsibilities, means, and evaluation indicators, and proposes suggestions such as establishing consensus, reasonable division of labor, smooth communication mechanisms, and optimizing the evaluation system, in order to provide references for the collective construction of college counselors and the improvement of the effectiveness of student education management.

**Keywords:** Counselor; Teamwork; Student Management; Work Efficiency

## 1. Introduction

In the face of an increasingly diverse student population in universities, student affairs no longer merely involve handling daily affairs, and the work of counselors no longer remains at a simple execution level. Instead, it encompasses a comprehensive process involving multi-departmental collaboration, information collection and analysis, resource integration and allocation, as well as process follow-up and feedback. If the relationship of group cooperation is unstable, it will lead to problems such as fragmented information, unclear responsibilities, and low response speed, thereby affecting the management efficiency of students. Therefore, it is necessary to re-examine the effective connotation, obstacle factors, and countermeasures of the operation mechanism of teachers' work from the perspective of group cooperation.

## 2. The Practical Significance of Counselors' Team Collaboration in Student Management

### 2.1. An Important Foundation for the Integration of Student Management Tasks

The management of college students covers various aspects such as ideological education, academic guidance, psychological counseling, assistance and relief, dormitory management, employment guidance, safety education, etc. The tasks are numerous and the working hours are long [1]. By forming a working team with the guidance counselor as the core, the limitations of individual undertaking various job functions can be overcome. Information sharing and resource sharing can be carried out among different departments, grades, and majors. The task coordination, experience exchange, and program connection within the team can transform the single-operation of student management into multi-party collaboration, reducing ineffective labor and information blind spots. For handling emergencies, providing assistance to key students, and conducting special work during special periods, teamwork can improve response speed

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and handling efficiency, making student management more standardized, accurate, and efficient.

### *2.2. A Key Support for the Formation of a Collaborative Education Pattern*

Student development encompasses various aspects such as ideological awareness, learning progress, behavior, psychological changes, family education, and social factors. A single management force cannot cover all these aspects. The collaborative efforts of the counselor team can integrate the strengths, experiences, and connections of different members to form a joint support system. During this process, team members work together in accordance with the common goal, divide the tasks, and follow up on the progress, enhancing the coordination and comprehensiveness of the work, and achieving effective linkage between counselors and various departments and teachers of the school. The student work should be transformed from a management-oriented approach to a full-cycle and all-process education approach [2].

### *2.3. A Practical Requirement for Optimizing Counselors' Work Effectiveness*

The work of a counselor is characterized by its complexity and multiplicity of responsibilities, as well as frequent occurrence of unexpected events. Attempting to handle these issues solely based on one's own experience can lead to concentrated work pressure, inconsistent operational standards, and low management efficiency [3]. Utilizing a team collaboration model can achieve the division of responsibilities, standardization of process design, and sharing of resources, effectively reducing the repetition of work for each counselor and improving the overall team efficiency. In the face of the same problems, a case library, work records, and emergency plans can be established to prevent uncertain factors arising from ad hoc responses. For some more complex matters, such as handling special student cases, psychological counseling, and creating a favorable educational atmosphere, teamwork can achieve collective wisdom and efforts, optimizing decision-making quality and execution results, and ultimately promoting the transformation of counselor work from experience-based management to standardized, collaborative, and refined management.

## **3. Major Factors Affecting the Effectiveness of Counselors' Team Collaboration**

### *3.1. Weak Collaborative Awareness Restricts the Formation of Team Consensus*

The formation of the collaborative effectiveness of the counselor team relies on the basic consensus among all members regarding the common goals, work principles, and educational responsibilities. When counselors overly emphasize their individual areas of responsibility, they tend to view education as an isolated activity, neglecting communication, negotiation, and sharing. Some of the work merely involves conveying information, assigning tasks, and reporting results, without conducting systematic research based on the growth patterns of students, resulting in unclear work goals and uneven promotion efficiency. The lack of a sense of collaboration also affects the summary of work experience, making it difficult to solidify excellent practices into stable mechanisms, leading to fragmented student management work.

### *3.2. Blurred Responsibility Boundaries Affect Orderly Work Coordination*

Clear division of responsibilities and work procedures are one of the essential conditions for the collaboration of the counselor team. Unclear job roles, grade levels, special activities, and authority in emergency situations will lead to multiple participants, mutual evasion, or lack of authority and responsibility in the work. Student management work is continuous and partially overlapping, involving aspects such as the understanding of students' ideological conditions, academic warnings, mental health education, disciplinary handling, and communication between home and school. If the responsibility boundaries are unclear, it is likely to disrupt the work order and affect the work results. Some relatively complex work processes lack specific information records and subsequent follow-up regulations during the circulation process, resulting in information breaks and affecting the overall execution ability.

### *3.3. Lagging Communication Mechanisms Reduce the Efficiency of Information Transmission*

Effective communication is the foundation for the collaborative operation of the counselor team. If it still remains at the level of temporary notifications, fragmented information exchanges, or delayed responses, it will be difficult to collect and accurately convey student management information. The ideological dynamics, emotional changes, abnormal academic situations, and emergencies of students all have the characteristic of immediacy. Slow information transmission will lead to delayed decision-making and handling, increasing management risks. Some teams lack fixed regular meeting systems, classified ledgers, online communication spaces, and tracking mechanisms for important matters. The information flow within the team is insufficient, resulting in incomplete basis for work judgment and insufficient communication, which also causes difficulties in departmental collaboration and leads to the phenomenon of lack of continuity and circularity in management methods.

### *3.4. Imbalanced Evaluation Orientation Weakens the Motivation for Collective Collaboration*

The evaluation system affects the enthusiasm of counselors to participate in team collaboration. If too much emphasis is placed on individual task completion, single-item outcome production, and short-term performance indicators, it will cause team members to focus on accumulating their own performance rather than collective exploration, experience sharing, and mutual assistance. Some tasks that require collaboration may have hidden characteristics, such as one-on-one tracking of important students, joint handling of emergencies, and team plan design. If there is no corresponding weight in the evaluation, it is easy to occur a phenomenon where the collaboration input does not match the assessment score. Evaluation distortion will reduce the enthusiasm and initiative of team members to participate in public affairs and weaken the long-term collaboration motivation.

## **4. Strategies for Enhancing Counselors' Team Collaboration and Effectiveness in Student Management**

### *4.1. Building Collaborative Consensus and Consolidating the Conceptual Foundation of Teamwork*

The key to enhancing the teamwork efficiency of the counselor team lies in converting the scattered individual responsibilities into a common educational duty. During the student management process, a consistent ideal belief and value orientation should be formed [4]. Universities can establish a regular thematic discussion mechanism based on the growth needs of students, the development positioning of the school, and the job responsibilities of counselors. They should incorporate content such as ideological and political education, academic style construction, mental health, safety management, and career development into the core topics of the team. Team consensus should not only be reflected at the institutional level but also be implemented at the practical level through case discussions, problem discussions, experience exchanges, and work commitments. For counselors of different grades and different majors, this collaborative spirit should also be manifested as equal treatment of key student groups, joint response to critical events, and shared responsibility for students' growth.

For instance, during the orientation process of a certain college, it was discovered that some students had problems in adapting to the new environment, including issues related to dormitory relationships, professional identity, study rhythm, and psychological stress. The college's counselor team did not simply assign these students to be handled by individual counselors alone. Instead, they mobilized all the faculty members to conduct a collective discussion. Each graduating class counselor combined the students' growth experiences to identify the main adaptation problems they had encountered in previous stages; the psychological specialist counselor proposed corresponding communication methods and crisis warning mechanisms; the financial aid counselor provided a list of key students in need of special assistance; the academic style counselor formulated a late-night study supervision record sheet and an attendance sheet for classes. Through the collective

discussion, an admission adaptation support plan was formed, including weekly visits to student dormitories, bi-weekly class reports, and monthly key student meetings. When the cooperative consensus is implemented through joint analysis and execution, the counselor team can shift from individual responses to a collaborative management model.

#### *4.2. Clarifying Responsibility Division and Improving the Coordination Chain of Student Management*

The teamwork of counselors should be based on clear division of responsibilities to avoid confusion in roles, congestion in processes, and delayed responses due to overlapping responsibilities. Universities should categorize and summarize their daily work, special tasks, key tasks, and emergencies according to the characteristics of student management, and clearly define the leaders, executors, goals, and feedback time. Division of labor is not simply cutting up the work; instead, it should establish information communication channels between each link to form a closed-loop system where information input - problem handling - behavior output - result feedback is integrated. For tasks such as counseling sessions, mental health early warning, disciplinary handling, financial aid determination, and career guidance, standardized work procedures should be established to prevent multiple counseling sessions for the same person or omissions of necessary steps among different counselors. In the team, detailed work lists and flowcharts can be compiled to fix some routine practices and thereby enhance the standardization of management work.

For instance, in the past academic warning system of a certain school, there were situations where the teaching materials for courses, home-school communication records, and the assistance process were managed separately, resulting in the failure to implement early intervention for some students. Later, the counselor team restructured the process based on the workflow of "centralized information - risk level classification - matching of assistance targets - task tracking and handling - effectiveness feedback". Grade counselors collected the list of students with poor academic performance, full-time academic counselors were responsible for assessing the warning levels for the students, class counselors were responsible for communication and conversation while recording the reasons, and there should be a dedicated person to be responsible for establishing a standard consultation model and keeping records, and holding academic support meetings every month. For a student who failed two consecutive semesters, the team analyzed their grades and identified that the primary issues were a weak academic foundation and an irregular daily routine. Subsequently, peer counseling, on-campus management, home visits, and academic monitoring were arranged. After half a year, the one-time pass rate of the student's subsequent re-examinations increased significantly.

#### *4.3. Smoothing Communication Channels and Improving the Collaborative Level of Information Sharing*

The work of the counselor in student management has a strong characteristic of immediacy. Changes in students' thoughts, fluctuations in their studies, psychological crises, and behavioral deviations all require prompt discovery and rapid response. To ensure smooth communication channels, teamwork should be carried out from four aspects: meeting communication, online communication, the establishment of an archive database, and the collaboration of various departments. Within the team, a fixed regular meeting system can be established to discuss important issues related to students, pay attention to the situation of important classes, and complete important tasks; through the construction of various resource libraries on online collaboration platforms, the dynamic management of students can be grasped; through the recording of conversation content, measures, and feedback in work logs, information loss can be reduced; finally, it should be connected with the teaching department, the student affairs department, the psychological counseling center, the security and protection department, and the logistics support department.

For instance, in handling conflicts in student dormitories at a certain university, it was discovered that the conversation details recorded by the counselors, the life-related

details reported by the life committee members, and the risk points highlighted by the psychological counseling center were scattered across different channels, resulting in insufficient initial analysis. Later, the college counselor team established an "Important Matters Sharing Sheet", categorizing dormitory conflicts, psychological problems, learning difficulties, and disciplinary violations into four types for record-keeping. For a female dormitory where there was a long-term cold war and inconsistent schedules, the class counselor first recorded the content of the first conversation, and then the dormitory administrator supplemented late return and hygiene conditions, while the psychological specialist counselor marked the existing problems and proposed corresponding suggestions, and the grade supervisor organized a tripartite consultation. A series of measures such as multi-level conversation, revision of dormitory system, psychological support appointment, tracking feedback and so on were adopted to finally ease the dormitory relationship and restore the classroom attendance of relevant students to stability.

#### *4.4. Optimizing Evaluation Methods and Stimulating Sustained Team Collaboration Momentum*

The evaluation mechanism is a crucial factor determining whether the collaboration among the counselor team can be sustained. If the assessment focuses mainly on the quantity of personal information, the effect of individual activities, and the completion degree of temporary tasks for a long time, it is likely to result in the lack of recognition for the hidden efforts of individuals in the team collaboration, and reduce the initiative of members to participate in public affairs. To optimize the evaluation method, the individual work performance assessment score should be combined with the team contribution score, and the assessment content should include collaborative research, experience exchange, assistance for disadvantaged students, handling of emergencies, support for special tasks, etc. The evaluation standard for work should be positioned as process-oriented and effect-oriented. It should not only examine the implementation of the counselor's work by students, but also assess the efforts made by other team members in collecting information, formulating plans, coordinating and distributing, and subsequent tracking. For outputs formed by cross-grade, cross-discipline, and cross-departmental collaboration, a team score or a joint recognition mechanism can be set up to avoid the collaborative work being overshadowed by individual achievements [5].

For example, the original evaluation criteria of a certain college were based on a comprehensive scoring system that took into account the number of communication sessions with students, the frequency of holding class meetings, and the quantity of activity materials. However, some counselors did not actively participate in the school's collective activities. Subsequently, the college added the collaborative impact factor as a separate component to the scoring system, accounting for a certain proportion of the annual assessment. The content included assistance for special groups, the completion of specific tasks, the participation in case reviews, and the effectiveness of communication, etc. Regarding the issue of graduates' difficulty in finding jobs, the graduation class counselors established files for unemployed students; the graduation-specific counselors helped them contact enterprises; the psychological-specific counselors evaluated their job-seeking anxiety and provided psychological counseling; and the lower-grade counselors assisted in organizing mock interview volunteer services. Eventually, several students found suitable jobs. During the assessment process, the school did not only evaluate the individual achievements of the graduation class counselors, but rather confirmed the contributions of each member based on everyone's work logs, and the evaluation method was more reasonable.

## **5. Conclusion**

Collaboration among the counselor team is one of the important ways to enhance the educational management level of students. It is related to the connection of various tasks and the consistency of training goals. In response to the trends of diversified student needs, refined management, and complex crisis handling, the counselor team has spontaneously

shifted from individual experience-based working methods to team-coordinated operation methods. By strengthening the sense of collaboration, clarifying the boundaries of responsibilities, facilitating communication mechanisms, and optimizing the evaluation system, the information flow, resource allocation, and problem handling in student management can form a more stable working loop. In the future, universities can further utilize digital technology, case libraries, and departmental collaboration to promote the standardized, precise, and regularized collaborative work of counselors.

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