

Research on the Working Mode of Counselors Based on the "Fengqiao Experience"

Wenshu Zhou

School of Food Science and Engineering, Nanjing University of Finance and Economics, Nanjing 210023, Jiangsu, China

Email: 9120221082@nufe.edu.cn

How to cite this paper: Zhou, W. S. (2025). Research on the working mode of counselors based on the "Fengqiao Experience". *Critical Review of International Social and Political Philosophy*, 1(1), 47-54. ISSN Print: 3079-5133; ISSN Online: 3079-5141.

<https://doi.org/10.63313/crispp.9005>

Published: 2025-11-17

Copyright © 2025 by author(s) and Erytis Publishing Limited.

This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).

<http://creativecommons.org/licenses/by/4.0/>



Abstract

In the new era, student affairs management in colleges and universities faces challenges such as diversified student demands, hidden conflicts and disputes, and issues with governance efficiency. As the backbone of ideological and political work in higher education, the traditional "administrative" and "fire-fighting" working modes of counselors are increasingly inadequate to meet current demands. Drawing on the classic wisdom of Chinese grassroots social governance—the "Fengqiao Experience"—this study explores the intrinsic alignment between its core principles and the work of counselors. It aims to construct a new counselor working model centered on "prevention first, grassroots focus, and endogenous growth." This model emphasizes shifting the work focus from "post-incident handling" to "pre-incident warning," transforming the working subject from "individual effort" to "co-governance between teachers and students," and upgrading working methods from "management and restraint" to "service and guidance." The paper systematically elaborates the theoretical foundation of this model and constructs its practical framework, which includes creating an information early warning mechanism of "frontline pre-positioning," a conflict mediation mechanism of "multi-party collaboration," and a growth guidance mechanism of "infiltration and nurturing." Finally, specific implementation paths are proposed, such as enhancing the core competencies of counselors, cultivating student backbone teams, leveraging digital tools, and improving institutional safeguards. These measures aim to advance the professionalization, refinement, and scientific level of counselor work, thereby fulfilling the fundamental task of fostering virtue and cultivating talent.

Keywords

Fengqiao Experience; Counselor; Working mode; Conflict mediation; Student self-governance; Source governance

1. Introduction

Counselors serve as the backbone in conducting ideological and political education for college students. They are the organizers, implementers, and guides of daily ideological and political education and management. However, with profound changes in the social environment, student demographics, and the operational models of

higher education institutions, the traditional working model of counselors faces severe challenges, including [1]: a) Workload Overload: Counselors are often overwhelmed by administrative tasks such as information statistics, activity organization, and daily attendance checks. This marginalizes their core functions of ideological guidance and psychological care, leading to a predicament of being "busy yet ineffective."; b) Passivity in Conflict Resolution: Conflicts and disputes among students—related to dormitory relations, academic competition, online comments, emotional issues, etc.—are often only identified after they erupt. Counselors frequently act as "firefighters," adopting reactive measures that are not only costly but also tend to address symptoms rather than root causes, often resulting in recurrence or escalation of conflicts; c) Unipolar Governance Structure: Under the current model, counselors are often regarded as the "sole responsible person" and "ultimate solver" for student issues. This over-reliance neglects the educational responsibilities of professional teachers and administrative departments, while also suppressing students' potential for self-management, self-education, and self-service. Consequently, the governance structure becomes singular and weak; d) Fragmentation in Educational Management: Tasks such as ideological education, administrative affairs management, psychological counseling, and career planning are often fragmented and lack effective synergy, making it difficult to provide systematic and full-cycle support for student growth.

To overcome these challenges, a fundamental paradigm shift in the working mode of counselors is urgently needed. The "Fengqiao Experience," originating from China's social governance practices, offers valuable ideological resources and practical guidance with its core tenets of "people-oriented, mass reliance, prevention first, mediation priority, and legal safeguards." Creatively applying its essence to counselor work and exploring the construction of a more resilient and effective working model hold significant theoretical value and practical urgency.

2. Theoretical Alignment: The Intrinsic Connection Between the Core Essence of the "Fengqiao Experience" and Counselor Work

The "Fengqiao Experience" has evolved from its classic connotation of "mobilizing and relying on the masses, insisting on not escalating conflicts and resolving them locally" to a modern grassroots social governance system characterized by "Party building leadership, people as the main body, integration of the three governance measures (autonomy, rule of law, rule of virtue), concurrent prevention and control, and co-construction, co-governance, and shared benefits." Its high consistency with counselor work is mainly reflected in the following four dimensions [2]:

a) Value Alignment: "Student-Centered" and "People-Oriented"

The core of the "Fengqiao Experience" lies in upholding the principal position of the people. Applied to counselor work, this means firmly establishing a "student-centered" concept, where all work revolves around, cares for, and serves stu-

dents, respects their subjectivity and initiative, and places the starting point and ultimate goal on promoting students' all-round development.

b) Methodological Alignment: "Source Governance" and "Prevention First"

The essence of the "Fengqiao Experience" is "addressing issues early, while they are small, and at their nascent signs," with the work focus placed on source prevention. This requires counselor work to shift from passive response to active intervention. Through in-depth daily work and information networks, counselors should promptly understand students' ideological trends, psychological distress, and potential conflict risks, resolving problems in their infancy.

c) Ontological Alignment: "Relying on the Masses" and "Co-governance by Teachers and Students"

The strength of the "Fengqiao Experience" lies in fully mobilizing and relying on the masses [3]. In the university context, "the masses" refer to the broad base of teachers and students. Counselors must abandon the mindset of "trying to do everything alone," and instead be adept at mobilizing student leaders such as Party members, class and league cadres, and dormitory heads. They should collaborate with professional teachers, management personnel, and parents to build an "education community" with multi-subject participation, achieving collaborative governance.

d) Path Alignment: "Integration of the Three Governance Systems" and "Ideological and Political Guidance"

The "Fengqiao Experience" emphasizes the integration of self-governance, rule of law, and rule of virtue [4]. This provides methodological guidance for counselor work: "Autonomy" means stimulating the self-management capabilities of student organizations and individuals; "Rule of law" refers to applying school discipline, regulations, and legal knowledge in educational management to cultivate students' awareness of rules; "Moral governance" refers to enhancing students' moral quality and personal character through ideological guidance, value shaping, and emotional care. The integration of these three aspects embodies the practical application of the "all-round education" concept [5].

3. Model Construction: A New Model Framework for Counselor Work Based on the "Fengqiao Experience"

Based on the above alignment analysis, we construct a new working model for counselors named the "Prevention-Collaboration-Endogenous Growth" (P-C-E Model) [6]. The core of this model is to promote the transformation of the counselor's role from "clerk" to "instructor," from "firefighter" to "preventive officer," and from "manager" to "companion."

3.1. Core Mechanism One: The "Frontline Pre-positioning" Information Early Warning and Source Prevention Mechanism

This mechanism aims to proactively extend the "probe" of work into the forefront of

students' daily study and life, committed to achieving proactive governance that "prevents diseases before they occur." Specifically: First, establish a four-level grid-based information team comprising "dormitory heads – class committee members (e.g., psychological and safety commissioners) – student Party members – counselors," forming a comprehensive and highly responsive protective network. Dormitory heads act as "frontline sentries," responsible for observing and reporting any abnormal behavior among roommates. Class psychological and safety commissioners serve as "professional tentacles." Student Party members become "pioneers" by taking charge of dormitories and connecting with the masses. Counselors regularly organize information liaison meetings, conduct professional training, and perform information analysis to ensure the efficient operation of the entire network. Second, implement the "Three Inspections and Three Talks" system as the primary means of discovery and intervention: the "Three Inspections" refer to inspecting the classroom (to understand real learning status), inspecting the dormitory (to observe living environments and daily behavior), and inspecting online spaces (to monitor social media comments and emotional expressions), aiming to proactively identify potential risk manifestations. The "Three Talks" refer to mandatory talks with "key students" (e.g., those facing academic, economic, or psychological difficulties), regular talks with "backbone students," and random talks with "ordinary students." Through in-depth communication, the root causes of problems are explored, and care is conveyed. Finally, to enhance early warning accuracy, establish a "Student Dynamic Risk Radar Map." This integrates multi-dimensional information such as academic performance, consumption data, psychological assessments, online behavior, and daily observations to generate a dynamically updated electronic profile for each student, enabling quantitative risk assessment and intelligent early warning. Ultimately, a complete closed loop is formed, covering information collection, dynamic analysis and judgment, and precise intervention..

3.2. Core Mechanism Two: A "Multi-party Collaborative" Mechanism for Conflict Mediation and Crisis Intervention

This mechanism is dedicated to achieving rapid response, efficient resolution, and flexible handling at the early stages of problem occurrence. With the basic goal of "resolving minor issues within the dormitory/class and major issues within the college/university," it establishes a hierarchical, progressive, multi-party collaborative conflict mediation system centered on a "three-level gradient mediation" framework: First-level Mediation (Peer Level): Initiated by student cadres, Party members, or trusted peers within the class or dormitory. Using informal communication, initial reconciliation is attempted. Platforms such as "Student Mediation Studios" can be utilized, where trained student mediators apply basic communication and guidance skills, leveraging the advantages of peer emotional recognition and trust. Second-level Mediation (Counselor-led): If the problem remains unresolved, the coun-

selor leads the mediation, involving relevant students, key members, class advisors, and professional teachers. Through structured negotiation, facts are clarified, emotions are guided, and consensus is sought to prevent conflict escalation. Third-level Mediation (College-level Coordination): For complex situations involving wide-ranging issues, serious nature, or potential violations of school discipline/regulations, the college coordinates and integrates multiple forces such as the psychological counseling center, security department, legal advisors, and parents. This ensures comprehensive analysis and systematic handling within the framework of rule of law and professionalism. Throughout the mediation process, counselors and participants emphasize a working approach integrating "emotion, reason, and law": Based on "Emotion": Repair relationships and build trust through empathy and active listening. Guided by "Reason": Clarify right and wrong, discuss pros and cons, and promote rational consultation. Taking "Law" as the Bottom Line: Clearly define the binding force of school discipline, regulations, and laws to establish behavioral boundaries. This approach ensures that while resolving surface conflicts, the ideological depth is addressed, achieving an organic unity of educational guidance and behavioral correction, and forming a closed-loop path for crisis intervention and conflict resolution..

3.3. Core Mechanism Three: A Growth Escort and Value Guidance Mechanism of "Infiltration and Nurturing"

This mechanism focuses on higher-level and more fundamental prevention. It aims to nourish students' minds and strengthen their inner resilience by building a positive, healthy, and supportive growth ecosystem, thereby minimizing the breeding ground for psychological and behavioral problems. The mechanism is systematically advanced through three major platforms: First, create an "Upgraded Theme Class Meeting" ideological guidance platform, transforming traditional class meetings into interactive fields for "ideological collision, value clarification, and ability improvement." Centered on social hotspots and students' growth difficulties, participatory methods such as debates, case studies, and scenario simulations are introduced to guide students in establishing correct worldviews, outlooks on life, and values through rational thinking, while simultaneously enhancing their practical ability to distinguish right from wrong and resolve conflicts. Second, build a "Dormitory Home" cultural education base. By vigorously promoting activities such as the creation of civilized and characteristic dormitories, transform dormitories from mere living spaces into the "first society" for ideological exchange, cultural immersion, and emotional support. Through initiatives like dormitory culture festivals and the joint formulation of dormitory conventions, cultivate students' sense of collective honor, awareness of rules, and spirit of coexistence imperceptibly. Third, construct a "Practical Empowerment" stage for quality development. Actively organize and guide students to participate in various activities such as social practice, volunteer

services, and technological innovation. This enables students to "experience hardships, broaden their horizons, and develop their abilities" in real situations. Through teamwork and successful experiences, they continuously enhance their self-efficacy, resilience to setbacks, and sense of social responsibility. These three elements together form an immersive educational closed loop from ideological guidance, cultural edification, to practical tempering. It not only focuses on problem prevention and control but is also committed to personality shaping and growth protection, thereby achieving the deep-seated goal of fostering virtue and nurturing talent.

4. Practical Path: The Supporting and Guaranteeing System for the Implementation of the New Model

To ensure this model is effectively transformed from theoretical conception into practical effectiveness, a systematic and multi-dimensional support and guarantee system is necessary, specifically including the following four key paths [7]:

Path One: Empowerment – Strengthening the Core Competence of Counselors

Conduct systematic and specialized training focusing on enhancing professional qualities in areas such as situation prediction, communication and negotiation, psychological counseling, new media application, and legal thinking. Simultaneously, encourage counselors to engage in academic research combined with practice, promoting their development towards professionalization and expertise, making them a true backbone force in student affairs.

Path Two: Concentration – Cultivating an "Endogenous" Student Leader Team

Counselors need to be adept at discovering, meticulously nurturing, and fully trusting student leaders. Through regular training, clear delineation of rights and responsibilities, task delegation, and performance evaluation mechanisms, effectively stimulate their sense of subjectivity and responsibility, making them true "eyes," "ears," and "arms" of the counselors, forming an indispensable supporting force within the education community.

Path Three: Efficiency Enhancement – Leveraging Digital and Intelligent Tools

Fully utilize digital and intelligent tools by actively developing and applying student affairs management systems and big data analysis platforms. Integrate multi-dimensional student data from academic, behavioral, and psychological aspects to achieve intelligent analysis and precise early warning. Simultaneously, leverage new media platforms to expand interaction channels between teachers and students, comprehensively improving the timeliness, coverage, and scientific nature of work decision-making.

Path Four: Institutional Strengthening – Improving the Collaborative Education System

Continuously improve institutional guarantees for collaborative education. Promote the establishment of a cross-departmental collaboration mechanism at the school level, clarifying responsibility boundaries and linkage processes between counselors

and departments such as academic affairs, logistics, security, and the psychological center. Simultaneously, improve incentive and safeguard measures for student leaders. Incorporate the work effectiveness of counselors under the new model into performance assessment and career development evaluation systems, forming a sustainable and recyclable positive incentive ecosystem.

These four paths support and synergize with each other, jointly forming a powerful guarantee for the implementation of the new model, promoting a profound transformation in student work from concept to action and from single management to systematic governance..

5. Conclusion

The governance wisdom contained in the "Fengqiao Experience" provides a valuable key to solving the current predicament of counselor work and promoting innovation in working models. The "Prevention-Collaboration-Endogenous Growth" working model constructed in this article represents a concrete and operational exploration of applying the "Fengqiao Experience" within the field of university student work. It requires counselors to fundamentally transform their working concepts, optimize their working methods, and reconstruct their working systems. The practice of this model will help counselors free themselves from numerous and complex administrative tasks, allowing them to return to their main responsibilities of ideological and political guidance. It will effectively activate the immense potential of student self-education and build a dynamic community of growth for teachers and students. Ultimately, it will promote the transformation of student work from "control-oriented" stability maintenance to "empowerment-oriented" stability creation. In the process of resolving conflicts and promoting harmony, it will truly achieve the goal of "centering on students, caring for students, and serving students," laying a solid foundation for cultivating new-era talents capable of shouldering the great responsibility of national rejuvenation. Future research can further focus on evaluating the application effects and optimization strategies of this model in different types of universities and among different student groups, enhancing its universality and vitality.

Acknowledgements

Financial support from the Research Project on Party Building and Ideological and Political Work of Nanjing University of Finance and Economics (No. XXCB3202514) is gratefully acknowledged.

References

- [1] Weng, L. A practical study on the integration of the Fengqiao Experience into the educational work of college counselors. *Writer's World*, 2024 (32), 33–36.
- [2] Chen, L., Zhou, J. J., Fang, B., Gu, L., & Wang, T. H. Integrating the Fengqiao Experience into Safe Campus Development in Higher Vocational Colleges in the New Era: A Case

- Study of Hangzhou Polytechnic. *Modern Vocational Education*, 2025(1), 97–100.
- [3] Li, H., Zhang, Y. Y., & Hu, T. L. Research on the daily ideological and political education of college students from the perspective of the Fengqiao Experience. *Journal of Guangxi Science and Technology Normal University*, 2020, 35(2), 121–123.
 - [4] Wang, Y., Tao, X. J. The practical logic of the Fengqiao Experience in the new era. *Journal of Nantong University (Social Science Edition)*, 2024, 40(1):11–22, 159.
 - [5] Jin, B. Z. On the basic connotation of the Fengqiao Experience in the new era. *World Social Sciences*, 2024(3): 202–223.
 - [6] Niu, Z. G. Research on the innovation of the "one-stop" student community governance model in universities from the perspective of the Fengqiao Experience in the new era. *Knowledge Economy*, (26), 169–172.
 - [7] Li, R. T., Zhu, X. X. Exploring the pathways of the Fengqiao Experience empowering the construction of "one-stop" student communities in universities in the new media era. *Journal of News Research*, 2025, 16 (4):118–122.