

To Explore the Application of COLAS Interview in the in-depth Interview of College Counselors

Mingyi Li

School of Accountancy, Central University of Finance and Economics, Beijing, China 100081

Abstract: In-depth interview is an important part of the daily work of college counselors. Through the method of COLAS interview, counselors can find and solve the personalized problems existing in students, and become life mentors for college students to grow and become good friends for healthy life.

Keywords: COLAS; College counselors; In-depth interview

The Opinions of the Central Committee of the Communist Party of China and The State Council on Strengthening and Improving the Ideological renovation of Colleges and Universities under the New Situation pointed out that it is necessary to promote the reform and innovation of ideological and political work in colleges and universities, and establish and improve the system of university leaders and college (department) leaders to contact teachers and students and have heart-to-heart talks. The in-depth interview is an important part of the daily work of college counselors. The COLAS interview method summarized in the author's practice has certain effectiveness in the in-depth interview of counselors.

1. Connotation and requirements of COLAS in-depth interview method

From the perspective of sociologists, the so-called in-depth interview refers to semi-structured interview or unstructured interview, which is a one-on-one or face-to-face conversation conducted between professional interviewers and interviewees for a certain topic for a long period of time, without setting fixed procedures and questions in advance, and only an interview outline. The interviewer and the respondent have a free and in-depth conversation around the outline.

In the work practice of in-depth interviews with counselors, the author discusses and implements the COLAS interview method, which is an interview method initiated by counselors to help "non-cola" students solve problems and make students become "cola". It focuses on one-to-one and face-to-face communication between teachers and students to find, analyze and solve problems together.

1.1 Components and implementation steps of COLAS interview method

The COLAS interview method mainly consists of five parts, namely C (Check), O (Observe), L (Listen), A (Ask) and S (Suggest). The specific implementation steps are as follows:

1.1.1 C (Check)

The counselor will take the initiative to screen the students with problems through various channels, and both parties will agree to choose a suitable time and place for heart-to-heart talk;

1.1.2 O (Observe)

The counselor carefully observed the external performance and internal energy of the visiting student and caught the "clues" of the student;

1.1.3 L (Listen)

The counselor listens carefully to the visiting students' problem statements and carefully records the problems;

1.1.4 A (Ask)

The counselor combines the key words of the question with the visiting students to discuss the context of the problem;

1.1.5 S (Suggest)

The counselor gives reasonable suggestions for solving the problem on the basis of listening and inquiring.

1.2 Key points in the implementation of COLAS interview method

When using the COLAS interview method, counselors must be “student-centered” and adhere to “problem-oriented”, not presupposing the problems existing in students, but “suspending themselves” and feeling the problems expressed by students with their hearts. At the same time, they should reserve enough interview time to talk through the problems, explore the root causes, give precise measures and devote themselves to it.

In the C (Check) stage, counselors should train their eager-eyed observation and the ability to gather information from all directions, comprehensively grasp the information of students, form a vivid “holographic image”, and screen out problem students. After that, be prepared around the visitor, their background and past experience.

During the O (Observe) stage, counselors should mobilize all their functions to capture the details of the visitor, and quickly judge the psychological and mental state of the student from the tone of the visitor when knocking on the door and speaking outside the door, the dress, dress, eyes, movements, tone of greeting, speed of speech, and small movements when entering the conversation place. And then lay a solid foundation for opening the visitor’s “chatterbox”.

In the L (Listen) stage, counselors should listen carefully and not miss any details. At the same time, they should try their best to avoid interrupting students’ talking process. Counselors should not use their own descriptions to replace students’ understanding of problems. At this stage, the counselor is most likely to establish a trusting relationship with the student, be sure to make eye contact with the visitor throughout the process, so that the visitor feels that you are paying attention to their problems, rather than the counselor to complete the work of the record.

In stage A (Ask), the counselor can start from the questions captured in stage L (Listen), and first ask whether the key words of the questions expounded by the students are correct, so as to avoid ambiguous or contradictory questions caused by the students’ wrong or unclear expression. At this stage, the counselor should adhere to the “problem orientation”, analyze the problem together with the students, and figure out the subjective and objective factors and internal and external factors that cause the current confusion of the students. At the same time, according to the complexity of the students’ problems, the counselor should adopt the “empathy” strategy to further gain the trust and goodwill of the students.

In the stage of S (Suggest), after clarifying students’ problems, counselors should apply comprehensive knowledge, ability and work experience to provide feasible and reasonable suggestions to students based on people’s policies and remedies. It should be noted that the problem solving suggestions put forward by counselors only serve as external causes for students to solve their own problems, and cannot replace students to make decisions.

After the interview, we should pay attention to follow-up follow-up. Perhaps one interview is not enough to solve students’ problems, and several interviews are needed to achieve results.

2. Application requirements of COLAS interview method in the in-depth interview work of counselors

At present, we are in a new era of socialism, and most of the counselors are college students born in the 1990s or even the post-00s. Born and growing up in the era of economic globalization, they are more open-minded, more willing to try and accept new things, but lack independent thinking, judgment and analysis ability, and tend to look at problems in study and life as self-centered. Unable to put themselves in the shoes of others, lack of collective honor and teamwork spirit, most are typical refined egoists. They have hardly encountered major setbacks in the process of growing up, which leads to poor frustration resistance and psychological endurance. In the face of such a group, as a counselor, I face great work pressure, so it is particularly urgent to be good at solving students’ outstanding problems through COLAS interview and one-on-one and face-to-face communication.

In order to make good use of the COLAS interview method, counselors must effectively improve their comprehensive quality, master the basic principles and basic knowledge of Marxist theory, philosophy, political science, pedagogy, sociology, psychology, management, ethics, law and other disciplines in accordance with the requirements of the Ministry of Education’s Vocational Competence Standards for College Counselors (Interim), and improve their knowledge reserve. Optimize the knowledge structure, and at the same time, accumulate and summarize the in-depth interview experience in the work practice of counselors, respect the personality differences of students, and base on the diversified development of students.

At the same time, during the specific implementation of the COLAS interview, the counselor should create a working space conducive to in-depth interview. This space can be open or relatively private and do not interfere with other teachers. In the office space, by arranging scenes, a relaxed interview environment can be created for visitors to relax their mood.

Students’ questions can be either single or comprehensive. The COLAS interview conducted by the counselor is not a one-time

work, and after the COLAS interview, it only means that the interview has been completed. The counselor must establish a tracking mechanism in time, mobilize resources around the client to build a feedback mechanism, and observe the effect of the COLAS interview. Hold students “accountable to the end.”

3. Questions and reflections

Counselors are the backbone of ideological and political education of college students, and they are the organizers, implementors and guides of daily ideological and political education and management of college students. Counselors should strive to become life mentors and intimate friends of students’ healthy life. Counselors shoulder the glorious mission and sacred duties, to constantly reflect on the work, in the reflection of continuous progress, in the progress of continuous improvement.

First of all, the author has been working as a counselor for nearly 20 years, and found that many problems of students can be solved through in-depth face-to-face interviews, and there is no problem that cannot be solved. Therefore, counselors must attach importance to the application of in-depth interviews in the daily work of counselors from the ideological perspective, and constantly summarize and refine work experience in practice.

Secondly, as a counselor, in the face of the “great changes never seen in a century”, we must adapt to the constantly changing domestic and international situation and the characteristics of contemporary college students. In work, we must timely adjust the working methods and methods, so as to keep pace with The Times, not to “eat all the world with one move”, nor to “deal with the problems of students in batches”, we must respect the individuality of students and pay attention to the personalized problems of students. Promote individualized development of students.

Finally, but also the most critical point, as a counselor, we must strengthen personality cultivation, broaden professional knowledge, enhance professional ability, improve comprehensive quality, and drive students with personality charm, “shake another tree with one tree”, “promote another cloud with one cloud”, so as to achieve common growth and progress between teachers and students, and make students become “cola”. To improve the effectiveness of ideological and political education in solving students’ practical problems is also the purpose and goal of the author’s COLAS interview method.

References:

- [1] Opinions of the CPC Central Committee and The State Council on Strengthening and Improving the Ideological Renovation Work in Colleges and Universities under the New Situation, Xinhua News Agency, 2017.2.27.
- [2] Yang Shanhua, Sun Feiyu. In-depth Interview as a Meaning Inquiry [J]. Sociological Research, 2005, (5) :53-54.
- [3] Dong Xiaohua. In-depth Interview Strategies of College Counselors [J]. College Counselors, 2015,(2):77.

About the author:

Mingyi Li, male, born in Rizhao, Shandong Province in January 1979, is a full-time counselor of the School of Accountancy, Central University of Finance and Economics, secretary of the student Party branch, senior psychological consultant, senior career counselor, and national career planner.