Study on Self-management Training to Guide University Students’ Behavioral Management

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Abstract. Good habits are an important part of college students’ morality and future professional qualities. All kinds of bad behaviors which exist in current college students prompt us to highly value the management of student behavior. This paper will start with self-management training. Based on the daily behavior of college students and needs of future development, we have developed nine training content modules and conducted teaching practice design from four aspects, in order to guide and influence the acquisition of good habits among college students and promote new development of university student behavior management.

Introduction of the Problem

With the continuous development of China’s economy and politics, and the whole changing social environment, people’s ideas and behavior are also changing. A series of problems appeared in university students’ behavioral management. As college workers, in our daily teaching management, we found that most college students have shown the general confusion and unprepared when he rose to self-disciplined university life from completely different high school life. In our survey of "College students’ career core competencies, we found that: a large number of university students lack future plans and objectives. There exist perfunctory attitude, lack of the necessary restraint of time, tardiness, absence of classes and other serious problems. They cause interpersonal tension because of bad emotional self-control, and do not know how to properly release the pressure, lack of attention to their own health and so on.

For the current management of student behavior, colleges and universities generally take the "open education, loose management." The original intention of this management is to encourage university students to take full advantage of their subjective initiative to achieve maximum development in an open and free environment, and thus the management showed a greater degree of latitude in the implementation. The effect of this loose management relies heavily on self-control and restraint capability, so for those who lack self-management or self-discipline, it is difficult to achieve the effect. In contrast, it may go against their growth and success.

Based on the above problem, this paper suggests that self-management training is helpful to guide the management of students’ behavior in universities. Through the special course of "self-management training", we can strengthen students’ self-management capabilities of each module training and promote the formation of students’ good behavior and habits while improving themselves.

1. The Concept and Importance of Self-management

In 1998, the Ministry of Labor and Social Security presented the concept of occupational core competence in the "Strategy of revitalization of the National Skills", and the contents were divided into eight major modules. Self-management was undoubtedly one of the most basic capabilities of the module. The so-called self-management refers to individuals’ management of themselves, their own goals, thinking, behavior and other psychological issues. They organize themselves to manage, restrain and motivate themselves. Management of their own transaction is a process of the final completion of self-goals. [1] Through targeted learning and training of all self-management
modules, we can guide students to re-deepen self-knowledge and awareness from all aspects, thus achieving improvement and enhancement of self-management skills and laying a good foundation for future success in employment and career by leaps and bounds. The importance of self-management of college students mainly takes the following two ways:

First, from the perspective of students’ self-development: Jackson Brown once said, "lack of self-management talent is like the octopus with skate shoes. Despite continued actions, they do not know whether they should go forward or back, or walk around in circles.” [2] Freshmen are just like these octopuses. They are confused with their self-perception, their own learning, living and self-development of future. Coupled with the impact of social and other unhealthy practices, all of those will have a bad effect on students’ learning, life and everyday behaviors. Through the special self-management training courses, we can guide students to conduct scientific learning, life planning and form good habits, finally constantly improving themselves.

Second, from the perspective of management of college students: real education allows students to achieve self-education. The real student management enables students to realize self-management. Only by digging, training and internalizing students’ self-management of behaviors can students’ behavior management effect be improved and good behavior be formed. Thus Students’ self-management skills training should be linked to college personnel training objectives, and specialized courses should be created to guide and train students to consciously regulate his daily behavior on the basis of their self-understanding and the development plans of future [3], carry out effective time management, learning management, financial management, emotional management, stress management and health management purposefully, etc., and promote the college students to conquer bad behavior management challenges.

2. Self-management Training Content Module Design Based on the Purpose to Guide Students’ Daily Behavior

We can take advantage of self-management training to guide college students’ daily behavior management. Through the design-related training content modules, we can train students’ comprehensive ability of self-management, in turn guide and influence the formation of students’ good daily behavior. According to college students’ daily behavior and future development needs, combined with the source of students, this paper will divide self-management training content into the following nine modules:

2.1 Self-awareness Management Training

Proper understanding and knowledge of oneself is the prerequisite condition of self-management. Only when students have an objective evaluation and a clear understanding for their basic situation, their strengths and weaknesses, their hobbies, their thinking and behavior can they find the direction of their future development and the effort required. This module will help and guide students to deepen the correct understanding of themselves and conduct self-management consciously through a number of test items and questionnaires.

2.2 Self-target Management Training

A man without a goal is like a ship without a rudder. They do not know where to go and why they struggle. Once goals are set, students will not only clearly know their direction of efforts, but also be inspired and struggle continuously. On the basis of students’ self-awareness, this module will guide students to set their own goals, and break the target down into short-term goals, the medium-term goals, long-term goals, and so on, according to their expertise, potentiality and social reality.

2.3 Self-plan Management Training

The goal is the first step of success. After that, you should know how to make plans according to the goal, and then implement it step by step in order to ensure the final realization of goals. By self-career planning training, this module will use project case studies, assessment tests and other
methods to guide students to develop plans to achieve various goals, and assess appropriate ways and means of implementation to establish practical, specific and detailed operation of the program.

2.4 Self-Learning Management Training

"The future illiterate people are no longer those who can’t read and write, but people who have not learned how to learn." Faced with the current fierce competition in society, in order to successfully obtain employment and achieve rapid development, college students must think "why to learn", "what to learn", "how to learn" and other issues, learn how to achieve an effective learning management, and recognize that being late, leaving earlier, absence from classes, indulging in Internet cafes and other uncivilized behavior are not conducive to their growth and development.

2.5 Self-time Management Training

From the high school where various classes, makeup classes, review time fill all students’ life. Being into college where students have more free time, how to effectively use the time becomes an important issue in front of all the students. This module will enable everyone to recognize the importance of time management, and guide students to use the time rule, according to priorities, try to avoid wasting time and improve the efficiency of the usage of time.

2.6 Self-Financial Management Training

Since the economy is not independent for college students, the source of the main expenses are dependent on their parents. Some students have not managed living expense alone before they go to college. As for money, they are unplanned, subjective, arbitrary and even blind in comparison with each other. Through training, this module will enable students to form the correct concept of consumption, develop budgets and spending plans, learn how to reasonably control a variety of learning and living expenses, and guide students to conduct appropriate conditional investment activities.

2.7 Self-emotional Management Training

Negative emotions and low emotion quotient not only affect their own mental health, but also the normal development of working efficiency and interpersonal relationships. College students are in the emotionally rich, energetic period, easy to be impulsive. They can’t better control their emotions, thus resulting in a number of violent acts, such as assault, and even crime. This module will guide students to understand the origin and function of emotions, and how to control their own emotions by means of tests, scenarios, videos, etc.

2.8 Self-Stress Management Training

Life pressure may appear everywhere and anytime. By proper management of pressure, it can be converted into power which enables us to consciously mobilize energy to address the challenges. In contrast, the pressure may become invisible killer, not only hinder our learning and work, but also endanger health. This module will guide students to understand and apply some pressure methods or means to regulate and resolve the pressure through lectures, games, discussions, etc.

2.9 Self-health Management Training

Health Management is often ignored currently by a lot of college student. We can see that from their irregular routine, no fixed meals, bare shoulder clothing and other behavior. Through lectures, screen, interactive and other ways, this module will guide students to understand what health is, realize that our chosen lifestyle and attitude towards life will determine our level of health to a large extent and civilized daily behavior is also beneficial for health.

3. Teaching Practice Design for Self-management Training

Based on self-management training module to guide students’ daily behavior, we designed and solved the specific teaching content. How to transform the teaching content into teaching activity
and ensure that self-management training can guide and influence the formation of students' daily behavior well, the key is to design teaching implementation for self-management training reasonably. This paper will specifically design self-management training from four aspects:

3.1 Course Orientation

"Self-management training" is a compulsory basic practical course for quality development, based on the purpose to guide all students to develop good daily behavior and long-term development needs of future career. According to the actual situation of the college students’ studying and living, combined with the need to set curriculum content for future development, we bind courses with students’ daily behavior and career development. Through learning programs, students’ daily behavior will be influenced and regulated, and goals will be set to improve themselves constantly. In the curriculum system, the curriculum is arranged in the first semester of the first year. It is the pilot course of other professional courses and quality courses. On one hand, it can be used as school educational programs, guiding freshmen’s self-awareness, positioning and clear mind in the direction of the school’s priorities and efforts; on the other hand, the course is linked horizontally with "teamwork", "professional communication", "social etiquette", "entrepreneurship and Innovation ", etc. to enhance students' professional ability and professionalism.

3.2 Course Objectives

This course must influence and regulate the students' daily behavior and future career development and aims to cultivate students’ good self-management skills and promote the comprehensive development of students’ self-management knowledge, methods, skills, perspectives and values. The course can be differentiated into knowledge objectives, ability objectives and quality objectives and make a clear point of classroom teaching, which is conducive to the operation of classroom teaching and students extended learning. [4]

Knowledge objectives answer "what" and "why" questions, so that students can understand what is self-management and the importance of self-management, skills, rules and method of self-management for each modules; Ability objectives address "how" questions, which means that based on students’ acquisition of knowledge objectives, they learn various theoretical knowledge and skills in a variety of practical activities of life and study, and enhance the practical ability and problem solving ability through training; Quality objective is internalization of a concept of consciousness and optimization of behavior. By learning and training each module of self-management, students develop the basic concepts of self-management, improve individual self-management ability and form good habits, so that their comprehensive quality and professionalism can be enhanced.

3.3 Teaching Mode Design

"Self-management training" adopts teaching mode of integration of theory and practice such as lectures, video observation, project training, extracurricular practices etc. According to the course content modules, the teacher needs to transform teaching space flexibly and implement open teaching: sometimes in training room for integration of theory and practice, sometimes in the outdoor places. For teaching methods, teacher should take group pedagogy and "3 + 1" teaching method. Firstly a module is a group, students can choose module groups according to their interest; Secondly, theory teaching which means knowledge objectives teaching in every class should be controlled in one third, for the other time, teachers should conduct a variety of student-lead training practices; Thirdly, at least one training module projects should be designed based on the class content, a related video and homework should be completed after viewing and emulating after class. The teacher should conduct introductory comments on the training process for student projects and their homework, thus achieving the guide role of teachers’ teaching the dynamic role of students practice. In addition, students are encouraged to participate in a variety of classroom activities and school community activities which should be assessed accordingly and apply theory into practice.
3.4 Teaching Evaluation Design

"Self-management training" is a practical course, mainly conducting process-based assessment, combined with self-assessment and assessment from others, classroom assessment and curricular assessment, daily assessment and final assessment, focusing on assessing students’ ability to use skills, rules and methods they have learned to solve practical problems in their own lives and learning and performance of campus behavior. Specific assessment rates in Table 1, "the evaluation sheet of the results."

<table>
<thead>
<tr>
<th>Assessment Category</th>
<th>Specific projects</th>
<th>Proportion of self-assessment</th>
<th>Proportion of assessment from others</th>
<th>scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teachers / counselors</td>
<td>Group members/room mates</td>
</tr>
<tr>
<td>Class assessment module</td>
<td>class attendance</td>
<td>0</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>participation in project training</td>
<td>25%</td>
<td>50%</td>
<td>25%</td>
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<tr>
<td></td>
<td>Homework</td>
<td>25%</td>
<td>50%</td>
<td>25%</td>
</tr>
<tr>
<td>Extracurricular assessment module</td>
<td>Dormitory Behavior</td>
<td>50%</td>
<td>0</td>
<td>50%</td>
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<tr>
<td></td>
<td>Class meeting behavior</td>
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<td></td>
<td>Community activities</td>
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<tr>
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**Conclusion**

As for the newly rising problems of current behavior management of college students, this thesis, from the angle of self-management discipline, tries to explore the college students’ behavior management in a brand new way. On one hand, based on the students’ daily performance and the demand of their future career, a self-management discipline module has been designed. On the other hand, practical teaching is designed by taking curriculum orientation, curriculum objectives, teaching mode and the reform of teaching evaluation into account. The joint force of discipline content module and practical teaching will constantly contribute to instructing and influencing students, making them form a good habit so as to elevate students’ quality and push the development of the college students’ behavior management.

**References**


