

Enhancing competencies of academic advisors at universities of technology education according to the competency framework

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Abstract:

The study contributed to supplementing and developing theories on academic advisors and developing a contingent of academic advisors at universities of technology education using the competency-based approach. The study emphasized the position, role, functions, and duties of academic advisors; opportunities and challenges for academic advisors at universities of technology education in the context of higher education innovation; competency framework of academic advisors at universities of technology education; necessity for a contingent of academic advisors at universities of technology education using the competence-based approach; orientation, content and development subject of academic advisors at universities of technology education according to the competence-based approach; factor affecting the development of a contingent of academic advisors at universities of technology education according to the competence-based approach. In addition, the study also objectively described, analyzed, and assessed the actual situation of developing a contingent of academic advisors at universities of technology education in the surveyed area, thereby pointing out the strengths, weaknesses, and causes of the situation. On such basis, the study provided a competency framework for academic advisors and proposed six solutions to develop a contingent of academic advisors at universities of technology education according to the competency-based approach.

Keywords: academic advisor; university of technology education; competency-based approach; competency framework for academic advisors.

I. Introduction

Academic advisors at universities have a particularly important role in credit-based training. The academic success and development of every student are greatly influenced by them. Each academic advisor acts as a link in the student-curriculum-school-labor market relationship. They accompany students to carry out their mentoring duties throughout their studies. Given a new and part-time job to every academic advisor, besides their low professional competencies in this regard, their performance, remains, however, very low.

Amid international integration, universities of

technology education are shifting their conventional training process into credit-based training. Therefore, it is necessary and urgent to develop a contingent of academic advisors. Many difficulties and poor performance have been confronted during the academic advising activities.

This happens fundamentally because of academic advisors' limited competencies, failing to satisfy the requirements of their roles and tasks. Despite remarkable efforts, universities of technology education have not yet developed a system of job responsibilities and a specific competency framework and have not paid due attention to training and fostering

professional competencies for academic advisors. It is, hence, vital to building a competency framework in training and fostering to enhance professional competencies for academic advisors of universities of technology education.

2. Literature Review

Academic advising is considered to be first practiced at universities in the United States (in 1872 at Harvard University). Since then, it has been replicated to the Americas, Europe, and all over the world, including Vietnam.

For the current development, according to Frost (2000) academic advising in higher education has gone through 3 stages. In the first stage between 1636 and around 1870, the role of academic advisors in higher education was not been determined; In the second stage between 1870 and 1970, academic advising was defined but un-inspected. In the third stage between 1970 and the present, it has become a defined and inspected activity.[1]

The establishment of the National Academic Advising Association (NACADA) in 1979 has promoted and supported academic advising in institutions of higher education. Since its birth, academic advising scholars have kept developing it and promoting academic activities to further professionalize it as a field to support academic advisors and leaders, and strengthen the academic advising missions and objectives in higher education. Great development of the academic advising field has been observed since the publication of specialized articles on advising development and scholars have constantly researched and developed academic advising activities.

- Role of academic advisors

Regarding the role of academic advisors, researchers all shared the view that academic advisors have a very important role. Hemwall and Trachte (2003) and Crookston (1994), all thought that academic advisors function as a bridge in the school-student-labor market relationship. Also, Rouse J.E. (2011) suggested that academic advisors acted as social workers at universities [3]. Charlie Nutt (2003) asserted that academic advising was one of the successful educational efforts of an educational institution

and student retention was “the center of the wheel”. According to Kate Fisher (2005) [2], academic advisors are instructors that light the learning path for students throughout this journey and are also “anchors” to remind them of the navigation boundaries.

- Duties of academic Advisor

Evaluating the functions and tasks of academic advisors, Hemwall and Trachte (2003) asserted that, if the task of academic advisor was determined to be teaching only, the individual development of students could not be seen, therefore, they must be both study and employment advisors for students. According to Siham Abu-Eita, Nadia Sherif (1990), academic advisors are also involved in advising on issues relationships and emotion-related affairs. Roegiers X. (2003), and Philippe A., Elle Cohen (2004) reported that academic advisors in France also took charge of investigating, analyzing, and proposing specific changes to curricula. Creamer (2000) argued that academic advisors were consultants or staff at universities, with qualifications and skills in helping students adapt to the classroom environment and achieve their learning goals; supporting parents in issues related to their children, beside the function to guide students in doing career adaptation tests.

According to Kitchen, academic advisors help students with the following: (1) obtaining a clear understanding of values and goals; (2) knowing the nature and purpose of higher education, obtaining accurate information on academic policies, procedures, and learning requirements; (3) educational planning; (4) monitoring and evaluating learning progress; (6) integrating and utilizing organizational resources (cited from Barbara Oertel) [4].

According to the regulations of Unesco (2002), both professional academic advisors (consultants) or non-professional academic advisors (lecturers or staff) have the following 8 duties: (1) Assisting students in developing study plans that meet their life goals; (2) Providing students with accurate information about their learning progress; (3) Helping students understand policies and procedures; (4) Helping students access support resources; (5) Supporting students in overcoming academic and personal difficulties; (6) Identifying conditions that may prevent students from obtaining academic achievements, and taking

appropriate interventions; (7) Summing up data on students' academic and training needs as well as their expectations concerning their problems; and (8) Strengthening and maintaining contact with students.

3. Research Methods

An experiment was conducted on a population of academic advisors from Vinh University of Technology Education and Nam Dinh University of Technology Education (total of 25 participants) in two rounds. In the first round, the results were obtained when the participants had not received training. In the second round, the results were measured when the participants had received training. The results were based on two experimental and control groups. The experimental group received the training according to the competency framework with the contents and procedures proposed by the authors while the control group did not go through training according to the content and procedures proposed by the authors.

- *Assessment of knowledge of academic advisors*

The experimental group's mastery of knowledge about the training contents was assessed through their answers for multiple-choice questions in the *Knowledge Assessment Sheet*. Each correct answer was worth 1 point. Assessment results were classified into 4 categories, as follows:

- + Very good: Answer 8 - 9 questions correctly.
- + Good: Answer 6 - 7 questions correctly.
- + Average: Answer 4 - 5 questions correctly.
- + Weak: Answer 3 or fewer questions correctly.

- *Assessment of skills of academic advisors in universities of technology education*

+ Criteria for assessing competencies of academic advisors: each competency was scored from 1-10 corresponding to the grading scale.

+ The skill grading scale was as follows:

- Level 3: Having good skills: from 8 - 10 points
- Level 2: Having skills: from 5 - 7.9 points
- Level 1: No skills: under 4.9 points.

- **Result measurement**

To measure the results of forming academic advisors' skills of advising and supporting students at the end of the training course, trainees took the test and then the expert assessed the results based on the grading scale.

Survey method and grading scale

- Survey method: a questionnaire survey.
- Grading scale with 4 levels:
 - + Very urgent, urgent, less urgent, not urgent.
 - + Very feasible, feasible, less feasible, not feasible.

Respondents

To find out the urgency and feasibility of the proposed solutions, a survey was conducted with the participation of the following respondents: 110 managers, 163 academic advisors, and 400 students in the surveyed area, including 05 universities: Hung Yen University of Technology and Education, Vinh University of Technology Education, Vinh Long University of Technology Education, and Ho Chi Minh City University of Technology and Education.

4. Results and Discussion.

- Building a competency framework for academic advisors

Based on the literature review and practice of academic advisors in universities in Vietnam, a competency framework for academic advisors in universities of technology education was developed with 5 competency standards comprising 17 criteria.

Standard 1: Political qualities, professional ethics, and career development

Criterion 1: Political qualities, professional ethics

- i) Complying with the guidelines and policies of the Party, the State's laws, having a high sense of organization and discipline; fulfilling citizen

obligations;

ii) Loving the job, being dedicated to the job, respecting discipline, being responsible for the work, and maintaining the qualities, honor and prestige of a teacher; persevering in overcoming obstacles in teaching;

iii) Having standard attitudes and behaviors in communication; acting properly, flexibly and creatively in teaching and practical experience in different contexts.

Criterion 2: Competency for career development

i) Self-assessing and planning career development and professional fostering plans for higher quality of teaching and scientific research;

ii) Regularly self-studying, self-improving and updating new professional knowledge for higher quality of teaching and scientific research;

iii) Attracting colleagues for career development.

Standard 2: Professional competency and teaching competency

Criterion 3: Professional knowledge and skills

i) Having qualified according to the standards prescribed by the Education Law, meeting the requirements for diplomas and certificates under Joint Circular No. 36 issued by the Ministry of Education and Training and the Ministry of Home Affairs;

ii) Having extensive, accurate and scientific professional knowledge, applying professional knowledge in teaching, scientific research and colleague guiding;

iii) Having solid professional practice competencies and practical understanding, being able to apply professional knowledge to solve problems in professional practice and scientific research;

iv) Mastering professional skills and regularly updating new professional skills.

v) Organizing technological processes and production, carrying out technical and

technological management; Solving problems arising out of production, studying and applying new technologies; Having access to production reality and new production technology to integrate them into lectures, planning, and production organization.

Criterion 4: Interdisciplinary knowledge and skills and professional practice

i) Applying interdisciplinary and intersectoral knowledge in teaching, scientific research, and curriculum development;

ii) Understanding the reality of higher education in the country and the world and appropriately applying it to teaching and scientific research;

iii) Regularly updating interdisciplinary knowledge and information and technologies for higher quality of teaching and scientific research.

Criterion 5: Developing teaching goals and plans and teaching materials.

i) Consistently following the training philosophy, understanding the characteristics of the teaching process in the specialized curricula

ii) Determining the objectives of the subjects/modules in line with the training objectives of the majors, satisfying the requirements of the employment world.

iii) Developing detailed subject/module outlines, designing lectures for theoretical and practical modules, practicum, professional practice, and thesis modules in line with specific subjects, learner characteristics, and training environment;

iv) Presiding over or participating in compiling textbooks, reference materials, and self-study guides for learners.

Criterion 6: Using teaching methods and aids

i) Organizing teaching and guiding colleagues in teaching in the learner-oriented model, promoting self-study and self-research competencies for learners;

ii) Carrying out and guiding colleagues in

teaching at different levels towards differentiation;

iii) Effectively applying and combining teaching methods; regularly updating and using modern teaching aids to improve teaching effectiveness.

iv) Getting regular assessments and comments on all aspects of teaching from the scientific council;

v) Regularly innovating methods and forms of teaching organization, supporting learners in learning activities.

Criterion 7: Building a learning environment.

i) Designing, organizing and managing teaching activities in different teaching environments;

ii) Building a friendly and open learning environment, encouraging the enthusiasm, creativity, and cooperative spirit of students;

iii) Respecting learners and asking learners to show their respect to others, well-performing the role of advisors for learners, guiding learners to access support services to meet outcome standards;

iv) Receiving good or higher feedback from colleagues and learners in all teaching modules for two consecutive years.

Criterion 8: Evaluating learners and curricula

i) Understanding and properly adhering to training regulations, applying different types, methods and techniques of assessing learners' learning outcomes according to the competency-based approach;

ii) Chairing the organization and assessment of the procedures; monitoring and supervising the learning process of learners in different forms of teaching organization;

iii) Developing specific goals and tasks to evaluate learners' learning outcomes;

iv) Using diverse assessment methods, ensuring objectivity and fairness in assessing learners;

v) Innovating the evaluation of learning programs and lessons to create learning motivation for learners.

Criterion 9: Developing and implementing curricula

i) Understanding the procedures, methods, and techniques of developing curricula and curriculum development approach to meet the society's recruitment needs;

ii) Conducting surveys on stakeholders and using survey results to determine career profiles and graduate competency profiles;

iii) Developing, adjusting and updating training contents based on the competency profiles and career profiles;

iv) Designing the subject outline according to the competency-based approach;

v) Designing and using curriculum evaluation tools.

Standard 3: Professional competency

Criterion 10: Competency to understand advised subjects

i) Having an understanding of education, especially higher education; psychological knowledge, especially educational psychology, and psychology of youth and adults; psychology of students pursuing technical education, and theory of professional personality,

ii) Mastering knowledge in the fields related to learning and life of students pursuing technical education.

iii) Understanding learners concerning psychological characteristics, competencies, needs, interests, family circumstances, and their problems.

Criterion 11: Competency to understand the advisory field.

i) Firmly grasping the roles and responsibilities of academic advisors at universities of technology education.

ii) Mastering the guidelines, policies, laws, and regulations of the state, and the education sector on higher education, technology education training, credit-based training regulations, and policy provisions for students; keeping updated

with changes in education and training policies.

iii) Understanding the knowledge of the curriculum: the framework of the training plan for the academic year, the full-course curriculum of the major in charge, the course description, the credit-based training regulations, the credit-based system training organization procedures, and the specific module learning outcome assessment procedures.

iv) Understanding the professions and professional practice, guiding students to achieve career goal orientation.

Criterion 12: Competency to use counseling skills

i) Mastering and fluently using the counseling procedures for learners: Understanding life goals; Learning about career goals; Selecting curricula; Selecting subjects; Making a timetable for the subjects.

ii) Knowing how to apply theories of psychology, sociology, and others related to education in counseling for students.

iii) Mastering and well-employing counseling skills: Communication skills (listening, expressing ideas, persuading, gathering, understanding, building trust, etc.), information provision skills, information gathering and processing skills, problem-solving skills, planning skills, etc.

Criterion 13: Competency to practice counseling and supporting students

i) Guiding students on how to seek and access information on student-related regulations

ii) Advising students on matters related to course registration, addition/replacement or cancellation, result reservation, accumulation of courses with poor grades or improvement of cumulative GPA;

iii) Guiding learning methods: building learning plans and methods, and organizing self-study;

iv) Conducting counseling activities for students in scientific research at different levels;

v) Providing advice for students pursuing two majors;

vi) Supporting learners to meet the course outcome standard and the curriculum's outcome standard;

vii) Holding or participating in holding activities to develop soft skills and professional qualities for learners;

viii) Effectively holding experiential activities for students;

ix) Counseling and helping graduates with career and employment orientation, helping learners to adapt to the professions;

x) Guiding students to check graduation conditions;

xi) Carrying out psychological support activities for learners; providing advice on reproductive health and emotional life issues; helping learners overcome psychological difficulties in learning and professional experience.

Standard 4: Competency in scientific research and organization of scientific research activities for learners

Criterion 14: Scientific research and transfer of scientific research results

i) Proposing research implications associated with higher education, proposing research directions and providing descriptions of research projects.

ii) Participating in programs and projects of scientific research and technological development associated with basic research, and higher education;

iii) Publishing research results in domestic and foreign scientific journals; compiling thematic articles, contributing scientific reports to scientific conferences and seminars.

Criterion 15: Guiding colleagues and learners to conduct scientific research

i) Guiding colleagues and learners to conduct scientific research;

ii) Organizing training and teaching activities/courses to encourage lecturers and students to participate in scientific research,

enrich the knowledge of research culture and research skills in professional and occupational fields;

iii) Being evaluated by colleagues, managers, and students on the results of scientific research for colleagues and learners.

Standard 5: Competency to develop social relations

Criterion 16: Competency to connect with production and business establishments and the community

i) Having an understanding of corporate culture; functions and tasks of production and business establishments.

ii) Organizing activities to maintain relationships with enterprises, and production and business establishments to develop programs, organize the training process, and evaluate training results;

iii) Holding activities to coordinate with enterprises in teaching, practical guidance, professional practice, professional training and internship for students.

iv) Organizing, or participating in activities in collaboration with enterprises in conducting scientific research projects of lecturers and students associated with actual production and business.

Criterion 17: Competency to connect with the community

i) Understanding the functions of administrative organizations in the locality;

ii) Working with administrative organizations in developing relevant relationships to support learners;

iii) Coordinating with the community and social organizations to hold social activities for students and evaluate student's performance;

iv) Receiving feedback from the community and society to adjust educational activities.

Thus, the competency framework for academic advisors at universities of technology education comprises 5 standards and 17 criteria.

- Solutions to enhance competencies of academic advisors according to the competency framework

6 following solutions were proposed to enhance the competencies of academic advisors at universities of technology education.

Solution 1: Raising managers', teachers' and academic advisors' awareness of the need and significance of developing a contingent of academic advisors

This solution aims to influence and create a change in the awareness of managers, lecturers and academic advisors at universities of technology education about the need to develop a contingent of academic advisors according to the competency-based approach. The change in awareness is a premise for the effective development of a contingent of academic advisors at universities of technology education according to the competency-based approach.

Solution 2: Building a competency framework for academic advisors at universities of technology education

With this solution, the required competencies of academic advisors at universities of technology education are determined to meet the demands of the job. This solution is the basis for implementing solution 3, solution 4, solution 5 and solution 6.

Solution 3: Developing the planning, selecting, appointing and employing academic advisors at universities of technology education

This solution helps match the school scale and the competencies of academic advisors to the plan to develop a contingent of academic advisors at universities of technology education so that such plan becomes feasible, facilitating the recruitment of academic advisors with sufficient qualities and competencies to meet the increasing requirements of the job.

Solution 4: Providing academic advisors with competency enhancement training

This solution is particularly significant to the development of a contingent of academic advisors at universities of technology education according to the competency-based approach. Training and self-retraining according to the

competency framework is the only way to enhance and perfect the competencies of academic advisors at universities of technology education.

Solution 5: Innovating the assessment of academic advisors at universities of technology education

Assessing academic advisors according to the competency framework for adjustments and improvements is an effective support tool for the long-term and sustainable development of this contingent. Therefore, this is a vital solution in human resource development, in general, and the development of a contingent of academic advisors at universities of technology education,

in particular.

Solution 6: Building an environment and creating working motivations for academic advisors at universities of technology education

By this solution, a favorable environment and conditions are provided for academic advisors to promote and develop to the maximum their counseling and support competencies. An unqualified working environment is the biggest barrier for academic advisors to develop to their full potential.

- **Experiment results**

Table 1: Distribution of frequency f_i and cumulative frequency $f_i \uparrow$ about knowledge of the experimental group and the control group

X_i	Control (n = 25)			Experiment (n = 25)		
	F_i	f_i	$f_i \uparrow$	F_i	f_i	$f_i \uparrow$
4	1	4,00	100,0	0	0,00	0,00
5	3	12,00	96,00	1	4,00	100,0
6	7	28,00	84,00	2	8,00	96,00
7	6	24,00	56,00	6	24,00	88,00
8	5	20,00	32,00	8	32,00	64,00
9	2	8,00	12,00	5	20,00	32,00
10	1	4,00	4,00	3	12,00	12,00
Σ	25	100		25	100	

In which, N is the total number of assessed academic advisors, X_i is the level of assessment (score 1, score 2, score 3,...) and f_i is the frequency of levels (scores). t and f are parameters.

$$f_i - \frac{F_i}{N} \text{ is the frequency}$$

N is the number of assessed academic advisors at universities of technology education

F_i, X_i - the number of survey sheets getting a score of X_i ; $0 \leq X_i \leq 10$.

Table 2: Comparison of necessity and feasibility of solutions

No.	Solution	Necessity		Feasibility		$(x - y)^2$
		\bar{X}	R x	\bar{X}	R y	
1	Solution 1	2,88	2	2,68	3	1

2	Solution 2	2,87	3	2,71	2	1
3	Solution 3	2,73	5	2,58	5	0
4	Solution 4	2,96	1	2,72	1	0
5	Solution 5	2,55	6	2,62	4	4
6	Solution 6	2,78	4	2,54	6	4

Remarks

- *Qualities of academic advisors*

The qualities of an academic advisor have been valued by many authors. Erica R. Compton [5] argued that the morality of academic advisors was a matter of great concern in academic counseling, requiring all advisors to behave ethically. Kate Fisher (2005) believed that lecturers and academic advisors closely followed ethical principles in daily interactions and these education experts must be exemplary models of ethical behavior. Landon (2007) [6] supposed that an ethical academic advisor was one with trustworthy speech and behavior because individuals would not rely on the advice of someone they did not trust,” and, therefore, ethical behavior and ethical decision-making were expected.

- *Competencies of academic advisors*

Competencies have been appreciated by authors. All believed that the competencies of academic advisors were to work effectively and actively, to fulfill both professional tasks and other assigned tasks. Kurpius et al (1993) said that competencies of academic advisors were demonstrated in the following three points: First, ability to analyze the strengths and weaknesses of the subjects; Second, personal skills in helping the subjects; Third, skills to persuade the subjects that counseling is useful to them [4].

Regarding competencies, academic advisors are reported to have: learning competency, teaching competency and scientific research competency. In addition, lecturers taking charge of academic advisors need many other skills such as competency to perform collective and social activities; competency to organize, manage, communicate and behave in the good establishment of social relations [7]; professional competency and career knowledge [8]; understanding of technology, culture, age

psychology, and resources in universities and in the community [9]; listening skills; questioning skills; information provision skills; encouragement skills [11], [10] [8]; skills to get acquainted and establish basic relationships with students; skills to support planning; cognitive skills; self-assessment skills; problem identification skills; goal-setting skills; decision-making skills; empathy skills; teamwork skill [8]; good, flexible and agile communication skills, being able to judge, analyze and grasp problems quickly, and listen to students’ opinions; analytical and problem-solving skills [8]. There is a dialectical relationship between the qualities and competencies of academic advisors. Lecturers’ success in career counseling is directly proportional to the number and quality of their foregoing competencies and qualities [7].

According to Rusty Fox [12], academic advisors must have a basic awareness of student development theory, communication techniques, problem-solving skills, and skills to build positive working relationships with students which are prerequisites for successful counseling. An academic advisor’s skills and competencies required to establish a quality ongoing relationship are (1) Competencies; (2) Confidence; (3) Sincere; (4) Trust; and (5) Creativity.

Regarding the skills of academic advisors, Dr. Charlie Nutt (2000) suggested that there were four main skill sets that an academic advisor must have: (1) detailed knowledge of specific curricula and extracurricular requirements; (2) knowledge of resources; (3) good communication skills and protection of students’ personal information; and (4) building relationships with students.

In a study on specific counseling skills of academic advisors in the counseling process for students, Hemwall and Trachte (2005); Mark

S. Young (2009) [13] concluded the following skills: (1) information gathering and provision skills; (2) encouragement skills; (3) instructional skills; (4) orientation skills; and (5) problem-solving skills. According to Susan D. Bates, relationship building; Listening; Thinking; Empathy; and office environment, are among others, fundamental to all counseling theories.

Habley (2000); King (2000) argued that the most important need in academic counseling today was effective training to improve counseling effectiveness (Cited from McClellan, JL (2007)[14]; Huggett (2000) asserted that the need for professional development for advisors was as essential as professional development for lecturers at universities because it was a means for advisors to be updated with new information, skills, and knowledge and best practices in consulting.

According to King (2000), the main objective of the training programs for academic advisors is to improve the effectiveness of the counseling services provided to students, thereby increasing their satisfaction and persistence. Training planning is essential to the success of effective advisor development programs. The target subjects, training content, and mode of delivery of the programs are recommended to be determined (Nutt (2003)). King (2000) suggested the following six steps in developing and implementing an advisor training program: Step 1: Review the institutional duties; Step 2: Identify the needs to be addressed in the training program; Step 3: Set goals; Step 4: Choose the right content, strategy and method; Step 5: Implement the program; and Step 6: Assess the program [cited from Ford, SS (2007) [15].

When developing the content of the mentoring program, a great deal of research and supporting literature used three essential components: Habley's concepts, information, and relationships. McClellan (2007)[14] states that skills in all three areas should be acquired through formal training. Brown asserts that effective training requires a balance and blend of content, engagement elements, and techniques. The main focus is on three content areas: concepts - what mentors must understand; information - what advisors must know; and relationship - mentoring skills must manifest.

In addition to the first three core components of

the advisor training programs, McClellan (2007) suggested expanding the model to include two other components: the technology and the personal component. McClellan stated that the understanding of technology is key to providing information during the counseling session [14]

Researchers also shared the view that training programs should be diverse. According to Pat Folsom, Jennifer Joslin, Frank Yoder (2005) [16], short, intensive and information-based training courses should be included besides long-term advisor development programs.

Conclusions

Universities of technology education should develop and employ a set of standards for academic advisors at universities of technology education in developing a contingent of academic advisors according to the competency-based approach. The competency standards for academic advisors at universities of technology education should be integrated into all functions and main components of management activities, to form a standardized process from developing development plans, recruiting, arranging, employing, assessing, training, remuneration, to building an environment, creating motivation for the development of a contingent of academic advisors at universities of technology education.

Academic advisors at universities of technology education are required to raise their awareness of the role, position, functions and duties at universities of technology education amid the integration, globalization and the fourth industrial revolution, thereby, constantly striving, practising, and uplifting the spirit of self-study and self-research to improve themselves, enhancing their qualities and competencies, to meet the requirements of their duties in this new period. Improving the spirit of self-discipline and enthusiasm in counseling work, building a good relationship and regularly maintaining interaction with students, and maintaining their qualities and building students' trust are important factors for the success of academic advisors.

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