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Career Development Paths of Volunteer Service Education Managers in Chinese Universities

The professional development of university volunteer service education managers directly influences the quality of practical education. This study conducted in-depth interviews with 25 managers from five universities in Guangdong Province, China, and adopted a multi-case study method, using South China Normal University, South China Agricultural University and Guangdong University of Science and Technology as case studies. The research results reveal four characteristics of the career development of these managers: unclear role positioning, narrow skills, limited promotion paths, and fragmented support systems. Their career trajectory is influenced by policy orientation, organizational support and personal ability, among which organizational support is the core constraint. The study identified three practical models: professional leadership, discipline integration and technical empowerment. Meanwhile, the study has built a three-party collaborative development framework of “policy-organization-individual”. The theoretical contributions of this study include: revealing the mediating role of organizational support between macro policies and personal development; expanding the human capital accumulation channel from single training to professional deepening, discipline transformation and practice incubation; and expanding the application scope of service-learning theory from students to managers. This provides an empirical basis for the career development of the university volunteer service education managers.

Keywords: Chinese universities; volunteer service managers; career development; professionalization construction; practical model; service-learning; organizational support; human capital

Introduction

Volunteer service plays a significant role in the education function of China's higher education system. In 2015, the Ministry of Education issued the “Interim Measures for Student Volunteer Service Management”, officially integrating university volunteer service into the talent cultivation system and promoting its transformation from scattered activities to a standardized and professional system. In 2024, the “Opinions on Improving the New Era Volunteer Service System” further stipulated that universities should establish a volunteer service management mechanism, allocate full-time managers, and promote the deep integration of volunteer service with professional education and social practice. These policy measures highlight the crucial position of volunteer service education managers in the practical education system.

Volunteer service education managers are the core organizers and promoters of university volunteer services, and they serve as a key link connecting universities, student volunteers, and social service scenarios. Their professional development status directly affects the effectiveness of volunteer education. However, in contrast to the rapid development of university volunteer services in China, the professionalization of this group is still lagging: some universities classify volunteer service management as “auxiliary administrative work”, and the managers are mostly part-time positions held by counselors and youth league cadres, lacking systematic professional training and career planning [1]; problems such as ambiguous career promotion channels, mismatch between salary and workload, and low professional identity are widespread, resulting in high staff turnover and weak professional ability improvement [2]. Currently, China's higher education is transitioning from scale expansion to quality improvement, and the professional requirements for practical education are increasing day by day. Exploring the career development paths of volunteer service education managers has become an urgent need to improve the practical education system.

Literature Review

The international research on volunteer service management mainly focuses on organizational models, professional development of staff, and incentive mechanisms. Holmes (2020) identified nine student volunteer service management models through an empirical study of Australian universities, forming a continuous spectrum ranging from student self-management to university high-level intervention [3]. Windon (2021) conducted a study on the promotion of educators in American universities and found that the professional development needs of volunteer managers are concentrated in communication, motivation, training, and risk management [4]. White (2020), based on the research of the 4-H program, pointed out that the educational support for volunteers needs to be carried out around four core requirements: support team building, youth and family participation, experiential education guidance ability, and project administrative management [5]. Holdsworth and Brewis (2014), from the perspective of social control theory, revealed the tension between universities promoting volunteer services and individual autonomous choice, emphasizing that excessive institutionalization may undermine the voluntary nature of volunteer services [6]. Through a comparative study of Kazakhstan and Belarus, Rymkhanova found that higher education institutions in Belarus effectively combine volunteer service with vocational education by opening volunteer service courses, building volunteer networks and integrating volunteer service into students' practical training [7]. Abildina pointed out that colleges and universities should pay attention to the vocational training and employment support of volunteer service managers, and establish a systematic training mechanism to improve their comprehensive ability in project management, communication and coordination and psychological counseling [8].

In the Chinese academic circle, based on local realities, more attention is paid to institutional construction, organizational management challenges, and the integration of educational functions. Zhang Xiaohong (2018) found through large-scale research that there are “utilization but lack of supervision” and “supervision but insufficient efforts” institutional shortcomings in university volunteer services [9]. Dong Jinzhong (2022) revealed problems such as “weakening of professional nature” in the volunteer education teaching staff [10]. Zhang Xian (2024) and Sun Yiyue (2023) respectively proposed optimization paths from the perspectives of industry-academia integration and information technology construction [11, 12]. However, existing studies tend to “emphasize activities but neglect personnel”, lacking systematic exploration of the career development of the core group of volunteer education managers who are in a pivotal position, and the optimization strategies are mostly generalized, failing to propose operationalized local solutions that are in line with the university management system and regional characteristics.

Theoretical Framework

This research is based on three core theories: the organizational support theory, the human capital theory, and the service-learning theory. These theories support each other and form the analytical framework.

According to the theory of organizational support, employees form a sense of organizational support through the perception of whether the organization values their contributions and cares about their well-being, which in turn affects their work input, organizational commitment and willingness to stay [13]. This theory provides a theoretical basis for this study to analyze how the institutional guarantee, resource allocation and incentive mechanism at the university level affect the career development of managers, and helps to explain the institutional root cause of the core dilemma of “fragmentation of the guarantee mechanism”.

The theory of human capital emphasizes that individual knowledge, skills and abilities are important forms of capital, and value can be added through education, training and experience accumulation [14]. This theory guides this study to analyze the professional ability structure, training system and development needs of volunteer service education managers, and provides analytical tools for understanding the characteristics of “unitary ability structure” and its constraining effect on career development.

The service-learning theory integrates service and learning, and emphasizes the realization of knowledge application, skill improvement and value internalization in service practice [15]. This theory provides theoretical support for this study to understand the educational logic of volunteer service management. At the same time, it explains the mechanism of managers to achieve their own professional growth through guiding brand projects — the virtuous cycle of “al framework of “organizational support — human capital — service practice”, systematically explaining the influencing factors and optimization paths for the career development of university volunteer education managers from three dimensions: institutional guarantee, capacity building, and practice empowerment.

Research Questions and Innovation Points

Based on the above analysis, this study poses three core questions: (1) What are the actual characteristics and core dilemmas of the career development of university volunteer service education managers in China? (2) What are the key factors influencing the career development of this group? (3) How can a career development path suitable for the actual situation of Chinese universities be constructed?

The innovation of this research lies in: focusing on the neglected group of volunteer service education managers, conducting a systematic and comprehensive study based on the Chinese higher education system and regional practices, and filling the gap in localized research in this field.

Methods and Materials

This study comprehensively employs the methods of literature review, in-depth interviews, and multiple case studies, which complement and verify each other.

Literature research: Systematically search for keywords such as “Chinese university volunteer service”, “volunteer management in higher education”, and “professional development of educational managers”. The literature mainly comes from databases like Web of Science, Scopus, Google Scholar, and CNKI. At the same time, study the policy documents related to volunteer service and university management rules and regulations issued by the Ministry of Education of China and the Guangdong Provincial Department of Education, define core concepts and construct a theoretical framework through literature review.

In-depth interview method: Following the principle of purposeful sampling, 25 volunteer service education managers from 5 different types of universities in Guangdong Province (comprehensive, science and technology, normal, agriculture and forestry, applied) were selected as interview subjects (see Table 1), taking into account the characteristics of different positions, years of work, etc., to ensure the representativeness and coverage of the sample. The interview adopts a semi-structured form, and the interview outline is designed around core issues such as professional role recognition, ability and quality requirements, career development difficulties, policy support needs, and university organization security. The interview duration is 40-60 minutes/person. The whole interview is recorded and transcribed into text materials, and NVivo 12 software is used for open coding, axial coding and selective coding to refine the core categories. In order to ensure the credibility of the research, the researchers' triangular mutual verification and member checking are adopted. The results are independently coded and compared by two researchers, and the preliminary findings are fed back to some respondents for verification.

Table 1

Basic Information of Interview Respondents (n=25)

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Variable	Category	Number	Proportion (%)
Gender	Male	15	59
	Female	10	41
Position	Youth League Secretary	5	20
	Student Affairs Director	3	12
	Student Affairs Dean (College Level)	3	12
	Counselor	9	36
	Full-time Teacher	5	20
Education Degree	Master's	15	59
	Doctorate	10	41
Years of Service	≤10 years	9	37
	11-20 years	8	32
	>20 years	8	31
Professional Title	Professor	3	11
	Associate Professor	12	48
	Lecturer	10	41

Multi-case study method: Three universities, South China Normal University (normal), South China Agricultural University (agriculture and forestry), and Guangdong University of Science and Technology (applied) are selected as typical cases. All three universities are advanced volunteer service units in Guangdong Province. They have their own characteristics in the construction of volunteer service management teams, and their practical experience is representative and provides valuable insights. Case data were collected through multiple channels, such as university websites, official media reports, on-site research, and interview materials. Horizontal comparative analysis was conducted from dimensions such as institutional guarantee, resource support, and professional guidance. The local practice model for the career development of volunteer education managers was extracted.

Research limitations: The sample of this study is limited to universities in Guangdong Province. The generalizability of the research conclusions needs to be further verified; the qualitative research method focuses on an in-depth understanding. In the future, quantitative research can be introduced to validate the mechanism of the influencing factors.

Results and Discussion

Four Core Characteristics of Career Development

Based on the analysis of interview coding, the current career development of university volunteer education managers in China presents four core characteristics (see Fig. 1). These four characteristics interact with each other, forming the main practical challenges of this group's career development.

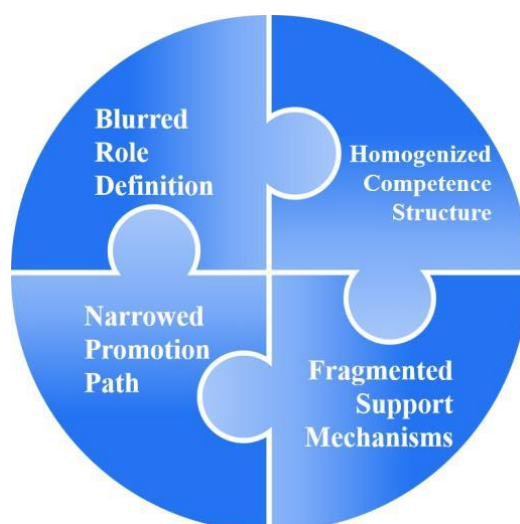


Figure 1. Realistic Characteristics of the Career Development of Volunteerism Education Administrators in Chinese Universities

Blurred role definition: Multiple roles overlap and lack professional attributes. Interview data shows that volunteer service education managers need to undertake five core professional roles: activity organizer, resource integrator, training instructor, risk controller, and assessment evaluator. The responsibilities of each role overlap and intersect (see Table 2). 60 % of the respondents stated that “the role boundaries are unclear and the work content is not clearly defined”. This group generally faces a career positioning dilemma: on one hand, they are often constrained by other jobs and view volunteer service management as an additional task, resulting in scattered energy and difficulty in in-depth work; on the other hand, the professional attributes of the position have not been fully recognized, and they are mostly classified as “administrative support positions” rather than professional technical positions related to practical education, resulting in a mismatch between career positioning and the university’s policy orientation of “integrating practical education into the core system of talent cultivation”.

Table 2

Core Professional Roles and Responsibilities of Management Personnel

Role	Core Responsibilities	Frequency Mentioned
Activity Organizer	Plan volunteer service projects, recruit and train student volunteers	20 times
Resource Integrator	Coordinate off-campus volunteer service resources from the government, enterprises, social organizations, etc.	16 times
Training Instructor	Cultivate a volunteer spirit, provide service skills training, integrate ideological and political education	14 times
Risk Controller	Develop volunteer service safety plans, handle emergencies, ensure student safety	12 times
Assessment Evaluator	Track service hours, evaluate the effectiveness of volunteer service, include in the student comprehensive quality assessment	10 times

Simplification of skill structure: While basic skills are well-possessed, professional skills are severely lacking. Skills can be classified into two categories: basic skills and professional skills. In terms of basic skills, 90 % of the respondents possess general abilities such as organizational coordination, communication and expression, and document processing, which can meet the needs of daily management. However, there are obvious shortcomings in professional ability: only 30 % of the respondents have received systematic professional training in volunteer service management, 40 % said they lacked core professional skills such as project planning, resource integration and volunteer service evaluation, and 20 % mentioned that “there is a serious lack of emerging abilities such as digital technology application, cross-cultural service guidance and psychological counseling”.

Narrowing of promotion channels: The career development path is unclear, and the achievements are difficult to quantify. 70 % of the respondents listed “difficulty in career promotion” as the primary problem. The current university title system does not set up a professional category related to volunteer management. Managers can only develop within the administrative sequence, and the achievements of volunteer management are difficult to quantify. In the title evaluation and position promotion, they are often regarded as additional work and cannot be considered equally with teaching and research. 60 % of the respondents said they had “no clear career development plan”, and some people chose to leave their jobs due to unclear development expectations, resulting in a high staff turnover rate.

Fragmentation of guarantee mechanisms: Insufficient support and lack of systematic design. The guarantee mechanisms exhibit a fragmented characteristic: First, the salary and benefits are relatively low. 80 % of the respondents believe that “the salary does not match the workload”, and the salary level is generally lower than that of administrative and teaching positions at the same level. Second, the training system is not complete. 50 % stated that they have only participated in 1-2 short-term trainings, with the content mainly focusing on policy interpretation and lacking systematic professional skills training. Third, the resource support is insufficient. 60 % indicated that the special fund for volunteer service management at their university is insufficient, and the managers need to coordinate the activity resources by themselves, consuming a large amount of energy on resource matching.

The four characteristics revealed by this study basically reflect the systematic lack of organizational support for university volunteer education managers. The theory of organizational support points out that employees form a sense of organizational support by perceiving whether the organization values their contributions and cares about their well-being. This perception directly affects their work engagement and career development intentions [13]. When applying this theoretical perspective to examine the research group, it can be clearly seen that the ambiguity of role positioning means that the organization fails to provide a clear definition of work, making it difficult for managers to confirm the organizational value of their work; the fragmentation of the guarantee mechanism is manifested in the lack of multi-dimensional support such as wages, training and resources at the same time, resulting in managers receiving signals from multiple sources at the same time, indicating that the organization does not pay attention to them. This systematic lack of sup-

port will lead to the continued erosion of the group's participation in work and retention intentions. From the perspective of human capital theory, the phenomenon of "unitary capacity structure" and "narrow promotion channels" reveal the double decomposition of human capital accumulation and value realization. The theory of human capital emphasizes that individual knowledge and skills need to be improved through education and training, and then transformed into career development capital through the value realization mechanism recognized by the organization [14]. This study shows that managers only have general ability but lack professional ability, which shows that the organization lacks systematic investment in professional human capital. The lack of systematic training makes it impossible for managers to turn daily experience into transferable professional skills. More importantly, the lack of promotion channels means that a mechanism to realize the value of human capital has not been established: even if managers accumulate professional skills through self-study, these abilities cannot be recognized and approved in the existing professional title system. When employees expect that professional efforts will not bring career returns, their motivation to continue to invest in human capital will be greatly weakened.

Influencing Factors of Career Development

This study reveals that the career development of volunteer education managers is influenced by the interaction of three factors: policy orientation, organizational support, and personal qualities. Among them, insufficient organizational support from universities is the core constraining factor.

Policy-oriented factors: At the national level, a number of policies have been introduced to promote the development of volunteer services. However, the policy design is characterized by a macroscopic and principle-based approach, lacking detailed standards specifically for the professional development of managers. The "Interim Measures for the Management of Student Volunteer Services" only clearly stipulates the requirements for the allocation of managers, but does not make specific provisions regarding their professional qualifications, salary and benefits, and promotion channels; the "Opinions on Building a New Era Volunteer Service System" has not issued corresponding implementation rules. There are deviations in the implementation of local policies, and some education departments have not included the construction of volunteer service management teams in the university evaluation system, resulting in the widespread phenomenon of "emphasizing activities but neglecting the team".

Organizational support factors: As the direct management entity, the organizational support level of universities is the most prominent constraining factor. Firstly, the management system is unreasonable. Universities generally do not have a dedicated management institution, and the managers lack independent working authority and job positions. Secondly, the assessment and incentive mechanism is not perfect. The assessment indicators focus on quantitative indicators such as the number of activities and service duration, while ignoring the quality of education and the improvement of professional capabilities. Thirdly, the resource allocation is insufficient. Training resources, venue resources, and human resources are generally in short supply.

Personal quality factors: They mainly manifest in two aspects: professional identity and the motivation for capacity improvement. 20 % of the respondents believe that "volunteer service management is a marginal job, less valuable than teaching and research", and they have a weak sense of professional honor; managers are occupied with a large amount of routine work on a daily basis, and the time they can freely allocate for learning is limited, making it difficult for them to systematically improve their professional knowledge and skills, and unable to adapt to the professionalization and branding requirements of volunteer services.

Three Practice Models

Based on the analysis of three case universities, this study identified three practice models for the professional development of volunteer education managers.

South China Normal University: Professionalization-led Model. This model focuses on professionalization as its core, establishing a systematic development path for management personnel. Specialized student leaders are assigned to core management positions in large-scale event volunteer services. Volunteer selection covers multi-dimensional ability assessments to ensure a solid professional foundation. A "9+1" combined training system of general and specialized training is established. 20 teachers participated in the provincial-level teacher training program, and 12 teachers delivered 28 service sessions involving over 6,000 participants, forming a stable training faculty. They also organized the international Chinese education volunteer training program, providing a 5-week systematic training to 94 volunteers from 27 universities across the country. Through brand projects such as the Graduate Teaching Assistant Program, management person-

nel have gained capacity improvement through long-term practice. The Graduate Teaching Assistant Program has been established for 14 years and has dispatched over 900 volunteers. Many volunteer service projects have won national gold awards. The core mechanism of the model is the accumulation of professional capital, which realizes the systematic investment of professional knowledge capital through a systematic training system, continuously accumulates experience capital through brand project practice, and continuously increases reputation capital through the output of project results. From the perspective of human capital theory, the model embodies the professional path of human capital investment, enabling managers to continuously deepen their professional knowledge through institutionalized training and project practice.

South China Agricultural University: Integrated Curriculum Model. This model integrates volunteer service management with discipline construction. Professional teachers and management personnel jointly lead teams to carry out activities such as “PhD Group” technological assistance for agriculture and “Ten Thousand Students’ Rural Investigation”. Each year, over 1,000 people participate in these activities, converting agricultural science, forestry science, and other professional knowledge into volunteer service management capabilities. 47 units have signed agreements, and 103 Party member volunteer service bases have been established, providing stable, practical platforms for management personnel. The core mechanism of the model is the transformation of academic resources, which transforms the professional knowledge of disciplines such as agriculture and forestry into volunteer service management capabilities, the resources of academic platforms into management practice platforms, and the achievements of academic construction into the career development capital of managers. From the perspective of human capital theory, the model reveals the cross-border transformation path of capital accumulation. The professional ability of managers can be achieved not only through direct training, but also through the transformation of the organization's existing academic resources to achieve low-cost and rapid value growth.

Guangdong University of Science and Technology: Technology Empowerment Model. This model is characterized by technology empowerment and builds a management personnel training system that promotes practice through competitions. It relies on the volunteer service information system for standardized management, conducts system operation training, and enhances the information literacy of management personnel. The “WE Charity” volunteer service project design competition has been held for 9 consecutive years, with a total of over 100 projects being incubated; it also jointly organized a grassroots governance research competition with local governments, guiding management personnel to enhance their capabilities through project planning and resource integration practices. The core mechanism of the model is the incubation of practical abilities, which creates frequent practical scenarios through the project competition platform, provides input of capabilities through pre-sports training camps, and guarantees the transformation of achievements through post-sports incubation. From the perspective of the theory of service-learning, this model applies the logic of learning in service to the development of managers. During the entire process of guiding students in project design, competition selection, and implementation of incubation, they themselves also undergo continuous capability incubation. The capabilities of managers are not acquired in the classroom and then applied, but are directly generated in practice and iteratively upgraded in the “doing” process.

The three models address the institutional barriers to human capital accumulation from different perspectives: The South China Normal University model solves the problem of professional capability input through systematic training, the South China Agricultural University model addresses the issue of capital source through the transformation of disciplinary resources, and the Guangdong Science and Technology College model resolves the problem of capability generation through practical incubation.

The Mediating Role of Organizational Support

Based on the above discussions, the “policy-organization-individual” tripartite development system (see Fig. 2) constructed in this study, its core theoretical implication lies in revealing the mediating role of organizational support. Organizational support serves as the key mechanism connecting macro policies with individual development.



Figure 2. The “Policy-Organization-Individual” Trinity Collaborative Development System

From the perspective of organizational support theory, organizational support is not only a predictor variable influencing employees’ attitudes and behaviors, but also an intermediary mechanism that transforms the macro institutional environment into the micro development of individuals [13]. Policy orientation provides direction, guidance and a legal basis for the career development of managers, but the substantial support provided by these policies highly depends on the institutional arrangements at the organizational level. When the organization fails to establish a dedicated management institution, fails to establish a systematic training system, and fails to incorporate volunteer management into the professional title evaluation system, the macro policies are difficult to be transformed into the organizational support sense of managers. This is precisely the theoretical explanation for this study that insufficient organizational support is the “core constraint factor”, and organizational support plays an irreplaceable intermediary role between policies and individuals.

From the perspective of human capital theory, the mediating role of organizational support is manifested in providing institutional incentives and implementation mechanisms for the accumulation of human capital. On one hand, organizations offer support measures such as providing training opportunities and establishing practical platforms, thereby providing institutional incentives for the investment in human capital by managers. On the other hand, the organization has established clear promotion channels and provided salary plans that match the workload to provide institutional guarantees for the realization of the value of human capital. The difference between the three practice models mainly reflects the different configuration of organizational support: the model of South China Normal University provides professional development support, the model of South China Agricultural University provides resource integration support, and the model of Guangdong University of Science and Technology provides practical incubation support. The effective functioning of these support mechanisms depends entirely on the organization's continued investment in training systems, platform building and resource allocation.

Practical Paths for Optimizing Career Development

At the policy level, the education department should improve the overall planning and promote the transformation of policies from a macroscopic to a refined approach. The national education department needs to revise relevant management regulations, clearly defining the professional qualifications, job positions, salary benefits, and career evaluation channels for managers, and incorporating volunteer service management into the university's professional technical position system. Local education departments should incorporate the construction of volunteer service management teams into the university evaluation system and establish an inspection mechanism to ensure the implementation of the policies.

At the organizational level, universities should establish sound internal management mechanisms and enhance organizational support. First, set up a specialized management institution, clarify job responsibilities, and solve the problem of ambiguous roles; second, build a systematic training system to provide channels for professional ability improvement for management personnel; third, innovate incentive mechanisms, link the management achievements of volunteer services directly to awards and promotions, and job ad-

vancement; fourth, ensure the investment of special funds to provide stable resource support for the work. The experiences of the three case universities, the specialized training system of South China Normal University, the university-local cooperation platform of South China Agricultural University, and the project competition mechanism of Guangdong University of Science and Technology, have provided practical models that can be learned from for different types of universities.

At the individual level, managers should proactively enhance their professional competence and establish a scientific career plan. They should strengthen their professional recognition of the core value of volunteer service management in the practical education system; actively learn core skills such as project planning, resource integration, and volunteer service evaluation; actively participate in brand project construction, accumulate quantifiable work achievements, and achieve a positive interaction between personal growth and organizational development.

Conclusion

This study selected 25 volunteer service education managers from five universities in Guangdong Province as interviewees. Taking South China Normal University, South China Agricultural University and Guangdong University of Science and Technology as typical cases, the career development path of university volunteer service education managers is systematically discussed.

Research shows that the career development of this group shows four characteristics: unclear role positioning, single ability structure, narrow promotion channels and fragmented guarantee mechanism. These reflect their structural marginalization in the university organization system. Their career development is influenced by three factors: policy orientation, organizational support, and personal qualities. Among them, organizational support is the core mediating variable connecting the macro policy and personal development. The practices of the three case universities have formed three replicable development models: the professional leadership model of South China Normal University, the discipline integration model of South China Agricultural University, and the technology empowerment model of Guangdong University of Science and Technology. Their core mechanisms are professional capital accumulation, discipline resource transformation, and practical ability incubation, respectively, reflecting diverse accumulation paths of career development capital.

The theoretical contribution of this study lies in: extending the application of the organizational support theory to the institutional analysis framework of “policy — organization — individual”, revealing the mediating role of organizational support between macro policies and micro individuals; expanding the human capital theory from the single path of “training as investment” to multiple capital accumulation paths including professional accumulation, disciplinary transformation, and practical incubation; extending the application object of the service-learning theory from students to managers, revealing the deep logic of “educating others also educates oneself”. At the practical level, the study proposed targeted suggestions from three dimensions: policy improvement, organizational support, and personal development, providing empirical references for the construction of university volunteer service management teams.

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Қытай университеттеріндегі еріктілерге білім беру бағдарламасы менеджерлерінің мансаптық даму жолдары

Университеттің еріктілерге арналған білім беру бағдарламаларына жауапты тұлғалардың кәсіби дамуы практикалық дайындық сапасына тікелей әсер етеді. Бұл зерттеуде Қытайдың Гуандун провинциясындағы бес университеттің 25 директорымен көп өлшемді зерттеу әдісін қолдана отырып, Оңтүстік Қытай педагогикалық университетіне, Оңтүстік Қытай ауылшаруашылық университетіне және Гуандун ғылым және технология университетіне бағытталған кеңейтілген сұхбаттар жүргізілді. Нәтижелер бұл директорлардың мансаптық дамуының төрт сипаттамасын анықтады: рөлдік позициясы түсініксіз, дағдылары шектеулі, мансаптық өсу жолдарының шектеулілігі және қолдау жүйелерінің үзік-үзік болуы. Олардың мансаптық траекторияларына саяси бағдар, ұйымдастырушылық қолдау және жеке мүмкіндіктер әсер етеді, ал ұйымдастырушылық қолдау негізгі шектеуші фактор. Зерттеу үш түрлі тәжірибелік модельді анықтады: кәсіби көшбасшылық, тәртіптік интеграция және техникалық әлеуетті кеңейту. Зерттеу сонымен қатар саясат-ұйым-жеке бірлескен дамудың үш жақты моделін құрды. Бұл зерттеудің теориялық үлестеріне мыналар кіреді: макросаясат пен жеке даму арасындағы ұйымдастырушылық қолдаудың делдалдық рөлін анықтау; бір реттік оқудан кәсіби тереңдетуге, тәртіптік трансформацияға және тәжірибелік инкубацияға дейін адами капиталды жинақтау арнасын және студенттерден менеджерлерге дейін қызмет көрсету-оқыту теориясының ая-

сын кеңейту. Бұл университет еріктілігі саласындағы білім беру көшбасшыларының мансабын дамыту үшін эмпирикалық негізді қамтамасыз етеді.

Кілт сөздер: Қытай университеттері, ерікті көшбасшылар, мансаптық даму, кәсібилендіру, тәжірибе моделі, қызмет көрсету-оқыту, ұйымдастырушылық колдау, адами капитал.

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Траектории карьерного развития руководителей волонтерских образовательных программ в китайских университетах

Профессиональное развитие лиц, ответственных за образовательные программы в области университетской волонтерской деятельности, напрямую влияет на качество практического обучения. В данном исследовании были проведены углубленные интервью с 25 руководителями из пяти университетов провинции Гуандун, Китай, и использован метод многофакторного исследования на примере Южно-Китайского педагогического университета, Южно-Китайского сельскохозяйственного университета и Гуандунского университета науки и технологий. Результаты исследования выявили четыре характеристики карьерного развития этих руководителей: нечеткое позиционирование роли, ограниченные навыки, ограниченные пути продвижения по службе и фрагментированные системы поддержки. На их карьерную траекторию влияют политическая ориентация, организационная поддержка и личные способности, среди которых организационная поддержка является основным ограничивающим фактором. В исследовании были выявлены три различные модели практики: профессиональное лидерство, интеграция дисциплин и расширение технических возможностей. Одновременно в исследовании была построена трехсторонняя модель совместного развития «политика-организация-индивид». Теоретический вклад данного исследования включает в себя: выявление опосредующей роли организационной поддержки между макрополитикой и личностным развитием; расширение канала накопления человеческого капитала от разового обучения к профессиональному углублению, трансформации дисциплин и инкубации практики; и расширение сферы применения теории обучения через служение от студентов к менеджерам. Это обеспечивает эмпирическую основу для развития карьеры руководителей в сфере образования в области волонтерской деятельности в университетах.

Ключевые слова: китайские университеты, руководители волонтерской деятельности, развитие карьеры, построение профессионализации, практическая модель, обучение через служение, организационная поддержка, человеческий капитал.

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