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The Role and Function of Counselors in "Broad-spectrum" Innovation and Entrepreneurship Education in Higher Education Institutions

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Abstract: *Counselors in higher education institutions are the front-line workers of ideological and political education and an important team for the implementation of "broad-spectrum" innovation and entrepreneurship education, in which they play important roles of awareness enlightenment, motivation, psychological guidance and action support. By clarifying their roles, strengthening capacity building, innovating classroom teaching and integrating multiple resources, counselors can give full play to their advantages and roles in innovation and entrepreneurship education.*

Key words: *Counselors in Higher Education Institutions; Broad-spectrum Style; Innovation and Entrepreneurship Education*

Introduction

In 2010, the Opinions of the Ministry of Education on Vigorously Promoting Innovation and Entrepreneurship Education in Higher Education and Independent Entrepreneurship among College Students pointed out that college students are one of the groups with the most innovative and entrepreneurial potential, and requested that innovation and entrepreneurship education be carried out uniformly in all levels and types of colleges and universities nationwide. In May 2015, the General Office of the State Council issued the "Implementation Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Higher Education", which once again clarified that innovation and entrepreneurship education should be "oriented to all", "integrated into the talent training system" and "popularized". "The policy orientation of broad-spectrum education was established. The "broad-spectrum" value orientation has become the basic guideline for the deepening reform of innovation and entrepreneurship education (Yang, 2021). The development of innovation and entrepreneurship education for college students cannot be carried out without high-quality teachers, and counselors, as the backbone of talent cultivation in colleges and universities, have various advantages in the development of "broad-spectrum" innovation and entrepreneurship education. The author intends to discuss the role of counselors in "broad-spectrum" innovation and entrepreneurship education in higher education institutions, and then put forward some ideas on how to better play their functions.

The Meaning of "Broad-spectrum" Innovation and Entrepreneurship Education

The term "broad spectrum" is a pharmacological concept that refers to the effectiveness of a drug against a wide range of microorganisms, pathogenic factors or diseases. Borrowing the meaning of "broad spectrum", "broad-spectrum" innovation and entrepreneurship education is "universal" and "broad" in nature. It is a kind of educational concept and model compared with the "professional" entrepreneurship education carried out by business students. Entrepreneurship education in Western universities, especially in the United States, first developed and matured from business schools, and then spread beyond business schools. In the early days, traditional business schools were organized in a business-oriented manner and followed the teaching style of business schools (Niu, 2009). In contrast, entrepreneurship education in Chinese universities has been "university-wide" or "universal" from the very beginning, with all students as the educational target, practicing entrepreneurship education in a broad sense (Wang, 2012). In terms of educational targets and contents, it is oriented to all students, and tends to cultivate students' entrepreneurial quality and entrepreneurial spirit, and enhance students' ability to learn and work independently.

According to Wang Zhanren, who conducted the research on "broad-spectrum" innovation and entrepreneurship education earlier, the core concept of "broad-spectrum" innovation and entrepreneurship education has three main points: first, the education targets all students, and all students should have the opportunity to receive entrepreneurship education; Second, entrepreneurship education should be "embedded" in professional education, and deep entrepreneurship education should be implemented; third, the purpose of education is not only to teach entrepreneurial knowledge and skills, but also to cultivate students' entrepreneurial concepts, entrepreneurial spirit, entrepreneurial thinking and entrepreneurial ability (Wang, 2015). Based on the core elements and concepts of "broad-spectrum" innovation and entrepreneurship education, counselors in higher education institutions need to give better play to the relevant educational functions on the basis of their clear role positioning.

The Role of Counselors in "Broad-spectrum" Innovation and Entrepreneurship Education

Some surveys show that the current content, form and division of responsibilities of innovation and entrepreneurship education in colleges and universities differ greatly between schools (Liu, 2019). But regardless of the differences, the daily work of counselors in innovation and entrepreneurship education is basically: to conduct class meetings on the theme of innovation and entrepreneurship education; to organize and guide students to participate in various innovation and entrepreneurship activities and competitions; to select and lead students to visit innovation and entrepreneurship incubation bases or to provide peripheral services for students' entrepreneurship practice; to provide relevant departments with various materials for students' participation, training and entrepreneurship, etc. On the surface, the scope of work is quite extensive, but in fact, it highlights the trivial aspect of daily work. The role of counselors in innovation and entrepreneurship education is not clearly defined, and they tend to be marginalized and become sounding boards and peripheral service providers.

Counselors are the front-line ideological and political education workers, and ideological and political education is the primary task. Therefore, the realization of the role of counselors in innovation and entrepreneurship education in higher education institutions should be based on the actual situation, give full play to their

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advantages, and revolve around ideological and political education. Specifically, counselors should be the initiator of college students' innovative and entrepreneurial consciousness, motivator of motivation, guide of psychological confusion and supporter of behavior development.

Counselors are the Initiators of Students' Innovation and Entrepreneurship Awareness

At present, although the slogan of "mass entrepreneurship and innovation" has been deeply rooted in people's hearts, and the supporting courses and related systems of innovation and entrepreneurship education in higher vocational colleges and universities have been gradually improved, on the whole, there are still many college students who have cognitive bias and think that innovation and entrepreneurship education is only meaningful to some students who have entrepreneurial ideas and actions, but not to other students. It is not meaningful to other students (Qiu, Ge, Wang & Xie, 2019). The essence of "broad-spectrum" innovation and entrepreneurship education is to nurture people, emphasizing that it is an enlightening education for all students and meaningful to every student, and the main goal is to cultivate entrepreneurial consciousness and entrepreneurial spirit, and to cultivate students' ability to work independently and learn continuously (Wang, 2015).

Because of their need to carry out student management, counselors are the teachers who spend the most time in daily contact with college students and have more advantages in the conditions of awareness initiation education. Through daily work such as dormitory visits, heart-to-heart talks, thematic class meetings, and group activities, counselors can continuously infuse the educational concept of innovation and entrepreneurship education into students' hearts like a trickle, planting the seeds of aspiring to entrepreneurship in students' minds, which will naturally take root when the time is right. At the same time, it can also guide the students' cognitive bias, improve their cognitive level and consciously accept the education, so as to realize the transformation from the external indoctrination of the school to the internal consciousness of the students.

Counselors are the Motivators of College Students' Innovation and Entrepreneurship

As a new educational paradigm, "broad-spectrum" innovation and entrepreneurship education emphasizes innovation as a body and entrepreneurship as an application, aiming at stimulating their innovation and entrepreneurial potential and generating action (Wang, 2012). Therefore, while providing comprehensive guidance to students, it is also necessary to give different encouragement and guidance to students according to their actual abilities. Counselors are responsible for many duties such as student awards and loans, academic style construction, party and class construction, etc. They can grasp student dynamics and understand students' needs faster and more accurately compared with teachers of professional courses and other management cadres. In innovation and entrepreneurship education, counselors who have the most information about students' professional learning characteristics and expertise, how innovative students are, and whether students are suitable for entrepreneurship may have more say as counselors who have the most information about students. From this level, it is also easier for counselors to dig deeper into students' talents and provide them with personalized guidance and assistance. At the same time, some survey data show that the counselor team

has shown a trend of becoming younger and younger (Wang, 2020). The counselor team as a whole is more active, full of vitality and passion, similar to the characteristics of entrepreneurs, and more likely to take on the important mission of leading, demonstrating and driving, igniting students' desire for innovation and entrepreneurship and stimulating learning enthusiasm from an emotional point of view.

Counselors are the Guide to the Psychological Confusion of College Students on the Way of Innovation and Entrepreneurship

The 2019 Employment Blue Book: 2019 China College Student Employment Report released by McKeith Research Institute shows that the proportion of the 2018 class of college graduates who started their own business was 2.7%, while the proportion of senior high school graduates who started their own business reached 3.6%. However, the report also points out that only 44.8% of college graduates of the class of 2015 who started their own business persisted in doing so after three years, which means that the survival rate of entrepreneurship is only 44.8% (MYCOS, 2019). It can be seen that the road of innovation and entrepreneurship is never smooth, but full of various risks, difficulties, setbacks and failures. However, the traditional Chinese culture has a cultural mentality of "Winner is king, loser is bandit", and among the various factors that hinder entrepreneurship, the most frequently mentioned is the fear of failure. Studies have shown that college students are a vulnerable group for various psychological problems, and their scores of paranoia, depression and hostility factors are higher than the national adult norm (Liu, 2019). In educational activities, it is common that some students are not confident in innovation and entrepreneurship, hesitating and lacking courage when facing some projects and opportunities; some students think too highly of themselves and do not anticipate risks enough, so a little loss will mess up their positions; some students are not strong in entrepreneurial will, not strong in resistance to setbacks, easily retreating in the face of failure and choosing to give up, etc. Such psychological conflicts and confusion are increasing and should not be ignored. Mental health education is an important duty of counselors. It is the daily work of counselors to establish students' psychological files, use psychological knowledge and counseling skills, identify students' psychological problems and intervene effectively, and guide students to make self-adjustment. Counselors in higher education institutions can integrate mental health education into entrepreneurship education and career guidance, explore entrepreneurship mental health education strategies, and then effectively promote students' overall development and enhance the effectiveness of innovation and entrepreneurship education.

Counselors are Supporters of the Development of Innovative and Entrepreneurial Behavior of College Students

Counselors in higher education institutions often undertake the task of assisting in implementing specific work affairs of faculties and departments as well as developing resource channels. Their own work system enables them to act as a bridge between various parties and have an irreplaceable role in implementing school policies, promoting communication and facilitating talent cultivation. In particular, they have a great advantage in educating students about the employment situation and using the rich resources of alumni to drive students to start their own businesses and invite successful seniors to speak out. For students, an organization or an individual, a decision or a policy is a resource and a kind of opportunity. Counselors who can provide more information and opportunities for practice, internship and employment to students in need naturally be-

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come "openers" and loyal supporters of college students' advancement.

The Function of Counselors in "Broad-spectrum" Innovation and Entrepreneurship Education

Based on the above role, I believe that counselors should strengthen their own capacity building, innovate classroom teaching, activate multiple resources, play the role of "broad spectrum" innovation and entrepreneurship education such as awareness initiation, motivation, psychological guidance and action support, and truly play the function of education, management and service.

Strengthen Capacity Building and Enhance Innovation and Entrepreneurship Education

Human creativity cannot be taught in the same way as specific skills and techniques, but it must be created implicitly through the inculcation and indoctrination of the cultural spirit embedded in modern scientific and humanistic knowledge (Wang, 2012). "Broad-spectrum" innovation and entrepreneurship education cannot be carried out in isolation from knowledge education and professional education. In order to become the backbone of innovation and entrepreneurship education for college students, counselors must have their own "abilities". The Ministry of Education Order No. 43 mentions 8 job duties of counselors, which means that counselors must have a diversified knowledge structure and comprehensive ability and quality. In terms of innovation and entrepreneurship education, besides mastering the policies and regulations related to innovation and entrepreneurship of college students, the theoretical knowledge and operational skills required for counseling, and the skills for organizing innovation and entrepreneurship activities, they should also develop the awareness and ability to integrate innovation and entrepreneurship education into daily student affairs.

According to Wu's research, there are two types of important influences on students: "interactive significant others" and "iconic significant others". Teachers, parents, and peers are likely to be students "interactive significant others" (Wu, 2008). Other scholars studying the influence of teachers on students' creative behaviors found that the ability of teachers to become "interactional significant others" for students depends on their status in students' minds and the degree of influence they have on their lives. In general, if students perceive teachers as teachers rather than significant others, teachers exercise institutional social authority and students rarely speak out with them, even when they are submissive (Xu, Wu & Fu, 2011). Counselors are the closest group of teachers to students, and they should become "interactive significant others" for students, making innovation and entrepreneurship education activities a lively process of joint exploration between teachers and students, not only guiding them in terms of knowledge and skills, but also mobilizing them emotionally and arousing their attention to learning.

Innovative Classroom Teaching Mode to Improve the Quality of Innovation and Entrepreneurship Education Courses

Curriculum development is the pivot and core of the systemic project of innovation and entrepreneurship education. Some scholars have pointed out that the current challenge for entrepreneurship education is no

longer how to continue expanding the scope of this field, but how to promote the in-depth development of the currently existing curriculum and improve its quality (Wang, 2012).

According to research statistics, the counselor group has been an important part of the teaching faculty of innovation and entrepreneurship education in higher education institutions, and has been teaching courses related to innovation and entrepreneurship education for a long time (Liang & Yan, 2016). However, because counselors lack professional theoretical knowledge of economics and entrepreneurial experience and practical experience, they are often not valued, while full-time counselors often wear several jobs due to the work needs of faculties and departments and work in a wide range of areas, appearing to be full-time but not professional, and the identity of teaching staff is difficult to be recognized. In fact, in terms of classroom content, innovation and entrepreneurship education courses can be divided into entrepreneurial awareness, entrepreneurial knowledge, entrepreneurial character, entrepreneurial skills, and entrepreneurial teaching methods. Among these five categories, except for the entrepreneurial skills category, it is not necessary to have entrepreneurial experience to be competent in all the courses (Xu & Ye, 2010). Counselors' own job responsibilities require them to master multidisciplinary knowledge and skills such as psychology, education, and management, which is consistent with the fact that innovation and entrepreneurship education requires teachers who conduct innovation and entrepreneurship education to have a multidisciplinary theoretical foundation. Therefore, whether counselors can be competent in teaching courses of innovation and entrepreneurship education depends on whether they can innovate teaching methods and teaching concepts, improve teaching ability, and innovate classroom teaching mode in combination with work content.

First of all, "broad-spectrum" innovation and entrepreneurship education emphasizes that innovation and entrepreneurship education should be embedded in the first classroom. In higher vocational institutions, counselors are responsible for teaching the courses of "Mental Health Education for College Students" and "Career Planning and Employment Guidance for College Students". Therefore, counselors should innovate education methods, promote the deep integration of psychological education courses and entrepreneurship education courses, adopt various forms such as practical teaching and teaching by example, and give full play to the advantages of network to promote the construction of catechism of entrepreneurship psychology courses, so that the coverage and effectiveness of the courses can be improved continuously. .

Secondly, in the second classroom, counselors should be brave to break the rules and enhance students' experience and participation in a novel and unique way to cultivate entrepreneurial interest and innovation awareness. In 2014, the academic staff team of Guangzhou City Polytechnic, where I work, launched the second classroom activity project "Entrepreneurship and Employment Quality Training Camp for College Students", in which counselors and academic staff teachers, as teachers of the camp, lead students to carry out 21 days of training, including aerobic training, games, story development, etc. The topics cover workplace The topics cover workplace psychology, workplace quality, workplace skills and other aspects. The program has been held for 6 consecutive sessions, and then it is open to all students every year in the form of a "public course", and a supporting textbook has also been written. Guangzhou City Polytechnic created a business incubation base based on the training room, and the counselor recruited students with business ideas to form a business team, hired a business mentor to conduct training, guided the team to write a business plan, and organized a bidding process for each team by understanding the students' willingness and ideas to start a business. Finally, the college raises business funds for the winning team and provides business mentors to support and guar-

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antee the realization of the students' business dreams. Such practical projects greatly enhance students' participation and experience, and enrich the form and content of the second classroom. The counselors encourage students to practice innovation and entrepreneurship according to the actual situation, which has a catalytic effect on the improvement of students' innovative ideas and abilities.

Integrate Resources and From All Parties to Build an Education Platform for Innovation and Entrepreneurship

The whole process of innovation and entrepreneurship education needs the full cooperation of the whole school and all departments. Counselors play an important role in practical work. In the work system of higher vocational colleges, on the one hand, counselors should straighten out the relationship with all aspects, help to realize the multi-linkage of teaching affairs Office, employment Office, student office and other departments, break through the boundary between online and offline, and integrate various resources. On the other hand, we integrate alumni resources with our own functional advantages. We can establish a counselor's entrepreneurship studio, establish alumni contact mechanism, visit entrepreneurial students, understand the entrepreneurial experience of graduates, and timely sort out and discuss the character and spirit that students need to succeed in entrepreneurship. At the same time, "invite alumni back", organize a series of lectures on innovation and entrepreneurship of alumni, exert peer influence, enhance students' confidence in innovation and entrepreneurship, and create a good campus atmosphere for innovation and entrepreneurship.

Conclusion

To sum up, "broad-spectrum" innovation and entrepreneurship education is an important breakthrough in the reform of talent cultivation in higher education, and the important role of counselors in it needs to be further clarified. In clear its role at the same time, the higher vocational college counselors strive to perfect the knowledge structure, strengthen the consciousness of innovative entrepreneurship education and set up the scientific and advanced education concept, improve the innovation ability of entrepreneurship education, maximize stimulate the potential of each student's potential, guides the student to firm ideal faith, active in innovation entrepreneurship practice, then to translate knowledge and creativity into practical problem solving.

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