

The Backgrounds, Problems and Solutions: On the Long-Term Mechanism of Boosting Employment via Entrepreneurship for University Students

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Abstract. Against the backdrop of "Mass Entrepreneurship and Innovation" and an increasingly severe job environment, shouldering the burden of cultivating talents, universities need to prioritize the cultivation of innovative talents by intensifying the development of entrepreneurship education and constructing a unique long-term mechanism of boosting employment via entrepreneurship for university students. This paper focuses on the analysis of the status quo and major problems in universities' work based on the current entrepreneurship and employment situations (shortage of employment, difficulty in employment and delay of employment). At last, it presents its own thinking about the construction of a long-term mechanism of boosting employment via entrepreneurship for university students from three perspectives: the government, the university and the students.

Introduction

As the higher education is being carried forward in a popular style, the employment situation for university graduates becomes more serious. In order to tackle the employment problems radically and improve the employability of graduates, we must change the way of thinking, innovate the model and diversify the channels for employment. "Mass Entrepreneurship and Innovation" provides a new train of thinking: using entrepreneurship to drive employment. Entrepreneurship education in universities is the extension and development of university innovation education, which attaches a practical significance to the deepening of the university curricular reform and the promotion of employment via entrepreneurship for university students [1]. Therefore, obtaining employment via entrepreneurship becomes a necessity for alleviating the employment pressure in universities and realizing students' full potential and growth.

The Background Analysis of the University Work of Boosting Employment via Entrepreneurship

The Conflict Between the Significant Increase in the Number of University Graduates and the Insufficient Growth of Market Requirement, Leads to the Shortage Of Employment.

In recent years, with the expansion of the scale of higher education, universities correspondingly expand the size of enrollment. The surge in the total number of the graduates, to some extent, results in a relative surplus of talents. But the increase of job opportunities does not have a positive correlation with it. The traditional job sectors have a limited capacity for graduates employment, while the new employment channels have hardly become efficient approaches for massive employment requirement. Therefore, the imbalance between supply and demand in the job market leads to the shortage of employment for a large number of graduates.

The Misalignment between the Abilities of Higher-Education-Cultivated Talents and the Demand of Labor Market, Leads to the Difficulty in Employment.

The characteristics of the higher education cannot adapt to the market development model, which demonstrates in the blindness and spontaneity of the ever changing market demand, and in the stability and planned nature of enrollment program, training plan and teaching arrangement in the higher education. The cyclical adjustment of the latter apparently lags behind that of the former, therefore causing the dislocation of the setup of specialties and the demand of labor market, which results in skills gap--people without jobs and jobs without people. The imbalance between supply and demand in the higher education leads to the difficulty in employment for university graduates.

The Mismatching between the High-Level Career Standards and the Conventional Social Demand, Leads to the Delay of Employment.

The higher education has evolved from the "elitism" phase to the "populism" phase, but the career standards for the graduates has not followed. The high-level career standards contradict the reality, hence generating severe misallocation of human resource and increasing the difficulty for graduate employment. On the one hand, many graduates could not land jobs in cities and were rejected by government departments and popular industries; on the other hand, some grass-root units and companies located in remote areas could not recruit enough labor and experience brain drain. The irrationality of the allocation of labor resources leads to the delay of employment.

The Analysis of the Basic Situation and Problems of the University Work of Boosting Employment via Entrepreneurship

Alternativeness of the University Work of Boosting Employment via Entrepreneurship Confines its Conformity as an Integrated Force.

The entrepreneurship education in China has a relatively late start-up and a weak basis. Therefore, the university work of boosting employment via entrepreneurship is still in an isolated situation, without a clear classification. The work is usually organized and conducted by departments related to students work, such as students' affairs division, Youth League Committee, etc. From the perspectives of both the departments and the teacher supply involved in the entrepreneurship education, it does not achieve real acceptance into the higher education system, being left on the margins.

The Definition of the University Work of Boosting Employment via Entrepreneurship is Unscientific, Thus Making it Out of Step with the Personnel Training.

At present, the university work of boosting employment via entrepreneurship is restrained at the level of merely solving employment problems, and is not focused on the cultivation of entrepreneurial talents that society needs. This goes against the basic task of personnel training in universities. If the identification of the university work of boosting employment via entrepreneurship does not observe the scientific law, emphasizing only the "present interests" of students employment and neglecting the "long-term benefits" of elites cultivation, it will definitely make itself out of step with the personnel training.

The Laws of Boosting Employment via Entrepreneurship for University Students are Confused with Those of Other Groups, Lacking its Uniqueness.

University students mostly have higher levels of knowledge, better professional skills and innovative spirits, therefore inclining to start businesses in the fields of product technology innovation and business model innovation. However, for lack of experience, practical skills and good psychological quality, their abilities and ways of getting self-employed are of distinct rules and features, such as in formalization, high-level development, etc. But currently, most of the universities do not distinguish the laws of boosting employment via entrepreneurship for university students from those of other social groups.

The Countermeasure Analysis of Constructing a Long-Term Mechanism of Boosting Employment via Entrepreneurship for University Students

Boosting employment via entrepreneurship for university students is not merely the university work, but a systematic project, which requires joint efforts and attention of the whole society. Only when the government, the university and the students altogether put themselves in proper perspectives and become an integrated force, can they construct a long-term mechanism of boosting employment via entrepreneurship for university students, therefore tackling the problems of difficult employment for university students at the root.

Consolidating the Leading Position of the Government, and Establishing a Trinity Supporting System of Employment via Entrepreneurship for University Students

The government plays the role of advocate and supporter in terms of boosting employment via entrepreneurship for university students. To launch activities to help university students to get self-employed, it is necessary to maximize the government's leading and market's allocating resources functions. Hence, the working mechanism of boosting employment via entrepreneurship for university students can be formed, which is led by the government, supported by society and directed by the market, involving universities and engaging different departments. In order to create a good atmosphere and a supporting system for employment via entrepreneurship, with a trinity of policy, training and service, it needs to:

Firstly, improve the policy-supporting system, and optimize the environment for self-employment. On the basis of current policies, the government should grant more freedom to entrepreneurs, simplify relevant administrative examination and approval and lower the threshold of entrepreneurship, thus creating a relaxed policy environment and an improved service environment, as well as a good atmosphere of common understanding and supporting in the whole society.

Secondly, perfect the entrepreneurship-training system, and improve self-employment ability. Through the extension of the training scale, the innovation of training methods and the reinforcement of entrepreneurship training, the entrepreneurial initiative and enthusiasm are stimulated, and the entrepreneurship skill is also upgraded, so as to decrease the blindness in entrepreneurship and increase the success rate.

Thirdly, construct the service system for entrepreneurship, and integrate self-employment platforms. The government needs to perfect its service and organization by opening hot lines for entrepreneurship, establishing entrepreneurship project libraries and setting up platforms for entrepreneurship incubation. Providing complete entrepreneurship service in an organized way can help steer university students with entrepreneurial intentions and abilities in the right direction.

Highlighting the Cultivating Function of the University, and Constructing a Trinity Education Model of Entrepreneurship Education for University Students

University is an important provider of talents as the first resource, technology as the first productive force and innovation as the first driving force [2]. As a melting pot of entrepreneurs, the university should base itself on its identification of running a school and actively carry out entrepreneurship education, therefore gradually turning "the employment generation" into "the entrepreneurship generation".

Firstly, it needs to establish a curriculum model for entrepreneurship education, combining platform with education [3]. The curriculum system combining platform with education should be based on the unique characteristics of the disciplines and subjects, as well as the aim and content of the entrepreneurship education. The class on the platform is to teach students the entrepreneurship knowledge and skill via classroom teaching method; the module class is to inspire the entrepreneurial enthusiasm and to nurture the entrepreneurial spirit in students. These two parts penetrate each other and are mixed together.

Secondly, it needs to perfect the entrepreneurship training model for university students, combining practice with simulation. Practice is regarded as the extension and sublimation of the class learning, and as for "entrepreneurship practice", it includes practices inside and outside school.

When the university cooperates with the enterprise on the cultivation of talents, a practice base of entrepreneurship education for university students can be founded inside the enterprises, therefore nurturing their entrepreneurial ideas and stimulating their enthusiasm through practices inside and outside school. Besides, the university should provide more conditions to actively encouraging students to participate in the “entrepreneurship simulation”. Through the entrepreneurship simulation or other kinds of activities involving the learning, experiencing and participating-in processes of entrepreneurship, students’ practical ability and comprehensive quality of entrepreneurship will be enhanced.

Last but not least, it needs to form a model for teaching staff of entrepreneurship education, combining full-time teachers with part-time ones. The teaching faculty is the key to the course teaching of the entrepreneurship education. In order to build a teaching team of both teachers in universities and tutors in society, which is full of innovation and practices and also structurally reasonable in terms of age, academic record and professional title, all sorts of social resources need to be utilized to strengthen the teaching staff of entrepreneurship education.

Emphasizing the Entrepreneur Identity of Students, and Forming a Complete Structure for Entrepreneurial Qualities

University students are the main body of the self-employment work. Only when equipped with comprehensive entrepreneurship qualities, such as entrepreneurial consciousness, skill and spirit, can students walk steadily and far on the course of entrepreneurship. It helps to solve the problem of not merely their own employment, but that of the others as well.

So the university students should start to draw up their career plans rationally as early as possible, according to their own characters, strengths and hobbies. Their attitudes also need to be changed: from conforming to conventions to making innovations in a pioneering spirit, from looking on from the sidelines to working in an enterprising manner, and from passive employment concept to active employment concept.

Entrepreneurs must have not only healthy bodies and good entrepreneurship mentalities, but also scientific knowledge structures and enough knowledge reserves. Besides, they also need to have some unique entrepreneurial qualities.

Though the rise of entrepreneurship of our university students originated from the motive of promoting employment, the entrepreneurship should never be regarded as a compelling alternative. Instead, it should be developed as a systematic and long-term project.

The entrepreneurship education and practice help university students to form entrepreneurial values spontaneously, and equip them with abilities and qualities for a successful entrepreneurship, hence encouraging free choices and effective practices of entrepreneurship for university students.

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