

Entrepreneurship Education and Stage Support for College Students' Entrepreneurship

Based on the Enlightenment of Entrepreneurship Education of Jinan University*

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Abstract—This paper describes the entrepreneurship education and its support for the entrepreneurship of college students. College entrepreneurship education is a new process of cultivating college students, which requires the cooperation of phased support. Students can start from scratch, and then integrate the elements of entrepreneurship into a business, roughly divided into four phases: stimulating entrepreneurial awareness, learning entrepreneurial skills, forming the quality of entrepreneurs, and trying out ventures. Each stage requires the cooperation of external conditions. The entrepreneurial support system for college students in Jinan University includes: using basic entrepreneurial education to cultivate entrepreneurial awareness, using various contests and roadshows to enhance the overall quality of student entrepreneurs, using all entrepreneurial training spaces and activities in schools to improve students' entrepreneurial skills and utilizing internal and external resources to provide opportunities to entrepreneurial teams.

Keywords—college student entrepreneurship; entrepreneurship education; entrepreneurial support

I. INTRODUCTION

Currently, China encourages the conduct of “mass entrepreneurship and innovation”. Against the backdrop of transformation, China has taken the “innovation-driven development” as a national strategy for economic growth. At the same time, knowledge-based entrepreneurship has been lifted to an unprecedented level, as such, college students

should shoulder their responsibilities to engage in knowledge-based entrepreneurship. In May 2015, the General Office of the State Council issued the Implementation Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities, allowing college students to retain their academic status and to start their own business, providing policy guarantee and practical support for college students. As main incubator to college students, universities should comprehensively understand the spirits of education reform on innovation and entrepreneurship, remain and carry forward their own features, and work together with other schools. Universities should integrate resources from all respects, take corresponding measures according to the characteristics of college students' awareness of entrepreneurship and actions taken at different stages. In doing so, college will also advance the formation of the views on innovation education through education reform.

In terms of the entrepreneurship education, there is no unified understanding in academic circles. The American Entrepreneurship Education Association believes that the purpose of entrepreneurship education is to develop four kinds of abilities of potential entrepreneurs, namely, recognizing opportunities, creating new ideas and getting necessary resources to seizing opportunities, establishing and running new enterprises, and thinking creatively and critically.[1] European Union thinks that entrepreneurship education nurtures people's creative and innovative thinking and improves their ability of risk-taking, which will help develop their ability of planning and program managing to achieve their objectives. It is believed that people who obtained the abilities mentioned above are apt to put their thinking into practice. [2] Besides, the Britain College Entrepreneurship Education Committee divided the purpose of entrepreneurship education into two parts: helping the entrepreneur to create and manage enterprises and cultivating people's enterprising spirit and entrepreneurial personality. [3] Yin Xiangyi (2017) holds that from the perspective of pedagogy, human development is of the most importance in entrepreneurship education, whose fundamental goal is to cultivate entrepreneurs and learners who

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are constantly developing themselves, intelligent and kind, and all three are indispensable.[4] Li Yayuan (2017) believes that college entrepreneurship education is to cultivate entrepreneurial personality, which is not only the subject of entrepreneurship education, but also the issue of humanistic quality education and mental health education in the whole university. Therefore, entrepreneurship education must establish an overall education concept, organically integrating entrepreneurship education into the university's entire talent training system, as well as other education. [5] Wang Jiayi and Chen Jianhai (2016) point out that the talent cultivation of innovation-oriented universities should be committed to develop advanced innovative and entrepreneurial talents who can lead the world science and technology, facilitate economic and social development both nationally and regionally, and be in line with the demands of national strategies.[6] Wang Zhanren (2016) views that the current innovative and entrepreneurial educational philosophy, being highly similar to educational physiology, regards "talents cultivation" as its essence. [7]

Many scholars have included entrepreneurship education in the entrepreneurship support system of college students to conduct research. Yan Maoxin (2015) considers that entrepreneurship education is an important part of the social entrepreneurship ecosystem. Establishing a harmonious relationship between the in-campus and the off-campus environment of entrepreneurship education can help respond directly to the needs of the social entrepreneurship ecosystem, advancing the development of social entrepreneurship activities. [8] Ren Zhiguang and Zhang Zhimin (2012) introduce the actions that Aalto University, Finland, a famous entrepreneurship-oriented university, took to support college students' entrepreneurship. Aalto University strives to pursue knowledge-oriented innovation, entrepreneurship and talent cultivation, and also provides organizational guarantee, strategic guidance, as well as innovation platform based on factor support and design-oriented plants. [9] Zhou Haitao and Dong Zhixia (2014) studies the entrepreneurship support policy for American college students: formulating policies such as teachers' entrepreneurial vacation, off-campus "one-fifth principle", student entrepreneurship, and protection of intellectual property rights; creating entrepreneurship education institutions, cultivating entrepreneurial teachers, and opening diverse entrepreneurship courses, competitions of entrepreneurship program, as well as establishing college scientific parks and incubators. [10]

Scholars also put forward their own views on the orientation and development of entrepreneurship education. Zeng Li, Zhang Zhongqiu and Liu Yannan (2017) believe that colleges and universities can only cultivate high-level and quality scientific and innovative talents and technical talents by grasping the two key words of "innovation and entrepreneurship" and building a good innovation and entrepreneurship education system with all sectors of society.[11] Huang Zhaoxin and Luo Zhimin reckon that college entrepreneurship education needs to cover every college student in the school, creating a good internal and external environment for them, and connecting institutions inside and outside the school. [12] Mei Weihui counts that

entrepreneurship education should be a school-wide education. Aiming at cultivating students' entrepreneurial spirits and abilities and based on resources of the whole school, it should give access to all school students with a phased development. [13] Wang Zhanren (2015) considers that universities should carry out "broad spectrum" innovation and entrepreneurship education, and its core philosophy is supposed to be "for all students", "combining professional education", "integrating into the whole process of talent training". (2015) [14]

From the perspective of the literature, the research on entrepreneurship education basically revolves around "what is entrepreneurship education", "what is the role of entrepreneurship education", and "how to conduct entrepreneurship education". Recently, scholars have increasingly emphasized talent cultivation in the study of entrepreneurship education and is moving deeper and more concrete, studying the theoretical basis, important content and application of entrepreneurship education from different perspectives. Although there are various opinions, there is basically a consensus: entrepreneurship education requires the cooperation of the external environment to promote entrepreneurship.

II. FEATURES OF COLLEGE STUDENTS AND THE PRIORITY OF ENTREPRENEURSHIP EDUCATION

As a group of people with advanced scientific knowledge, college students stand at the forefront of new ideas and are the main promoters of knowledge-based entrepreneurship. For college students to start business, they also require an appropriate internal-and-external environment and the same mechanism for entrepreneur. In terms of business starting, they are characterized as follows: Firstly, as the explorer and major force of new consumption, college students have the sensitivity and curiosity to learn new things, which is the prelude of imitation and creation. One reason why internet-based business starts from campus is that, students are likely to turn themselves into the pre-consumer, and have an understanding over scientific and technological progress through consumption. Secondly, college is a place for the creation and dissemination of new knowledge, which is available to students through having classes, forums, lectures and going to laboratories, etc. The new knowledge, after digested by and inspiring teachers and students, give rise to new idea, which is essential for re-creation. Thirdly, campus is prone to form incentives for entrepreneurship. The mutual enlightenment of intensified contact and high efficiency has resulted in self-innovation and entrepreneurship and set models for students, thus forming the force driving students taking actions. Fourthly, college students are a group of people who lack the awareness of budget constraints. College students have no family burden and lack family awareness, so they are usually not financially constrained. On the one hand, it is easy for students to make mistake and use their own money and friends' money to take risks without regard to their own conditions, wrongly taking financing as a sign of entrepreneurial success; on the other hand, they also have the courage to take bold actions.

The entrepreneurship education is an accumulative process. Through entrepreneurship education, the individual elements comprising enterprise will become stronger than ever before,

thus easily turning students into true entrepreneurs. The features of true entrepreneurs are as follows: capability to build views, deepen the understanding of knowledge, desires and intelligence to constantly find new knowledge or form new understandings on the campus, sense of cooperation and entrepreneurship, financial quotient of reasonably financial arrangements of budgeting and mining resources.

The responsibility of college education and entrepreneurship education is to make a difference for students. To do so, we should take them as the entrepreneurs, and encourage them to shoulder their responsibilities to make a better world. University should not only be a creator of “scientific outcome”, but also the birthplace for new thoughts. Students should not only be the recipients of outcomes or theories, but also the users of outcomes, thoughts, ideas and knowledge. We should turn the university into an engine and factory of the economic growth.

III. THE CHARACTERISTICS OF PERIODICAL STRUCTURE OF ENTREPRENEURSHIP EDUCATION

Entrepreneurship education boasts an elementary education helping people to set up sound personality, and it is also an education that dedicates to have students be cultivated with the abilities to tackle all the problems that they might come across. The most important point is that entrepreneurship education teaches students to take actions. The fact is that whether an education could do well or not is decided by the external conditions. The whole process for students to construct an enterprise from scratch can be divided into four steps.

In the initial stage, what the providers should do is to set up an example for those students to form the awareness and motivation for starting a business. By demonstrating the cases of those successful businessmen, entrepreneurship education aims to provide college entrepreneurs with a role model to follow. Thus, encouraged by those successful entrepreneurial stories, college students could form entrepreneurial awareness and entrepreneurship spirit, which will lead them to move ahead in a specific direction and then drive them to create business.

In the second stage, the providers must motivate those college entrepreneurs to improve their enterprising skills which would be of great importance for them to figure out a proper way to start entrepreneurship. Entrepreneurship education is by no means a sufficient condition for those who intended to start a business, rather, it does endeavor to train students’ entrepreneurship thinking, improve their entrepreneurship capability, teach students to grasp every entrepreneurship opportunity, to do market survey and financial analysis, to identify and control entrepreneurial risk and come up with an excellent business plan as well as teach college students to accumulate knowledge, experiences and lessons that could train their business acumen through such activities as case analysis, sand drills exercises and university-enterprise interaction.

The Entrepreneurship Education at Jinan University (JNU) started in 2003. It focuses on innovation, creativity, and entrepreneurship education. It takes the cultivation of

In the third stage, the entrepreneurs’ duty is to cheer up themselves and the members of their teams by making plans that are significant for the wellbeing of human and the society. Let’s just raise an appealing banner and fight for resources, and then take the first step of entrepreneurship to achieve something.

In the fourth stage, the entrepreneurs will try to start a business, which can be a process for self-exploring or namely internal trial and error and one might as well start a business right away. During this process, entrepreneurs must build up the core authority and propel the formation of a corporate culture with strong characteristic of clear division of labor and internal cooperation and continuously optimize, eliminate, attract and integrate new team members.

It is obvious that each stage is entitled with its unique educational contents and manners that require the coordination of external conditions.

In the first stage, the providers should develop entrepreneurship education by opening general courses for all their students to attend. Its aim is to attract the attention of those who are lazy or lack of self-consciousness to innovate and start a business to attend the class. Once they are in the class, the teacher would show them with the models’ successful cases that it is not that difficult to innovation and entrepreneurship giving that one is on the right track and tries to accumulate experiences, if so, every student has the potential to achieve their goals. To do this, we need a classroom that could accommodate over 200 people and a MOOC network as well.

In the second stage, the providers will select those college students with entrepreneurship pursuits to accept specialized training on creativity, innovation and entrepreneurship skills in the entrepreneurship laboratory or entrepreneurship training room. Therefore, granting them with professional methods and foster them to be an entrepreneur with high moral integrity. To conduct these activities requires a set place and those activities must be conducted and organized selectively.

In the third stage, the providers should construct their ideas on the basis of the ideas, creativity, and scientific research results from campus to obtain more resources that might be employed in the vicinity, and make use of the laboratories, classrooms, libraries, and cafes to enable those college students to exchange ideas and finally to realize the goal of integrating resources.

In the fourth stage, the entrepreneurs shall find out possible risks and weaknesses that might exist in their entrepreneurship process with the aid of such projects as project polishing, college students’ hacker-space and asset management companies. It is only when they are confident to enter the market shall they start their own businesses.

IV. THE ENTREPRENEURIAL SUPPORT SYSTEM OF JINAN UNIVERSITY

entrepreneurship as a goal, and uses innovation as a basis to turn knowledge into business practice. JNU guides students to realize that application is the key to transforming knowledge

into power. The important method for application is to find problems and form an entrepreneurial education system with the characteristics of JNU, namely, “love, winning, business and faithfulness”. The university is supported by the peripheral incubators and venture capital funds, and it takes university-enterprise cooperation as a way to build the system for entrepreneurship education.

Firstly, developing entrepreneurial consciousness by setting basic entrepreneurship education. Since 2003, the Entrepreneurship School of JNU has been exploring the entrepreneurship education. The school published Knowledge Proprietor, displaying a number of successful and failed examples, established the Richest-ever Economy Institute to set an example for students, disclosing the secret of successful

entrepreneurship and inspiring their enthusiasm for entrepreneurship. Meanwhile, aiming at conducting innovative, creative and entrepreneurial education, the school opened four courses, which were Entrepreneurial Plan & Skill of Entrepreneurial Administer, Innovation and Creativity, Entrepreneurial Philosophy, and The Condition of a Country & Business Model. On this regard, the school focused on developing the entrepreneurial spirit of “love, faithfulness, business and success”, making it a duty to transferring knowledge to business practice. Besides, supported by tens of commercial research institute, the school set up the liberal courses, training camps, E-reading parties, venture capital lectures, evaluation and analysis of the new business model for the students, establishing a system for innovation and entrepreneurship education.

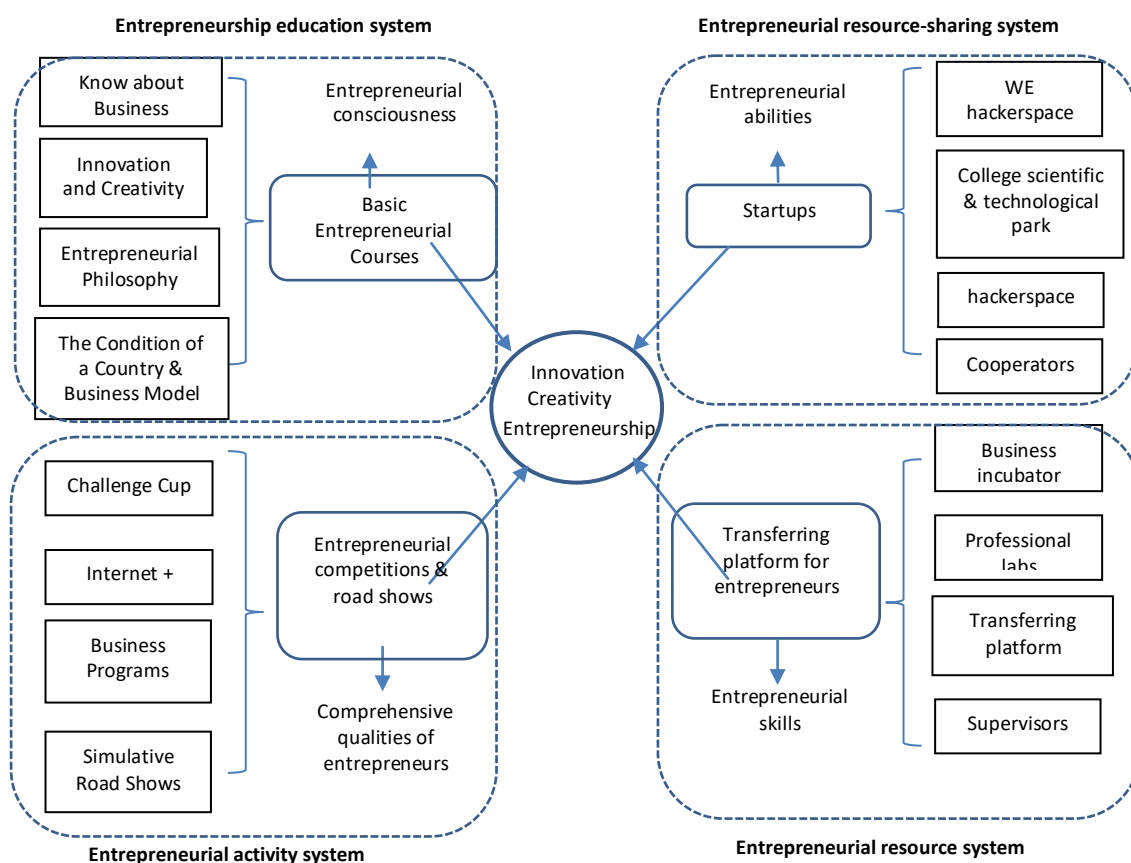


Fig. 1. Ecological System of Entrepreneurship Education of JNU.

Secondly, improving the comprehensive quality of entrepreneurial students by encouraging them to practice in competitions and road shows so as to advancing the entrepreneurial ideas. The entrepreneurship school is committed to serve the institutions who participate in the innovative and entrepreneurial activities, especially the “Challenge Cup”, “Creative Youth” Entrepreneurship Competition, College Students Innovation and Entrepreneurship Training Program, and China “Internet +” Innovation and Entrepreneurship Competition, for which the

school provide participator and competition events, establishing a system of innovative and entrepreneurial activities for advancing business programs and simulating road shows.

Thirdly, we have put into use all the resources to help entrepreneurs and improve their skills. Inside the school, we have employed the training room and labs to upgrade the entrepreneurs; while outside the school, we have enhanced the participation of students in their teachers’ research, built

platform to transfer the technological outcomes, and encouraged young scientists and outstanding teachers to take the job as head teachers or advisors for specific projects. We have strengthened all efforts to speed up the transformation of thoughts, ideas and outcomes of students, together with our actions to improve the system of innovation and entrepreneurship through specific training and recruitment of entrepreneurs outside and inside the school.

Fourthly, facilitating the practice of entrepreneurial groups by using resources both inside and outside the school to develop the entrepreneurial abilities of college students. The school makes good use of the intramural resources, for example, providing low-rent or free venues like the empty classes during summer and winter vacation, the roof of teaching building, basement and integrating adjacent incubators and hacker-space. Moreover, the school embraces the investment of the donators, sponsors and intimate co-investors. By offering supervisors in the competition and organizing road shows, the school develops the recognition of students in terms of the individual and team works, creative incubation program, overall design, and executive capacity, constructing a peripheral resource-sharing system.

Over the past ten more years, JNU has developed nearly more than hundred programs through the Entrepreneurship School and its predecessor, entrepreneurial laboratory. Some of the programs enjoy the same reputation with JNU, such as the JNC International Summer School; some of them become the newest leading entrepreneurs in new financial area, such as the Goodsure; some have been or are ready to be listed in the market, such as G-bits; several entrepreneurs have developed dozens of chain stores, such as the Vintage; some scientific and technological enterprises have been invested by their investors, such as Dibairui, and some other new media and new service companies are practicing in incubators in JNU.

V. CONCLUSION

Entrepreneurship Education, an important support for college students creating business, is committed to cultivating students' entrepreneurial concept and skills. The entrepreneurial support system for college students gives full consideration to developing entrepreneurial consciousness and spirits. Moreover, by improving entrepreneurial methods, the system helps the college students to gain the quality for entrepreneurship so that they can make the first move to start their startups. Championed by such entrepreneurial atmosphere, the purpose of the entrepreneurship would be naturally achieved. To be noted, the universities and colleges are supposed to offer flexible entrepreneurship education and support to help students start their business in line with their developing entrepreneurial consciousness and activities.

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