Study on the Entrepreneurship Education System of Local Universities from the Perspective of University-enterprise Cooperation in China

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ABSTRACT

As a new concept of quality-oriented education, entrepreneurship education reflected the development trend of higher education and it is the inevitable requirement of the era of knowledge-driven economy. Modern colleges and universities must conduct system innovation of entrepreneurship education and cultivate career-creating talents with pioneering consciousness, entrepreneurial quality, entrepreneurial knowledge structure on condition that social needs are met. University-enterprise cooperation is of great practical significance to construct cultivation mode of career-creating talents, cultivate high-level double-teaching troops and improve students’ abilities of entrepreneurial practice. Through analyzed problems of entrepreneurship education in domestic local colleges and universities in the present situation, this paper proposed the great significance of university-enterprise cooperation in the process of conducting entrepreneurship education in local colleges and universities in China. It constructed system of safeguard, concept and process in university-enterprise cooperation mode, and aimed at cultivating talents with pioneering consciousness, entrepreneurial spirit and abilities.

Key words: Local Universities, University-enterprise Cooperation, Entrepreneurship Education, System Construction

Introduction

UNESCO defines Entrepreneurship Education as that in a broad sense, it refers to cultivate pioneering individuals. It is equally important to employees as employing organization and employer require their employees make an achievement, meanwhile, and it put greater emphasis on the spirit of pioneer and adventure, the abilities of establishing a business and independent work as well as technical, social and managerial skills of employees. Entrepreneurship education is a kind of education activity in exploratory behavior which makes students are capable of conducting demeanor innovation in socioeconomic, cultural, political field, open up or expand new development space and provide opportunities for others
and society (Zhang Yan. 2010).

Generally, local colleges and universities aim at cultivating practical talents who can adapt to the socioeconomic development and it has already developed into the backbone force for domestic higher education, especially in undergraduate education. However, compared with academies under control of ministries and commissions, it is still at a disadvantage in the process of fighting for all kinds of national resources such as school expenditure, teachers construction, high-level technological innovation platform and talent culturing base.

As a new educational concept, entrepreneurship education is the development tendency to education in China and even the world. But as various reasons, university-enterprise cooperation is still at its exploration stage in local colleges and universities in China. By integrating the resources in both universities and enterprise, university-enterprise cooperation combines classroom learning with entrepreneurial practice, innovates the mode of talent cultivation and improves the quality of talent cultivation. It is of great practical significance to the development of entrepreneurship education in local colleges and universities in China.

Current problem of entrepreneurship education in local colleges and universities in China

It is undeniable that in recent ten years, the conducting of undergraduates’ entrepreneurship education has played a significant role in promoting students’ practice in establishing their own business. But, in general, the entrepreneurship education of local colleges and universities still has some problems that cannot be neglected in the following aspects.

System is incomplete and courses are not systematic

In terms of system, at present local colleges and universities in China, instead of professional institution that responsible for entrepreneurship education, institution for entrepreneurship education are almost attached to the Career Center or the Youth League, which leads to the absence of effective coordination mechanisms and organizational guarantee in entrepreneurship education. In addition, entrepreneurship education is characterized by practicalness, applicability and interdisciplinarity. For instance, Babson College offers more than 30 courses about entrepreneurship education. But in local colleges and universities in China, it offer entrepreneurship courses, in most cases, only in forms of public electives and lectures, which hardly combined with professional education. Thus, entrepreneurship education in China are lack of systematicness and practicalness.

Objective is unclear and the educational concept is hysteretic

The true meaning of entrepreneurship education is not limited to set up industries but also includes the cultivation and improvement of the students’ consciousness of innovation, pioneering skill and comprehensive quality. At present, in spite of the fact that some local colleges and universities have already made some effort in impelling entrepreneurship education, the concept of which hasn’t integrated into the whole education system of school, and it is restricted to the narrating and training of practical pioneering skills in textbooks, and only stay in organizing such as Business Plan Competition and so on. This type of education mode put emphasis on the perfect performance of the minority and is hard to last for a long time, let alone obtain practical results.

The teaching force is poor and the fund is insufficient

In China, the serious lack of faculties is the biggest problem for conducting entrepreneurship education. On the one hand, the teacher in local colleges and universities who is responsible for entrepreneurship education is the one does all kinds of works in most cases. They are internal, lack of direct experience in entrepreneurial practice, and the majority of who has never work in an enterprise. With the addition of having no integrated and standardizes textbooks, it is a tough task to grasp the teaching content and methods, thus there are vague and general illustration in pioneering theory formally. On the other hand, due to the late start of domestic entrepreneurship education, the most of local colleges and universities haven’t invested abundant capital into entrepreneurship education and are short of pioneering bases and places for practical
experience and operation.

The great significance of university-enterprise cooperation in the process of conducting entrepreneurship education in local colleges and universities in China

University-enterprise cooperation refers to the process of pointedly cultivating applied talent in which university relies on the resources and strengths of enterprise, makes market and social needs as direction through the feedback and demand of enterprise. It integrates the resources in both university and enterprise efficiently, pays attention to cultivate students’ practical skills to make students capable of applying theoretical knowledge into practice as well as cultivates some professional knowledge, consciousness of innovation and comprehensive quality that are needed for graduate entrepreneurship. In China, university-enterprise cooperation is a “win-win” mode which reduced the cost of education and enterprise and plays a significant role in conducting entrepreneurship education for local colleges and universities. It is mainly embodied in three aspects as below.

It contributes to promote the formation of innovative pioneering talent cultivating mode.

Talent cultivating mode is actually a way for colleges to construct structures of knowledge, ability and quality for students and realize the structure through classroom teaching and extracurricular practice. Innovative pioneering talent cultivating mode is a kind of high-level quality-oriented education which aims to cultivate students’ consciousness of innovation and pioneering ability, and the core and key of which is to cultivate the innovative spirit of students and improve their pioneering comprehensive quality (Wu Liansong, Li Xicheng. 2012).

University-enterprise cooperation is able to make use of both resources efficiently, and it gives full play to respective advantages and cultivate the inner quality, ways of thinking, external behavioral habit that are necessary for graduate innovative entrepreneurship (Huang Wenguang, 2012). The talent cultivating mode that aiming at university-enterprise cooperation eliminated the awkwardness of university education to be out of line with social needs, which can promote the deep integration of industry-university-research. The mode is a kind of speculation and innovation in traditional cultivating method of colleges and universities and it is equipped with unique advantages.

It contributes to stimulate students’ career consciousness and improve their practical ability of enterprise.

Entrepreneurial consciousness is the premise and foundation to graduate pioneering and it is an important part in entrepreneurship education. Now the practicalness of entrepreneurship education class in local colleges and universities in China is not satisfying and the entrepreneurial atmosphere is not strong. Besides, the recognition degree from society and family environment in graduate entrepreneurship is low, which leads to the lack of consciousness of entrepreneurship among students. University-enterprise cooperation offers students an opportunity to contact with the society. Students have a good opportunity to make clear understanding of the operation process and requirements on graduates’ capability and quality of enterprises. In addition, it can make students have a correct understanding of society. What’s more important is that it cultivates students’ manipulative ability, team spirit and spirit of cooperation through practical activities such as substituted post exercitation and practical training, etc., which lay a good foundation of entrepreneurship practice.

It contributes to cultivate high-level double-teaching troops for entrepreneurship education.

Entrepreneurship is pretty practical. In China, teaching faculty in entrepreneurship has always been one of the biggest problems for local colleges and universities to offer entrepreneurship education courses. However, in other countries, most of teachers who teach entrepreneurship education courses have worked in an enterprise or had entrepreneurial experience, thus they are familiar with modern enterprise management process (Tian Yuan. 2013). For example, in the United States, it is very common for entrepreneurs to act as entrepreneurship courses teachers. Anguis Grave, the current Chairman of Intel Corporation, has acted as a part-time lecturer at Stanford Graduate School of Business since 1991. Through university-enterprise cooperation, professional teachers in colleges and universities are sent into enterprises to have actual
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The construction of guarantee system

Mechanism guarantee.

University-enterprise cooperation itself is a type of “win-win” operation mode. What calls for special attention is that university has different value orientation from enterprise and it puts emphasis on the quality of talent cultivation, on the contrary, enterprise is in pursuit of maximizing the profit. The inner impetus for university and enterprise cooperate in conducting entrepreneurship education depends on common demand and benefit driving of both university and base unit. Therefore, university-enterprise cooperation aims to seek common points in development goals of both parties to construct a win-win working mechanism.

System guarantee.

On the one hand, colleges and universities should be initiative to exploring and on the basis of the requirements of The Basic Requirements on Teaching Undergraduate Entrepreneurship Education (trial) of the Ministry of Education of Chinese government, and it is essential for them to combine their own characteristics of teaching, to make teaching plans on reform of enterprise education, and then establish the system of entrepreneurship education courses arrangement, teaching time arrangement, learning style and so forth. As a result, to bring the quality of entrepreneurship education and self-employed university leavers rate into talent cultivation, assessment and evaluation system. Colleges and universities should introduce all kinds of relevant policies and measures to encourage graduates to set their own business. On the other hand, by coordinating with the demands of enterprise, colleges and universities should make university-enterprise cooperation management method scientific, feasible and with strong guide quality and guarantee the effective implement of entrepreneurship education.

Service guarantee.

A new initiative that set up university-enterprise cooperation entrepreneurship education for talent cultivation committees is needed for local colleges and universities. In which, specific agencies for university-enterprise cooperation could be set up. On the one hand, according to the features of different professions and disciplines, local colleges and universities should start from the students’ real needs, and a comprehensive service system must be established to bring convenience to students and guaranteed the outcome. On the other hand, communication and exchange of information between universities and enterprises must be strengthened, and local colleges and universities should assist the enterprises to improve and resolve practical problems of entrepreneurship education system.

Fund guarantee.

Local colleges and universities should try hard to introduce national and local government funding for entrepreneurship education through multiple channels. Enterprise can establish a business start-up fund in forms of foundation risk fund and foundation reward fund, etc. in local colleges and universities. And meanwhile, several relative capital support on the development of university entrepreneurship education curriculum and a variety of business could be provided to make up for the shortage of entrepreneurship education funds, and ultimately, to improve the effectiveness of entrepreneurship education.
The construction of concept system

Establishing the concept of public entrepreneurship education.

Li Keqiang, the premier of the State Council of China, stressed on many occasions the importance of mass entrepreneurship and innovation and regarded them as a new engine fueling China’s economic growth. The mass entrepreneurship and innovation support each other and promote each other. On the one hand, only when the public makes a business bravely, will it inspire, drive and promote the mass to pay attention to think and practice innovation. At the same time, it is only the market subject of the multitude entrepreneurship that can create more innovation desire, input and exploration. On the other hand, only on the basis of the multitude innovation will the public be willing to, it can finally make the entrepreneurship. In a sense, only the innovative entrepreneurship is the real “entrepreneurship”, or only this kind of entrepreneurship, it has potential and hope. The local colleges and universities should abandon the elite concept of the traditional entrepreneur education, and expand the coverage of the entrepreneur education continuously based on different discipline and professional characteristics, and meet the needs of enterprises, to strive to create the concept of “public entrepreneur education”.

Establishing the concept of “hierarchical” entrepreneurship education.

To cultivate the undergraduates to become elites with the entrepreneurial quality (Tong Weifeng, 2013) is just a general goal of universities’ entrepreneurship education. But when it is specifically implemented into the practice of university education and promoting entrepreneurship education through specific teaching process, the target should be more explicit, which means within the framework of the entire personnel training system, it should combine with the factors of the social reality, school classes, students own conditions and so on, and then layer the general goal. The survey data indicates that the undergraduates’ demands for entrepreneurship education are multi-layered. Some undergraduates hope to make a business at school or after school, others hope to make a business after having accumulated rich experience and resources. Undergraduates’ different profession ideals determine different entrepreneurial education demands, and determine that universities cannot set the single entrepreneur education goal. Only when the entrepreneurship education firstly meets the needs of the students’ growth and success, can it really promote the development of entrepreneurship education.

Establishing the concept of “multiple” entrepreneurship education.

Hunting job, choosing job and start-up a business are the students’ own choice. Colleges and universities must ensure their main target in entrepreneurship education in accordance with different demands. First of all, it is really necessary to cultivate students’ innovative career consciousness, career knowledge and skills and encourage them to start-up a business actively and initatively. In addition, for students who insist on “hunting job first and start-up a business then”, colleges and universities should encourage them to choose a job on their own and accumulate practical experiences and explore undertaking route on the job as well as conduct entrepreneurial activities when condition is relatively mature. Besides, towards students with strong entrepreneurial intention, colleges and universities should create conditions, make use of the advantages of enterprise, conduct training on students specifically, improve their pioneering quality and encourage them to implement pioneering work practice activities in college, finally enable them to start their own business in college.

The construction of processing system

Teaching staff construction.

Just as introduced above, the teachers issue is the critical bottleneck which limits the current development of entrepreneurship education in local colleges and universities in China. University-enterprise cooperation can build high-quality teacher troops for entrepreneurship education. First, local colleges and universities need to integrate all relevant inner resources and strengthen cultivation intensity towards teachers related to economy, management, etc., and encourage excellent teachers to go deep into enterprise to experience the entrepreneurial process, acquaintance with the
operation process of enterprise and improve the ability of entrepreneurial practice. Secondly, with unique business philosophy deep business insights and abundant case studies resources, entrepreneurs and executives could be hired as entrepreneurship education teachers, which can help students understand the industry’s development features, enterprise operation regulation, and guide them to choose an entrepreneurial project scientifically and rationally. Besides, they can provide effective guidance towards practical problems that may be encountered in the process of starting a business, as a result, students’ entrepreneurship practical capability can be improved significantly.

**Course construction.**

Courses are the main carrier of realizing entrepreneurship education. Entrepreneurship education courses include theories in teaching in classroom and entrepreneurial training. Local colleges and universities need to closely conform to the trend of social development, update teaching content timely, select some of the courses and organize professional teachers and entrepreneurs to design the curriculum structure, teaching program, teaching link, etc., to get students know the basic entrepreneurial theory in class and inspire their career consciousness and zeal. Enterprises can conduct entrepreneurial training pointedly and give classified cultivation, the theme of which includes entrepreneurial project, marketing management, business management, financial management and social etiquette knowledge and so on to students of different levels and echelons. University-enterprise cooperation created new model for course construction and reached the goal of making teaching content close to practical cases that attract students, and of evaluation method reflect abilities. Consequently, the quality of course construction improved significantly.

**Entrepreneurial practice.**

Entrepreneurial practice is a beneficial supplement for theoretical teaching in entrepreneurship education (Lin Lirong, 2013). Local colleges and universities can conduct relevant entrepreneurial activities from the following aspects. One is conducting activities such as “Entrepreneurial Culture Festival”, “Entrepreneurial Star Selection”, etc., to create market-oriented entrepreneurship education atmosphere and awaken career consciousness of students, and then foster the inner driving force of entrepreneurship. Second, relying on advantages of enterprise, colleges and universities should establish innovation parks, entrepreneurial practice bases and business incubators, and work together with enterprises to guide students to start their own businesses and manage businesses, to encourage students to engage in commercial activities and provide practice platform. Third, colleges and universities should establish outside-school bases for substituted post exercitation and practical training to examine students’ professional knowledge, promote them to exercise in the working practice and improve their entrepreneurial abilities.

**Conclusion**

Conducting entrepreneurship education is an urgent demand for local colleges and universities to adapt to the development of market economy in recent China. It is really essential for local colleges and universities to change educational idea actively, and explore and improve talent cultivation mode continuously based on university-enterprise cooperation platform, and cultivate practical entrepreneurial talents with pioneering consciousness, entrepreneurial spirit and abilities. They are of great significance to improve the quality of talent cultivation and Enhanced economic construction service level for local colleges and universities.

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