

The Construction of College Students' Entrepreneurial Competency Model and Its Improvement Path

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Abstract—In the context of China's advocacy of "mass entrepreneurship and innovation", the concept of competency in the field of human resource management is introduced to college students' entrepreneurship in Liaoning, starting from the research value of college students' entrepreneurial employment, and based on theoretical analysis and actual research. In the construction of the guiding mode of employment, on the basis of determining the competency characteristics of successful entrepreneurs, this paper proposes an entrepreneurial competency improvement path based on the characteristics of college students, which is used to specifically guide college students' innovation and entrepreneurship education.

Keywords—college students; entrepreneurship; competency

I. INTRODUCTION

Entrepreneurship education among college students is actually part of the innovative education and vocational education of college students. It is the adaptation of the needs of talents in countries with social and economic transition, and it is also an extension of the function of higher education. Undergraduate entrepreneurship education is different from the entrepreneurial education of the masses because of its own particularity. For college students' entrepreneurial education, it is necessary to pay attention to the educational content, educational methods, educational evaluation, etc., and combine the age characteristics and group advantages, and comprehensively and objectively make internal advantages to the entrepreneurial environment. The SWOT analysis of inferiority and external opportunities and threats has such a certain degree of decision-making. It is only targeted and effective when carrying out entrepreneurial education for college students. Entrepreneurship education for college students should not only pay attention to the basic quality of college students' entrepreneurship and practical education, but also pay attention to the cultivation and innovation of students themselves and the cultivation of entrepreneurship. This paper is based on the background of the country's promotion of the employment and entrepreneurship of college graduates and the social reality of the number of university graduates rising year by year and the difficulty of employment. Based

on Liaoning, and looking at Liaoning universities, based on the theory of competency, this paper is suitable for college students' entrepreneurial employment in Liaoning. The guiding mode is not only conducive to enhancing the entrepreneurial competence of college students, condensing and transmitting the positive energy that is conducive to college students' employment and entrepreneurship, but also providing intellectual support for Liaoning to accelerate the construction of "the Belt and Road", and it is also a new impetus for the country to promote economic and social development and to provide new kinetic energy for the improvement of people's livelihood, economic restructuring and social harmony and stability.

II. COMPETENCY AND THE DEFINITION OF ENTREPRENEURIAL COMPETENCE

College students' entrepreneurial education should draw on the competency characteristics in human resource management theory. Harvard University professor McClelland compares the competing image to an iceberg floating in the water. The water part represents the easy-to-perceive features of knowledge, skills, etc., but these features cannot determine whether it is excellent, while the underwater part represents values, Deep-seated competency with attitudes that determine a person's excellence. Professor McClelland called the conditions and behaviors that directly affect job performance a competency, and proposed to replace traditional intelligence measures with competence. Competency research has become an important theoretical tool in the field of human resource management. Chandler and Hanks first used entrepreneurial competence to define entrepreneurial competence as "the ability to identify, foresee and use opportunities", and the use of competency theory has become an effective means of studying the characteristics of entrepreneurs. The most important internal factor of college students' successful entrepreneurship is that they are different from the qualification characteristics of ordinary college students. Therefore, in order to achieve effective and effective goals, college students' entrepreneurial education needs to study the entrepreneurial competence based on the characteristics of college students

from the perspective of competency to provide a scientific basis for targeted entrepreneurship education.

III. THE CONSTRUCTION OF COLLEGE STUDENTS' ENTREPRENEURIAL COMPETENCY MODEL

A. Behavioral Event Interview Method and Result

In the two schools, Dalian Ocean University and Dalian Medical University, 10 university entrepreneurs were selected to conduct behavioral event interviews, so that college entrepreneurs can freely associate their descriptions of the competency characteristics of successful entrepreneurs, from their descriptions according to keywords. The important point is to sum up the following competency elements of successful entrepreneurship from the total frequency and average frequency: social experience, entrepreneurial passion, innovative spirit, honesty, psychological quality, entrepreneurial opportunity, courage, anti-frustration ability, interpersonal Communication skills, market insight, and teamwork skills.

B. Questionnaire Survey Method and Results

In this research, in order to understand the different descriptions of the successful characteristics of successful entrepreneurs from college students who have successfully started their own business, college students with entrepreneurial ideas, and ordinary college students, questionnaire method was adopted to investigate and further enrich the components of college students' successful entrepreneurial competency. Questionnaires were distributed to 1,000 college students from 10 universities in Liaoning Province, and 921 valid questionnaires were returned, with an effective rate of 92.1%. Through the questionnaire survey, the key elements of college students' entrepreneurial competence are organized. The structural elements of college students' entrepreneurial competence are: self-confidence, responsibility, entrepreneurial opportunity, learning ability, courage, risk awareness, innovation spirit, wealth consciousness, time management ability, initiative spirit, rebellious spirit, self-reflection, anti-frustration ability, interpersonal ability, and market insight.

C. Characteristics of College Students' Entrepreneurial Competence

The interview texts and questionnaire data obtained by the behavioral event interview method and the questionnaire survey method are classified and sorted. Based on the literature review and expert consultation, the keyword analysis is carried out, and the structural elements of the college students' entrepreneurial competence are obtained. And using exploratory factor analysis method to finalize the competency characteristics of 13 successful college entrepreneurs, namely: social experience, self-reliance, innovation, integrity, wealth awareness, entrepreneurial opportunities, courage, anti-frustration, will, learning ability, interpersonal skills, market insight, and teamwork ability.

IV. COLLEGE STUDENTS' ENTREPRENEURIAL COMPETENCE IMPROVEMENT PATH

On the one hand, it is necessary to see the advantages of college students' entrepreneurship: the enthusiasm for entrepreneurship, the active thinking, the strong sense of innovation, the higher level of culture, and the mastery of cutting-edge new technologies. On the other hand, college students also have natural deficiencies in their entrepreneurship. For example, college students have weak management skills and lack of social experience. They often lack patience and persistence, and their ability to resist setbacks is poor. Although college students have some qualities such as high diploma and high enthusiasm, but it does not mean that they have entrepreneurial competence. College students should develop their strengths and avoid weaknesses, cultivate and train their entrepreneurial competence. Accepting entrepreneurship education is the main way for college students to gain entrepreneurial competence.

A. The Subject of Education

Colleges and universities are important subjects for promoting college students' entrepreneurship. Establishing a sound and perfect university innovation and entrepreneurship education organization and leading organization is the organizational guarantee for entrepreneurship education. Establish a leading group for innovation and entrepreneurship education for college students composed of school party and government leaders, academic affairs department, student work department, youth league committee, entrepreneurial employment and the heads of various teaching units, and set up corresponding teaching and practice branches to guide and lead the whole school. College students carry out entrepreneurship education and entrepreneurial activities. Build a full-time and part-time "double-skilled" entrepreneurial faculty team, and build a business-employment specialization, such as economic management experts, incubator management experts, venture capitalists, practicing lawyers and psychological supervisors, and other well-known entrepreneurs and counselors. The successful team of entrepreneurs and other personnel constitute a team of teachers with profound theoretical knowledge and rich experience in entrepreneurial practice. Actively build innovative and entrepreneurial practice platforms with different professional characteristics, and continuously enhance the entrepreneurial thinking of college students through practical projects inside and outside the school, and enhance the entrepreneurial skills of college students.

B. Education Stage

1) *Infiltration of entrepreneurial ideas, mainly for first-year college students:* New enrolled college students are full of enthusiasm and hope for the university, have not yet planned for their career, and their career goals and life goals are not yet clear. Every year, the school's career planning competition and entrepreneurial competition attract many students to participate. Each competition has arranged

preliminary and final competitions. Each round has professional teachers from inside and outside the school to make comments, attracting many college students to watch. Learn. Therefore, for the freshman grade, encourage them to participate in career planning competitions, entrepreneurial interest groups, academic salons, in order to create a good entrepreneurial education atmosphere, so that students have a basic understanding of the basic concepts and areas of entrepreneurship. Inviting entrepreneurs from all walks of life to the campus on a platform of famous pulpit and alumni forum to make students understand and recognize the current situation in the community, mobilize them to participate in the development of business planning program actively and enhance their awareness of entrepreneurial activities and self-confidence. Through the deeds of successful entrepreneurs, the practical results display of entrepreneurial activities inside and outside the university, and the promotion of student organizations (employment practice department, research group, entrepreneurship association, marketing association, etc.), the education of innovation and entrepreneurship is intensified, and students are inspired. Entrepreneurial awareness allows them to actively participate in relevant entrepreneurship education and entrepreneurship education practice activities.

2) *Entrepreneurship project drills, mainly for second-year college students:* With the deepening of professional learning and the continuous improvement of self-awareness, college students will further consider the issue of career planning. Through the employment and entrepreneurship guidance course, full-time teachers can teach students the knowledge points related to entrepreneurship, such as business management knowledge, entrepreneurial knowledge and psychological quality training; use their spare time to encourage college students to use their strengths and hobbies to get out of the campus to participate in entrepreneurial practice activities and let them Experience the entrepreneurial process in person; form a community youth volunteer service team, use summer social practice to provide business services for the communities under its jurisdiction; create a school project incubation base, encourage second-year students to enter the base, incubate project products, participate in product marketing planning, Management and management; cooperate with the school management office to arrange for college students to participate in the training of the school's business outlets, understand the business model of the company, and participate in the daily management and operation of the network. Through a series of practical activities, it is the main purpose of the entrepreneurial simulation experiment to make college students understand entrepreneurial procedures in practice, reserve entrepreneurial knowledge, and contact and understand society.

3) *Entrepreneurship project training, mainly for college students above the third grade:* Relying on provincial and municipal innovation and entrepreneurship project platforms,

college students are encouraged to actively organize teams and act as project leaders. With the help of instructors, they apply for innovative and entrepreneurial projects. Schools should make use of existing conditions to provide college students with places and financial support for scientific research and entrepreneurship practice. It is necessary to integrate innovation and entrepreneurship with professionalism, lead innovation with innovation, integrate entrepreneurship into the profession, and let entrepreneurship drive employment. In the process of applying for innovation and entrepreneurship projects, through the collection of materials, market research and other activities, students will be encouraged to expand their knowledge, enhance their professional skills, and stimulate their entrepreneurial enthusiasm.

C. Education System

1) *Striving to cultivate innovative talents who can adapt to China's strategic needs and economic and social development:* At present, university education in China generally has imbalances in quantity, specification and structure of talent supply and talent demand, attaching importance to theory, ignoring practice, attaching importance to foundation, ignoring application, more repeatability and less innovation. In recent years, colleges and universities have started curriculum reforms and introduced a series of measures, such as strengthening experimental courses, attaching importance to internships and research, reforming teaching methods and teaching content. It should be said that these reforms have promoted the development and innovation of quality education to a certain extent. The cultivation of talents, but it is necessary to further update the concept of innovative education. The innovation of educational concept is the forerunner of innovative talent training, reforming teaching objectives, teaching methods, teaching methods and curriculum system construction, etc., forming an educational and teaching environment with innovative characteristics in both process and results, cultivating college students to apply what they have learned, The ability of lifelong learning, improve the development level of China's higher education, and cultivate innovative talents that can adapt to China's strategic needs and economic and social development.

2) *Constructing an all-round multi-level education mode suitable for the cultivation of college students' innovative and entrepreneurial ability:* College students' innovation and entrepreneurship education is an interdisciplinary education and teaching activity. It is a systematic project covering the frontier knowledge, practical teaching links, innovation awareness training, and interdisciplinary culture. First, it is necessary to combine the entrepreneurial employment culture of colleges and universities with campus culture, professional knowledge, practical training, and educational evaluation to create a strong atmosphere for college students to innovate and start a

business. Second, it is necessary to work hard to build a model of innovation and entrepreneurship education for college students based on professional knowledge, with practical ability as the leading factor and promoting entrepreneurial entities as a platform to cultivate college students' innovative thinking and entrepreneurial spirit. The third is to enrich the content of education and teaching, to be close to the reality, close to life, close to the students' innovative and entrepreneurial activities as the carrier, to form the complementary advantages of the first classroom and the second classroom, to explore the typical model of entrepreneurship, and to give play to the typical demonstration role of college students in entrepreneurship. Encourage college students to actively participate in the "Challenge Cup" and other academic science and technology competitions, actively establish a university student entrepreneurship incubator base, and infiltrate the innovative concept into all aspects of education and teaching.

3) *Establishing the policy guarantee measures and service system for colleges and universities to encourage college students to innovate and start businesses:* The Chinese government has introduced some policies to encourage and support college students to start their own businesses, helping college students to lower the threshold of entrepreneurship. Firstly, colleges and universities should fully interpret policies for college students and strive for good policies. Then, universities should also formulate suitable schools according to their actual conditions. The innovative and entrepreneurial policy helps college students to obtain the necessary innovation and entrepreneurial resources, build a systematic platform for college students to innovate and start a business, help them actively apply for the establishment of a business incubation base, enjoy financial loan interest subsidies and other guidance and services, and make one-on-one for college students, such as targeted help guidance, classified consultation guidance, and further follow-up counseling and guidance.

V. CONCLUSION

In this paper, the theory of competence in human resources management is incorporated into the research field of college students' entrepreneurship education. This paper studies the paths of college students' entrepreneurship promotion from a more open perspective, so that it improves the effectiveness and pertinence of college students' entrepreneurship awareness, entrepreneurship and entrepreneurship education.

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