

Financial Logic to Social Logic: Curriculum Reform of Entrepreneurship Education in Colleges Provides Talents for Charity Education in China

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ABSTRACT

In the financial market, the most dominant logic leads to individualism and the principle of maximizing profits, these set of principles constitute financial logic. The content of social logic emphasizes the concepts of environmental protection and social welfare, and this logic should be mutually exclusive with financial logic, leading to institutional complexity. This paper contains new methods of how charity educational organizations or social enterprises deal with the complexity of the institution. Under the influence of multiple institutional logic, the mission drift and other phenomena, such as the lack of talents for charity education, will bring certain negative impact on the development of the charity organization or social enterprise. The educational reform proposed in this paper is based on the experience from the development of charity education in Britain and the change of British social ideology. The conflict of institutional logic will have a negative impact on the development of the organization, so this paper discusses the methods to develop Chinese charity education through the curriculum reform of entrepreneurship education, including emphasizing the complementarity of system logic, the innovation and ability to grasp opportunities, and the synergy of three identities and three channels.

Keywords: Institutional logic, Mission drift, Entrepreneurship education, Charity education

1. INTRODUCTION

When college students expect to start an enterprise smoothly after graduation, entrepreneurship and innovation management major where they accept the baptism of entrepreneurship education will be their ideal choice to acquire the knowledge needed for the further career development. As for entrepreneurs in modern society, solid knowledge foundation is regarded as the way to success. The typical developed major, entrepreneurship and innovation management, is a popular major for many college students who want to devote themselves to the development of China's charity education in the future, but the lack of entrepreneurial knowledge in line with the development trend of the times and the lack of entrepreneurial practice platform have become their biggest obstacles [21], which will inevitably bring challenges and difficulties to student entrepreneurs. In the traditional Chinese entrepreneurship educational concept, social entrepreneurship is conflicted with the entrepreneurship taught in college. Social entrepreneurship emphasizes selfless dedication while the traditional concept of education holds that

entrepreneurship is a business of profit-making [10]. Charity education is in the talent-oriented field, and the lack of talents has a great impact on the development prospects of this industry in China. In view of this problem, this paper puts forward an innovative solution. The innovation lies in the cultivation of new talents for charity education from the fundamental way of education by pointing out the curriculum reform methods of entrepreneurship education. This paper aims to solve problems in entrepreneurship education.

1.1. Challenges Faced by Charity Education

The complexity of institutional logic in colleges and its impact on college's behavior is complex from the perspective of institutional theory. Moreover, Greenwood proposed that from a long-term point of view, the complexity of institutions brought by commercial and sociocultural expectations will gradually unfold, unravel and re-form [18]. A variety of institutional logics constitute the values in colleges,

where highly diversified and dynamic values blend together. This value-based complexity will lead to mission drift.

1.1.1. Mission Drift Within College

Grimes summarize the academic literature on organizational identity and organizational adaptation [16]. Their review of previous literature shows that even some strategic behaviors may not be consistent with organizational identity. For example, the college has set up courses related to entrepreneurship education, even charity education courses such as community service or youth service, which is to draw the community map for the community residents or teach some orphans basic knowledge through class, but the college itself still regards entrepreneurship curriculum as a career guide rather than a core course. The neglect of entrepreneurship education leads to the inconsistency between organizational behavior and organizational image. The maintenance of organizational image is the primary task which the organization is supposed to focus on, so the college should seek the unity of these two concepts.

In the majority of the papers, researchers have gradually realized the importance and threat of mission drift, and explained in detail that how the inconsistency between behavior and image may bring negative impact on the organization. Audience deepen the understanding of the organization by identifying the organization mission initially, through which the organization can regulate its behavior according to its own identity. As an organization, a college should cultivate talents with all-round development according to its identity, yet the imbalance of resources poured into entrepreneurship education curriculum proves that universities ignore charity talents and the existence of mission drift [21]. In such situations, at present, the talents trained by entrepreneurship education mode are not competent for the development needs of charity education.

Importantly, entrepreneurship education and social enterprises have never faced a dead end. Although mission drift may bring some undesirable consequences, it can be beneficial to the organization as long as appropriate and skillfully mission works are adopted [16]. Through reasonable curriculum reform measures of entrepreneurship education, social enterprises committed to charity education are also able to find a reasonable way to break the dilemma. According to the statistics of China Fund Development Forum, as of December 31, 2019, the number of social service institutions and charity foundations in China increased by around ten percent and eight percent respectively compared with that in 2018 [12]. The sign of mature fields is that there are clear priorities for different institutional logic although these priority logics may only be in the priority position for a short time in the continuous logic battle

[1]. At present, the debate on the priority of financial logic and social logic in social enterprises engaged in charity education proves that China's charity education is still in emerging field. The transition from emerging to mature is inseparable from the support of talents, who are provided by new curriculum mode of entrepreneurship education. The Research Report of China Lingshan Charity Promotion Association has proved that in the past decade, China's philanthropy is changing towards a modern charity system, so the reform of entrepreneurship curriculum education is also imperative in colleges which provide talents for charity education [13].

1.1.2. Lack of Talents in Social Entrepreneurship

According to the conclusion mentioned by Professor Tan, the lack of talents is one of the challenges and problems faced by Chinese youth entrepreneurship [10]. He also mentioned that the funds of social enterprises are limited as most of them still adopt the bank financing mode, and hire the talents needed in charity education is difficult. Hence, there are few professional talents serving as volunteers in China's current charity education. In order to solve these problems, it is true that China's entrepreneurship education curriculum reform can learn from the successful methods of other countries, but not all countries have the same solution to this problem, and these solutions need to be analyzed in combination with China's national conditions.

The absence of talents makes it more difficult to carry out charity education. There are no high-level volunteer teachers who meet the requirements of the times, so for children who receive charity education to change their fate through knowledge they acquired is also difficult. There is no doubt that the impact of talent on the organization is enormous. For example, Ben and Jerry's ice cream, which is committed to solving the inner-city problem through business ventures, takes both environmental and social responsibility into account while making profits [3]. This type of talent is exactly what China's social enterprises dedicated to charity education lack.

1.2. Experience from British Social Entrepreneurship

United Kingdom (UK) has a relatively perfect charity education system, and such a mature system has guiding significance for the development direction of China's charity education. Britain's charity organizations started earlier than China. In 1862, there were six hundred and forty charity organizations or social enterprises in London [6]. So many organizations or enterprises in a single city proves that

the charity education in Britain has a very mature system currently after the accumulation of history.

1.2.1. The Contradiction and Transformation Between Financial Logic and Social Logic

Some researchers believe that social mission is complex and should be the center of social entrepreneurial organizations [9], but the priority of social mission should be considered after the priority of institutional logic. The distinction between "social logic" and "financial logic" causes conflicts within the organization, and contradictions are not conducive to the clear positioning of social enterprises for their own identity [16]. Under the slogan of equality and fraternity, British social enterprises are dominated by social logic, and social enterprises focus on solving social problems. China gradually developed charity organizations in the commercial wave of reform and opening-up more than one hundred years later than UK, and the biggest feature of the development in this time is that more than half of China's social enterprises are led by financial logic to pursue the maximization of profits. With the development of society, Britain has gradually explored a way of cooperation between tradition and modernity, and has gradually completed the transformation from research to entrepreneurship. At the end of the 20th century, at least forty-five percent of British universities have opened one or more entrepreneurship education courses, and there is a trend of increase [6]. The expanding curriculum mode of entrepreneurship education also provides many excellent talents for charity education in Britain.

The dominant social logic in British social enterprises has derived corresponding values, through which organizational identities can be developed as deliberate and planned ways [5]. Therefore, these social enterprises or charity organizations in Britain have an obvious identity as the social problem-solvers, instead of being lost in the trade-off between social logic and financial logic in the process of seeking organizational identity. For these reasons, the importance of social logic in social enterprises is self-evident, because the priority of social logic is the theoretical framework for the vigorous development of social enterprises in UK. Moreover, the dominant financial logic in China's social enterprises will inevitably make audiences doubt the identity of these organizations currently. The occurrence of various fraudulent donation events gradually makes social enterprises and charity organizations lose their credibility.

Admittedly, the priority of social logic is not to completely eliminate the financial logic. There are two types of social organizations: social organizations that can undertake the functions of government public services and provide public services for the society, and social organizations with the function of

expressing public interests [20]. In different types of social organizations, the proportion of different institutional logic will be different, and the logic can form a complementary relationship. For example, although social logic is dominant in both types of social organizations, the proportion of financial logic in social organizations with public interest expression function is higher than that of social organizations providing public services for the society.

As organizations exposed to a variety of institutional logic such as financial logic and social logic, China's charity education organizations or social enterprises are not clear about the future development direction. The "zero sum game" within the organization makes them have to be cautious and prudent in their next step of action, because when responding to serious and irreconcilable prescriptions and demands, organizations will inevitably give priority to the interests of some people, thus harming the interests of others [18].

1.2.2. Conservatism and Neoconservatism

People's interpretation of priorities will affect organizational decision-making [19]. Naturally, there are different interpretations of what is a priority under different ideologies. In the early stage of entrepreneurship education in Britain, many difficulties also exist, among which the biggest obstacle is conservatism. Conservatism holds that universities and their teaching and research activities should still focus on "advanced knowledge", and the result of commercial culture entering universities will be the degeneration of universities. In fact, China's current entrepreneurship education is also hindered by conservatism, which is different from that of Britain. Chinese people accept the commercial culture which enters university, and business is always a popular major. However, when starting a business, Chinese tend to be conservative and few people are willing to be the daredevil, so this kind of conservatism is called "Neoconservatism" here, because it has a tendency of liberalism. Almost all the people who study conservatism admit that the real conservatism originated from British. Edmund Burke's reflection on the French revolution is closely related to the setback of the welfare movement in Western Europe.

In Western Europe, or more specifically in Britain, these conservative thoughts, together with the gentry culture, which prevailed at that time, were regarded as a stumbling block to the development of charity education in Britain. Based on these properties and the pressure of the economic crisis caused by the oil crisis, the UK government has realized the importance of innovation and innovative talents. They break the conservatism by setting up entrepreneurship education funds and creating entrepreneurship education alliance [6]. It has been proved that it is feasible to imitate this model to develop a country's charity education. In

Australia, successful alliance such as Social Entrepreneurs Network Australia (SEN) select new talents who can promote innovation and development through self-nomination and eligibility assessment by network leaders [15]. Although many Chinese entrepreneurs are pursuing stability under the influence of neoconservatism, the measures taken by Britain to break through the conservatism, such as entrepreneurial alliance, still have reference significance.

What matters is not simply to imitate the development mode of British charity education, but to pay attention to the adjustment of these measures under the framework of Chinese neoconservatism. The next part of this paper will focus on illustrating the specific methods for Chinese entrepreneurship education reform.

1.3. Entrepreneurship Education Response

After making the decision of entrepreneurship curriculum education reform, colleges need to implement it from multiple dimensions. In this process, not only the macro institutional framework should be considered, but also the micro skills training of new talents is supposed to be focused on. Combined with the British experience, the following measures can be concluded. Through the comprehensive influence of these methods, educate talents who are in line with the development of the times is no longer a dream.

1.3.1. Complementarity of Institutional Logic

As this study depicts, although the literature describing social organizations holds that the proportion of social logic in different types of social organizations is different [18], the existence of financial logic in organizations does not necessarily mean conflict and mutual exclusion under the premise of following the social logic as the priority [20]. To date, there is no detailed distinction between commercial entrepreneurship and social entrepreneurship in the curriculum of entrepreneurship education in China. The financial logic that needs to be given priority in commercial entrepreneurship should not occupy a dominant position in the social entrepreneurship which emphasizes solving specific social problems. Thus, entrepreneurship education should emphasize the priority and importance of social logic in social entrepreneurship for students, so that students can help organizations achieve the complementarity of institutional logic when they enter social enterprises in the future. At present, the mission drift in Chinese social organizations is mainly caused by the priority of financial logic, so entrepreneurship education emphasizing social logic can help new talents seek the balance between commercial value

proposition and impact value proposition, and realize the sustainable development of social organizations. Complementary institutional logic can also help charity organizations or social enterprises survive in the current competitive environment.

The most typical examples of social organizations with complementarity institutional logic are Beyond Meat and AIESEC. The former is a company famous for its vegetarian burgers. Its business philosophy is to ensure that the hunger problem can be solved and the ecological environment can be protected at the same time through artificial meat [7]. As the largest youth student organization in the world, AIESEC provides a platform to help others for those who are willing to be volunteers. These two organizations have not ignored the financial logic. Beyond meat needs investment and support from consumers, and applying for AIESEC projects also costs a certain amount of money. The success of these two organizations gives a lot of inspiration to similar organizations in China. In an organization, logic's field-level proponents over resources will affect how logics are given voice which to be heard within the organization, thus affecting the organization's response to compete logic [18]. Therefore, entrepreneurship curriculum education should emphasize proponents such as legitimacy, so as to prevent social entrepreneurs from recklessly erasing a specific institutional logic when facing logical conflicts.

1.3.2. Ability to Innovate and Seize Opportunities

The cultivation of students' innovation ability and the ability to seize the opportunity is also indispensable. The biggest characteristic of social enterprises is that they need to create social value or solve social problems through employing innovation and recognizing or exploiting opportunities [2], this ability plays a decisive role in the success of social enterprises [10]. If social organizations want to stand out and form competitive advantage, they also need to achieve a different business development mode through innovation.

The key point of the curriculum reform of entrepreneurship education is to adopt the education mode conforming to the development trend of the times. What this paper emphasizes is not only that the content of entrepreneurship education curriculum should keep up with the trend, but also that these future social entrepreneurs can adopt innovative methods to solve problems when facing difficulties. Just like NPI organizations adopt the survival strategy of "De-politicalization autonomy", expanding their enterprise scale in China, actively or consciously reducing the public interest expression function related to politics, and focusing on the non-political public service provision function [20], which requires social organizations or social enterprises to play a role

of sharing the concerns of the government. Therefore, whether it is to create a new social organization or to let the organization focus on the provision of public services in order to expand the scale, social entrepreneurship puts forward high requirements for the ability of social entrepreneurs to grasp the opportunities.

1.3.3. Synergy of the Identities and Development Channels of Charity Education

The flaws in China's entrepreneurship education need different methods to reform from various angles, because this transformation is not easy. It took a long time for Britain to have such an outstanding entrepreneurship education system. In order to explain more clearly about how charity education should develop, the Figure 1, 3 + 3 model, is designed to illustrate the future development direction of charity education. 3 + 3 refers to the three channels and the corresponding three identities. Basic level refers to the relationship between the students receiving entrepreneurship education and entrepreneurship practice. At present, the standard of excellent students in Chinese colleges is mainly based on academic performance and various certificates. Even if many people have excellent entrepreneurial ideas, they cannot execute the plan because they need to spend time on their studies. Therefore, the multidimensional evaluation system of talent should be adopted so that students can prove themselves not only through the academic performance but the entrepreneurship practice. Intermediate level refers to the relationship between lecturer or professor and entrepreneurship

education. The reform of entrepreneurship education advocated in this paper cannot be separated from the efforts of lecturer or professor, because they are the first batch of people to teach with the new entrepreneurial education mode. Cultivate talents in accordance with performance appraisal system for teaching is also necessary for them. Through this system, students can give feedbacks to lecturer or professor in time. The advanced level interprets the relationship between college or company and entrepreneurship competition. Competition awareness is one of the basic qualities that entrepreneurs need to have [21]. However, college students often lack a platform for entrepreneurial practice to help them adapt to the harsh competitive environment in advance. Therefore, the college can cooperate with companies outside the campus to jointly build an off-campus entrepreneurship practice platform. On such a platform, student entrepreneurs can know in advance what difficulties they may encounter in the future through competition with other entrepreneurs. The benign competition between student entrepreneurs may also have a positive impact on social entrepreneurship. College Students' charity associations also provide an auxiliary role for the cultivation of students' charity consciousness. The campus association and the off-campus entrepreneurial practice platform jointly form a hotbed for nurturing charity talents, so that students can have a preliminary understanding of charity education in advance. Yet according to the investigation report on the development of Zhuhai College Students' charity associations, various support is needed in the process of associations' operation [22].

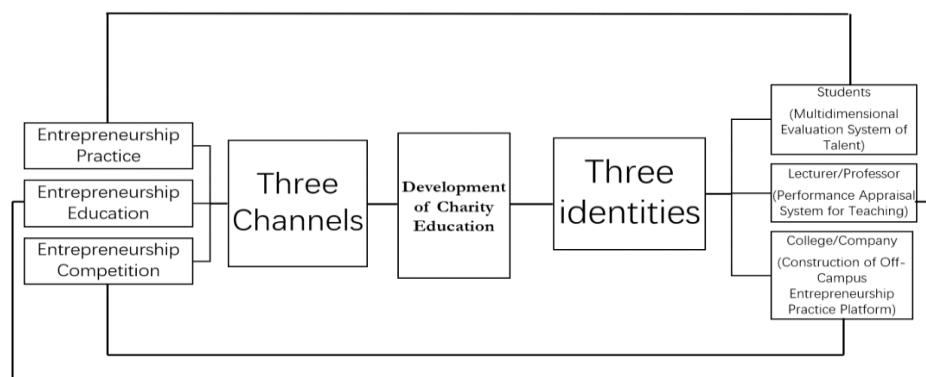


Figure 1. “3+3” Entrepreneurship Model of China’s Charity Education

1.3.4. Practice Process of Entrepreneurship Platform

This paper regards college and company as an advanced level because if the off-campus entrepreneurship practice platform can be successfully

established, it will play a decisive role in promoting China's social entrepreneurship. The identity of an organization is made up of central, unique, and continuous features, such as the value of the organization [5]. Due to the lack of entrepreneurship platform, student entrepreneurs have to wait for an opportunity to test whether the value of the

organization they founded meets the needs of the times in advance, leading to an ambiguous and rigid organizational identity.

As Figure 2 shows, in the off-campus entrepreneurship practice platform advocated in this paper, the entrepreneurial process mainly consists of six steps. Students can establish the direction of

development at the beginning and consider whether they are suitable for entrepreneurship. If not, they can choose to get better development through excellent academic performance. After creating new ventures according to business canvas, they need to make an evaluation of their project at the end, so as to leave a reference for future generations.

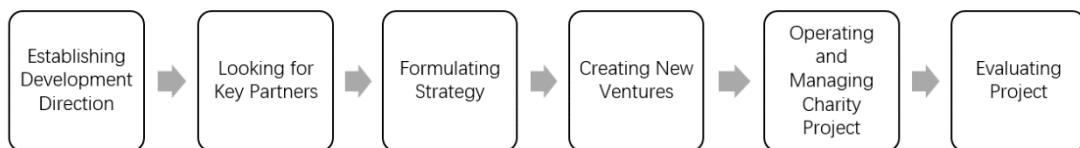


Figure 2. New entrepreneurial process under the platform of off-campus entrepreneurship practice

1.4. Future Prospects

Although this paper tries to explain how the entrepreneurship education curriculum should be reformed to train future students into charity education talents, it is not convincing to stay only at the theoretical level. Therefore, in the future, under the guidance of this theoretical framework, new talents need to use their knowledge to make their own contributions at the practical level. If the entrepreneurship education reform that this paper advocate can be carried out smoothly, in the future, these talents who have received the new entrepreneurship education will be able to independently create an organization that contributes to charity education. For example, a multi-sided platform could be built according to the market intermediate model. In this platform, for any customer group, only when other customer groups exist, can the platform be valuable to them, such as Twitter or Google. The main customer groups of this platform are students in need and volunteers willing to help others, then realizing the development of organization in the short term and the economic development of poor areas in the long term by establishing connections between the two groups. The efficiency of charity education will be greatly improved after the matching of customer groups through such a platform. The multi-sided platform described in this paper can ensure that it can survive in the fierce competition environment through the paying application mode, which is similar to AIESEC, and the talents required by the platform can also be provided through entrepreneurship education after reform. Although the field-level structural characteristics and mechanisms will shape the institutional complexity in the field of charity education [18], students who have received new entrepreneurship education are able to choose proper prioritized logic, achieve innovation and avoid negative mission drift as far as possible. Most of the literature have gradually realized the importance and

threat of mission drift. Although mission drift may bring some bad consequences, it can be made beneficial to the organization by proper and skillful mission work [16]. Therefore, in the future, even if these talents who have received the new entrepreneurship curriculum education do not start their own social enterprises, they will be able to reverse the negative effects caused by the mission drift of existing social enterprises with their efforts and behaviors.

It is worth noting that the interaction between social enterprises, charity organizations and colleges reminds people of the resource dependence theory [17]. The degree of dependence of these organizations that can promote the development of charity education on external key resource suppliers and the methods to steadily manage key resources are interesting directions for future research.

2. CONCLUSION

College is an organization, because there are highly diversified and dynamic values within the organization, this values-based complexity will lead to the mission drift. In addition, China's social entrepreneurship is also facing the problem of talent shortage. Financial logic is born out of the development of financial market, but it is easy to conflict with other logic in the field of charity education. The complementary institutional logic in the rather mature charity education system of Britain and their breakthrough of conservatism are worth learning from. Hence, China should emphasize the complementarity of institutional logic, the ability of innovation and seize opportunities, as well as the synergy of identities and channels in entrepreneurship education under the theoretical guidance of other literatures on charity education. Nevertheless, given the lack of empirical research on this topic, the theoretical framework of this paper needs further revision.

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