

Higher Vocational Students' Entrepreneurial Ability Training Based on Two Entrepreneurial Modes

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ABSTRACT

Entrepreneurial ability training for the higher vocational students should be based on explicit entrepreneurship definition, entrepreneurial tasks, and entrepreneurial ability structure. Entrepreneurship can be divided into two modes, self-employment and position-based entrepreneurship, but more opportunities tend to be sought in the latter. Consequently, a universally applicable system of entrepreneurial ability training for all students and all entrepreneurial needs should be developed on the basis of position-based entrepreneurship training, followed by the extension of ability training scope and deepening of training level, as well as the self-employment ability training. In terms of training strategies, the cultivation of entrepreneurial ability should be integrated with professional education and its effectiveness should be secured by implementing a series of strategies including scientific and reasonable curriculum system establishment, appropriate selection of curriculum teaching models, school-enterprise cooperation and school-enterprise cooperative education promotion, and practical training system in accordance with the development law of entrepreneurial ability.

Keywords: *Vocational education, Students, Entrepreneurial ability, Training.*

1. INTRODUCTION

The age of “Mass Entrepreneurship and Innovation” calls for innovative and entrepreneurial personnel. Entrepreneurial talent training constitutes an important mission for present vocational education, and entrepreneurial ability training a key component of talents training objectives for vocational colleges [1]. Regarding entrepreneurial ability training, vocational colleges should firstly clarify the definition of entrepreneurship, the constitutions and training objectives of entrepreneurial abilities, then verify the necessity of integrating entrepreneurial ability training with professional education, along with the integration strategies to carry out, and eventually facilitate the integration as an effective approach for entrepreneurial ability training in practice [2].

It requires a clear understanding of entrepreneurship itself to obtain the unique features of entrepreneurial ability training restricted by entrepreneurship [3]. Entrepreneurship demands professional background, for every kind of entrepreneurship involves ground-breaking activities based on certain occupation. Therefore, the nature of entrepreneurship refers to occupational activities where entrepreneurial growth and occupational

growth take place simultaneously. But occupational activities do not equal entrepreneurial activities. For entrepreneurial activities, its essential attribute refers to profitability, however, duties and responsibilities for non-profit organizations including government agencies, non-profit public institutions are just pure occupational activities. Entrepreneurship starts from having a job, then one can carry out the work innovatively in the occupational activities and accumulate entrepreneurial energy constantly. From one small, partial innovation and improvement to relatively large, systematic innovation and breakthrough, qualitative change has been realized through quantitative change, so that one can acquire occupational competitiveness to counterbalance the opponents, and start up his or her own enterprise, based on which he or she can further his/her future career life [4]. Judging from the whole procedure, starting up one's own enterprise refers to the criteria where qualitative change occurs. But the qualitative change actually serves as the boundary for different entrepreneurial stages instead of the sign of successful entrepreneurship. Therefore, position-based entrepreneurship exists before the qualitative change occurs, and self-employment follows afterwards.

Self entrepreneurship, or self-employment, refers to one starts up his or her own enterprise or undertaking by imitating existent successful profit models, innovatively improving existent profit models, or even putting forward brand-new operation models [5]. The above-mentioned three models are enhanced in succession in terms of innovation, which all require global planning, organization and implementation for the entrepreneurs and demand even more of their comprehensive qualities and resources. Consequently, self-employment is not feasible for everyone due to its relatively high threshold and hard-to-attain success.

Post entrepreneurship, or position-based entrepreneurship means that during his or her being employed and working in an organization (a company), by carrying out innovative and entrepreneurial activities with his or her enterprising spirits and innovation abilities based on professional skills, knowledges and resources, the individual can bring about innovations and profits for the organization [6]. Since the over-all situation for position-based entrepreneurship is provided by the employing company, the entrepreneurs only need to focus on the application and transition of their innovative thinking and abilities. Consequently, compared to self-employment regarding the threshold and difficulties, position-based entrepreneurship is much more feasible for new entrepreneurs. The classification and characteristics of entrepreneurial models are shown in Figure 1.

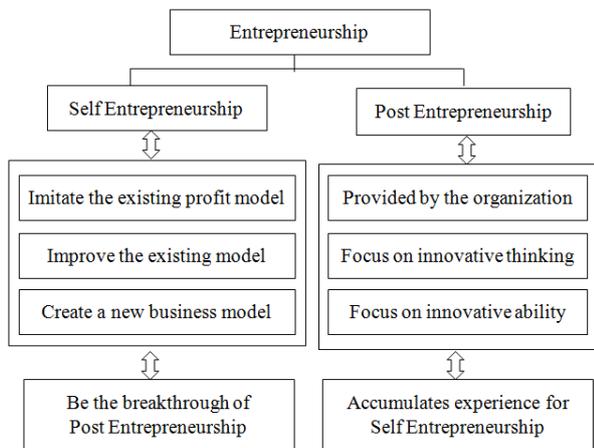


Figure 1 Types and characteristics of two entrepreneurial models

As a matter of fact, the above-mentioned two models of entrepreneurship complement and promote each other in reality despite their discrepancies in difficulty. On one side, the executing process of self-employment depends on, and its success or failure can be affected by position-based entrepreneurship. On the other side, position-based entrepreneurship accumulates experience for self-employment, but relies on the latter for later breakthrough.

2. ANALYSIS OF ENTREPRENEURIAL ABILITY

Ability demanded for self-employment surpasses that of position-based entrepreneurship. To ensure the comprehensiveness of the analysis, the entrepreneurial ability analysis mainly deals with self-employment ability, a comprehensive quality system that enables individuals to get adapted to the present and future business models, to seize entrepreneurial opportunities, and succeed in starting up business. It is a combination of visible and invisible abilities, including entrepreneurial personality, entrepreneurial knowledge and skills [7].

2.1. Entrepreneurial Personality Analysis

Entrepreneurial personality refers to a universal invisible ability, which maintains the same in various industries [8]. It is an internal impetus for entrepreneurship, a psychological character that promotes entrepreneurship, and a necessity for any successful entrepreneurship in any industry. Individuals with entrepreneurial personality seek after entrepreneurial opportunities with strong motivation, survey, appraise and decide feasible opportunities based on acquirable resources, and give their entrepreneurial potentials to full play adamantly till they succeed.

Entrepreneurial personality involves entrepreneurship desire, innovative consciousness and innovative thinking. Entrepreneurship desire derives from the aspiration for wealth accumulation and successful career, and even from the pursuit of personal value, serving as the spiritual key to entrepreneurship. Innovative consciousness refers to the igniter for innovation potential, which may not be directly linked to entrepreneurship, but must be an indispensable psychological element for entrepreneurship. Innovative thinking does its bit in practice that it can help entrepreneurs innovatively propose more effective solutions and make breakthrough based on their present knowledge and experience as well as deep understanding of their occupations.

Entrepreneurial success requires entrepreneurial personality, and entrepreneurship constitutes a procedure where entrepreneurial personality is demonstrated and the value realized. But pure entrepreneurial personality won't guarantee entrepreneurial profits. It has to be coordinated by solid professional knowledge and relatively strong capacity to act to produce comprehensive effects, so that actual actions and fruits can be secured for entrepreneurship.

2.2. Entrepreneurial Knowledge and Skills Analysis

Entrepreneurial knowledge and skills can be divided in to general type and specific one, which means entrepreneurs should be equipped with both general knowledge and skills for all and specific professional knowledge and practical skill for the potential entrepreneurial industries. Considering such features, this thesis will be expounded on the basis of job task analysis of entrepreneurship. There are two major job tasks for entrepreneurs in the entrepreneurial process. One is perceiving, detecting and exploring entrepreneurial opportunities, and the other operating, managing new corporate and achieve corporate growth [9].

The first major job task contains five subtasks, seeking entrepreneurial opportunities, decide entrepreneurial direction, formulate entrepreneurial plans, collect entrepreneurial capital and build entrepreneurial team (shown in Table 1).

The driving force of entrepreneurship comes from innovative integration of existent knowledge. As the key components of entrepreneurial ability system, abundant industry and entrepreneurial knowledge are necessary reserves and basis for entrepreneurs to perceive, detect and decide entrepreneurial direction. The whole process, in which multiple invisible abilities work together, demands collaborative application of the ability to observe, analyze and decide, learn something new, think logically and innovatively, and generalize and summarize. Once the direction is confirmed, the

fundamental preparation for entrepreneurship also requires collective effects of a series of abilities including writing, plan presenting, interpersonal relationship, credit, appeal, teamwork, and entrepreneurial climate creation.

The second major job task contains seven subtasks altogether including entrepreneurial goals management, financial operation control, human resource management, new product and model development, interpersonal relationship maintenance, entrepreneurial climate retaining, and entrepreneurial risk management (see Table 2).

New enterprise operation and management refers to a process of transforming entrepreneurial opportunities and achieving entrepreneurial results, which demands an integrated utilization of planning ability, goal setting and decomposition ability, goal control ability, strategy formulation ability, financial management ability, human resource management ability, product research and development ability, model innovation ability, public relations ability, communication ability, adaptability, risk aversion ability, and risk tolerance, supported by relevant knowledge and experience reserve. Most of the abilities, as visible abilities, can be taught and cultivated, especially relevant knowledge in financial management, human resource management, public relations, corporate culture, risk management, which, as the components of entrepreneurial ability can be distilled to entrepreneurs by means of planned teaching [10].

Table 1. Subtask chart for entrepreneurial opportunity perception, detection and exploration

Subtasks for entrepreneurship	Task description	Abilities demanded
Seek opportunities	Analyze present business models and industry chains, find issues that affect consumers' shopping experience, and figure out solutions	Rich industry knowledge, and ability to learn, observe, analyze and decide
Decide direction	Choose feasible opportunities and decide direction based on personal acquirable resources	Rich industry knowledge and ability to learn, analyze and decide
Formulate plans	On the basis of clarified entrepreneurial direction, set entrepreneurial goals, think about entrepreneurial models, and form entrepreneurial plans	Rich industry knowledge, and ability to learn, think logically, think innovatively, summarize and express properly
Collect capital	Activate investor relations, and seek after financial support	Plan presenting ability, and interpersonal relationship ability
Build a team	Select proper personnel, reach a consensus and build a team according to entrepreneurial needs	Ability to appeal, to work with team members, to create entrepreneurial climate, as well as credit capacity

Table 2. Subtask chart for new enterprise operation, management and growth-achieving

Subtasks for entrepreneurship	Task description	Abilities demanded
Entrepreneurial goals management	Transform tasks into goal system, clarify general goals and specific ones, make proper strategic goals and plans, execute assessment, appraise and accept for the goals	Planning ability, goal and strategy formulation ability, goal decomposition ability, goal control ability, and new knowledge learning ability
Financial operation control	Manage investment, fundraising and capital operations, control financial risks, and maintain normal financial operations	Financial management ability, financial management related knowledge, new knowledge learning ability
Human resource management	Carry out effective human resource management to maintain the normal operation of the enterprise	Human resource management ability, human resource management related knowledge, new knowledge learning ability
Product and model development	Grasp the market trend and consumer psychology, conduct research and development of new products and new service models, and innovate business models	Insight, product selection ability, innovation ability, relevant professional knowledge and experience, and new knowledge learning ability
Interpersonal relationship maintenance	Establish and maintain peripheral relations between enterprises and governments, enterprises and investors, enterprises and peers	Public relations ability, public relations related knowledge, and new knowledge learning ability
Entrepreneurial climate retaining	Create and maintain an entrepreneurial climate and form a positive corporate culture	Entrepreneurship perseverance, communication skills, corporate culture related knowledge, and new knowledge learning ability
Entrepreneurial risk management	Foresee and control entrepreneurial risks, resolve entrepreneurial risks, and assume entrepreneurial risks;	Resilience, risk avoidance, risk tolerance, risk management related knowledge, and new knowledge learning ability

3. THE TRAINING GOAL OF ENTREPRENEURIAL ABILITY

From a utilitarian point of view, entrepreneurship is a business process that seeks commercial benefits; but from the perspective of human nature, entrepreneurship is a life process of self-cultivation and personal growth realization in the process of trying to innovate and taking risks [11]. Higher vocational education is professional-oriented with two educational service functions as "survival" vocational education and "developmental" vocational education for individuals respectively corresponding to their individual demands for social survival and personal development [12]. Therefore, in the view of a higher vocational educator, entrepreneurship is not only just an act of earning a living, but also a process of subliming oneself. No matter whether the entrepreneurial process is on the way to start a business or is experiencing the entrepreneurial process, no matter whether the entrepreneurial result is success or failure, no matter whether the entrepreneurial form is self employment, self employment or employment by others, which kind of situation can make the entrepreneurial experience obtain material and spiritual gains.

Entrepreneurship is indeed difficult, and even more hard and troublesome for self-employment aiming to

start up a new enterprise. It requires solid, comprehensive entrepreneurial abilities which can hardly be fully attained by the three-year higher vocational education, among which some invisible abilities, closely linked to personal growth environment and experiences, are not to obtain from school education. As a matter of fact, not all the students are suitable for self-employment. When they are not fully equipped in entrepreneurial abilities and lack resources and channels, getting employed in a corporation and conducting work by means of the entrepreneurial abilities they've already owned with enthusiasm and creativity can be a more universal and feasible way to entrepreneurship, which is also vital to enterprise growth. Moreover, since it's getting more and more difficult for graduates to have self-employed opportunities, position-based entrepreneurship can be their first choice.

Consequently, when formulating entrepreneurial ability training objectives, decision-makers of vocational colleges should not only emphasize the goals that only a few students can achieve including starting new businesses, succeed in entrepreneurship, and creating jobs, but also should take position-based entrepreneurial abilities as the basic objective for all students, and expand the scope of ability and deepen the degree of training on that basis, while taking into account the self-employment ability training of a few students with entrepreneurial

endowments. Entrepreneurship ability is a comprehensive quality system composed of three aspects: entrepreneurial personality, entrepreneurial knowledge, and entrepreneurial skills. Then the entrepreneurial ability training objectives can be described from the above three aspects, each of which can be divided into self-employed ability training objectives and position-based entrepreneurship ability training objectives, but the former has greater depth and breadth than the latter in ability training.

4. INTEGRATION OF ENTREPRENEURIAL ABILITY TRAINING AND PROFESSIONAL EDUCATION

Generally speaking, entrepreneurial ability, as the component of talents training objectives, doesn't exist isolated but complement professional ability and improve each other. Only when the process of entrepreneurial ability training and professional education get deeply integrated can the educated better understand and master the essence of entrepreneurship. Therefore, entrepreneurial education should not be an independent training system isolated from professional education one, but should be integrated with it. At present, the trend of integration is becoming more and more obvious, which has formed a consensus in the academic circle.

4.1. Necessity for the Integration of Entrepreneurial Ability Training and Professional Education

Since entrepreneurial ability is not innate and college students still has a long way to go for their ability enhancement, college education plays a vital part for the generation and promotion of their entrepreneurial ability, making the integration of entrepreneurial ability training and professional education absolutely requisite.

Judging from the foundation of entrepreneurship, entrepreneurship highly relies on certain industries. With professional knowledge and skills as their primary capital, higher vocational students tend to succeed in those entrepreneurship programs that are closely relevant to their own majors. Higher vocational education, based on various majors, aims to cultivate talents for industries. Considering that professional education assumes the responsibility of professional knowledge and skill training, receiving professional education stands for the foundation and starting point of the entrepreneurial ability training for vocational college students.

From the perspective of entrepreneurial ability composition, entrepreneurial ability is a complex of entrepreneurial personality, knowledge and skills. It refers to the vital skills and invisible knowledge owned by entrepreneurs. It is apparent that professional ability is a key component of entrepreneurial ability, so that entrepreneurial ability should be cultivated with

professional education simultaneously. In addition, there are still invisible abilities in entrepreneurial abilities, which should be cultivated through hands-on practical activities in proper situations. It is inevitable that all the situations and systematic practices demanded by the training will be obtained from professional education system, guaranteed by the practical teaching in professional education [13]. As a consequence, both the content and form of professional education can provide platform and guarantee for the entrepreneurial ability training [14].

From the perspective of the objects of entrepreneurial ability training, entrepreneurial ability training and professional ability training are both important components of talent training objectives. We cannot narrowly interpret entrepreneurship as starting a new enterprise, nor can we unilaterally limit the objects of entrepreneurial ability training to a small number of students with entrepreneurial talents. What we should do is to regard the cultivation of entrepreneurial ability as an educational activity for all students. Entrepreneurship training can only be integrated into the whole process of talent training if it is integrated into professional education, and then it can be oriented to all students. Therefore, the cultivation of entrepreneurial ability is inseparable from professional education. It is not a training system that can be independent of professional education, but should be integrated with professional education.

4.2. Strategies for the Integration of Entrepreneurial Ability Training and Professional Education

Entrepreneurship requires professional backgrounds. It is requisite for higher vocational students to have solid professional ability before starting up a business. In the meanwhile, they need to cultivate entrepreneurial awareness and innovative thinking in the process of understanding, contacting, and participating in entrepreneurial activities to form entrepreneurial motivation and competitiveness. Only when they possess these key entrepreneurial abilities can they enter the entrepreneurial process. After accumulating the entrepreneurial experience in the process of their position-based entrepreneurship they will finally move towards the self-employment stage of starting a new enterprise. It can be seen that the cultivation of entrepreneurial ability should be based on professional education to cultivate solid professional ability, and rely on it to cultivate students' entrepreneurial awareness and innovative thinking, the cultivation of which should be integrated into all aspects of professional education.

4.2.1. Constructing Scientific and Reasonable Curriculum System

The curriculum system construction integrating both entrepreneurial ability training and professional education should be focused on two aspects. One is that the curriculum system for professional ability training must be comprehensive enough to integrate entrepreneurial awareness and innovative thinking ability; the second is that the hierarchical structure of the curriculum system must follow the law of career growth as well as the law of entrepreneurial growth, embodying the synchronization of professional growth and entrepreneurial growth and their features at various stages.

A systematic and comprehensive talent training curriculum system is the basis for the integration of entrepreneurial ability training and professional education. The integration should be founded on comprehensive training of professional abilities, public basic courses integration, enriching humanities quality courses, rationally arranging professional basic courses, setting professional core courses scientifically, carefully selecting professional development courses, and building a "professional basic platform + skill improvement module" course system.

4.2.2. Selecting Appropriate Curriculum Teaching Model and Practical Teaching Project

Curriculum is the concrete implementation unit of the integration of entrepreneurial ability training and professional education, and the appropriate course teaching mode is the key to achieving integration [15]. Most professional courses are featured by operability and professional pertinence, making action-oriented teaching mode indispensable in teaching [16]. As to which specific action-oriented teaching model to adopt, how to coordinate the theoretical and practical teaching, how to highlight the training of innovative thinking and the inspiration of entrepreneurial awareness in the course teaching process, decision should be made in accordance with the characteristics of each course [17]. The application of the action-oriented teaching model requires the use of systematic training tasks which don't have to be real projects from enterprises, but need to restore the real working situation of the enterprises. The design of scientific simulation projects can work the same as real projects for students to experience the actual work content in the training process of the integration of learning and doing. Therefore, there is no need to stick to the use of real projects throughout the process to cultivate students' professional and entrepreneurial abilities.

4.2.3. Grasping the Three Keys of School-Enterprise Cooperative Education

The integration of entrepreneurial ability training and professional education should not be solely relied on school teachers and school practical training resources. It also requires a solid school-enterprise cooperation foundation, and the enterprise mentors, enterprise resources and school-enterprise collaborative education model brought about by the foundation. Therefore, building an excellent team of full-time and part-time teachers by means of school-enterprise cooperation, establishment of a powerful training base, and implementation of "integration of production, education and innovation" school-enterprise collaborative education model are the three key measures to promote entrepreneurial ability training.

5. CONCLUSION

Entrepreneurship is divided into self-employment and position-based entrepreneurship. Compared with position-based entrepreneurship, self-employment requires a more solid and comprehensive entrepreneurial ability. Given that there are fewer opportunities for self-employment, positioned-based entrepreneurship should be the preferred form of entrepreneurship for most vocational graduates, while self-employment can only be the choice of a few students with entrepreneurial talent. Consequently, a universally applicable system of entrepreneurial ability training for all students and all entrepreneurial needs should be developed on the basis of position-based entrepreneurship training, followed by the extension of ability training scope and deepening of training level, as well as the self-employment ability training.

The cultivation of entrepreneurial ability should be integrated with professional education and its effectiveness can be secured by implementing a series of strategies including scientific and reasonable curriculum system establishment, appropriate selection of curriculum teaching models, school-enterprise cooperation and school-enterprise cooperative education promotion, practical training system creation in accordance with the development law of entrepreneurial ability.

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