

Study on Cultivation Mechanism of Innovative Entrepreneurial Marketing Talents

Based on Experience of Universities in Taiwan

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Abstract—At present, innovation and entrepreneurship have been risen to the height of the national strategy. Under the background of national strategy deployment, marketing major as a highly practical major should actively promote the exploration and innovation in personnel training mode. This paper introduces the innovation and entrepreneurship education mode in universities in Taiwan, puts forward that we should cultivate innovative entrepreneurial marketing talents who adapt to the national strategy and regional economic development requirements and further analyzes the status quo of innovative entrepreneurial marketing personnel training to put forward the training path.

Keywords—*innovation and entrepreneurship; personnel training mechanism; marketing*

I. INTRODUCTION

In the era of knowledge economy in the 21st century, it has become the basic consensus of all countries in the world that innovative entrepreneurial talents are the first strategic resources. In China, the innovation and entrepreneurship education called "the third education passport" is even elevated to the national strategic level. As early as in 2010, the Ministry of Education issued the Opinions on Vigorously Promoting Innovation and Entrepreneurship Education in Colleges and Universities and Undertaking Entrepreneurship by Undergraduates", which proposed to vigorously promote innovation and entrepreneurship education. Promoting college students' innovation and entrepreneurship education is not only the urgent requirement of social development for higher education but also the objective demand of promoting the development of universities. With the development of society, the enterprises have put forward higher requirements on the demand level and ability and quality of marketing professionals. How to improve students' practical ability and innovation and entrepreneurship ability has become an urgent problem to be solved in training marketing professionals.

II. INNOVATION AND ENTREPRENEURSHIP EDUCATION IN UNIVERSITIES IN TAIWAN

Universities in Taiwan started innovation and entrepreneurship education earlier than the mainland. As early as 1991, Sun Yat-sen University in Taiwan set up entrepreneurship education programs such as "mini-entrepreneurship" and "entrepreneurship management of industries with local characteristic." Up to now, innovation and entrepreneurship education in universities in Taiwan has become maturer. What is the most distinctive is the implementation system of innovation and entrepreneurship education based on the "course system".

A. Perfect Curriculum Content System

It integrates the preparation, process and practice related to the innovation and entrepreneurship activities to build a complete course system of innovation and entrepreneurship that covers all aspects of the entire entrepreneurial process. At the same time, the use of case law, market research, and entrepreneurship competition makes all kinds of courses complement each other, forming a complete set of learning processes.

B. Diverse Sources of Teachers and Students

Through on campus integration or cross-school alliances, teachers not only include well-known professors from different faculties, overseas scholars, and business experts, but also include government officials, which broaden students' horizons and enhance their inclusiveness. At the same time, the student team is also integrated across grades, across departments and even across universities. They exchanged with each other to expand their knowledge and cultivate the thinking of seeking common grounds while reserving differences.

C. Practical Teaching Methods

In the course teaching, it is emphasized that we should carry out study in team, and cultivates students' ability of cooperation, communication and organization through teamwork, mutual assistance and jointly accomplishing tasks together. At the same time, we should pay attention to practice and organize students to participate in

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entrepreneurial competition and appeal alumni to support students' entrepreneurial activities to train their practical ability.

D. Education Mode of Integration of Industry, Education and Research

Universities in Taiwan, based on the strengths of the school and characteristics discipline basis, set up innovation incubation center successively facing the market demand and local science and technology policy, and take the form of "enterprise application - Center approval - nurture settled - graduation - post-graduation service", to provide a variety of services for start-up team, and promote the marketization of scientific research results and the technology upgrade of enterprises products.

E. Highlighting the Training of Cultural Creative Personnel

Universities in Taiwan focus on training cultural creative talents, and opened three courses covering creativity, innovation and entrepreneurship in the innovation and entrepreneurship education. In 2006, the "Creative College Promotion Program" was started to support the integration of various colleges and universities in different fields so as to build the characteristics of innovation and entrepreneurship education in colleges and universities.

Throughout the practical experience of innovation and entrepreneurship education in universities in Taiwan, there are two characteristics of innovation and entrepreneurship education: on the one hand, it emphasizes resource integration and teamwork; on the other hand, it pays attention to the cultivation of cultural creative talents. By contrast, innovation and entrepreneurship education in mainland China started late. Although it has risen to a national strategy and gain the attention all colleges and universities, but there is also the problem of unsatisfactory quality of education.

As a practical and highly applied marketing major, to effectively learn from the experience of innovation and entrepreneurship education in universities in Taiwan and promote the cultivation of innovative and entrepreneurial talents needs to first analyze the status quo and insufficiency of marketing personnel training, and then put forward suggestions for development.

III. ANALYSIS ON TRAINING STATUS QUO OF INNOVATION AND ENTREPRENEURIAL MARKETING PERSONNEL

A. Unclear Positioning of Innovation and Entrepreneurship in Talent Training

Marketing major has strong practicality and involves a wide range of industries. Students generally have a good sense of market opportunity and a certain degree of management skills. They are more likely to start a business in school or after graduation than other students of other majors. Therefore, the demand for entrepreneurial capacity is also greater. In the meantime, the future employment

orientation of marketing major is mainly the marketing department of enterprises in various industries. Due to the differences in the characteristics of the industry and its market demand, it is necessary to continuously study, practice and innovates while the cultivation of innovation and entrepreneurship ability is conducive to promoting the development of students. In the training objectives of current marketing professionals, more emphasis is laid on the basic marketing knowledge, professional basic skills and professional comprehensive application ability while the objective of innovation and entrepreneurship ability is not clear.

B. Innovative and Entrepreneurial Curriculum System Is not Sound Enough

Innovation and entrepreneurship education in colleges and universities started relatively late. Most schools open few courses in innovation and entrepreneurship. They usually offer only one or two courses in form of public elective courses or second courses or only one or two lectures. Due to the small number of courses and the nature of elective courses, innovation and entrepreneurship courses failed to arouse enough attention of students.

C. The Faculty of Innovation and Entrepreneurship Education Is Weak

Teaching staff is the key to innovation and entrepreneurship training, and most teachers of marketing majors enter the university to teach directly after graduation from colleges and universities, so they lack the experience of participation in the actual operation and management of enterprises and Internet innovation and entrepreneurship. Their case teaching process or practice guide process more come from books or network, leading to the poor results in teaching innovation and entrepreneurship courses and guiding the practice. It also affects the training effect of innovation and entrepreneurship ability of students.

D. The Implementation of Innovation and Entrepreneurship Practice Is Poor

1) The integration of practice teaching and training of innovation and entrepreneurship ability is not enough: Cultivating students' capability of innovation and entrepreneurship cannot be separated from practice. [2]

At present, there are mainly two kinds of practical teaching in marketing major: one is the practical part in class, which is mainly based on case analysis, scenario simulation and marketing software simulation. The cases, projects and actual enterprises are actually disjointed with each other. The lack of hardware and software inputs in laboratory and the provision of experimental teachers lead to the fact that most of these practice sessions are solidified simulation of procedure, which does not match the individuation and flexibility required by innovation and entrepreneurship training. The other is extracurricular practical teaching, which is directly linked with the enterprises and thus has a significant effect on cultivating students' practical ability and social adaptability. However, because the current depth and breadth of cooperation between schools and enterprises are

not enough, it is difficult to organize a large number of students to participate in internships and practice in the implementation process (such as students' travel safety and enterprise carrying capacity, etc.), leading that practice teaching quality and integration of innovation and entrepreneurship teaching ability cannot be ensured. [3]

2) *Practical teaching incentive mechanism cannot effectively stimulate teachers and students to participate in innovation and entrepreneurship activities:* The lack of motivation for teachers and students to participate in innovation and entrepreneurship is to a large extent related to the unreasonable teaching incentives and assessment mechanisms. Marketing students mostly have active thinking and are brave in innovation, but from all kinds of performance of disciplinary competition and student coverage, it can be seen that although some achievements have been made, the performances in some authoritative competitions such as "Challenge Cup" college students business plan competition, "China College Students' Entrepreneurship Competition", "Internet +" competition are not well. In addition, although the school has awarded teachers and students who win prizes in the competition, there has been a lack of corresponding incentives for the teachers and students who didn't win prizes.

E. The Evaluation System for Innovation and Entrepreneurship Ability is Backward

In the actual teaching process of marketing major, the examination mainly focuses on the understanding and mastery of the theoretical knowledge points. It generally takes the forms of written examination and small essay, etc. while there are few practical examinations, which lack the assessment of the application situation of innovation ability and entrepreneurial knowledge of students in specialized fields.

IV. TRAINING PATH OF INNOVATIVE AND ENTREPRENEURIAL MARKETING PERSONNEL

A. To Make Clear the Positioning of Innovation and Entrepreneurship in Talent Training

Responding to the call of "public entrepreneurship and innovation", design of marketing professionals training programs should highlight the positioning of innovation and entrepreneurship. The professional training objective is: to cultivate the application-oriented and innovative talents who adapt to the needs of modern service industry such as trade flow, e-commerce, modern logistics and information consulting in the province and city, have humanistic spirit, scientific quality and quality of integrity, master the basic knowledge, basic methods and marketing professional skills of economics and management, possess the knowledge and ability in market development, business management, marketing planning, internet marketing, and innovation and entrepreneurship, have the ability to use foreign languages and computers and other modern means skillfully to engage in marketing business or management such as market

research, marketing planning, marketing management and channel operations in enterprise and public institution.

B. To Improve the Curriculum System Based on the Enhancement of Innovation and Entrepreneurship Ability

Cultivating innovative entrepreneurial marketing personnel should be based on the cultivation of occupation ability of marketing industry, highlight the training of innovation and entrepreneurship ability, integrate innovation and entrepreneurship education into the personnel training system, and organically combine the professional education and innovation and entrepreneurship education around the three kinds of innovation and entrepreneurship education courses of platform courses, industry courses, and embedded professional courses to gather the innovation and entrepreneurship education resources inside and outside the school and from the whole society, and carry out innovation and entrepreneurship education progressively for all students.

Innovative entrepreneurship platform courses make students understand what business is and stimulate students' innovative thinking and entrepreneurial enthusiasm, such as starting the courses like "foundation of innovation and entrepreneurship" and "innovation and entrepreneurship training project". Such courses mainly take the form of general compulsory and elective courses, and invite famous experts, scholars, outstanding entrepreneurs, entrepreneurs and alumni to set up forums, lectures and salons in the campus.

Industry innovation and entrepreneurship education courses can cultivate the students' understanding towards development of the disciplines and related industry, such as the courses of "marketing simulation experiment" and "marketing innovation and entrepreneurship series." Such courses are always mainly the lectures given by experienced senior executives and outstanding industry teachers, opening in the form of professional elective courses, which will integrate the innovation and entrepreneurship elements in specific industries or areas into the professional course teaching, to realize the combination of classroom teaching and industry practice.

Embedded innovation and entrepreneurship education courses implant the innovation and entrepreneurship knowledge of related industries and enterprises, professional job-oriented job requirements and vocational standards into professional education module based on transforming the original curriculum to train the basic quality and ability of students in employment, innovation and entrepreneurship, such as the courses of "marketing", "market research and analysis", "marketing plan" and "Internet marketing" and so on.

C. Strive to Build Teachers for Innovative Entrepreneurship Education [4]

One of the factors for the success of innovation and entrepreneurship education is fostering teachers for innovative entrepreneurship. Training of teacher for innovation and entrepreneurship education can be carried out

from the following three aspects: First is selecting and training teachers from the professional teachers in the school to participate in professional innovation and entrepreneurship course training or actual participation in innovation and entrepreneurship activities in order to accumulate the experience of guiding students in innovation and entrepreneurship activities; second is introducing business mentors with rich practical experience and taking the form of entrepreneurship sharing, theme salon, seminars, and practical guidance and so on to guide students in practice activities, and innovation and entrepreneurship activities; third is inviting outstanding entrepreneurs alumni back to school to carry out business story sharing, and alumni lecture and other exchange activities to stimulate students' enthusiasm for innovative entrepreneurship.

D. To Build a Practical Teaching System Based on Training the Ability of Innovation and Entrepreneurship [5]

With the goal of training the innovation and entrepreneurship ability, marketing professional ability and comprehensive application ability, a practical teaching system composed of "cognitive practice + curriculum experiment + comprehensive practice + innovation and entrepreneurship practice" is constructed, and the training of innovation and entrepreneurship ability is carried out in all aspects of teaching practice.

- "Practice orientation" introduce the real marketing project of the enterprise into the classroom to train students' practical ability and innovation and entrepreneurship ability by combining the students' extracurricular scientific and technological innovation activities and social practice activities.
- "Promoting learning through Competition" means regarding subject competition as a platform for innovation and entrepreneurship training. In addition to professional subjects competition, students are actively encouraged to participate in "Challenge Cup" students innovation and entrepreneurship competition, and "Internet +" competition, etc to create an atmosphere of innovation and entrepreneurship and inspire the enthusiasm of teachers and students for participating in innovation and entrepreneurship.
- "Collaborative Innovation of School and Enterprise" means to build the guarantee for practical teaching inside and outside the school. In accordance with the principle of "resource integration, mutual complementarity and win-win cooperation", the school and enterprise jointly build an innovation and entrepreneurship practice teaching platform to carries out in-depth university-industry cooperation from the aspects of guidance of innovation and entrepreneurship education, construction of innovative entrepreneurship programs, incubation of innovative entrepreneurship projects, and transformation of innovative entrepreneurial achievements.

E. To Build an Evaluation System Based on Training of Students' Innovation and Entrepreneurship Ability

To build an evaluation system based on training of students' innovation and entrepreneurship ability, the first is to establish a diversified credit system, which includes the credit for starting a business, innovation and social practice. The second is the diversified content and forms of examination. Innovative factors and entrepreneurial factors are included in the content of assessment. For example, the situational practice assessment should be added in the examination session, the proportion of the traditional objective questions should be reduced; attention should be paid on assessment of post skills, adaptability, and innovation and entrepreneurial capabilities. We can adopt various forms of assessment, use the form of survey reports, planning book, scenario simulation, role play, and works and so on, and try to assess student teamwork and innovation in the unit of team; third is in the assessment of the overall quality of students, a fair, fair, open and comprehensive evaluation index system should be established, to guide students to carry out autonomous learning, and research-based learning, and the innovative factors and entrepreneurial factors are also included in the overall quality assessment of students.

V. CONCLUSION

To cultivate innovative and entrepreneurial marketing talents is not only the measure to respond to the national development strategy and the demand for talent of regional economic development, but also an effective way to enhance their employment competitiveness and solve the employment difficulties. In the process of exploring the cultivation mode of innovative and entrepreneurial talent, by combining specific work practice, this paper proposes that we should train students' innovation and entrepreneurship spirit in five aspects: positioning of personnel training, establishment of curriculum system, construction of teaching staff, establishment of practice teaching system and assessment system.

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