

# Exploration of Innovation and Entrepreneurship Education Management to Improve Students' Employability

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**Abstract:** With the rapid development of the economy and society and the progress of science and technology, the traditional concept of employment has been gradually broken, and more and more college students hope to realize their life value through independent entrepreneurship or employment in innovative enterprises. Based on the significance of innovation and entrepreneurship education to improve students' employability, this paper will sort out the development status of domestic college students' employability, analyze the current difficulties of innovation and entrepreneurship education, and try to put forward the optimization strategy of innovation and entrepreneurship education management to improve students' employability.

**Keywords:** Innovation and entrepreneurship education; Employability; University student

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## 1. Introduction

In the report of the 19th National Congress of the Communist Party of China, the General Secretary pointed out that "employment is the greatest livelihood. It is necessary to adhere to the employment-first strategy and active employment policy to achieve higher quality and fuller employment"<sup>[1]</sup>. Since 2014, colleges and universities have begun to build an innovation and entrepreneurship curriculum system, but the specific implementation strategies and methods need to be further refined in order to better serve students and young entrepreneurs<sup>[2]</sup>. It can also help students better adapt to the rapidly changing job market and cultivate talents with innovative and entrepreneurial abilities and a sense of social responsibility<sup>[3]</sup>.

## 2. The connotation of employability of college students

The employability of college students was first proposed by the United Kingdom economist Beverly in the early twentieth century. The connotation of employability proposed by him is the ability of an individual to

obtain and keep a job, which is a kind of employability. By the beginning of the 21st century, the definition of employability was re-clarified by the Education and Employment Commission of the United States: employability is not only a manifestation of the ability to find a job, but also includes the continuity of completing the content of the job and the ability to achieve one's own good career development <sup>[4]</sup>.

The employability of young college students in the new era is proposed to adapt to the changes in the job market. It mainly refers to the ability to realize the employment ideals of college students, realize the value of their own abilities, and meet the needs of the social market. With the continuous changes in the social market environment, the connotation of college students' employability is also changing, so that it is closer to the actual situation of college students and in line with the objective law of social development. The employability of college students can be summarized from seven dimensions—professional and technical ability, teamwork ability, innovation and entrepreneurship ability, communication and coordination ability, learning ability, problem-solving ability, and self-management ability. At present, college students are facing many dilemmas and challenges in the process of employment. One of the main factors is the lack of employability. Therefore, for colleges and universities, the improvement of the employability of college students is significant and requires urgent solutions.

### **3. The significance of innovation and entrepreneurship education to the employability of college students**

#### **3.1. Improving college students' innovation ability**

The foundation of innovation and entrepreneurship education lies in shaping students' sense of innovation and creativity, laying the foundation for their future careers. At the same time, by improving employability, college students can also get more career development opportunities and promotion space. Cultivating college students with innovation and entrepreneurship skills helps to promote social responsibility and sustainable development <sup>[5]</sup>. Enterprises are often more inclined to look for college students with strong comprehensive quality, and innovation and entrepreneurship education in colleges and universities can help cultivate college students with this ability. Comprehensive qualities include organization, management, leadership, social skills, professional skills, and social adaptability. Through innovation and entrepreneurship education, students can actively participate in innovation and entrepreneurship competitions, apply professional skills to the competition, and further improve their professional skills. Similarly, in the process of starting a business, students can also exercise their organizational management skills and social skills.

#### **3.2. Enhancing stress tolerance**

Under traditional employment education, students are relatively weak in their ability to resist pressure and frustration. In traditional education, students are more inclined to seek stability during job hunting and the area that students can reach is narrower. As a result, students lose more opportunities to face the risks and work pressure of some challenging jobs. However, innovation and entrepreneurship education will guide students to choose entrepreneurship or job hunting in a more proactive way. According to relevant statistics, the probability of college students succeeding in entrepreneurship is very low. However, in the process of starting a business, students can face different challenges, open their minds, broaden their horizons, enrich themselves, and accept many unknown new things. Throughout the process of entrepreneurship, students' own ability to resist pressure and frustration can also be strengthened, so as to cultivate a spirit of perseverance. Therefore, in the job market, these students can adapt more to the complex and changeable

situation brought by the market, flexibly deal with the difficulties they face at work, establish a good job search mentality, and face the challenges in the workplace more calmly.

### **3.3. Contributing to the sustainable development of education**

By improving students' employability, it can not only increase the reputation and popularity of the university but also attract more outstanding students to apply. The development of higher education is inseparable from the recognition and support of society <sup>[6]</sup>. If universities are able to produce graduates with good employability, who can succeed in the job market and contribute to society, it will increase the recognition and support of universities. This will help universities attract more investment and resources to promote the sustainable development of education.

## **4. Characteristics of college students' innovation and entrepreneurship ability training**

The cultivation of innovation and entrepreneurship ability focuses on practice orientation, emphasizing that students can carry out practical operations, accumulate experience in real innovation and entrepreneurship projects, and learn the ability to solve problems, manage resources, and work in teams. Students need to have an open and sharp mind, be able to take the initiative to find and solve problems, have an entrepreneurial spirit and sense of entrepreneurship, and have the courage to take risks and accept challenges <sup>[7]</sup>.

## **5. Current situation of college students' employability**

### **5.1. Insufficient sense of innovation**

In the context of the current educational environment, most of the teaching work in colleges and universities has always revolved around the traditional teaching mode. School teachers have a lot of teaching experience, but relatively little practical experience in innovation and entrepreneurship, which may hinder them from providing students with real, concrete innovation and entrepreneurship experiences and advice <sup>[8]</sup>. All these lead to students lacking a sense of innovation and market competitiveness, which will bring certain obstacles to their future development.

### **5.2. Inadequate practical skills**

The practical skills of college students include language expression skills, language communication skills, interpersonal skills, organizational management skills, and practical skills <sup>[9]</sup>. However, many students often lack these abilities in the process of job hunting and eventually fail to be accepted by employers. It is worth noting that the evaluation and recognition system of innovation and entrepreneurship ability education in many colleges and universities is not perfect, and the evaluation and recognition system is insufficient for the evaluation of college students' innovation and entrepreneurship ability <sup>[10]</sup>. Colleges and universities are unable to comprehensively assess students' practical skills, which also affects students' enthusiasm for entrepreneurship and innovation education.

### **5.3. Lack of basic skills and knowledge**

College students have always paid more attention to their professional ability during their time in school. They think that if they improve their professional skills, they will be able to find a good job in the future. In

fact, in today's complex social and economic environment, enterprises not only need job seekers with good professional skills but also emphasize their comprehensive quality. It is hoped that more high-quality college graduates can be recruited to join the enterprise team, give full play to their advantages, bring certain economic benefits to the enterprise, and bring more possibilities to the development of the enterprise. For example, although students can pass the English level 4 and 6 exams during school, there are few students who can communicate smoothly in daily life and work. Although some students have passed the computer-level exam, they lack proficiency in basic office software. These students still lack an understanding of some basic applications. These are all manifestations of a lack of certain basic skills. Their knowledge is poor, which is not conducive to students' core competencies in the future workplace.

## **6. Strategies to improve the innovation and entrepreneurship ability of college students**

### **6.1. Changing traditional concepts and paying attention to the inculcation of innovative ideas**

Changing traditional concepts and paying attention to the inculcation of innovative ideas is one of the important strategies to promote the innovation and entrepreneurship ability of college students. Traditional concepts often focus on norms and stability, while innovation needs to break the traditional thinking mode and cultivate students' innovative consciousness and thinking. Education should encourage students to challenge conventions and stimulate their creativity and problem-solving skills. Through heuristic teaching methods, open-ended problem-solving, and diverse learning tasks, students develop innovative thinking and the spirit of daring to try. There are uncertainties and risks in the process of innovation and entrepreneurship, so it is important to cultivate students' risk awareness and risk-taking spirit. Schools can introduce students to the risks and challenges in innovation and entrepreneurship through innovation and entrepreneurship lectures, case studies, and practical projects, and help them understand and cultivate their ability to deal with risks. Innovation and entrepreneurship require a culture that encourages, supports, and respects innovation. Schools can organize innovation and entrepreneurship activities and invite successful entrepreneurs to share their experiences, and innovation and entrepreneurship should focus on social responsibility and sustainable development. Schools can cultivate students' sense of social responsibility and awareness of sustainable development by offering relevant courses and organizing social practices and social innovation projects. Students are encouraged to pay attention to social issues, solve social problems through innovation and entrepreneurship, and make positive contributions to society.

### **6.2. Promoting school-enterprise cooperation for the integration of innovation and entrepreneurship**

Companies can provide internships or projects, where students can practice innovation and entrepreneurship skills and understand the needs and challenges of the industry. At the same time, it will also pay attention to the overall efficiency of the enterprise, strive to improve the work efficiency of the team, and reduce the cost of the enterprise<sup>[11]</sup>. In addition, colleges and universities<sup>[11]</sup> also cooperate with enterprises to hold innovation and entrepreneurship competitions, such as business plan competitions, creative design competitions, etc. By participating in these competitions, students can exercise their innovation and entrepreneurship skills, while communicating and interacting with business representatives to understand industry needs and development trends<sup>[12]</sup>.



### **6.3. Establishing a well-structured teacher system to improve the comprehensive ability of teachers**

Combining academics and practice, encouraging teachers to continuously improve, and ensuring their all-round development will provide students with higher-quality innovation and entrepreneurship education and cultivate entrepreneurs with more practical skills and innovative spirit <sup>[13]</sup>. Universities can establish partnerships with external enterprises, incubators, and investment institutions to provide faculty with field trips and hands-on opportunities <sup>[14]</sup>. When necessary, regular teacher training programs are set up to ensure that teachers are updated with the latest teaching methods and practical knowledge and to enhance teachers' comprehensive capabilities in the field of innovation and entrepreneurship through online courses and seminars <sup>[15]</sup>.

### **6.4. Emphasizing the construction of a scientific and systematic curriculum system**

Through interdisciplinarity, students are able to gain a more comprehensive perspective and better cope with various challenges in entrepreneurship <sup>[16]</sup>. For example, in the United States, United States colleges and universities have established a comprehensive curriculum system for innovation and entrepreneurship education, covering all stages of management from the formation of an entrepreneurial idea to a start-up <sup>[17]</sup>. In addition, students also need practical opportunities while learning theory. Using big data technology, colleges and universities can provide students with real-world market data to help them analyze market trends and find business opportunities. In addition, practical activities, such as internships, school-enterprise cooperation projects, student entrepreneurship competitions, etc., can help students apply what they have learned in real-world situations.

### **6.5. Actively promoting the standardized development of practice space**

The goal of the practice space is to provide a comprehensive and diversified platform for students to experiment, validate, and iterate on entrepreneurial projects, so as to strengthen students' teamwork skills, innovative thinking, and practical experience, and to promote cooperation and communication between the school and industry, enterprises, and investors <sup>[18]</sup>. The operation of a practice space can involve a number of organizations, including the core team responsible for day-to-day operations and decision-making, such as the center director, project manager, and administrative staff; the advisory team includes industry experts, entrepreneurs, and investors, who provide professional advice and guidance on the project, as well as a team of volunteers and students, who are responsible for organizing events, maintaining facilities, and communicating with participants <sup>[19,20]</sup>.

### **6.6. Establishing and improving a more complete evaluation system for innovation and entrepreneurship education**

It is critical to establish a sound evaluation system for innovation and entrepreneurship education to improve the quality of innovation and entrepreneurship education and cultivate outstanding innovation and entrepreneurship talents. The evaluation system should comprehensively assess students' innovation and entrepreneurship abilities from multiple perspectives, including innovative thinking ability, teamwork ability, market insight, business model design, etc. At the same time, attention should also be paid to students' performance and results in practical projects. The evaluation of innovation and entrepreneurship education should focus on students' performance and achievements in practical activities, such as entrepreneurship plans, innovation project reports, entrepreneurship practice reports, etc. Through the evaluation of students'

practical processes and results, it can more accurately reflect students' innovation and entrepreneurship ability. The evaluation system should adopt a variety of evaluation methods, including assessment, test, practical operation, case analysis, evaluation report, etc. By assessing students' performance in theoretical knowledge mastery, practical operation ability, innovative thinking ability, etc., students' innovation and entrepreneurship abilities can be evaluated more comprehensively. The evaluation system should be closely connected with the needs of the industry, and refer to industry standards and the opinions of industry experts to ensure that the evaluation system matches the requirements of actual innovation and entrepreneurship capabilities.

## 7. Conclusion

Innovation and entrepreneurship education should focus on the goal of cultivating innovative talents in colleges and universities so that students can have a deeper understanding of entrepreneurship on the basis of consolidating their majors, so as to continuously forge ahead and realize their own value <sup>[21]</sup>. In addition, improving the employability of college students can enable them to lay a solid foundation for future job hunting. At the same time, it can better adapt to the stable development of the social economy and create more social value.

## Disclosure statement

The authors declare no conflict of interest.

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