

# The Necessity and Implementation of the Entrepreneurship Management Platform Course Framework under the New Normal

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**Abstract:** Regardless of economic development, the transformation of marketing methods and the needs of a university's own development requires the establishment of an Entrepreneurship Management platform course. From the perspective of economic development, after satisfying rigid demands, many people's needs tend to be niche; from the marketing perspective, the era of e-commerce has arrived; and from the perspective of the university's own transformation, there is an urgent need to reform economic management majors and improve the quality of teaching. In the construction and implementation of the Entrepreneurship Management platform curriculum framework, the following must be critically considered: the selection of students, the curriculum, the allocation of teachers, the innovation of management systems, the provision of teaching hardware and the support and cooperation of the government and society.

**Keywords:** *entrepreneurship management; entrepreneurship education; curriculum setting; institutional innovation*

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## 0 Introduction

In 2019, the number of college graduates across China reached an unprecedented 8.2 million <sup>[1]</sup>. The employment of college graduates is becoming decreasingly optimistic. Both college and university graduates struggle with finding employment and low starting salary. Moreover, recruiting companies believe that not only is the knowledge acquired by college graduates in school outdated, but they also lack much-

needed practical skills, causing their evasion of graduate job seekers. This phenomenon indicates that the talents cultivated by higher educational institutions are out of touch with market demands. Therefore, colleges and universities need to find an effective way to increase students' practical skills, enhance their ability to adapt to social work and cultivate the talents needed in society. The traditional college internship programs do not meet this requirement because the students are reduced to being mere observers. The internship period is also short and there is no effective participation, making it impossible for students to effectively improve their work ability. Therefore, it is necessary to seek long-term, high-participation practices to solve this problem.

Since the new century, the economy has undergone tremendous changes while innovation and technology have rapidly developed. Traditional large enterprises that are not innovative have struggled in this new situation. However, at the same time, they have provided many young people with ideas and passions to create more opportunities and possibilities for innovative entrepreneurship. Entrepreneurship education is considered to be the "third education passport" that the future generation should acquire in addition to traditional academic and vocational education <sup>[2]</sup>. The entrepreneurship management curriculum is a suitable mechanism for higher educational institutions to explore and cultivate entrepreneurial talents. The curriculum system and mode in higher educational institutions must be systematically designed, reviewed and promoted in coordination with the cultivation of entrepreneurial talents <sup>[3]</sup>. Currently, the design and development of entrepreneurship management courses

are in a rudimentary state <sup>[4]</sup>. Many schools have not yet been established and the few universities that have implemented entrepreneurship education are unable to incorporate entrepreneurship education into their talent training programs and establish a real entrepreneurial education mechanism. There is a general lack of awareness about the value of entrepreneurship education in higher educational institutions. It does not reflect the importance of entrepreneurship education in all contexts of employment. It also disregards the fundamental role of entrepreneurship education, which ultimately creates an uncondusive entrepreneurial environment for students. Here, utilitarianism is greater than its social effects <sup>[5]</sup>. In this current trend and environment, the platform and curriculum system for entrepreneurship education must show more practical significance.

## **1 The Necessity of Providing an Entrepreneurship Management Platform Course**

Firstly, from the perspective of economic development, traditional industries are short-tailed based on the long tail theory. Enterprises can adopt cost-leading strategies based on economies of scale and experience curves or differentiated strategies based on economies of scope <sup>[6]</sup>. A common feature of the traditional economy is that the demand is large, satisfying the rigid demand with common attributes. Therefore, under the conditions of a traditional economy, there is a large market for total overall cost leadership or differentiation. However, with the rapid development of the economy and ever-increasing variety of products, after satisfying the rigid demand, people's needs tend to be niche. In the long tail economy, this means bringing business opportunities to many niche products. Due to China's large population base, even a small number of products will have a considerable number of consumers across the country and even the world. Therefore, niche products have certain profitability and profit margins.

Secondly, regarding current marketing methods, e-commerce and online marketing indicate the rapid development of an irreversible trend. Taobao, Tmall, Alibaba, WeChat and other free online platforms are ideal for first-time entrepreneurs with less capital and resources because it involves low start-up cost and low opportunity cost. This enables the value chain of platform start-ups to be on par with business entities in terms of complete purchase, inventory, shipment, marketing and after-sales services. In fact, the value

chain extends all the way back to production, so this entire process greatly increases the entrepreneur's practical skills; even if the business is not successful, the entrepreneur will gain substantial experience alongside a low opportunity cost.

Thirdly, from the perspective of the university's transformation, current economic management students, especially those majoring in industry and commerce, marketing and the like, take many courses that are not specialized, causing a lack of expertise in the profession. Consequently, these professionals have low employment rate and demand in the employment process <sup>[7]</sup>, which greatly affects the enthusiasm of students as well as the enrolment rate in these majors. Moreover, many majors in economic management are highly practical and, thus, simply applying theoretical knowledge does not promptly increase the students' practical ability or the employment rate or their satisfaction with the profession. Therefore, it is crucial to develop courses that are intended to increase students' practical ability.

The Entrepreneurship Management platform course is one such attempt to adapt to the economic environment and people's consumption patterns. It can solve the practical difficulties currently faced by economic management majors while meeting the needs of university transformation. Therefore, the Entrepreneurship Management platform course is essential and should be offered.

## **2 Implementation Framework of the Entrepreneurship Management Platform Course**

Traditional education is oriented towards employment while entrepreneurship education is oriented towards entrepreneurship. Entrepreneurship management trains business management professionals who have independently established an economic entity to serve the society with products and values as a way to continuously self-sustain and develop. Entrepreneurs are required to understand the industry, the profession and the management so that their practical ability becomes more comprehensive and integrated. The implementation method of the Entrepreneurship Management platform course must also take into account the multi-faceted knowledge, resources and platforms required for student entrepreneurs. Therefore, reasonable teaching methods and assessment methods are necessary.

A person with true entrepreneurial ability must possess the following qualities: courage, determination, perseverance, perseverance, business acumen and strong entrepreneurial willingness<sup>[8]</sup>. Also required is the multi-faceted ability for capacity management such as: project selection and positioning, choice of business methods (network or entity), site selection and negotiation (location of physical store, office and warehouse for online store, etc.), purchase, sales, shipment and after-sales services, among others. The entrepreneur's skills must be multi-faceted in order to manage all aspects in his company's value chain, thus his experience must be comprehensive and expanding.

In order to cultivate the entrepreneurial skills of a student who is truly entrepreneurial and has the willingness to start a business, the following aspects must be considered:

### **2.1 The selection of students for entrepreneurship management training**

The selection of students for entrepreneurship management training can be conducted through questionnaires in order to determine their level of willingness and merit. On this basis, they can be cultivated in a targeted manner. The exact situation of current students is that many of them have the idea and desire to start a business but are afraid to follow through due to the fear of complete lack of understanding entrepreneurship. Some of these willing students are entrepreneurial while some others may be just passionate but not capable. Therefore, a set of questionnaires can be designed from the perspective of entrepreneurial willingness, entrepreneurial ability and the problems and pressures that may be encountered after starting a business so that they can start a business by themselves. This will help students have a clearer understanding of themselves and their future in entrepreneurship<sup>[9]</sup> as well as help identify students who are truly entrepreneurial.

### **2.2 Entrepreneurship management course setting and equipment for teachers**

Currently, there are two trends and functional areas in entrepreneurship education in China. One is to provide corresponding supporting systems and facilities for students to conduct physical or network entrepreneurship in the real environment, such as Taobao's start-up at Yiwu Industrial and

Commercial College; the other is entrepreneurship in a simulation business environment. For example, the annual "Entrepreneur Star" contest, which is an online platform entrepreneurship contest, can be used as a form of training that covers both the current trends and the actual situation of the higher educational institution. At the same time, there must be adherence to the "learning in practice, practice in learning" policy so as to encourage students to learn while starting a business.

In order to increase students' understanding of entrepreneurship and opportunities as well as their practical skills in entrepreneurship, the following courses should be set up:

(1) Business Opportunity: this course will mainly cultivate students' ability to discover and seize opportunities;

(2) Innovation and Entrepreneurship Management: this course will introduce students to the process of entrepreneurship, various management styles in entrepreneurship and the various forms of risk and risk management;

(3) E-commerce Actual Combat: this course will cultivate students' practical ability under the new business model;

(4) Entrepreneurship students should also acquire financial management and tax planning, which are basic knowledge necessary for entrepreneurship.

The above courses can be arranged in the sophomore year so that students have more opportunities to practice entrepreneurship during their study period.

Concerning the faculty, firstly, entrepreneurship instructors should be a team that possesses comprehensive knowledge and experience required for entrepreneurship. Instructors must incorporate entrepreneurial practices and experiences in their teaching; those who lack experience in this field should be sent for further study. At the same time, the instructors should lead the students' entrepreneurial team to conduct practical business, along with providing them with guidance and assistance.

### **2.3 Innovations in management systems**

Schools should attach importance to entrepreneurship education and must support the corresponding system<sup>[10]</sup> in order to encourage teachers and students who have the security and passion to start a business. Higher educational institutions can learn from the successful entrepreneurial experiences of colleges such as Yiwu Industrial and Commercial College as well as Chaoshan Vocational and Technical College.

Institutional innovation and change should be considered from the following perspectives:

### **2.3.1 Innovation of educational administration system**

For entrepreneurship students, the educational institution can partially change the traditional credit assessment method. Some courses such as marketing and entrepreneurship management courses can incorporate the actual performance of students into the assessment criteria. In terms of time management, students should also be given more flexible arrangements.

### **2.3.2 Innovation in student performance appraisal system**

Economic management courses were initially highly practical. Business practices and behaviour in the real society can greatly improve the students' practical skills. Higher educational institutions should change their approach and should not blindly assess students' learning based on their performance in theoretical study. In the course of credit assessment, the educational institution can incorporate the students' entrepreneurial performance (such as physical sales, sales profit and even sales on Taobao, Tmall, Alibaba and other online platforms) into their academic assessment system.

### **2.3.3 Innovation in instructor performance appraisal system**

Entrepreneurship management curriculum instructors, especially a team of instructors, will have to invest more time and energy but this kind of education will not increase their workload or research results. Therefore, when higher educational institutions evaluate the performance of instructors, they can evaluate the actual performance of the team based on each instructor using appropriate indicators and measures, which will finally be calculated in the overall assessment results. This will encourage instructors to have more enthusiasm and less apprehension in helping students to start a business.

### **2.4 Teaching hardware support**

Both the practical and simulated entrepreneurship training of students require a venue. For students who are e-commerce entrepreneurs, the educational institution can provide them with unoccupied classrooms for their entrepreneurial use; students who are simulation entrepreneurs should conduct software training and combat training competition.

Therefore, they need enough training bases.

For entrepreneurship students, the educational institution can provide network, power supply and office furniture arrangements as needed.

### **2.5 Seeking government support and social cooperation**

Entrepreneurship management strives for local government support and also better policy support so that students can enter local entrepreneurial platforms and, after successfully starting a business, can move forward with larger projects. Entrepreneurship management must also strive for the support of enterprises. It can be used as a public welfare or social responsibility project that will allow enterprises to invest and support. At the same time, it should cooperate with industry associations, business alliances and private professional organizations to create more entrepreneurial opportunities for students.

## **3 Conclusion**

The Entrepreneurship Management platform course can greatly enhance students' practical skills, promote employment through entrepreneurship, conform to current trends in economic development and also meet the purpose of education transformation. It is a type of curriculum that is in line with social development and can bring practical benefits to students. Building a good curriculum system and assessment system are fundamental to maintaining the long-term development of the curriculum.

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