



郭新宝◎著

中国创业教育体系的 构建问题研究

Research on Construction of Entrepreneurship
Education System in China



中央编译出版社
Central Compilation & Translation Press



郭新宝◎著

中国创业教育体系的 构建问题研究

Research on Construction of Entrepreneurship
Education System in China



中央编译出版社
Central Compilation & Translation Press

图书在版编目(CIP)数据

中国创业教育体系的构建问题研究 / 郭新宝著. —
北京:中央编译出版社,2014.9

ISBN 978-7-5117-2262-1

I. ①中… II. ①郭… III. ①大学生—创造教育—研
究—中国 IV. ①G640

中国版本图书馆CIP数据核字(2014)第184195号

中国创业教育体系的构建问题研究

出 版 人:刘明清

出版统筹:董 巍

责任编辑:霍星辰 曲建文

责任印制:尹 珺

出版发行:中央编译出版社

地 址:北京市西城区车公庄大街乙5号鸿儒大厦B座(100044)

电 话:(010)52612345(总编室)(010)52612363(编辑室)

(010)52612316(发行部)(010)52612317(网络销售)

(010)52612346(馆配部)(010)66509618(读者服务部)

传 真:(010)66515838

经 销:全国新华书店

印 刷:北京彩虹伟业印刷有限公司

开 本:710毫米×1000毫米 1/16

字 数:227千字

印 张:14

版 次:2014年9月第1版第1次印刷

定 价:68.00元

网 址:www.cctphome.com

邮 箱:cctp@cctphome.com

新浪微博:@中央编译出版社

微 信:中央编译出版社(ID:cctphome)

淘宝店铺:中央编译出版社直销店(<http://shop108367160.taobao.com>)

本社常年法律顾问:北京市吴栾赵阎律师事务所律师 闫军 梁勤

凡有印装质量问题,本社负责调换。电话:010-66509618

郭新宝 男，1970年2月生，陕西省大荔县人，河南科技大学管理学院副教授，硕士生导师，副院长，主要研究方向是创业与创业学，技术经济与系统工程。发表论文30多篇，其中CSSCI源刊论文6篇，EI源刊论文3篇，EI/SCI/ISTP收录论文10篇。主持和参与完成国家和省部级项目6项，获省部级二等奖2项。出版专著2部。

本书获得国家哲学社会科学基金项目：中国创业学学科
体系与创业教育的科学性研究（10BGLO39）的资助

Introduction

Practices have proved that entrepreneurship education is conducive to enhancing students' entrepreneurial spirit, entrepreneurial willingness and ability. Students can communicate with many high-tech enterprises in entrepreneurial behavior to accelerate knowledge spillover, thus promoting the development of innovative economy. Entrepreneurship education is also a driving force to establish and develop an innovative country. The strategic basis of building an innovative country is the enhancement of independent innovation ability, and the key is to optimize the environment for innovation, cultivate innovative talents and improve the effectiveness of innovation. Therefore, entrepreneurship education can promote the three key aspects and strategic basis of establishing an innovative country. Systematical study on the scientificity of entrepreneurship education, one of the main parts of the book, has both theoretical and practical significance on the establishment of a reasonable entrepreneurship education system in China and the promotion of Chinese entrepreneurship education.

The book firstly had a systematic analysis on the theory and practice of entrepreneurship education. The emergence and development of entrepreneurship education in the world are summarized, clearly indicating future development trend of entrepreneurship education. In the literature review, the book focused on analyzing the basic hypothesis of entrepreneurship education—can entrepreneur-

ship can be educated be proved? Although the hypothesis has not been strictly proved, the book considered it reasonable for the following reasons. Firstly, innate features of some entrepreneurs have not been denied by the hypothesis; secondly, there are long and universal entrepreneurship education practices; thirdly, large numbers of investigation data have indicated that entrepreneurship education promoted entrepreneurial success rate.

Entrepreneurship education lacks the support of direct effect due to the time-lag effect of education. Thus, exploring the rationality and scientific nature of entrepreneurship education in a direct way is like attending trifles and neglecting the essentials. From the perspective of entrepreneurship, the success or failure of entrepreneurs depends on human capital, economic capital and social capital with different level, while entrepreneurship education cannot directly improve the venture capital. The greatest contribution of entrepreneurship education is the huge spillover effect. Students can be equipped with entrepreneurial spirit and ability through learning appropriate course, thus positively impacting their entrepreneurial intention; the formation of entrepreneurial culture can be promoted in universities and the whole society, then improving the entrepreneurial environment of the whole society; capability of independent innovation can be strengthened in China. From the perspective of knowledge spillover, entrepreneurship education in universities aims at adapting to economy. Entrepreneurship is the important mechanism of new knowledge spillover, and entrepreneurship education can effectively promote academic entrepreneurship and students' entrepreneurship in universities.

Then, based on the research of spillover effects from entrepreneurship education, the scientificity of entrepreneurship education is systematically analyzed from aspects of historical inevitability, objective reality and its assumptions, target and effect evaluation. For nearly half a century, the development of entrepreneurship education in the world has fully confirmed that entrepreneurship educa-

tion has significant scientificity, rationality and feasibility. Currently, both the external environment and internal factors of entrepreneurship education becomes increasingly mature, which provides opportunities and conditions for further development of entrepreneurship education in China. Education system objectively requires to be reformed, determining the goal of training entrepreneurial talents. Subject system of entrepreneurship should be scientifically constructed in China, greatly developing entrepreneurship education. In terms of higher education reform, three-dimensionally diversified entrepreneurship education system should be set up with mutual penetration and function complementary among cultural course, professional course and entrepreneurship course.

Finally, the book proposed suggestions on developing China entrepreneurship education from aspects of training system, management mechanism, teacher group and operation environment. China can draw lessons from foreign experiences to conduct national plan of entrepreneurship education at all levels of educational system, making entrepreneurship education a lifelong education. Strengthening university entrepreneurship education should be given priority, gradually strengthening the development of social entrepreneurship education. Then, all aspects of entrepreneurship education can have balanced development, thus better constructing entrepreneurial culture in the whole society. The university is the national pioneer in the development of entrepreneurship education, and entrepreneurship education has short-time history in China. Therefore, the book mainly researched on developing university entrepreneurship education. The goal of university entrepreneurship education is to: change students' employment ideas and the concepts of choosing a career through entrepreneurship education; enrich college students' knowledge of entrepreneurship; inspire interests in entrepreneurship and enhance their entrepreneurial ability.

For different training objectives, two categories of entrepreneurship education courses—affordable type and professional type—should be established with

the main contents including entrepreneurial spirit education, entrepreneurial skills education, entrepreneurial personality education; diversified teaching methods should be adopted including expository method, case teaching, role playing and entrepreneurial practice, stimulating entrepreneurial consciousness and innovative thinking ability of students. Universities should reform the management system, setting up teaching and management mechanism suited to requirements of entrepreneurial education. Besides, college teachers, the successful entrepreneurship practitioners, government officials and venture capitalists should be absorbed to teachers group of entrepreneurship education. Entrepreneurship education, as a systematic project, cannot succeed only relying on entrepreneurship education in colleges and universities; instead, it needs support and security from families, schools and the whole society.

Keywords: entrepreneurship; entrepreneurship education; subject system; entrepreneurial spirit; entrepreneurial capital; innovative country

目 录

CONTENTS

1	Review of related researches and practices	1
1.1	Review of the development and research of entrepreneurship education	1
1.2	The development and research of entrepreneurship education in China	28
1.3	Future development trend of entrepreneurship education	33
2	Research on spillover effects of entrepreneurship education	38
2.1	Entrepreneurship education and establishment of innovative country	38
2.2	Research on entrepreneurship education based on perspective of entrepreneurship capital	42
2.3	Research on knowledge spillover of entrepreneurship education	57

3	Scientificity of entrepreneurship education	89
3.1	Historical inevitability of entrepreneurship education	90
3.2	Objective reality of entrepreneurship education	99
3.3	Assumption, goals, and evaluation of entrepreneurship education	116
3.4	Main modes of Chinese entrepreneurship education	127
3.5	Construction of Chinese entrepreneurship education system	131
4	Proposals for the development of entrepreneurship education in China	164
4.1	Cultivation system of entrepreneurship education	164
4.2	Management system of entrepreneurship education	182
4.3	Teacher groups of entrepreneurship education	190
4.4	Operation environment of entrepreneurship education	194
4.5	Government's promotion to entrepreneurship education	201
	Reference	205

1 Review of related researches and practices

1.1 Review of the development and research of entrepreneurship education

Entrepreneurship education has developed for more than 50 years; however, it began to flourish in major developed countries until the end of the 20th century with the mark—entrepreneurship research appeared everywhere in academic research (Shane, 2000). In 1987, American Management Academy formally incorporated entrepreneurial research into management discipline as a sub-field, declaring that entrepreneurship education began to be recognized by the education department of U. S. government with a legal status. Over the next 15 to 20 years, researches on entrepreneurial activities and spirit of entrepreneurs were widely conducted in management science, sociology, psychology and other disciplines. Entrepreneurship research presented explosive growth, thus providing profound theoretical basis and strong intellectual support for the modern development of entrepreneurship education.

Entrepreneurship education aims at developing individuals with courage of

starting a business, entrepreneurship skills of grasping opportunities identification and start-up management, thus making them adapt to the future needs of society. In the knowledge economy society with globalization uncertainty and discontinuity, the core competitiveness of a country is more manifested in entrepreneurship and innovation. New curriculums and learning modes have been constantly developed and tested with the deepening of entrepreneurship theory research. Thus, entrepreneurship education is beyond the scope of university education, ranging from classroom to extracurricular aspects, communities, enterprises and the whole society. In addition, entrepreneurship education is influenced by social, political, economic, cultural and other factors. From the national level, entrepreneurship education has become the propeller of economic development. The goal of modern entrepreneurship education is to build entrepreneurial economy and entrepreneurial society.

The development history of entrepreneurship education is long, thus the construction of entrepreneurship education system is more complete in some developed countries. This section analyzed the earliest background of entrepreneurship education, describing the research performance in the gradual development of entrepreneurship education.

1.1.1 Durance period of entrepreneurship education(before the 1970s)

Entrepreneurship education started since the first entrepreneurship course was set up in Harvard Business School in 1947. However, the dominance of entrepreneurship research field was entrepreneurial trait theory until the 1980s, thus entrepreneurship education had been developing slowly for more than 30 years. The description on entrepreneurs and entrepreneurial economy function by economists represented by Schumpeter is the thought source of early entrepreneurial trait theory. On the one hand, the economists described entrepreneurs as

individuals with series of extraordinary qualities, including undertaking risks, chasing uncertainty, profit driven, and starting innovation; on the other hand, abstract entrepreneurs were described with superior quality, thus forming the image of entrepreneurs as “*born rather than formed*”, meanwhile entrepreneurship was judged as special activities not available for normal people. For an extreme example, Schumpeter described characteristics of entrepreneurs in early classics—*Theory of Economic Development* with nearly a chapter: “Dreams and wishes of creating a private kingdom...The desires of conquering and fighting...Enjoy the pleasure of creating or just releasing their own energy and talent.” Actually, debate of *whether entrepreneurship can be taught* still existed after the 1980s, as Curran and Stanworth (1989) thought that entrepreneurship education had not cost-effect, but they have already faded out from the mainstream entrepreneurship theory.

The discussions of economists on entrepreneurship had great effect on economic growth, thus making entrepreneurship research become a fashion. Behaviorists began to join entrepreneurship research with proposing academic language of more refining characteristic of entrepreneurs, quickly arousing strong repercussions with relevant theory and demonstration growing rapidly, and then the dominance of entrepreneurial trait theory began to be established. The most representative example was Entrepreneurial History Research Center of Harvard University founded in the 1960s. The establishment of the center, as the backbone of entrepreneurial trait theory, marked that research on entrepreneurial trait theory entered a golden age. One of its main tasks was to construct *scientific* way of recognizing entrepreneurs from general public.

1.1.2 Early development period of entrepreneurship education (from 1970s to 1990s)

In the 1970s, profound changes had taken place in the economy of western

developed countries represented by the United States. Knowledge and technology instead of capital and labor became the main driving force of economic growth. It is mainly manifested that traditional industry became shrunk with a substantial reduction in jobs; meanwhile small business appeared in economy and society, which played an important role in providing a large number of employment opportunities and paying the tax to the state. Based on the situation, policymakers of many countries government judged that, the aspects—promoting further economic development of small and medium-sized enterprises and solving the serious problem of employment—could be considered as a whole, thus the macro economy would begin to be transformed from *administrative economy to entrepreneurial economy*.

Kuratko(2005) pointed out those small enterprises created 1.6 million new jobs in the United States in 1996, employing 53% of the private work force. A large number of subsequent empirical studies draw the same or similar conclusions. With the change of business and economic environment, small and medium-sized enterprises sprang up and made contribution to the national economy with its status being confirmed, thus creating economic environment of entrepreneurship began to be considered in national macroeconomic policy level. With the increasing entrepreneurs and growing new ventures, the demand of obtaining entrepreneurial knowledge and skills to improve the success rate of entrepreneurship through entrepreneurship education was naturally produced (Godtfredsen, 1995; Hayward and Sundes, 2000). Therefore, entrepreneurship education is the inevitable result of economic and social development.

For individuals especially for college students, layoffs and strategic restructuring of large enterprises and multinational companies had led to the shrink of traditional employment market since the 1980s (Westhead and Matlay, 2005). Meanwhile, the benefits for serving in a big company—job security and remuneration stability had lost attraction (Jackson and Vitberg, 1987). Students had been

more and more disappointed at traditional big companies, while longing for their own business (Kolvereid, 1996). As a career choice, entrepreneurship was widely recognized by the young and was considered as a more practical way for transforming from learning to work under the background of a sharp expansion in education system of colleges and universities (Matlay and Westhead, 2005), and students believed that entrepreneurship education could improve the level of entrepreneurship (European Commission, 2006).

After producing demand of entrepreneurship education, people expected to meet the demand through the existing school education, but found that the general university education could not adapt to the real business world. Scholars began to research on the problem of adaptive correction in university education and entrepreneurship education, and they thought that the general education of business management had no significant effect on entrepreneurial tendency (Gupta, 1992; Masters, 1996; Brawer, 1997; Greene and Crick, 1998; Hostager and Decker, 1999). The cultivation of entrepreneurship tendency is the core goal of entrepreneurship education. In this context, many countries began to introduce special entrepreneurship education in schools and colleges, thus entrepreneurship education began to be paid attention by governments and scholars.

1) Breakthrough of entrepreneurial trait theory

Entrepreneurial trait theory had greatly restricted entrepreneurial education development, which was mainly reflected on the following aspects. On one hand, entrepreneurship was defined as special events of unusual people by entrepreneurial trait theory, and entrepreneurs were people born with special qualities. Entrepreneurship can be taught was denied, namely denying nurturing entrepreneurs through education, thus leading to losing ideological basis of entrepreneurship education. On the other hand, entrepreneurship research was only limited to the two problems based on the above judgment, one was "who are the entrepreneurs", and the other was "how to identify the entrepreneurs". In theory, it

is difficult to get consistent research conclusion when the research objects are defined as abstract individuals with myths; from the results, entrepreneurial trait theory research had no consensus on the definition of entrepreneurs. In addition, commonly unique features of entrepreneur group had not been identified. Finally, the feature list that had been recognized were quite long and even contradictory and conflicting between each other, thus making it difficult to find out the real counterpart of individuals. Thus, the contradiction and the lack of entrepreneurship research resulted in insufficient theoretical basis of entrepreneurship education.

Birch(1979) found that small enterprises with less than 20 employees created 66% of new jobs in the United States. In the late 1980s, entrepreneurship research was stalled; some scholars began to rethink entrepreneurial trait theory. To break through the bondage of entrepreneurial trait theory for entrepreneurship education, emphasis should be focused on break and through. Break refers to breaking through the entrepreneurial trait theory, through points out the ways and development direction of entrepreneurship research. Three representative scholars made important contributions in this process. Gartner(1988) challenged the basic assumption of trait theory, revealing the one-sidedness and the underlying reasons of conflict and contradiction in results of entrepreneurial trait theory. "Entrepreneurs is not innate, but the acquired product promoted by the environment factors, there is no way focusing on entrepreneurial trait theory" systematically argued Gartner. Murray B. Low and Ian C. MacMillan(1987) systematically evaluated the progress and defects of entrepreneurial traits theory in aspects of research objects, theoretical perspective, research focus and methodology from a broader perspective, then they put forward future research direction. The two scholars contributed to clarifying the mission and task of entrepreneurship research, thus greatly promoting the transformation of entrepreneurship research from characteristics of entrepreneurs to entrepreneurial behavior and process. In