Supporting Innovative Entrepreneurship Education by the Art of War in Vocational Colleges

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Abstract. The main purpose of this research is to analyze the relationship between entrepreneurship education and the level of entrepreneurial activity. In this sense, the use of official educational support mechanisms can have positive effects both on the number of firms created from the college and on the survival rate of these firms. Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Furthermore, The Art of War by Sun Tzu gives guidelines to support more innovative entrepreneurship education by focusing on realization of opportunity and by promoting business awareness.

Introduction
Entrepreneurship education is any educational activity or program that promotes an understanding of how to start a business. While information on this field is available through books and internet sites, the innovative education provided by colleges is more helpful and beneficial. Education can play a fundamental role in responding to the challenge of entrepreneurship. Schools and universities across the world have been actively engaged in the development of entrepreneurship curriculum in recent years, but vocational colleges are different from four-year institutions in many ways, and some of the differences inevitably bear on innovative entrepreneurship activities. Strategic thinking and planning in armed conflicts can be seen as a tool for managing complexity, risks and uncertainty. In The Art of War, Sun Tzu configures data, technology and control into the complex battle space.

The Art of War as the Tool
According to Sun Tzu, the prosecution of war should be underpinned by sound understanding of three main aspects: the threat landscape, the motivations of the enemy and an assessment of the strengths and weaknesses of both armies. Decision-making must be informed by five fundamental factors. These can be summed up as requiring a moral and coherent framework of planning that is rooted in the prevailing geographical and climatic conditions. His characterization of war as art is a reminder of the need for continuous assessment of the conditions in the theatre of warfare and to adapt the strategies accordingly. Sun Tzu said: the art of war is of vital importance to the State. It is a matter of life and death, a road either to safety or to ruin. Hence it is a subject of inquiry which can on no account be neglected [1]. Entrepreneurial event formation focuses on how the cultural and social environments affect the choice of an entrepreneurial path. Starting a business derives from perceptions of both desirability and feasibility. From another point of view, Theory of Planned Behavior is designed to predict and explain human behavior and focuses on the individual’s intention to perform a given behavior. These antecedents affect the intentions toward the behavior or action of new venture creation. The model allows, for the case that although the individual perceives the new venture creation desirable and feasible, and therefore credible, that he/she has not finally the intention to concrete the behavior because the precipitating event may be lacking.
Laying Plans

He who knows his enemy and himself well will not be defeated easily. He who knows himself but not his enemy will have an even chance of victory. He who does not know himself and his enemy is bound to suffer defeat in all battles. Sun Tzu’s book combines government, business and technology concepts in a holistic manner, embodying the unique strengths of laying plans. The art of war, then, is governed by five constant factors, to be taken into account in one’s deliberations, when seeking to determine the conditions obtaining in the field. These are: the moral law, heaven, earth, commander and method. The moral law causes the people to be in complete accord with their ruler, so that they will follow him regardless of their lives, undismayed by any danger. Heaven signifies night and day, cold and heat, times and seasons. Earth comprises distances, great and small, danger and security. The Commander stands for the virtues of wisdom, benevolence, courage and strictness. Methods control military expenditure. The entrepreneurship education should adopt the theory from The Art of War, to provide trainees adequate planning skills. Learning from ancient generals, potential entrepreneurs are to assess opportunities, to predict the future, to solve problems, to leverage resources, to manage risks, to build networks, to take action and adaptation.

Selecting Projects

The core force of innovation is selecting projects by vision, experiment and wise investments. The world changes fast, so the challenges for selecting creative projects are much bigger than before. The art of war, then, is governed by five constant factors, to be taken into account in one’s deliberations. The discovery consists of seeing what everybody has seen and thinking what nobody has thought. One must do the right work before doing the work right. Sun Tzu’s insights can help us in going beyond the constraints. Indeed, the problems identified by Sun Tzu have contemporary equivalents: misplaced incentives, information asymmetry and market failures. Or in Cyberlaw, the four elements: law, technology, market and norms. It is Sun Tzu’s understanding of the nuances of warfare, goal definition and the need to undertake fresh consideration of the strengths and weaknesses of the respective armies that provides us with a pungent example of how we can begin to think seriously what projects to do [2].

Analytic Big Data

We are entering into the ubiquitous computing age now. People communicate through the Internet, leading to another vast data source. Sun Tzu points out the way on how to manage information best and reduce complexity. The general who wins a battle makes many calculations in his Command where the battle is fought. The hypothesis is that before thinking about regulatory tools we need a better understanding of the interactions between data, devices and networks. Tutors need to train young people manage structured and unstructured data in massively parallel server environments, either on premise or in the cloud. Some entrepreneurs are beginning to realize the extent of opportunity, and to act upon it. All ambitious business plans should be extended to big data. Big data has the potential to fundamentally transform society as well as the innovation. However, unlocking this potential will require careful attention to data governance and insightful application of data analytics combined with an environment that spurs managerial innovation. Sun Tzu’s book provides a roadmap for the youth using the ancient experience as context. In short, governance is a problem rooted in managing complexity.

Action-oriented Entrepreneurship Education

Entrepreneurship is an action-based phenomenon demanding education outcomes targeted on the ability to apply learning, enhancing capability to take action and behave, rather than focusing purely on the conventional delivery, testing and critical assessment of knowledge inputs. An outcomes focus on capacity to behave, brings to the fore the emotional content of learning. Although the relationship between Sun Tzu’s spirit and entrepreneurship education is complex, empirical evidence shows that action-oriented entrepreneurship education can contribute to economic growth
by boosting innovation and strengthening new entrepreneurial projects. Colleges are responsible for creating and transferring knowledge through both education and collaboration with businesses. Recently, this kind of education is attracting attention from academics and policymakers at all administrative levels (local, regional, national, and supranational). A review of the literature shows that entrepreneurship education should include skill-building courses in negotiation, leadership, new product development, creativity and innovation [4]. In particular, the education should particularly provide skills on two kinds of factors. External factors are potential and existing competitors, suppliers, customers and substitutes. Internal factors are process & operations and human resource management, together with the strong support from leaders or top management. Entrepreneurship education is a need for reflection, real-world experience and action, exploring the impact of common entrepreneurship classroom activities on students’ motivational processes related to entrepreneurial careers [5].There are few mechanisms that bring the academic and business worlds together in a way that would maximize the success of information technology (IT) start-ups by increasing students’ knowledge about how to operate in the business world. Action-oriented entrepreneurship education really affects the number of young people choosing to start up their own business in the future.

**Self-efficacy as a Driving Force**

In total, 500 undergraduate students from a variety of majors at Beijing Information Technology College were invited to take a web-based survey. The findings show that students’ entrepreneurial self-efficacy (ESE) is a driving force in classroom activities enhancing students’ intentions. This phenomenon is similar to raising morale of soldiers to win a battle. The generalizability is limited to the college region and the link from intention to behavior goes untested, but results strongly support the adoption of social cognitive career theory to the entrepreneurship domain. The proper entrepreneurship education should focus on real-world experience, action, and reflective processes to engage students in authentic learning, which should lead to greater entrepreneurial abilities and propensity, and eventually to enhanced entrepreneurial performance, which benefits individuals and societies. The quality of the instruction is hugely better at vocational colleges because professors actually seem to care about their students' progress, and they are (in general) just better at presenting the material in ways that the students can understand. Students catch on more quickly, have more interesting thought processes, and help each other rather than dragging each other down. Because the students are more engaged and quicker, the professors are more able to teach, and the classes go faster and cover more ground, more deeply. It is easy and friendly to set up a talking appointment with an adviser and to get thoughtful responses very quickly by email.

**Teaching as Fostering Factors**

Activities impacting students’ ESE need to be further explored. In total, the goals and pedagogical approaches to teaching entrepreneurship are issues that educators may need to revisit and update if the economic benefits of entrepreneurship are to be fully realized. Entrepreneurship is firstly a mindset. As attitudes take shape at an early age, school education can greatly contribute to fostering entrepreneurial mindsets, starting from first-year to last-year level. Future entrepreneurship education should desist from merely teaching knowledge on business creation and rather focus on experiencing entrepreneurship. Also, education and training are considered as main factors to foster entrepreneurship, being knowledge is an instrument to graduated entrepreneurs, which creates more rational and well developed initiatives that have more possibilities to survive and grow. Knowledge is a production factor and businesses taking into account knowledge offer better products and services. Students in the program group increase their competencies and intention towards self-employment, whereas students in the control group do not. This leads to an associated need to widen the entrepreneurship concept beyond the traditional business school-driven new business venture and growth model to appeal to all students, no matter what their future careers and personal experience are. This embraces opportunity-seeking realization and the pursuit of entrepreneurial behavior in a wide variety of different contexts, together with a capacity to design and grow entrepreneurial organizations of all kinds. It can also be seen to have relevance to the individual as a
consumer, family member and member of the community as well as worker, living in an increasingly globalized life-world of greater uncertainty and complexity.

Answering Challenges

As global challenges continue, the challenge of the entrepreneurial education is to respond to the articulated needs of society. In this respect, the major focus has been upon creating the entrepreneurial mindset in young people. The European Union describes this as a key competence for all, helping young people to be creative and confident in whatever they undertake. The underpinning rationale is that of developing a flexible entrepreneurial workforce with entrepreneurial skills and attributes. The globalization is creating a life-world of greater uncertainty and complexity, demands exploration of the rationale for the education concern. This presents the opportunity for exploring the relevant knowledge needed in different future broad life-worlds, but also provides a framework for exploring the entrepreneurial rationale in different disciplinary areas. So the confusing constitute of teachers and lack of experiences in business lead to inefficient entrepreneurship education. There still has no uniform standard for the design of teaching content for entrepreneurship education in various universities and colleges, and the choice of content depends on business management courses with less of innovative thinking and methods advising. Meanwhile, the schools choose more aspects of theoretical for teaching than practice. Many cases are outdated and the analyses of problems are lack of professional and practical depth, especially lack of efficient skills to deal with the entrepreneurial contradictions.

Transformation

Governmental, corporate and non-profit organizations have been calling for transformational change in education for many years. As a result, a number of colleges have invested significant resources in an effort to improve teaching and learning in this domain. First is the need to address the current very wide and varied interest in entrepreneurship education as a mainstream education component. Second is the growing articulation of the notion of the entrepreneurial mindset as central to employability in general and to a wide range of personal and organizational contexts. Third, this broader characterization directly begs questions as to the precise outcomes to be sought from entrepreneurship education. Fourth, a process of simulating this life-world of the entrepreneur constitutes a major challenge in depth exploration. Fifth is embedding entrepreneurship into the curriculum in widely different disciplinary contexts. Sixth is reflecting the acceptance in many universities of the relevance of entrepreneurship education across the college. Seventh is the educator in the role of change agent. Moving entrepreneurship education across all disciplines in vocational education will demand not only understanding of different disciplinary contexts, but also strategies as to how to work with staff who may have little prior understanding of the entrepreneurial concept and its relevance to their teaching. The educator becomes an entrepreneurial amateur, not only in the classroom. Finding and utilizing opportunities for change, building networks, harnessing stakeholder support and creating innovative pedagogy all require entrepreneurial initiative. The practice and development of entrepreneurial behaviors is therefore a core competence for entrepreneurship educators.

Team-building

The army’s management style is also useful for this kind of education. Pedagogical methods such as active learning, team-based learning as well as problem-based learning support many of the goals of entrepreneurship. As students think critically in teams to solve open-ended problems, they are given the opportunity to try new ideas. The classroom/laboratory can be an environment that allows students to take risk, possibly fail, and eventually succeed. This method of discovery can be extremely influential to student learning. Process-based approaches should be replaced by methods-based approaches which support iteration and creativity. A combination of these techniques as well as a blend of topics focused on entrepreneurship principles in engineering education can enhance student awareness and promote leadership within the discipline.
Evaluation

Finally, there will be need to find means of assessment and evaluation that will fit within, and add value to, conventional practices. The nature of each of the above challenges to the entrepreneurship educator is explored in greater depth. Sound practical teaching system is the important basis and guarantee to transfer entrepreneurship education concept into education practice. With the quality evaluation index systems, colleges need to evaluate all aspects of the teaching so as to promote the connotation construction of the entrepreneurship education. Establishing information tracking system is vital to collect valuable feedback.

Summary

Entrepreneurship is a way of thinking that emphasizes opportunities in relation to threats. Indeed, implementation of all these recommendations has begun. Supporting innovative entrepreneurship education is an important advance and provides a think tank for budding entrepreneurs. These programs are designed to help start-ups overcome the barriers en route to obtaining seed funding that launches a start-up company. The opportunity for innovation has never been better, and vocational colleges are ready, willing and able to assist graduates to be significant participants in bringing true innovation. Society will reap the benefits of this innovation conceived in effective education, enabled by entrepreneurship, as colleges continue to drive forward its vision of improving students’ lives through transforming power of education.

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References