Research on the Incentive Mechanism of Innovation and Entrepreneurship in Higher Vocational Colleges

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Abstract. This paper analyzes the problems existing in the incentive mechanism of innovation and entrepreneurship now. Faced with the opportunities and challenges in the development of vocational education, and combined with the concept of "teaching factory" in Singapore, it puts forward the principles and ideas of the design of incentive mechanism for innovation and entrepreneurship education in higher vocational colleges. In order to improve students, enterprises and teachers’ enthusiasm, the incentive mechanism measures are put forward from three aspects: optimizing the allocation of resources, strengthening the mode of school-enterprise cooperation and standardizing the evaluation system of teachers, so as to ensure that students can realize their innovation and entrepreneurship ideals in a favorable environment.

Innovation and entrepreneurship education, as an important way to cultivate college students' innovative spirit and practical ability, has become a hot spot in the reform of Higher Vocational Education in China. The practice of entrepreneurship education in higher vocational colleges is conducive to the renewal of college students' ideological concepts, strengthens entrepreneurial awareness, encourages outstanding talents to stand out, and promotes entrepreneurship to achieve higher quality employment. However, it is imperative to establish a scientific and effective incentive mechanism to regulate the behavior of colleges, enterprises, teachers and students, and form a multi-force to provide guarantee for the effective development of innovation and entrepreneurship education in Higher Vocational colleges.

1. Problems in the Incentive Mechanism of Innovation and Entrepreneurship

At present, some colleges and universities provide some platforms for students in innovation and entrepreneurship, such as entrepreneurial incubator centers or mass creation spaces, but these platforms rarely really play their due role in practice. Although they have been built, there is no effective incentive system, which makes the resource allocation unbalanced, and the innovation and entrepreneurship education fails to bring real benefits.

1.1 Lack of Innovation in Incentive Mechanism

At present, most colleges and universities have more or less established incentive systems for students' entrepreneurship projects, such as financial incentives, providing venues, and some excellent projects can also apply for financial subsidies provided by the government. But, in the author's view, the low success rate of entrepreneurship has not been changed. The problem is that students cannot really grasp the real difficulties in the process of entrepreneurship, and the real difficulties are that students lack social practice and do not understand the potential risks of the market. Only by truly understanding the needs of the society and grasping the market dynamics can we innovate and start a business in a targeted manner.
1.2 Cognitive Deviation Exists in the Motivated Subject

The effective development of entrepreneurship education requires the cooperation of colleges and universities, students, government, and social enterprises. At present, the incentive measures established by colleges and universities mainly focus on stimulating students' initiative to participate in entrepreneurship, while ignoring the construction of incentive mechanisms for entrepreneurial instructors, and more importantly, ignoring the incentives of social enterprises to help students in entrepreneurship education. Enterprises can provide the most authentic practice platform, and can provide some practical positions for innovative and entrepreneurial students, thus enhancing students' comprehensive ability in entrepreneurship.

2. Design Principles and Ideas of Innovative Entrepreneurship Incentive Mechanism

2.1 Design Principles of College Students' Innovation and Entrepreneurship Incentive Mechanism

1. Strengthen the principles of social practice. The establishment of college students' innovative and entrepreneurial incentive mechanism should improve students' practical ability, through entrepreneurial practice and innovative training, consolidate the professional knowledge that they have acquired. Innovative entrepreneurship practice is an effective way to enrich college students' entrepreneurial experience and enhance their innovative consciousness. [1] In the design of incentive mechanism, more attention should be paid to the practical activities, and the operation mode of the enterprise should be introduced as much as possible, so that students can deeply contact the actual management in various fields, combine their professional knowledge and practice, and enhance the accumulation of entrepreneurial knowledge. School-enterprise cooperation provides students with practical opportunities. Applied technology colleges can use the characteristics of their own schools to introduce enterprises or mature entrepreneurial projects into the campus, let students participate, and experience the operation process of enterprises or entrepreneurial projects. Therefore, colleges and universities should cooperate with industry and enterprises to strengthen the construction of training bases, open campus stores and school-run factories, and provide more and better innovation and entrepreneurship platforms for students to stimulate students' interest and courage in innovation and entrepreneurship and confidence.

2. The principle of all-round incentives. At present, many colleges and universities have set up scholarships for "innovation and entrepreneurship of college students in Higher Vocational Colleges", and set up special funds and loans for innovation and entrepreneurship both inside and outside schools, giving material incentives for the practical achievements of college students' innovation and entrepreneurship. However, college students' entrepreneurship education also needs practical and experienced instructors and enterprise practice platforms. The current incentive mechanism should be built with more attention to the incentives for instructors and enterprises. It is a key measure to promote the innovation and entrepreneurship of college students to construct a theoretical and practical guidance team, both on and off campus, in schools and enterprises. Only by giving students more opportunities to practice, can they produce new ideas and ideas, create new things, and enterprises can provide students with a platform for practice.

2.2 Design Principles of College Students' Innovation and Entrepreneurship Incentive Mechanism

In February 2019, the General Office of the CPC Central Committee and the General Office of the State Council issued the "Implementation Plan for Accelerating the Modernization of Education (2018-2022)". It is required to improve the institutional mechanism of running schools for the integration of production and education, adhere to the direction of running schools oriented towards the market, service development and employment, vigorously promote the integration of production and education, cooperation between schools and enterprises, and carry out pilot projects for the integration
of production and education. According to the requirements of the document, we can boldly try to build the educational model of the integration and development of innovation and entrepreneurship education between enterprises and vocational colleges, that is, to construct the school-enterprise cooperative innovation and entrepreneurship education mode of "government + school + enterprise". This mode of school-enterprise cooperation has been successfully operated in foreign countries, among which the concept of "teaching factory" in Singapore is worth learning.

Singapore's "teaching factory" concept is to create a corporate-like practical environment in the teaching environment, that is, to introduce the actual corporate environment into the teaching environment. To realize this idea, enterprises and R&D projects are indispensable and important links in the "teaching factory". It enables students to apply the knowledge and skills they have learned to the diversified and multi-level work links. The implementation of this concept provides a more perfect and effective learning environment and process for students; encourages and develops students' innovative ability and team spirit, and improves their ability to solve practical problems; ensures that relevant training courses are linked to the needs of enterprises; and at the same time, it is also the capacity development of colleges and the professional training of teachers and staff. The important way is to cope with the rapid change of the environment in the knowledge-based era dominated by innovation.

At present, in many cases, school-enterprise cooperation only stays at the stage of student practice and training, to help students achieve employment. The main body of entrepreneurship education is still students. To give full play to the initiative of students, we must promote the transformation of scientific and technological achievements, deepen the docking between schools and enterprises, and achieve win-win situation. Based on the above-mentioned "teaching factory" concept, the form of cooperation between enterprises and enterprises in Higher Vocational Colleges can also be expanded into two forms: the first one is "school-based". That is, with the help of the school's on-campus training center or incubation base, some of the business projects are completed by the delivery startup team and are task-oriented. They can encourage students to work hard to achieve task completion or technical innovation. This process can generally enhance students' innovation and entrepreneurship ability. The other one is "out-of-school", which is cooperating with enterprises in depth to establish training bases or incubation bases outside schools. Students can open up ideas and actively explore technological innovation and business models in view of the actual problems in the development of enterprises or industries, which is spontaneous. In this process, students can innovate and start businesses. The force will increase.

3. Innovation and Entrepreneurial Incentive Mechanism Measures Design

(1) Optimizing the allocation of resource elements. Innovative and entrepreneurial incentive mechanism cannot be achieved overnight. At present, some colleges and universities begin to build internal reward and punishment mechanism, credit mechanism, faculty building and curriculum settings to ensure the orderly development of innovation and entrepreneurship education. In view of the theoretical and practical nature of innovation and entrepreneurship education, three types of instructors should be rationally allocated: theoretical, comprehensive and practical. At the same time, according to their own school conditions, we should build a good incubation base for innovation and entrepreneurship, and implement special funds to ensure that students' innovation and entrepreneurship practice activities such as entrepreneurship contest can be carried out smoothly.

(2) Strengthening the mode of school-enterprise cooperation. Drawing on the concept of Singapore's teaching factory, Vocational Colleges can cooperate with industries and enterprises, strengthen the construction of training bases, open campus stores and school-run factories, and provide students with more and better innovation entrepreneurship platforms. At the same time, school-enterprise cooperative enterprises can directly contract enterprise projects to let students' entrepreneurship team to work and practice, practical teaching teachers guide them deeply, to cultivate students' innovation and entrepreneurship abilities. The newly promulgated National Vocational Education Reform
Implementation Plan puts forward an incentive mechanism for the integration of industry and education. It points out that on the basis of the pilot of the national production and education integration construction, the establishment of an enterprise-education-integrated enterprise certification system, and the integration of production and education into the catalogue. The enterprise gives a combination of “financial + financial + land + credit” incentives and implements relevant tax policies as required. The introduction of this policy has also made enterprises more willing to carry out school-enterprise cooperation projects with colleges and universities. Everything is difficult at the beginning, so that enterprises can taste the "sweetness" of school-enterprise cooperation, and then they can drive more enterprises in the society to participate in school-enterprise cooperation actively.

(3) Standardizing the teacher evaluation system. Innovation and entrepreneurship education not only needs to mobilize students’ enthusiasm, but also needs to mobilize the entrepreneurship education instructors’ enthusiasm. At present, many colleges and universities lack special rewards for teachers who have obvious effect on innovation and entrepreneurship education. And, there is no uniform requirement for the management of entrepreneurial teachers. Colleges and universities lack management experience in teaching assessment, job title evaluation and financial support. For example, many professional teachers have heavy teaching tasks and cannot effectively guide students. To change such a situation, schools can establish a reasonable assessment mechanism, such as an entrepreneurial guidance project. Incorporate the effect of innovation and entrepreneurship education into the professional and technical job evaluation system, or provide special policies for teachers with good effect on innovation and entrepreneurship education.

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