

Study on College Enterprise Education from the Perspective of Collaborative Innovation

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Abstract: Collaborative innovation takes knowledge increment as the core, and focuses on realizing the effective goal by means of “synergy” and “collaboration”. Under the idea of collaborative innovation, colleges should construct collaborative mechanism among the government, colleges and companies to promote enterprise education reform, break through the predicaments, and encourage the internalization and promotion of college students’ enterprise consciousness, spirits and abilities.

Keywords: Collaborative Innovation, Enterprise Education, College

1. Introduction

Chinese Education Department issued the “Institutions of higher learning innovation ability enhancement” in 2012, which raised the claim that collaborative innovation should be guided by mechanism and system reform. And then the promotion of college innovative abilities should be guided by collaborative innovation. In recent years, college enterprise education has made rapid development and remarkable achievements. However, the success rate of students’ entrepreneurship in domestic colleges is merely about 2 percent, which reflects the inadequate development of domestic enterprise education [1]. Under the background of collaborative innovation, the environment of enterprise education covers all departments, teaching and administrative staff, students within colleges and the government, companies, associations outside colleges, which requires the introduction of collaborative innovation to expand the scope of resources communication and sharing, optimize the working atmosphere for college enterprise education and develop more and more enterprise talents. Therefore, this paper studies the importance of collaborative innovation to college enterprise education, analyzes the weakness of collaborative innovation in college enterprise education, and proposes the new work ideas for enterprise education based on collaborative innovation.

2. The Significance of Collaborative Innovation on College Enterprise Education

A Collaborative Innovation Network (CoIN) is a social construct used to describe innovative teams. It has been defined by the originator of the term, Peter Gloor from MIT Sloan's Center for Collective Intelligence, as "a cyberteam of self-motivated people with a collective vision, enabled by the Web to collaborate in achieving a common goal by sharing ideas, information, and work" [2]. Collaborative innovation is the core idea of contemporary innovation theories [3]. Compared with collaborative manufacturing and open innovation, collaborative innovation is a more complicated innovative organization approach, which focuses on the mutual benefits among different innovative subjects, knowledge sharing, optimal allocation of resources, optimal simultaneous actions and high-level system matching degree. It aims to realize the synergetic goal of “one plus one is greater than two” by means of synergy and collaboration [4]. Seeing from the domestic and international practice, collaborative innovation has mainly been applied in many areas including organizational innovation, technological innovation, industrial development, economic development and so on. The main approach of collaborative innovation is to establish sharing mechanism. Participants have the same goals, creative

motivations and communication mechanism. Resources sharing platform is built for participants to have multi-dimension communication and cooperation. Moreover, all synergetic sides establish kind of cooperative relationship, aiming at the same goal of all-win.

Collaborative innovation breaks through the traditional linear or chained innovative model, showing synergetic characteristics including non-linear, multi-role, open and multi-subjects interaction. It can be divided into two kinds, namely internal and external collaborative innovation, according to different realization approaches. The subject of internal collaborative innovation is organization itself, which depends on the interaction among internal factors. Then, the realization of external collaborative innovation mainly depends on the interaction among organization and other relative subjects [5]. The effective implement of college enterprise education needs not only proper integration of internal college resources but also interaction and cooperation of external resources like the government and companies. Therefore, collaborative innovation has great impact on college enterprise education in the following three aspects. Firstly, openness is reflected by means of the transformation of development modes that provides good atmosphere for college enterprise education. Secondly, co-movement is reflected by means of the transformation of management ways that provides powerful support. Thirdly, practicalness is reflected by means of college innovation policies that lay the foundation for enterprise education practice. In summary, researches on college enterprise education reform have great theoretical meanings and significant social benefits [6].

3. Realistic Predicaments of Collaborative Innovation in College Enterprise Education

Firstly, recognition of collaborative innovation in college enterprise education is insufficient. Scholars' scientific achievements in their own fields are valued highly in domestic academic circles, while cross-discipline researches that have practical application values are often ignored. Therefore, scholars are often merely interested in their own research areas. As a response to government orders of collaborative innovation, the enterprise education in many colleges becomes blind and formulaic. For example, the features and advantages of all parties are missing during synergetic process. Especially in the cooperation among different colleges with the relatively same purposes and missions, the synergetic advantages of different colleges are missing or homogenous. Moreover, some government departments seek chances to take part in enterprise education to pursue political achievement, while some companies are involved in enterprise education in order to seek for the political support from governments [7]. In this circumstance, synergetic parties of college enterprise education are combined together under executive orders and without destination, ignoring their joint understanding and responsibilities. Therefore, the inherent meanings of

collaborative innovation cannot be grasped.

Secondly, linkage mechanism for collaborative innovation is neglected. Enterprise education should not be limited inside colleges, it needs multi-lateral cooperation. The five-in-one pattern of government promoting, market pushing, college encouraging, society supporting and independent enterprise is hoped to be built [8]. However, healthy cross combination system and long-term mechanism are missed in practical enterprise education process, which leads to the distribution of resources scattering. Specific performances are disconnected linkage among enterprise education communication in different colleges, college enterprise education and governmental political support or financial investment.

Besides, collaborative innovation in domestic enterprise education lacks rational interest allocation mechanism. The core elements that makes collaborative innovation last long are interest sharing and risk sharing, which is a weak part in domestic college enterprise education. College enterprise education is a new discipline whose interest and risk sharing mechanism are in a rude condition. On one hand, interest driven mechanism has not been systematically operated. On the other hand, the lack of risk sharing mechanism will become hidden killer for the long-term development of collaborative innovation [9].

Fourthly, scientific incentive mechanism for collaborative innovation is insufficient. On one hand, the present evaluation system for college teachers mainly focuses on academic levels, especially academic papers and research achievements, ignoring the application of research results. This kind of evaluation system dampens researchers' passion of collaborative innovation [10]. On the other hand, the objectives of enterprise education subjects are different. People who take part in enterprise education often come from different aspects with different goals. For example, colleges want to cultivate talents and produce scientific achievements, while companies pursue economic profits, and the government needs GDP growth. What's more, students who want to start business will take a great risk. The traditional idea of "slow and steady" affects students profoundly. Although the government has issued some preferential policies to encourage students' enterprise, the policies has not been implemented enough. Under the circumstance of current situation, college enterprise education should establish scientific collaborative innovation mechanism, break the limits among departments, areas, industries and districts, which will help maximally integrate all the elements that enterprise education needs.

4. Work Thinking and Vision for College Enterprise Education Based on Collaborative Innovation

Integrity and systematicness should be reflected in the introduction of collaborative innovation into college enterprise education, which means that horizontal synergy and vertical synergy are both required. The biggest problem that

colleges face in collaborative innovation is whether colleges can maximally integrate internal and external resources together, including enterprise laws and policies, the government, companies and so on.

4.1. Internal Collaboration

Enterprise education is a systematic program, covering entrepreneurship teaching, researches, funding support and business practice. From the perspective of internal vertical aspects inside colleges, colleges should make top-level design and long-term plan for enterprise education.

First of all, colleges should update enterprise education ideas. On one hand, colleges should promote enterprise education within the scope of the whole school by means of unified leadership, concerted efforts, opening cooperation and total involvement. Enterprise education should be involved in talents cultivation system. On the other hand, colleges should change traditional development ideas. For example, classroom education should turn to social education. The single mode of teachers' teaching should change to multi-elements practice mode in which teachers and students can have collaborative innovation. The service mode of school-centered and industries-assisted should change to industries-centered and school-assisted. After these changes, college enterprise education can open the new collaborative innovation practice of integrating internal and external resources, which indicates that college enterprise education system will change from matching system for college development to supporting system for the need of social development. These changes are the key aspects for cultivating the connotation of enterprise education and stimulating enterprise passion of teachers and students.

Secondly, enterprise education system should be improved. Professional education and enterprise education should be put in collaborative situation. Colleges can integrate enterprise education into subject teaching naturally. General education knowledge system for enterprise education should be established, which will encourage the connection between enterprise education and subject education. Moreover, enterprise and innovation talents cultivation system should be established by means of enterprise and innovation laboratories, entrepreneurship teaching and practice systems, proper teaching modes, objectives, plans and curriculum setting. Apart from professional knowledge, management and economic knowledge that students need for starting their business cannot be obtained from single classroom teaching. So colleges can set up collaborative innovation system, including some enterprise clubs, practice bases and science parks. These measures can provide places and chances for students who want to start business [11].

Thirdly, proper enterprise environment is essential. Enterprise environment and culture can affect students' initiative and enthusiasm for receiving enterprise education to a large extent [12]. On one hand, knowledge infiltration should be strengthened. Based on required courses and optional courses, traditional knowledge teaching and interactive teaching methods can be combined together, which

leads students to have a full understanding of the contents, advantages and disadvantages of enterprise. On the other hand, culture infiltration should be strengthened. Some enterprise typical should be paid more attention to. Colleges could develop students' interests and entrepreneurship spirits by means of proper instruction, policy promotion, conception persuasion and interest cultivation. Students' enterprise motivation can be strengthened through various kinds of practice programs, visiting activities, idea markets and entrepreneurship lectures in colleges.

4.2. External Collaboration

Under the background of current economic and social system, not only perfect organizational and policy system should be established, but also various social power and resources should be integrated, so that enterprise education can turn out to be success. The advantages of government, companies and colleges should be exploited, incentive methods should be made, and educational join force will be formed.

First of all, proper collaborative system safeguard needs to be established. Collaborative innovation is the reconstruction among human, financial and material resources or different functional parts, which is born on the basis of common interests. That means collaborative innovation needs comprehensive and scientific mechanism as its safeguard to guarantee its effective development. Therefore, collaborative strategies among governmental departments, colleges and local areas, colleges and companies are required to be built in the first place. The government needs to do some work in the aspects of issuing policies, holding training and contests. Colleges can establish coordination mechanism including teaching, research, employment center, youth league committee, incubation center and college scientific center. Besides collaborative strategies, responsible department or person system is essential. Not only in single aspects like funds, places, teachers and practice, but also in integral cooperation, the responsible department or person needs to be appointed by the same part clearly. Responsible person has management power in his collaborative organization.

Secondly, enterprise education integration needs to be strengthened. Collaborative innovation is a kind of independent and intense organization with target and mission oriented as the core. It is always implemented under the principle of large project, platform and achievements, which can help us figure out practical problems in enterprise education, such as financial and teaching staff problems. At present, the biggest problem for students' enterprise practice is initial capital, while the development funds for domestic college enterprise education is in short supply. Therefore, colleges should broaden funds sources and try to offer petty loan for students, which can form a comprehensive venture capital system. The government should take students' group characteristics into consideration while making supporting plans. For example, relative requirements like property mortgage and guarantee in petty loan for students' entrepreneurship can be removed, which will be more

convenient for students to apply [13]. As to teachers, college teachers often lack entrepreneurship practice and spirits, which may cause problem in enterprise education teaching. So colleges can invite successful entrepreneurs into enterprise practice instruction, relevant government officers into enterprise policies explanation, and experts from other colleges into course teaching. In this way, a comprehensive and excellent teaching staff including full-time and part-time teachers will form through multilateral collaboration. Moreover, enterprise incubation centers are established in many domestic colleges. Local governments build up various kinds of scientific parks and enterprise parks. But the functional positioning of these parks is incorrect to some extent. To establish a systematic and gradual enterprise practice platform is still a remaining weak part according to the basic rules of enterprise development. Colleges can develop enterprise practice teaching, open simulation laboratories, and set up SYB training courses regularly. Enterprise projects selection and evaluation center can be set up through the collaboration between colleges and the government.

Thirdly, interest allocation mechanism can be constructed. Although higher education is a kind of public welfare, the possible interest allocation problems cannot be neglected, especially in enterprise education. Because companies setting are the evaluation indicators for enterprise education, the relative interest allocation problems are more prominent. Due to this, collaborative risk sharing mechanism is essential. In the collaborative innovation of enterprise teaching process, colleges and the governments all have strong anti-risk capabilities. But in the collaborative innovation of enterprise practice process, due to the strong growth property of enterprise funds and strong imparity of enterprise information, each collaborative part are faced with high risks. In this circumstance, students as enterprise subjects have low anti-risk capability, which requires forward evaluation among investors, guarantee institutions, colleges or governments, and students. Pre-arranged plans need to be established according to the evaluation. Besides, proper interest allocation rules can be prescribed. The investment strength and actual contribution of each part needs to be taken into consideration during risk evaluation, which is helpful to make rational interest allocation plans. The main solution way for cost undertaking and interest allocation problems depends on negotiation and making agreements. However, the governments and social service agencies have an obligation to offer relevant guarantee service and policy support.

5. Conclusion

Enterprise education is a new, open and creative discipline, covering departments inside colleges, teaching staff, students, and governments, companies outside colleges. The

introduction of collaborative innovation into college enterprise education is beneficial for not only resources communication and sharing in greater scope, but also elements integration. Moreover, it is also important to the promotion of colleges' innovative capabilities and teaching environment. In conclusion, the introduction of collaborative innovation into enterprise education can encourage colleges to cultivate more and more innovative and entrepreneurial talents.

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