

Study on the Evaluation of Integration of Foreign Social Entrepreneur Organizations and Its Enlightenment to China

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Abstract: The existence of social entrepreneurship organizations is closely related to social and economic progress and democratic governance. However, there is still a lack of systematic research on the performance evaluation of social entrepreneurial organizations. This paper first introduces the classic foreign performance evaluation model based on the Balanced Scorecard, the performance evaluation method based on the investment social return, the performance evaluation model based on the impact mechanism and the research based on the perspective of social or financial analysis and research methods and processes, methodological performance evaluation ideas, and then builds a social entrepreneurial organization integration index system, to provide a theoretical analysis and guidance framework for follow-up research.

1. Introduction

Social entrepreneurship refers to the use of innovative methods to solve major social problems, using traditional commercial means to create social value rather than personal value. Social entrepreneurial organizations, as carriers of social entrepreneurship, have also attracted attention because of the process of creating social values. This involves both the use of resources by for-profit organizations to solve social problems and the involvement of non-profit organizations in supporting individuals to create their own small companies or businesses. With the continuous development of the concept of social entrepreneurial organizations, it is of great importance to fully grasp the outcome indicators of social entrepreneurial organizations and explore effective ways of evaluating the performance of social entrepreneurial organizations. First of all, an effective performance evaluation model is a need for social entrepreneurial organizations to find problems and continue to develop. Second, the government can identify social entrepreneurial organizations that meet the requirements and support them from policies and other aspects. Finally, the funds institutions make investments. Decision-making also needs to find more comprehensive assessment methods and successful evaluation mechanisms to assess social entrepreneurial organizations. At present, the theoretical research on social entrepreneurship lags behind the practice of social entrepreneurial organizations. There are few methods for assessing the performance of social entrepreneurial organizations [1]. Most of the existing research only seeks to break through the traditional performance assessment of commercial entrepreneurial organizations, but the methods need to be further improved. Rigorous empirical research. Researchers from foreign countries have put forward their ideas on the performance evaluation of social entrepreneurial organizations mainly from two aspects: The first idea is to find the key indicators of performance evaluation from the perspective of social or financial analysis; the second idea is to find performance evaluation from the research methods and process itself. mode.

2. Performance Evaluation Method Based on Investment Social Return

The social return on investment (SROI) means the social value created by non-profit organizations and for-profit companies. Social entrepreneurship organizations, including financial gain and to achieve the dual objective of social mission, SROI framework for considering both the value of social entrepreneurship organizations in pursuit of the twin goals of this process of creation, and social value and the amount of social investment would create compared to Formed a social

return on investment. The performance evaluation system of social entrepreneurial organizations based on the social returns of investment developed by the Robert Venture Capital Development Foundation of the United States measures the return on investment from three different aspects. First, it examines the financial value created by the social entrepreneurial organization; second, it examines the tax revenues. Increases and increases in the use of social assistance savings from the use of public assistance programs; in the end, these savings determine the return on investment compared to the total investment. Performance evaluation system includes measures of the following six aspects: ① financial value: the economic value of social entrepreneurship organization directly created (excluding social operating costs and subsidies). 2 Social purpose value: The socio-economic value created by social entrepreneurial organizations (predicted social savings and new tax revenues, which are less than the social operating costs). 3 Hybrid Value: The financial value plus the social purpose value minus the long-term liability value. 4 Financial return rate: The ratio of financial value to the current investment value so far. 5 Social purpose rate of return: The ratio of the value of the social purpose to the current investment value so far. 6 Mixed Return: The ratio of the mixed value to the current investment so far. So far, the best and most quantitative model for measuring social impact is the social investment return framework, which represents the most advanced and feasible tool for measuring the social impact of social entrepreneurial organizations. However, how to effectively use SROI is a problem that requires special attention. First, set the boundaries of the social entrepreneurship organization to establish a clear understanding of stakeholders and identify key social goals. Second, develop an impact map to illustrate how social intent can be achieved.

3. Integrated Index System for Performance Evaluation of Social Entrepreneurial Organizations

Research on the performance evaluation of social entrepreneurial organizations in foreign countries is still at an exploratory stage. The domestic themes and related research are also very rare, and it is impossible to theoretically guide the practice of social entrepreneurial organizations in China. Combining the classic performance evaluation models of foreign countries with the specific conditions of China's social entrepreneurship organizations and proposing a theoretical analysis framework should be the current top priority in the evaluation of social entrepreneurial organizations in China. Saramon (2007) believes that the index system for constructing social entrepreneurial organizations can involve more important aspects from a theory-driven perspective and will be more effective. The social entrepreneurship evaluation system has three dimensions that can be measured: competence, sustainability, and influence. The most basic aspect of evaluating a social entrepreneurial organization is its capabilities, which include the number of human resources that can be mobilized by social entrepreneurial organizations (such as the number of employees, the number of volunteers, etc.), business diversification, and social networks. The size of the three indicators. This dimension is an examination of the size of the social entrepreneurship organization itself [2]. The second dimension is the investigation of the specific operating conditions of social entrepreneurial organizations, ie sustainability, which specifically includes the economic value that can be created by social entrepreneurial organizations, the support of the government, the level of participation of the public, and the legal system of social entrepreneurial organizations. Four indicators of social environment. The influence dimension focuses on the social functions that social entrepreneurial organizations can play, including indicators such as comprehensive social economic value based on social returns on investment, social satisfaction, and contribution to publicity and education. This social entrepreneurial organization performance evaluation index system not only reflects the unity of social value and economic value, but also pays attention to the operability of the measurement process, and has practical application guidance significance.

4. Enlightenment of Foreign Entrepreneurial Education to China

Encouraging entrepreneurship education extensively has important practical significance for the

reform and development of higher education, for enhancing the nation's ability for independent innovation, for building a socialist harmonious society, and for achieving a sound and rapid economic development. At present, entrepreneurship education in China is still in its infancy, and its related practice lags behind that of Western countries for many years. The stones of other mountains can be used to attack jade. Through analyzing and reviewing the development history of foreign entrepreneurship education, it provides many thoughts and inspirations for how to further improve entrepreneurship education in Chinese universities. We must change the notion that the implementation of entrepreneurship education is only a school work, and we should regard the implementation of entrepreneurship education as the common responsibility and obligation of the government, society, and universities [3]. The orientation of entrepreneurship education in colleges and universities is not only between colleges and students. It is rooted in the recognition of society. It depends to a large extent on the external environment of college students' entrepreneurship. The society's concern and support for college students' entrepreneurial practice activities will directly affect the enthusiasm of college students in starting a business. We need to nurture and form a complete set of college entrepreneurship services and protection mechanisms to create a relaxed environment and a good atmosphere for college students to start their own businesses. Although in recent years, many universities have also launched beneficial initiatives to encourage students to start businesses. For instance, Tsinghua University has established relevant policies to encourage students who are currently enrolled in entrepreneurship. It allows a group of creative and determined students to apply for a suspension at the key stage of their entrepreneurship, thus creating a precedent for starting a business. Subsequently, the Ministry of Education have gradually introduced the relevant provisions. However, college students' self-employment should receive more attention and support. The government should play an important role in the implementation of entrepreneurship education in colleges and universities. Without the support and promotion of government-related policy systems, college entrepreneurship education will flow. in form, we can not achieve tangible results. The relative functions of the Chinese government for serving college students are still relatively lagging behind. For example, due to the tedious approval procedures and the various restrictions on entrepreneurship of college students, this leads entrepreneurs to spend too much time and energy in the entrepreneurial process. Dealing with some trivial matters increases the entrepreneurial cost of college students. In addition, the limitations of venture capital development also set certain obstacles for college students' entrepreneurship, making the financing channels for undergraduates entrepreneurial too narrow, and making it difficult to transform some good entrepreneurial ideas into real companies. Government departments should strengthen the formulation of relevant policies and regulations in support of entrepreneurship for college students, remove barriers to entrepreneurial activities for college students, and provide effective policy support [4]. The government can set up college students' start-up funds in conjunction with banks, colleges, and enterprises, and provide financial and technical support to entrepreneurial projects with potential for growth. For example, if a bank offers college-sponsored microfinance for college students' venture capital, the company provides feasibility analysis and required technology for undergraduate entrepreneurial projects. The government should strengthen close cooperation with enterprises and colleges and universities, and accelerate the transformation of college students' entrepreneurial achievements. Give enterprises that adopt entrepreneurial achievements of colleges and universities a certain amount of investment and tax rates. In this way, it will not only improve the enthusiasm of college students for entrepreneurship, but also promote the efficiency of enterprises in transforming entrepreneurial achievements of college students.

Due to the relatively late start of entrepreneurship education in China's universities, it has largely remained at the level of macro-education concepts. Without a complete knowledge system and curriculum structure as a support, it lacks operability. Zhao Yanji had used inadequate preparations to rush to sum up the current status of entrepreneurship education courses conducted by colleges and universities in China. Therefore, if we want to achieve entrepreneurial education in Chinese universities and achieve rapid development, we should set up a set of entrepreneurship education system that suits our national conditions and the actual situation of colleges and universities as soon

as possible, and develop a series of practical and scientific entrepreneurship education courses. Only in this way can the implementation of entrepreneurship education in universities in China be rule-based and actionable. Only in this way can we abstract from the abstract to the macro and achieve practical results. In the course of the development of the entrepreneurship education curriculum, we should actively learn from the beneficial experiences of foreign universities in implementing entrepreneurship education and combine with our country's reality. We must closely focus on the specific aspects of the entrepreneurial process, and carry out a full-scale entrepreneurship education program that is compulsory and optional for all students. Emphasis is placed on cultivating students' entrepreneurial awareness, building the knowledge structure required for starting a business, and improving the overall quality of students. Entrepreneurship education courses should also emphasize entrepreneurship on the basis of traditional education courses, and increase the number of courses related to entrepreneurship such as common sense in entrepreneurship, entrepreneurial psychology and skills, market economy, business management, business knowledge, financial management, legal knowledge, public relations, and contacts. Go in. At the same time, entrepreneurship education in universities is inseparable from excellent teachers. Entrepreneurial mentoring is the main body of education in entrepreneurship education. It is imperative that high-quality teachers in selecting and cultivating entrepreneurship education be brought up on important agendas. Most foreign entrepreneurial tutors have had experience in starting a business. Therefore, they can more accurately grasp the changes in the social needs of entrepreneurship education and can also teach students more effectively. We can hire experts and scholars of entrepreneurship education, entrepreneurs with rich practical experience, venture capitalists, lawyers, etc. to serve as entrepreneurial mentors, form entrepreneurship tutors, guide and teach various entrepreneurial practice activities, and pass effective assessments. Feedback mechanism to improve the construction of entrepreneurship tutors [5]. Colleges and universities can also employ professional entrepreneurs, venture capitalists and consultants who have practical management experience and certain management theories to take part in the professional internship base as part-time entrepreneurial tutors and participate in teaching some entrepreneurial courses at the university. In addition, entrepreneurial tutors can also be encouraged to participate in business consulting and research activities and increase their management experience.

5. Conclusion

Under the traditional social model, the government, schools, and enterprises are responsible parties or participants in promoting youth employment. The role that social organizations can play in youth employment has not been highlighted. As the situation of youth employment in all countries is generally severe, more and more foreign social organizations have made raising youth employability and promoting youth employment an important theme of their work. Studying the innovative practices and experiences of foreign social organizations in providing employment services can provide important empirical references and inspiration for improving the ability of domestic social organizations to solve the employment problems of young people in China.

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