

# Study on the Cultivation of College Students' Entrepreneurial Ability from the "Commercial Warfare Practice Platform"

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**Abstract:** In recent years, governments at all levels in China have adopted various policies and measures to encourage college students to start businesses. The major universities as knowledge highlands have also made positive responses. This paper takes the research and analysis of the theoretical framework of entrepreneurial competence as the starting point, analyzes and studies the simulated business of practice teaching enterprises based on the "commercial warfare practice platform", and expounds the positive correlation between the use of the platform and the cultivation of college students' entrepreneurial ability. Trying to find a suitable path for non-commercial students to improve their entrepreneurial ability.

## 1. Introduction

Entrepreneurship is a process in which entrepreneurs discover opportunities, seize opportunities, create new value propositions, provide goods (products or services), and satisfy customer value, and enhance corporate value. In short, the process of discovering value, creating value, and delivering value in a timely manner. Through the tracking research on college entrepreneurs, the author finds that the degree of entrepreneurial ability will affect the entrepreneurial results to a large extent. In a narrow sense, entrepreneurial ability is the ability to start a business. Based on the innovation and entrepreneurship education of colleges and universities, entrepreneurial ability covers the whole process from basic ability to engage in all aspects of business activities to comprehensive management ability and entrepreneurship. After the "mass entrepreneurship and innovation", the innovation and entrepreneurship education throughout the country continued to develop, and the demand for innovation and entrepreneurship education in various disciplines was gradually increasing. All colleges and universities have increased the teaching links such as internship training, practical teaching, simulation training, etc. The purpose is to enhance the cultivation and promotion of students' entrepreneurial ability from all aspects of teaching.

## 2. The theoretical framework of entrepreneurial ability

Entrepreneurial ability is the key skill and tacit knowledge owned by entrepreneurs. It is an intellectual capital owned by individuals. It is a high-level feature, which includes personality, skills and knowledge. It is regarded as the overall ability of entrepreneurs to successfully perform their duties. . [1]

Orwa, Bani Otieno (2004), by examining the factors that influence entrepreneurial cognition opportunities, to answer why some people can recognize entrepreneurial opportunities while others cannot recognize them. [2] Tang Jing, Jiang Yanfu (2008) put forward two perspectives and six factors from the perspective of entrepreneurial entrepreneurship. It is proposed to divide entrepreneurial ability into two first-order dimensions: opportunity ability and operation management ability. Then based on these two first-order dimensions, six second-order dimensions are set. [3]

Zhu Baiqing (2011) pointed out that in the research on the cultivation of entrepreneurial ability of applied undergraduate college students, entrepreneurial ability is a comprehensive ability. [4]

Zou Jianfen (2011) believes that college students' entrepreneurial ability refers to the ability to manage and manage enterprises in the process of starting a business. It should include innovation ability, ability to use knowledge and comprehensive ability. [5]

In summary, entrepreneurial ability has strong practical, comprehensive and creative characteristics, can be combined with personal character and characteristics, has self-development and practical creativity, and is also stable after classifying knowledge and skills. Psychological paradigm.

### **3. Brief description of the "commercial warfare practice platform"**

The "Commercial Warfare Practice Platform" belongs to the process-based enterprise simulation management, focusing on the business process and simulation scenarios. It is suitable for college students who have no enterprise experience. The core is to simulate the business operation scene and control the process reasonably. The students use the "commercial warfare practice platform" to carry out the simulation operation of the enterprise, and obtain the corresponding knowledge through continuous analysis and decision judgment of a series of dynamic scenes. The period involved knowledge of strategic management, marketing, production management, logistics management and financial accounting.

Teachers and students play different roles in different stages of the practical teaching process. In the preparatory work of practical teaching, the description of the scene, the explanation of the operational rules, and the stage of the initial year, the teacher plays the role of the leader, guiding the students to gradually enter the role-playing state from the passive learning state of traditional teaching. At this stage, the role of the student is to complete the "team formation – role recognition – management appointment" under the guidance of the teacher. In the stage of enterprise simulation operation, the teacher plays the role of information publisher, shareholder, bank, dealer/customer, supplier, auditor according to the specific task link in the simulation teaching link, and also plays the referee when there is a problem in operation. character of. In this stage, the students play according to the roles assigned in the team, and complete the corresponding work according to the position. At the end of each operational year, it is an important part of the whole practice teaching. At this time, the teacher plays the role of a commentator and an analyst. After the summary of each team is elaborated, the comments are made to enable students to timely feedback on operations.

It can be seen from the role played by the teacher that the requirements for teachers in the practice process are relatively high. In addition to the need to have strong professional knowledge, it is also necessary to play a good student guide and have strong organizational and coordination skills. , control field capabilities, etc. At the same time, the practical teaching environment can close the distance between teachers and students, so that teachers can enhance the understanding, analysis and cultivation of students in the scene teaching.

### **4. The analysis of the components of entrepreneurial ability**

By integrating the research results of domestic and foreign scholars on entrepreneurial ability and the actual research situation, the author believes that entrepreneurial ability is the acquisition of knowledge by college students, and the combination of acquired knowledge, information and practical activities to create a product or service in the process of creating social value. Aggregation of all factors.

Organizational coordination capability refers to the ability to allocate resources according to work tasks, while controlling, motivating, and coordinating group activities, so that they can integrate each other to achieve organizational goals. It is generally believed that organizational coordination capabilities should include: organizational capabilities, empowerment capabilities, conflict management capabilities, and incentives for subordinate capabilities. [6]

In the process of "commercial warfare practice platform" practice teaching, the traditional teaching platform of the traditional platform is transformed into a group-based teaching mode. Under the original administrative class system, a group is randomly formed and a simulation

enterprise is formed according to the requirements of practical teaching. In the 4-6 teaching year of simulating business operations, through the simulation operations of various departments, the organizational coordination ability of students (especially students who play the role of CEO) has been greatly improved.

Interpersonal skills refer to the ability to properly handle internal and external relationships, including the ability to establish extensive relationships with the surrounding environment, the ability to absorb and transform outside information, and the ability to properly handle contexts. [7] Mainly reflected in the three aspects of expressing understanding ability, interpersonal integration ability and problem solving ability.

In the use of the “Commercial Warfare Practice Platform”, interpersonal skills are reflected in the internal and external aspects of the simulated corporate team. On the one hand, for the team formed in the course, in the face of the role of more than five different roles, combined with the characteristics, character and ability of each team member, the entire team will simulate the operation of the enterprise according to the requirements of the practical curriculum. It's not that easy. On the other hand, according to the scene design, the simulated enterprise team formed in the same class is in the same competitive market, and thus the whole interpersonal ability becomes more important.

The ability to acquire knowledge is particularly important today, and learning ability is the skill base for lifelong learning. Access to knowledge and skills should include: the ability to process knowledge to distinguish knowledge; the habit of in-depth research; the ability to process time and use time. The above-mentioned abilities should be comprehensively applied. In the process of cultivating, time management should be learned, and response time and free time can be clearly distinguished. On this basis, relevant phenomena can be discussed from phenomena to essence, and their own keen observation can be cultivated. And a broader knowledge.

In the practical teaching process of the “Commercial Warfare Practice Platform”, the scenario design is to simulate the operation in 4-6 years. The operation process involves related knowledge of strategic management, marketing, human resource management, production operation, logistics management, and financial accounting. The teaching results obtained in the lower grades and upper grades are different. The upper grade students have more professional knowledge for accumulation, and the ability to integrate and apply knowledge is better than that of lower grade students.

Anything, including the human beings of all things, wants to survive, and must adapt to the environment. Conversely, “adaptation to the environment” is also an instinct for everything. In the face of environmental pressure, human beings deal with this kind of pressure through various forms of reaction, which are beneficial to individuals or groups, so that individuals or groups have the ability to survive better, called psychological adjustment ability. [8] From school to society, there will always be a variety of unsuitable changes in the role of students. In the face of changes in the environment and other aspects of frustration, how to adjust their own psychology, to be positive The mindset and action face.

In the whole process of practice teaching, according to the scene design, the operation of the beginning of the year, the placement of the order, the ordering ring, and the single link are very important to test the students' psychological adjustment ability. During this period, some students faced it calmly, some students were anxious and irritated, and some students were depressed and sad... The simulation operation on the “commercial warfare practice platform”, in the case of teachers who control the entire classroom atmosphere, the students Corresponding analysis and guidance can improve the students' psychological adjustment ability to a certain extent, at least let them know that the market is unpredictable, and they should recognize themselves in the change.

The ability to understand the state of the entire market operation should include market research and forecasting capabilities, enterprise production and operation management capabilities, supply chain system integration capabilities, financial management capabilities and marketing management capabilities. At the macro level, it can make strategic decisions on enterprise development, and at the micro level, it can integrate the functions and division of labor of various units in the enterprise supply chain.

The "Commercial Warfare Practice Platform" combines the surface of the manual sandbox to give students a scene design for the operating company. Through group role-playing and simulation management, students can analyze the market demand and price trend on a macro level, and pay attention to the development of competitors at the micro level. The capacity and advantages and disadvantages of the company's own enterprises will enhance the market operation ability in practice.

The so-called teamwork ability refers to the ability to build on the team, to play the team spirit, complement each other to achieve the team's maximum work efficiency. For the members of the team, not only must have personal abilities, but also the ability to do everything in different positions and coordinate with other members. [9]

The use of the "commercial warfare practice platform" for enterprise simulation operations, itself is a team-based simulation operation, a semester of practice operations, teamwork capabilities are definitely improved. Throughout the practice teaching period, from the production and production of the team, to the communication according to the teaching needs, to the design, the development of common goals and work hard, is a team building capacity. 2-3 years after the operation year, according to the constant changes in the surrounding competitive market, the team has had disputes and different opinions. In the unstable situation, the team's coordination ability is exercised, and how to achieve team benefits under the cooperation situation. Maximize and achieve the stated goals of the simulated enterprise.

Opportunity identification is often an important part of entrepreneurial research. The attractive, long-lasting and time-oriented nature of the opportunity is created and established through the use of creativity and entrepreneurial activities and occurs in environmental change. The cultivation of opportunity recognition ability requires students to find opportunities suitable for their own development in a changing environment, and can judge and identify them according to objective reality. More importantly, they must have the ability to grasp opportunities.

In today's society, opportunity recognition is especially critical. In the process of simulation operation, the operation of advertising at the beginning of the year requires the team to analyze and evaluate the market according to market analysis charts and data, and to judge the market without entering the market according to its own situation. The result of analysis and judgment often determines whether the enterprise can grasp Live the opportunity of the present and the coming year. In the 4th and 6th years of the operation year, the design of the actual link, the design of this link, is also an opportunity identification for the team, but also a risk judgment.

V Decision refers to the existence of some uncontrollable factors, the possibility of several different outcomes, and the decision to take certain risks. An important term in the industry, risk decision-making is the choice of more than two action plans under the influence of multiple uncertain factors. Because of the uncertain factors, the profit and loss value of the action plan implementation results cannot be predetermined. [10] Risk decision-making ability refers to the comprehensive ability of leaders or managers to take ideas, make decisions, and manage leadership performance in that direction in the presence of uncontrollable factors. This should include open refining capabilities, predictive capabilities for transformation, and accurate judgment.

In the practice course of "commercial warfare practice platform", because it involves simulating the operation of the internal and external environment of the enterprise, there are also teachers who "add code" according to the actual simulation situation to improve the difficulty in the operation process. The risk is mainly reflected in the operation year advertisement. Place, menu, auction, and set up transactions. Through simulation management, there are a variety of risk scenarios designed to improve the risk decision-making ability of students to a certain extent.

While carrying out innovation and entrepreneurship education across the country and the province, the promotion of non-business majors' entrepreneurial ability is also worth considering. The author has been engaged in entrepreneurship education for a long time, and tries to apply the practice of "commercial warfare practice platform" to non-business students, trying to explore the essence of entrepreneurship education from the perspective of improving entrepreneurial ability.

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