

## Three Basic Questions about the Entrepreneurship Basic Teaching

Xianbo Wu \*

Shandong Technology and Business University, Yantai, Shandong, China

wuxianbo1976@126.com

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**Abstract:** There are three basic problems in the basic education of entrepreneurship: Who is the Basic education of entrepreneurship, what is the basic education of entrepreneurship and how to teach it. Entrepreneurship is the activity of creatively turning valuable ideas into reality. The purpose of entrepreneurship foundation teaching is to teach students how to face an uncertain world and create an unpredictable future; entrepreneurship teaching should teach "Entrepreneurial mind" instead of "management mind"; the essence of entrepreneurial basic teaching method is Act - Learn - Build up.

### 1. Introduction

Entrepreneurship education activities in universities can be divided into two categories as a whole: One kind is entrepreneurship (Curriculums), one kind is related to entrepreneurship entrepreneurial activity (Co - curricular Activities). The latter, such as entrepreneurship competition, entrepreneurship incubation and other entrepreneurial activities, to promote the development of entrepreneurship education in colleges and universities has undoubtedly played a very important role; After all, however, a university is a special place for education, and its value lies in more effective support for student change through systematic teaching activities. The basic teaching of entrepreneurship is an important part of general education in colleges and universities. Its value lies in helping college students face the future more confidently and create the future more efficiently. There are three basic problems to be discussed in the teaching of entrepreneurship: who to teach entrepreneurship foundation, what to teach entrepreneurship foundation, how to teach entrepreneurship foundation. These three key issues will become the core elements of promoting the popularization of entrepreneurship basic education in colleges and universities.

### 2. Whom does the "foundation of entrepreneurship" teach?

Who is the object of university entrepreneurship foundation education? This is a question worth discussing. Entrepreneurship isn't just about starting a company or running a business. It's all about creatively turning valuable ideas into reality. Some people think that this definition of "entrepreneurship" is too general, entrepreneurship does not become a basket into which everything can be put. We believe that it is the need of The Times and the trend of human civilization to generalize entrepreneurship. Only from this level of "entrepreneurship", we can reduce unnecessary debate; only from this level of understanding "entrepreneurship", we can more easily understand the "mass entrepreneurship, mass innovation" the essence and initial intention -- It's not a call for every one of us to quit our jobs and become entrepreneurs, or for every one of us to become innovators -- it's a call for the creativity that we all have.

"Man is an unfinished creature". What animals can do today is not so different from what they were able to do a hundred years ago, a thousand years ago. Man creates himself by creating the world. Entrepreneurship is a kind of creative labor. In this sense, entrepreneurship is the essence of human progress.

The world we face is divided into Known, Unknown and Unknowable. It's like we need a map to get to a place. To reach the known world requires a static map (navigation), to reach the unknown requires a dynamic map (exploration), and to reach the unknowable world, we have only a blank map (creation). How do we create our world on a blank map? That's what we all need to focus on right now. Uncertainty is a synonym for Uncertainty. The direction of our educational reform is mostly related to Uncertainty.

What is uncertainty? More than 200 years ago, the philosopher David Hume wrote in his most sentimental terms about uncertainty: He thinks our lives are like being cast in a series with no end and no end. We don't know what happened before, and we don't know where our characters are going... We all have similar life experiences: When requests fail to receive a response, when efforts fail to receive feedback, when waiting with no deadline in sight; Even when there is no direction, no path, no goal... Someone once made a very vivid analogy to this: the feeling of uncertainty is much like that of an acrobat performing a trapeze, in which one hand is released and the other is suspended in midair before reaching it.

All of us are faced with uncertainty. How we think and act in uncertain situations is a problem that everyone has to face and learn from. And this is also the university entrepreneurship basic education to solve the problem. Who needs to

learn the basics of entrepreneurship? The answer is that everyone needs to learn the Entrepreneurship is for everyone. The earlier one is exposed to entrepreneurship education, the earlier one learns to act and create in uncertain situations.

### **3. What does the "entrepreneurship basics" teach?**

In a 2001 article, professor Heidi from the Baisan school of business in the United States divided entrepreneurship education into four categories: First, trait theory (who is an entrepreneur); second, process theory (what entrepreneurs do); third, cognitive theory (how entrepreneurs think); the fourth category is methodology (how entrepreneurs act).

According to the trait theory, learning how to start a business is to learn the "characteristics of entrepreneurs", to identify the characteristics and even genes of entrepreneurs that are different from those of non-entrepreneurs. Thus, the focus of entrepreneurship education is on trait assessment and "heroic stories" describing entrepreneurs. However, as the research goes on, we find that the characteristics of entrepreneurs vary widely and the stories of entrepreneurs vary widely. Each person has a number of characteristics to become an entrepreneur, each person has the potential to become an entrepreneur. No one is right or wrong to start a business. It's a question of what he wants or doesn't want. Success depends on desire (strong internal motivation), not ability.

According to the process theory, learning entrepreneurship is to learn "what entrepreneurs are doing", and we should start with understanding the process of starting a business, that is, creating a new enterprise. Therefore, over the years, our entrepreneurial educators have focused on predicting the future and making entrepreneurial plans, focusing on case analysis and business plan writing. However, when we asked alumni who started successful startups: Are you following the business plan? They laughed: That's all for the judges to see. The process of starting a business is full of accidents, and scientific research has been unable to determine the exact relationship between a business plan and its success. Process theory equates entrepreneurship with management in a way that is quite different.

The charm of entrepreneurship lies in the uncertainty of the result. The final result is always far away from the original idea, and the result is not planned; however, management attaches more importance to process planning and control, which is a linear process. There is only one thing that all of us can learn, and that is "how entrepreneurs think and act." We may not become expert entrepreneurs like Steve Jobs or Pony Ma, but we can learn from their ways of thinking and solving problems. Learning to start a business is all about learning from the old hands -- how entrepreneurs think and make decisions in the face of uncertainty.

The theoretical source of Entrepreneurial mind is "effective reasoning". Effective reasoning and effective entrepreneurship are fundamental theoretical breakthroughs in entrepreneurship research. Salas, a professor at the University of Virginia, conducted a four year in depth interview with 30 expert entrepreneurs across industries, countries, and generations to find four basic principles and one overarching view of decision making in the face of uncertainty. They are then connected by an internal logic that we call effect reasoning.

The word "effect" is the opposite of "cause and effect". In general, in MBA programmes around the world, students are taught causal or predictive reasoning, which permeates the various functional areas of business. Causal reasoning begins with a predetermined goal and a set of given resources, and seeks to achieve that goal in the best, fastest, cheapest, and most efficient way possible. Manufacturing and purchasing decisions in production, choosing the target market with the highest potential return in marketing, choosing the portfolio with the lowest financial risk, and even hiring the best people for human resource management jobs are typical examples of the need for causal reasoning. However, effective reasoning does not begin with a set goal. Instead, it begins with an established set of resources and allows goals to emerge over time from the multiple visions and desires of the founders and interactors. If cause-and-effect thinkers are like great generals seeking to conquer fertile lands (Genghis Khan conquering two-thirds of the known world), effect-and-effect thinkers are like explorers sailing into uncharted waters (Columbus discovering the new world). In particular, the same person at different times can use causal reasoning or effective reasoning, depending on the circumstances. In fact, the best entrepreneurs have both the ability and the ability to use both. But in the early stages of new business creation, they tend to use effect reasoning rather than causal reasoning.

Effective reasoning, the practice of using an evolving set of tools and methods to achieve new and different goals, is a common way of thinking for experienced entrepreneurs. Most entrepreneurs don't make a good transition to a later stage that requires more causal reasoning; causal reasoning: achieving predetermined goals based on specific tools and methods given is the core foundation of many management theories. The foundation of entrepreneurship should teach students effective reasoning, namely Entrepreneurial mind, rather than causal reasoning and management thinking.

### **4. How does the "entrepreneurship foundation" teach?**

How we teach is also what we teach. The essence of entrepreneurship is practice and learning by exploring the unknown. Entrepreneurship should have a different approach to teaching than subject knowledge. A teacher cannot narrate the scenery he has seen on the stage like a speaker; Teachers should not tell their own "heroic stories" on the platform like business leaders, still less talk about theoretical models on the platform like scholars. Entrepreneurship teachers should be more like tour guides, guiding students to explore and discover in real life, inside and outside the classroom, and to reflect on growth in practice, so that our students can become an Entrepreneurial learner. In class, our teachers can no longer tell students that they are ready to take action, but to guide them to learn in action, so as to develop their learning ability and creative ability.

Professor Heidi from the Baisan school of business in the United States has made an important contribution to

teaching entrepreneurship. Her textbook "How to teach entrepreneurship: a practice-based Baisen teaching method" is an effective teaching method for entrepreneurship based on the action teaching method of Baisen business school. As the book begins, "the message is simple. We intend to advance entrepreneurship education for all types of students with an action-based approach that is based on a specific set of practices."The essence of practical teaching method is Act, Learn and Build up, which is Entrepreneurial mind itself. It also proves that "how entrepreneurship teaches is as important as what entrepreneurship teaches". Other methods and tools in the field of entrepreneurship education also plays a very important influence, coach and guidance technology, for example, in essence is to encourage others to act and think, and the process of teacher itself is mainly to control, the content to be neutral, believe that the student can be independent to solve problems and create.

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