

Exploration and Application of Synchronous Extrapolation Method in Entrepreneurship Education

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Abstract

There is difficulty and uncertainty in entrepreneurship, which requires entrepreneurial, managerial, and dynamic skills in addition to enthusiasm and technical products. In order to cultivate entrepreneurship and competencies in classroom teaching and training, the method of simultaneous extrapolation of fully real cases can be explored to promote the effectiveness of entrepreneurship education for young people and enhance their entrepreneurial literacy and success rate.

Keywords

Simultaneous Extrapolation Method; Entrepreneurship; Exploration and Application.

1. Introduction

The national "Double Innovation" strategy has activated the enthusiasm of young people to start their own business. The business stage, market environment, internal organization, and policy environment are all in a dynamic process of change, and the business environment is uncertain, with great uncertainty and risk. To achieve success, it is difficult to allow for excessive costs of trial and error in decision making. Entrepreneurs need to integrate resources and leadership decisions, make quick decisions in real time, and have the ability to ensure that the decision chain consisting of large and small, multifaceted decisions is scientifically efficient in a complex environment and resource situation with high risk and uncertainty.

Dynamic capabilities are based on the dynamic characteristics of the environment, by constantly adapting to the changes and developments in the environment and making corresponding decisions at any time. Dynamic capabilities are located in the ready integration of current resources, access to sustainable competitiveness and entrepreneurial performance, and innovative solutions to the affairs and development of entrepreneurial organizations. Dynamic competencies are the ability to think creatively, solve problems, and acquire the ability to integrate and take resources, containing methodologies and values. Entrepreneurship education and training is not exactly the same as traditional knowledge teaching, but is a teaching and training of competencies. These requirements for entrepreneurial organizational leadership are not easily cultivated and trained in the traditional model of classroom teaching and job-oriented practical training.

The specific difficulties and contradictions in current entrepreneurship teaching and training include the following: entrepreneurial skills and thinking, which are difficult to cultivate through simple classroom lecture teaching methods; entrepreneurship education is not workplace job education, but leadership education, which is not easy to carry out full real internship practice, and students' practical training practice ability is insufficient. Workplace job skills are easy to practice or practical training, but entrepreneurship requires the entrepreneur to be the person in charge and the decision maker, which is risky and uncertain,

and requires real money and a lot of energy, and the cost tolerance for trial and error is very low.

2. Construction of Entrepreneurship Education Model with Simultaneous Deduction Method as the Core

To cultivate the dynamic ability, entrepreneurship and entrepreneurial thinking necessary for entrepreneurship and business management, an entrepreneurship education model can be constructed with the Synchronized Rehearsal Method as the core. The model consists of three progressive dimensions: synchronous rehearsal of all-real cases, synchronous rehearsal of all-real training, and collaborative entrepreneurship in all-real practice.

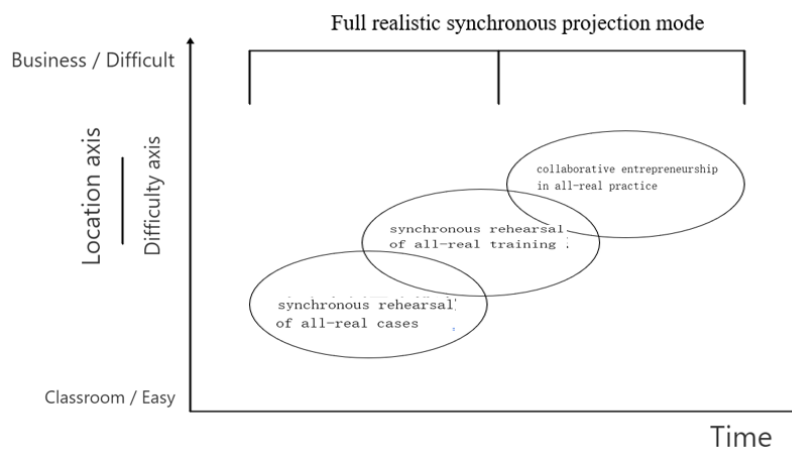


Figure 1. Full realistic synchronous projection mode



资源,问题,环境,事项: resource, question, Environment, events

经营中决策的选择和进展: Choice and progression of decisions in business.

课堂环节决策和讨论 Decision-making and discussion in classroom sessions

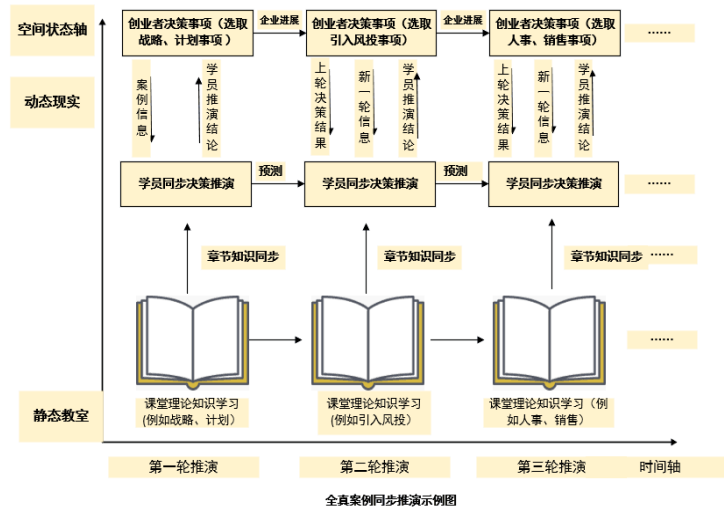
得出决策方案并预测结果 Deriving decision options and predicting outcomes

战略,人事,财务,组织,分支机构调整等 Strategy, personnel, finance, organization, branch restructuring, etc.

投融资,营销,市场变化,法务事件,政策变化,宏观变化: Investment and financing, marketing, market changes, legal events, policy changes, macro changes

Figure 2. Schematic diagram of the simultaneous extrapolation method

1. Synchronous extrapolation method, also called full-real case synchronous extrapolation method, or full-real synchronous extrapolation method. It is a teaching and training method that synchronizes the decision-making environment and matters with the business environment and problematic decisions of real business cases that are being conducted in the industry when conducting decision-making and entrepreneurial leadership training, in which both the participants and the entrepreneurs are making decisions and predicting the results simultaneously, and comparing and analyzing them with the real situation and results in the industry in the next round of rehearsal.



全真案例同步推演示例图

- 空间状态轴 Spatial state axis
- 动态现实 Dynamic Reality
- 静态教室 Static Classroom
- 第一轮推演 First round of extrapolation
- 第二轮推演 Second round of extrapolation
- 第三轮推演 Third round of extrapolation
- 时间轴 Time axis
- 创业者决策事项（选取战略,计划事项）
- Entrepreneurial decision matters (Selecting strategies and planning matters)
- 创业者决策事项（选取引入风投事项）
- Entrepreneurial decision matters (Selecting to bring in venture capitalists)
- 创业者决策事项（选取人事,销售事项）
- Entrepreneurial decision matters (Selection of personnel, sales matters)
- 案例信息,学员推演结论 Case information, participants deduce conclusions
- 企业进展 Company's Progress
- 预测 Projections
- 上轮决策结果 Results of previous round of decisions
- 新一轮信息 new round of information
- 课堂理论知识学习 Classroom theoretical knowledge learning
- 例如战略,计划 e.g. strategy, planning
- 例如引入风投 e.g. introducing venture capital
- 例如人事销售 e.g. personnel sales
- 学员同步决策推演 Simultaneous decision making exercise for trainees
- 章节知识同步 Synchronized chapter knowledge

Figure 3. Example diagram of full-real case synchronization projection

Simultaneous rehearsal using real-life cases, to achieve "one time, two space" in the classroom, each round of rehearsal with the progress of the theoretical chapters of the textbook, and with the real entrepreneurial cases of society in real time decision synchronization, and can train the necessary dynamic capabilities of entrepreneurs in the classroom, which also stimulates the entrepreneurship's interest and thinking of students. This method is more applicable to the teaching of venture capital, entrepreneurship, management, corporate M&A and restructuring and other courses related to entrepreneurship and business management.

Each round of pushing decision-making matters, may involve many aspects of business management, such as strategy, planning, research and development, product iteration, personnel, finance, organization, corporate culture, investment and financing, institutional restructuring, branding, logistics, marketing, market changes, policy changes, etc., the specific focus on which aspect, can be related to the content of the chapter program of the synchronized progress of theoretical teaching.

The whole process of synchronous rehearsal essentially synchronizes the resources available to the startup at this stage, the problems it faces, all internal and external environmental factors and changes, and the decisions it needs to make. Before the next round, we introduce the choices and progress of the last decision made by the entrepreneurial company in the real business, and then conduct the latest discussion on the resources, problems, internal and external environmental factors and changes, and needed decisions after the company made the decision, and then start a new decision discussion again.

The limitations of the application of the synchronous extrapolation method are the difficulty and intensity of the work of the instructors teaching and conducting the training. The method places high demands on the instructors in terms of experience, comprehensive literacy, and Real-time case follow up, and the time-consuming preparation before and after the class. Entrepreneurship education and training instructors who have strong ties to the industry and are trusted. There is a large shortage of "dual-teacher" talents who have both long-term experience in the industry and deep theoretical knowledge of teaching. Moreover, the selection of full-scale synchronous cases tests vision and design, as well as corporate information and authorization. Even then, the positive significance of this innovative method is worth further exploration and promotion.

The Synchronized Reasoning Method, a life-and-death battle rehearsal in the field of military warfare, and the project-driven, scenario-based, brainstorming, flipped teaching, action learning, and case-based teaching methods in the field of university education are integrated and innovated. From a real-time dynamic perspective, it explores a certain re-upgrading of the classic traditional case teaching method led by Harvard Business School. The method is more suitable for entrepreneurship teaching and training of college students, retired military personnel and MBA students in applied colleges and universities, reflecting the innovative direction of teaching method of teaching according to the material and ability, solving the problem that dynamic ability of young people lacking social experience is not easily developed, solving the problem that traditional classroom teaching is not easy to cultivate entrepreneurial thinking and entrepreneurial thinking, and answering the question "Can entrepreneurship be cultivated in college classrooms? "

2. Synchronous exercise of full real training. The method can be applied to college students' entrepreneurship practical training. At present, many college students are offering entrepreneurship courses. In the theoretical course, you can conduct full real training exercises through the campus simulation company at the same time, and let all college students participate in the entrepreneurship competition. The rehearsal and competition can be synchronized with the theoretical entrepreneurship course at the same time. The university can set up a student entrepreneurship simulator head office with several subsidiaries and hands-on training units such as entrepreneurship farms. This "simulation" is not a laboratory

or training room exercise, but the main campus business and service business activities will be entrusted to these training companies, and the students will be in charge and managers. The complete system of practical training and education allows students to develop hands-on practical skills and entrepreneurial management skills.

3. Full real-life collaborative entrepreneurship. This method explores allowing two major groups of entrepreneurial youth, proposed college students and proposed veterans, to collaborate on entrepreneurial education and training and collaborative real-world entrepreneurship. Let the college students with professional knowledge and practical training and exercise experience and Retired military starting a business together. They can complement each other's strengths and abilities to form a stronger entrepreneurial practical force and promote the survival rate and success rate of entrepreneurial enterprises. This synergy is an incubation model of full real-life collaborative entrepreneurship between college students and veterans in fact. Such as the establishment of "Veterans and college students' synergistic business incubation park", the existing college students' business incubation park, injecting new dynamic elements.

3. Explore the Specific Effects of Practice

At present, this innovative teaching method and model has been promoted in some universities. Teachers of entrepreneurship education who have used this method have generally given good feedback. It has boosted the survival rate and success rate of young entrepreneurial enterprises. Domestic applied colleges and universities that created and promoted this innovative method and model earlier have also achieved some exploration results in the field of innovative entrepreneurship education. For example, Jincheng College of Sichuan University, from the beginning of its establishment in 2005, Sichuan University's Jincheng College has made entrepreneurship courses, practical entrepreneurship training exercises, entrepreneurship competitions, and labor education, all of which are mandatory for universal education, and all of which are required credits. In the past sixteen years, all college students, regardless of their college majors, have been offered entrepreneurship courses, practiced in real-life training through campus simulation companies, participated in entrepreneurship competitions, and participated in labor education. The rehearsal and participation are synchronized with the theoretical courses of entrepreneurship in the same period. The university has set up a student simulated entrepreneurial head office with several subsidiaries and entrepreneurial farms under its jurisdiction. The main campus business and service industry operations are handled by these practical training companies, with college students acting as principals and managers. Through a completely new education system, we focus on cultivating students' practical entrepreneurial skills, entrepreneurial management skills, and hard-working spirit.

Some domestic entrepreneurship teachers have tried to promote this method and model in the teaching of MBA graduate students in Southeast Asian universities on the "Belt and Road". Especially for the lectures on innovation and venture capital, the method works well. Some overseas universities have already started to promote the teaching method of synchronous projection of real cases in MBA teaching. The international export of innovation and entrepreneurship education has boosted the cultural exchange of "One Belt, One Road".

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