

Original Paper

The Unity of Knowledge and Action: Professional Degrees in a Flexible Organization of Viewpoint——Research on Graduate Students' Entrepreneurship Education

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Received: October 7, 2019

Accepted: October 27, 2019

Online Published: November 5, 2019

doi:10.22158/wjeh.v2n1p25

URL: <http://dx.doi.org/10.22158/wjeh.v2n1p25>

Abstract

With the rapid expansion of the scale of professional degree graduate, how to carry out entrepreneurship education of professional degree graduates becomes an urgent problem. The current entrepreneurship education of college students generally has the drawbacks of the separation of knowledge and practice, which is rooted in the disconnections of the traditional entrepreneurship education under the “rigid” organizational system. The flexible organization theory, combined with the characteristics of graduate professional degree, to build the mode of “the Unity of Knowledge and Action” of graduate professional degree based on flexible organization, contributing to the realization of professional degree of entrepreneurship education of “the combination of professional and innovative , motivation and action, academic and industry”.

Keywords

professional degree, flexible organization, knowledge, entrepreneurship education

1. The Background of Entrepreneurship Education for Professional Degree Postgraduates

1.1 The Rapidly Expanding Scale of Professional Degree Postgraduates

On September 18, 2010, the Academic Degree Committee of the State Council issued the Notice on the Master's and Doctor's Degree Postgraduate Education Development Program and on Approaches to the Establishment and Authorization of Master's and Doctoral Degrees The Program points out that the structure of postgraduate education at the master's level in China will be adjusted in five to ten years to actively develop professional degree postgraduate education and improve the system of professional degree education. Gradually, the structure and layout of postgraduate education will be changed from

training academic talents to training applied talents. To meet the strategic needs of the country, from 2009 to 2015, professional degree postgraduate education has developed rapidly in several years. Table 1 shows that since 2009, full-time professional degree postgraduate enrollment has undergone tremendous changes from scratch (the first enrollment in 2009), from pilot enrollment to large-scale enrollment expansion, and the structural proportion of academic degree postgraduates has increased from 10.75% to 43.92%. The enrollment of professional degree postgraduates has expanded more than five times.

1.2 “Mass Entrepreneurship and Innovation” Is the Trend of the Times, but There Are Still Many Deficiencies in Entrepreneurship Education in Colleges and Universities

On May 4, 2015, the General Office of the State Council issued the “Opinions of the General Office of the State Council on Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities”. The Opinion emphasizes the importance and important deployment of the eighteenth National Congress of the CPC to the cultivation of innovative and entrepreneurial talents, and clarifies the clear requirements of the State Council for strengthening innovative and entrepreneurial education. The Opinion highly recognizes the positive progress made in innovation and entrepreneurship education in China’s universities in recent years, and its important role in improving the quality of higher education, promoting students’ all-round development, promoting graduates’ entrepreneurship and employment, and serving the modernization of the country. At the same time, the Opinion also points out that there are some significant problems that cannot be ignored in the current innovation and entrepreneurship education in Colleges and universities, which are mainly reflected in: insufficient attention to innovation and entrepreneurship education in some places and universities, lagging behind in concept, separation from professional education, and disconnection from practice; lack of awareness and ability of teachers to carry out innovation and entrepreneurship education, lagging behind in teaching methods, and weak definiteness and effectiveness; the number of practice platforms is insufficient and relevant guidance and assistance work is not in place, innovation and entrepreneurship education system needs to be improved urgently.

Table 1. Postgraduate Enrollment Data for 2009-2015

Year	Doctor			Master		
	Scale	Academic Degree	Professional Degree	Scale	Academic Degree	Professional Degree
2015	73100	71611	1489	574300	322028	252272
2014	71020	69305	1715	560000	322763	237237
2013	69000	67195	1805	539000	321650	217350
2012	67216	65468	1748	517200	329709	187491

2011	65263	495219	346495	148724
2010	62000	472000	361990	110010
2009	60000	465000	415000	50000

1.3 Professional Degree Postgraduates Have Entrepreneurship Genes

“The Master’s and Doctor’s Degree Education Development Overall Plan” points out that “Professional Degree” is a kind of science set up with the rapid development of modern science and technology and society, aiming at the needs of specific occupational fields in society, to train high-level applied talents with strong professional ability and professional accomplishment and creative ability to engage in practical work. Therefore, the training objectives of professional master’s degree postgraduates are career-oriented, the training mode is engineering practice, and the training process is “production, teaching and research” collaboration. As a new type of personnel training, the mode of professional degree postgraduate education is relatively independent. On the premise of facing professional needs and professional accomplishments, it emphasizes the complexity of training programs. Practicality, teaching case analysis and practical teaching should be added in the teaching process, the proportion of professional practice should be increased in the training link, and the combination of dissertation and practical problems should be required. These characteristics inherently include the idea and method of entrepreneurship education emphasizing combination of application, occupation and practice. This inherent “trait gene” also provides a good foundation for innovation and development of entrepreneurship education for professional degree postgraduates.

2. The Performance and Reasons of “Separation of Knowledge from Practice” in Current College Entrepreneurship Education

2.1 At Present, the Specific Manifestations of the Separation of Knowledge from Practice in Entrepreneurship Education in Colleges and Universities Are As follows:

2.1.1 The Separation of the Cognition of Entrepreneurship in the Context of Colleges and Universities from the Reality of Entrepreneurship in the Perspective of Society

In the context of colleges and universities, it is natural and prepositive to regard entrepreneurship as a great feat to mobilize more students to participate in entrepreneurship; on the other hand, entrepreneurship from the perspective of society is a “challenging” adventure, with low success rate and often consuming certain human and financial resources. Strictly speaking, entrepreneurship in the context of colleges and universities and from the perspective of society are totally two faces, one is full of passion and the other is cold and harsh. Therefore, the uncertainty of entrepreneurship determines that college students’ entrepreneurship should not be the choice of “most people”, it should belong to a few people with entrepreneurial characteristics.

2.1.2 The Separation of Entrepreneurship Education Curriculum System and Practical Skills

Although many colleges and universities have set up innovation and entrepreneurship courses, the content they teach often belongs to the indirect knowledge of secondary refining, which is systematic and theoretical. However, it is totally different from the real entrepreneurial practical skills. No matter how many courses are in class, no matter how good they are, they will find that they are helpless and have no way to start a business.

2.1.3 The Separation of “Text Prosperity” and “Practice Decline” in Entrepreneurship Education in Colleges and Universities

The entrepreneurship education in Colleges and universities also has strong characteristics of “campaign” promotion and “index” assessment. In order to achieve the goal and complete the task, all kinds of entrepreneurial competitions inside and outside universities have been born. As a result, some students form teams and construct an entrepreneurial plan with the help of a group of people’s “whimsical” ideas. As for whether this plan is related to their own professional learning and research, and how much scientific innovation component of this plan is not concerned, it is a typical “entrepreneurship for entrepreneurship”. Some entrepreneurial competition projects are mostly presented in the form of “entrepreneurial proposal”, forming a unique “proposal” entrepreneurial model. Many so-called “entrepreneurial bull” are often just a proposal to go around the world, saying the best way and unlimited business opportunities, but they have never tried to practice and verify.

2.1.4 The Separation of “Theoretical Tutor” and “Practical Coach” in College Entrepreneurship Education

The teacher resources of entrepreneurship education in Colleges and universities often come from internal teachers, such as mentors who have participated in entrepreneurship, SYB student workers, etc., which are often the main forces. However, these teachers are scholars who talk about military affairs on paper and have no practical experience. A successful entrepreneurship education is inseparable from social mentors with practical experience, such as entrepreneurs, consulting experts, etc.

2.1.5 The Separation of “Motivation” and “Performance” of Entrepreneurship Education in Colleges and Universities

The entrepreneurship education in Colleges and universities is mostly carried out in the form of lectures, forums and salons. Under the inspiring mobilization of teachers and the utilitarian guidance of various entrepreneurial events, many students will germinate the motivation of entrepreneurship. However, we need to pay attention to the fact that there are very few people who finally devote themselves to entrepreneurship and successfully enter into operation, and the actual performance of entrepreneurship is not ideal.

2.2

Based on the analysis of the above problems, it is found that if the whole system of innovation and entrepreneurship education in Colleges and universities is regarded as a large complex organization, the root cause of the problems of entrepreneurship education in Colleges and universities is the lack of

flexibility, integrity, openness and learning. The specific performance is as follows:

2.2.1 The Organizational Structure Is Lack of Flexibility

Entrepreneurship education relies on the multi-level and wide range implementation organization of “college-school-major-class” in the existing curriculum education, forming a non-differentiated “public course” mode, which is separated from the specialty without pertinence and difference. All the students are in a mess, thus resulting in the “generalization” of entrepreneurship education. At least, the emphasis of entrepreneurship education for arts and science students is definitely different. Generally speaking, most of the entrepreneurial models of social sciences are idea innovation and idea reform, while those of natural sciences are more technological and engineering.

2.2.2 The Lack of Integrity in Organization and Operation and the Disconnection between Entrepreneurship Education and Practice in Colleges and Universities form a Pure Text “Planning Book” Mode

The planning book is certainly needed, and the preparation work of entrepreneurship cannot be separated from the plan and analysis of the opening plate. Only when a relatively complete idea of entrepreneurship has been formed, can we deal with the problems that may be encountered in the process of entrepreneurship in an orderly manner. However, if entrepreneurship stops at the plan, it is of little value.

2.2.3 The Lack of Openness of Organizations and the Disconnection between Entrepreneurship Education and Society in Colleges and Universities form the “Collegiate” Model in Ivory Tower

Students are lack of practical operation experience and practical ability. The accumulation of these experiences and the cultivation of ability must go into the society and can only be completed in the process of practice.

2.2.4 The Organization Is Lack of Learning, and the Faculty and Service System of Entrepreneurship Education in Colleges and Universities Are not Perfect

One is the weakness and singleness of teachers. Most of the school’s entrepreneurial mentors are mainly student staff, even the teachers themselves are not very professional. Secondly, the system of guarantee, support and incentive is not perfect, which leads to the lack of funds and supporting facilities, and many problems encountered in the process of entrepreneurship have no access to help.

3. Business Education Mode of Professional Degree Graduate Students under the Vision of Flexible Organization

3.1 The Connotation of Flexible Organization

The concept of flexibility originated in 1930s. Economists Hart, Mason, Beckman and so on put forward it. “Flexibility is the ability of production system to adapt to the changing environment or the uncertainty brought by the environment”. From the organizational perspective, flexibility refers to the ability of organizations to perceive and respond to the changes and development of the environment, and to respond and adjust to the dynamics, uncertainty and development of the environment. The

combination of flexibility and organization, on the one hand, will form a flexible organization, on the other hand, it may also reflect the flexibility of the organization. If flexible organization is regarded as an organic intelligent agent, it has two meanings: “first, it includes not only the response to the changes of internal and external environment, but also the foreseeable and unforeseen changes. Second, because of the organic and intelligent nature of the enterprise organization. “Flexible organization mainly has the following forms: (1) virtual organization. Different from the specificity and complexity of traditional organizational structure, virtual organization only retains some core functions, while other businesses operate in the form of network or outsourcing, reducing the size of the organization and improving the response sensitivity. (2) project team. A temporary work team or stable organization set up for a temporary or specific project, with a highly targeted and flexible structure. (3) network organization. Similar to the virtual organization, the business is distributed through outsourcing, without a permanent and complete organizational structure, and the headquarters or base remote control business operation. This mode is more and more developed on the basis of the highly developed Internet technology and modern logistics industry, and the management cost is low, but the moment of management becomes longer. (4) borderless organization. Break the inherent organizational boundaries, more flexibly allocate human, financial, material and other resources, focus on solving major or urgent problems, and run the organization with goals or problems as the guide. (5) self-management group. It has changed the traditional hierarchical management mode, through the norms and constraints of tasks, processes and objectives, relevant personnel independently implement and manage relevant work. Clear tasks, detailed processes and clear assessment objectives are the key points. In addition, multipolar organizations and feminized organizations are all flexible organizations.

Through the analysis of the theory of flexible organization, we can see that the flexibility of organization mainly refers to the flexibility of organization members, the flexibility of production system, the flexibility of organization structure and system, and the result of their synergy. Based on the characteristics of master’s degree students, the concept of flexible organization is embedded in their entrepreneurship education. In view of the current shortcomings, the purpose of building flexible organization is realized by means of reorganization, alliance, outsourcing, process reengineering, organizational learning and other ways, to build a “combination of specialty and innovation”. I. the entrepreneurship education mode of professional degree graduate students, which integrates theory and practice, motivation and action, and academic and industry, will greatly promote the entrepreneurship development of professional degree graduate students.

3.1.1 A Flexible Curriculum System Integrating Specialty and Innovation

First, the flexibility of the concept, innovation and entrepreneurship does not mean to give up the major, professional learning does not necessarily give up innovation, often only solid professional learning literacy, can help innovation and entrepreneurship. In particular, professional degree postgraduates are naturally labeled with a professional label, and more importantly, they should give full play to the possibility of combining with the major to promote entrepreneurship; secondly, the flexibility of

content, and the curriculum system of entrepreneurship education should reach a certain degree of richness, so that different groups can have a choice. In particular, the graduate level teaching object has a strong ability of independent learning and self-management, which needs to meet the desire of selective learning with a rich and diverse curriculum system.

3.1.2 A Flexible Education System Integrating Theory and Practice

The flexibility of education system is reflected in the diversity of education platform and the flexibility of practice site. If possible, entrepreneurship education can be implemented based on projects, competitions and even games. For graduate students of professional degree who emphasize practical training, they are more sensitive to practical content and interactive platform. The implementation of entrepreneurship education through network platform, group discussion and other innovative ways will help to mobilize learning enthusiasm and improve the quality of education.

3.1.3 The Flexible Behavior Mechanism of the Integration of Motivation and Action

The flexibility of behavior mechanism is reflected in the time flexibility and boundary flexibility from motivation to action. On the one hand, there can be a reasonable process from motivation to behavior. On the other hand, in some entrepreneurial situations, the generation of motivation means the beginning of action, and there is no clear boundary. According to the characteristics of the professional degree graduate students' frequent contact with the relevant occupation, enterprise and industry, they are easy to be infected by the successful people in the social end in the practical teaching process. The motivation of innovation and entrepreneurship is often stimulated frequently, which is guided and supported to a certain extent, and the probability of turning the motivation into action will be much higher than that of other majors.

3.1.4 The Flexible Personnel Composition of the Integration of Academy and Industry

On the one hand, the flexibility of personnel composition is diversity, which changes the single personnel structure of entrepreneurship education in school, employs entrepreneurship mentors from enterprises, institutions and other aspects, enriches the composition of personnel, and forms the guidance mode of double mentors, mentors group, mentors group and so on. Off campus mentors often have practical experience or social capital, which can greatly enhance the support of social resources and improve the probability of entrepreneurial success; on the other hand, the flexibility of personnel composition is the entrepreneurial mentors' grasp of the social entrepreneurial situation, the overcoming of entrepreneurial resistance, and the response speed and ability to various potential risks. Academic research is not only the grasp of pre industry research technology, but also the important foundation and key path of innovation, which has a strong driving force for entrepreneurship education. Industry is the testing end and technology experiencer of all innovation, and any entrepreneurship will eventually go to industrial application, so the industry end plays an indispensable leading role in entrepreneurship. To sum up, entrepreneurship education for professional degree graduates based on flexible organization will greatly improve the performance of talent training and promote the realization of social innovation driven development strategy.

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