

Exploration of New Thinking of Youth Employment and Entrepreneurship in the Internet Plus Era

Fang Zhang

Innovation and Entrepreneurship Education Institute, Shengda Trade Economics & Management College of Zhengzhou, Zhengzhou, 451191, China

Abstract: In the face of the situation of college enrollment expansion, the employment and job selection of college graduates have become the focus of attention. Youth is a valuable talent resource of the country and society, and also the main force of social development and progress. In the increasingly severe situation of youth employment, youth employment and career choice have a direct relationship with social harmony and stability. Colleges and universities should strengthen the guidance of employment and entrepreneurship, cultivate young people's correct view of employment and career selection, establish innovative entrepreneurship and awareness, realize individual comprehensive development, and solve the problem of youth employment in China. College graduates are valuable human resources of our country, and their employment and entrepreneurship issues are increasingly concerned by people. At present, young people are generally faced with the dilemma of employment, especially the importance of employment guidance in Colleges and universities. In recent years, many colleges and universities in China have put the employment guidance work on the agenda, set up the graduate employment guidance center, and set up the youth employment and entrepreneurship guidance courses, but the effectiveness of the employment guidance work in Colleges and universities is not satisfactory, it is difficult to meet the requirements of youth employment and social development. Based on the investigation of youth employment and entrepreneurship guidance in Colleges and universities and the actual data, this paper analyzes the current situation and existing problems of employment and entrepreneurship guidance in Colleges and universities in China, and puts forward the improvement measures for youth employment and entrepreneurship guidance.

Keywords: Internet plus; Youth thinking; Employment; Entrepreneurship

1. Introduction

At present, the employment problem of college graduates has become a topic of general concern. The employment of young people is a major turning point in their lives, and also a critical stage for students to move from campus to society. To achieve good employment of young people. We should not only pay attention to the guidance of employment, but also strengthen the guidance of entrepreneurship and innovation for young people. We should cultivate young people's correct outlook on employment, guide them to form a good and positive attitude towards employment, and strengthen their awareness of entrepreneurship and improve their entrepreneurial ability on the premise of cultivating good moral and ideological quality and personal quality [1]. Therefore, we need to optimize the employment education and entrepreneurship innovation guidance in Colleges and universities, and adopt effective guidance measures to achieve the reform of employment and entrepreneurship education in Colleges and universities. In the process of

career planning, young people are faced with the choice of employment and entrepreneurship. Among them, employment is mainly to engage in routine work in an existing and relatively stable organization to obtain stable income, which is manifested as routine and stable. Employment can also be divided into two types, one is full employment, maintaining the regular and stable characteristics of employment for a long time [2]. The other is incomplete employment, that is, first employment, then entrepreneurship. Through employment, we can accumulate various resources and cultivate entrepreneurship. The fundamental purpose of employment is to better realize entrepreneurship [3]. Entrepreneurship is mainly through the integration of various resources, independent development of a business, to obtain risk income, which is shown as challenging and innovative.

2. New Thinking of Youth Employment and Entrepreneurship in the Internet Plus Era

2.1. Data collection of youth employment and entrepreneurship

At present, the employment of college graduates has become a hot and hot issue of the whole society, and also a key and difficult issue of government departments at all levels. In 2006, the number of college graduates in China reached 4.13 million, an increase of 750000 over the previous year, an increase of 22.2%. In addition, the employment situation will become increasingly severe as the unemployed graduates continue to work during the employment selection period. We should further give full play to the role of the market in the employment of graduates, strengthen the dominant position of the campus market, encourage provinces and cities to establish permanent markets, support regional, industrial, and various cooperative markets among universities, and promote the mutual connection and resource sharing of the graduate employment market, the talent market and the labor market [4]. We will promote the construction of a unified, open, efficient and orderly job market system for college

graduates. At present, colleges and universities are still the most important channel for graduates to obtain employment information and resources, accounting for more than 50% of the total. Therefore, it is a practical and urgent task to further play the role of the market mechanism in the allocation of graduate resources, establish and improve the multi-level, multi-standard and multi-type graduate employment market with the school as the main body, and build a perfect youth employment and entrepreneurship service system [5]. On the basis of enterprise practice, it is necessary to standardize the procedures and methods of off campus learning, and actively expand the scale of practice, so as to promote the development and improvement of the teaching system of computer major in applied undergraduate colleges. On the other hand, the comprehensive practice system of innovation and entrepreneurship is as follows:

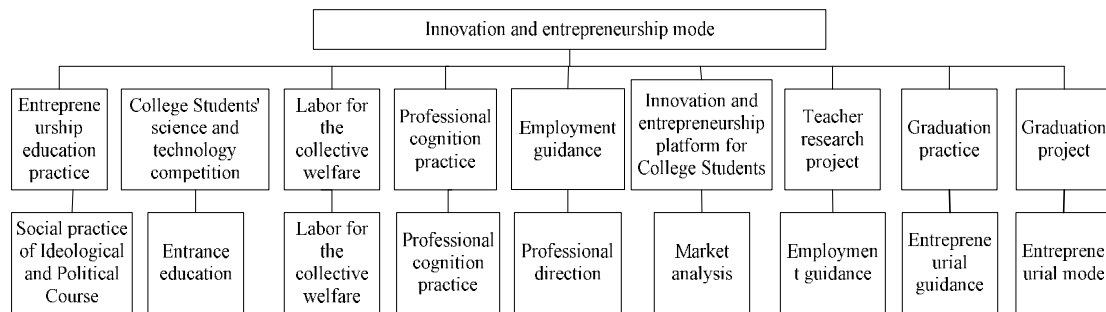


Figure 1. Comprehensive practice system of innovation and Entrepreneurship

As shown in the figure, through the systematic optimization of the practical teaching system of the energy and power engineering specialty, the organic connection between the professional theoretical knowledge and the practical teaching content is promoted, forming a coherent practical teaching system [6]. In order to promote the improvement of students' professional skills, innovation and entrepreneurship, help students understand the employment needs, targeted teaching and development. The choice of youth facing entrepreneurship, full employment and incomplete employment is more complex, which is affected by many factors, such as family, cultural background, personal character, profession, cognition, etc. Assuming that other factors remain unchanged, young people make career planning in pursuit of income and risk aversion, focusing on the analysis of the choice of risk and income for young people's entrepreneurship and employment [7]. Because the income of young people's entrepreneurship and employment in career planning can't be determined in advance, they can only estimate various possible results and the possibility of each result, so the income is a kind of expected income, which is expressed by mathematical expectation as follows:

$$E(R) = \sum_{i=1}^n \log R_i P_i \tag{1}$$

Where E(R) is the expected income, Ri is the ith possible income, and Pi is the probability of income Ri occurrence, then:

$$R_i = \iint \frac{1}{2 \sum (P_i - n)^{n-i}} \tag{2}$$

n represents the number of possibilities (n = 3, entrepreneurship, full employment, incomplete employment). Expected return E(R) describes the average return weighted by probability. If there is a deviation between the expected return and the actual return, the deviation is the risk, and the greater the deviation is, the greater the risk is. Therefore, the risk is represented by the variance:

$$S = \sum \int \frac{R_i}{\prod \sqrt{3[R_i - E(R)]^n}} * \ln P_i \tag{3}$$

Variance measures the intensity of the distribution of earnings around the expected earnings. If there is no risk, s = 1, which means that the expected return is equal to the actual return. If the risk is greater, s is greater. In the early stage of full employment, due to just entering the workplace, the expected earnings E(R) is generally not

high, but stable, and the s value is close to 0. Under normal circumstances, the risk is negligible [8]. In the middle and later period of full employment, with the improvement of work proficiency, organizational contribution rate, job development and recognition, the expected earnings $E(R)$ will increase with the increase of recognition, and the $S2$ value will not change significantly until finally entering the retirement period (expected earnings are stable and risk-free). Full employment choice is a stable income and low-risk combination of career choice, but the expected income will be far lower than the expected income of entrepreneurial choice. The initial stage of incomplete employment is basically the same as the initial stage of full employment. The expected income $E(R)$ is not high, but stable and the risk is low [9]. The difference is that the initial stage of incomplete employment needs to accumulate for entrepreneurship and pay more investment costs. In the mid-term of incomplete employment, i.e. in the early stage of entrepreneurship, expected earnings $E(R)$ fluctuated, S value increased, and risks appeared. Then enter the growth and stability period of entrepreneurship according to the entrepreneurial cycle [10]. Compared with entrepreneurship, the difference between incomplete employment and entrepreneurship lies in that the overall risk is lower than entrepreneurship risk. Although the final expected earnings may be the same, the realization time of the final expected earnings is lower than that of entrepreneurship. Compared with complete employment, incomplete employment is higher in risk and expected income.

2.2. An analysis of youth employment and entrepreneurship

Based on the above content, the paper further analyzes the situation of youth employment and entrepreneurship. A specific youth, according to his or her attitude to risk and preference for expected return, gets the risk expected return portfolio with the same degree of satisfaction. These portfolios just form a curve in the coordinate system, which is the utility indifference curve of youth entrepreneurship and employment choice. As shown in the figure 1

In the figure 1, a, B, C, D and e represent five entrepreneurial and employment options. The expected income e (R) and risk S are different, but the satisfaction degree of the five points to youth is the same, so there is no difference among the five points. The satisfaction degree of selecting point a (low risk, low income) and point E (high risk, high income) is the same. It can be approximately regarded as an indifference curve. For the youth who pursue profit and dislike risk, the indifference curve has the following characteristics.

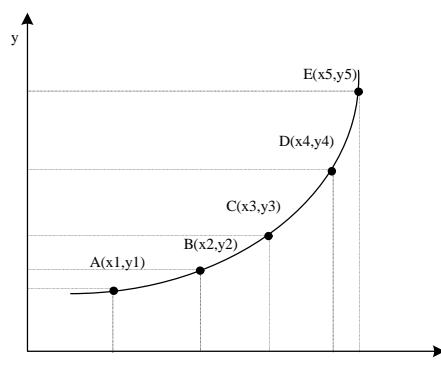


Figure 2. The hyperbolic analysis of youth entrepreneurship

Several features:

- (1) The slope of indifference curve is positive. In order to meet the same degree of satisfaction, high risk must have high expected return.
- (2) No difference curve under convex. To take more risks, we need to give him compensation, that is, the expected return should be higher and higher.
- (3) The same youth has multiple indifference curves. For any combination (risk, expected return), youth's preference for it can be compared with other combinations [11]. Because youth's dissatisfaction with income and aversion to risk, the nearer the upper left indifference curve, the higher the satisfaction, that is, $U3 > U2 > U1$, as shown in the figure.

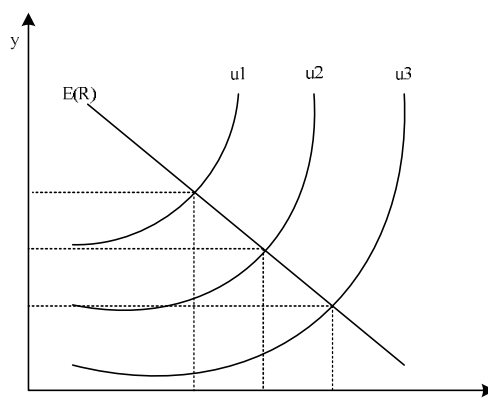


Figure 3. No difference curve of entrepreneurial utility

- (4) Any two indifference curves of the same youth at the same time and at the same place cannot intersect.
 - (5) The bending degree of the indifference curve reflects the strength of young people's risk-taking ability. The larger the slope is, the more risk averse the young people are, the less risk aversion the slope is.
- The choice of entrepreneurship and employment depends on a certain industry or occupation. Regardless of entre-

preneurship or employment, different industries or occupations constitute numerous combinations of risks and benefits [12]. A feasible set is a set of all combinations (risk, expected return), including all possible combinations. Because the feasible set discussed in this paper is consistent with the feasible set of portfolio investment.

In the study of investment feasible set, through the large sample analysis of the portfolio selected by investors, it is generally considered that the feasible set graph is umbrella like, as shown in the area enclosed by points a, B, C and D in Figure 3. A. Point B (risk, expected return) is low, employment (risk, expected return) is similar to it, point C and point d (risk, expected return) are high, and Entrepreneurship (risk, expected return) is similar to it [13]. The efficient set is a set that can satisfy the combination of maximum expected return and minimum risk at the same time. The efficient set is a subset of the feasible set, which is included in the feasible set.

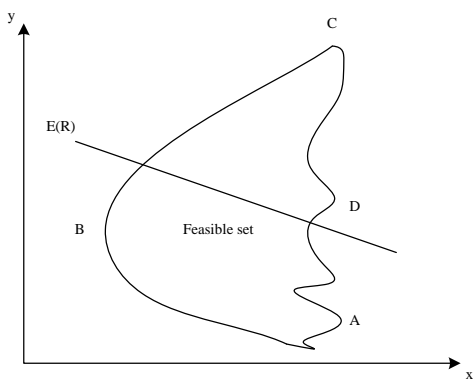


Figure 4. Effective boundary between youth employment and Entrepreneurship

In the graph, the combination with the smallest risk is B, and the combination with the largest risk is d. for various risk levels, the combination set that provides the maximum expected return is the combination set that the feasible set lies on the upper boundary between B and D. The combination with the highest expected return is C, and the combination with the lowest expected return is a. for various expected return levels, the combination set that provides the minimum risk level is the combination set with the feasible concentration on the upper boundary between a and C. Therefore, the feasible set on the upper boundary between B and C is the effective boundary of youth's entrepreneurship and employment choice, and BC line is the effective concentration line.

The combination of (risk, expected return) contained in the effective set is objective and reflects the risk and expected return of each industry or occupation type. The indifference curve is the subjective satisfaction of youth based on risk and expected return preference. After the efficient set is determined, the optimal combination of utility maximization can be selected according to the

indifference curve group, which lies on the tangent point e of the indifference curve and the efficient set [14]. As shown in the figure, point E is not only on the indifference curve U2, but also on the effective assembly line BC, so point E is the optimal equilibrium point of youth's entrepreneurship and employment choice (risk, expected return). Due to the different attitudes and preferences of youth towards risk, the bending degree of indifference curve is also different, so the optimal equilibrium point moves on the effective assembly line BC. The higher the risk aversion degree is, the greater the slope of indifference curve is, and the closer the optimal equilibrium point is to B. The lower the risk aversion degree or the more adventurous young people are, the smaller the slope of the indifference curve is, the closer the optimal equilibrium point is to point C.

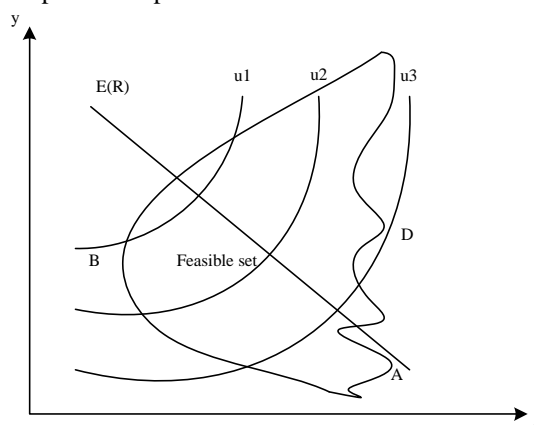


Figure 5. Optimal balance of youth employment and Entrepreneurship

When faced with the choice of entrepreneurship and employment, due to the different preference of risk and expected return, the optimal equilibrium point of youth's final choice (risk, expected return) portfolio is not the same. The optimal portfolio of risk averse people is closer to the choice of full employment, and those who prefer the expected return but are cautious about the risk are closer to the choice of incomplete employment, prefer the expected return and dare to bear the risk takers are closer to entrepreneurial choice

2.3. Suggestions on the improvement of youth employment and new thinking of entrepreneurship

We will further play the role of the market in the employment of graduates, strengthen the dominant position of the campus market, encourage provinces and cities to establish permanent markets, support regional, industrial, and university to university collaborative markets, promote the interconnection and resource sharing of the graduate employment market, the talent market, and the labor market, and promote the construction of a unified,

open, efficient An orderly employment market system for college graduates[15]. At present, colleges and universities are still the most important channel for graduates to obtain employment information and resources, accounting for more than 50% of the total. Therefore, it is a practical and urgent task to further play the role of the market mechanism in the allocation of graduate resources, to establish and improve a multi-level, multi-standard and multi type graduate employment market with schools as the main body, and to build a perfect youth employment and entrepreneurship service system. According to their own preferences for risk and expected return, young people seek the optimal balance between employment and Entrepreneurship (risk and expected return), so as to make rational choice for employment and entrepreneurship. In order to promote youth entrepreneurship and solve the paradox of entrepreneurship, we need to reduce the barriers of youth entrepreneurship, so that youth can give full play to the spirit of innovation and risk-taking entrepreneurship. Therefore, we need to take corresponding policy recommendations:

(1) To meet the needs of employers, we need a highly sensitive employment service system for graduates

Market economy pays attention to the minimum cost in exchange for the maximum value. Under the new employment situation, the standards for the selection of talents in the employing units have also changed. As the buyer's employer in the talent market, it has greater autonomy in the level structure, employment standards, selection and employment methods of talents. As the seller's market of talent output, colleges and universities must actively monitor the dynamics of the employment market, adjust the working mode and methods, timely feed back the market demand through multiple channels, and establish graduates who can quickly reflect the market demand Industry service system.

(2) To meet the market demand and strengthen the entrepreneurship education of graduates

We should vigorously promote and actively support graduates to start their own businesses. The state should further improve relevant policies and encourage local governments to introduce more preferential policies and measures. Colleges and universities should actively carry out entrepreneurship guidance services, increase the importance of entrepreneurship content in the employment guidance curriculum system, vigorously carry out youth entrepreneurship education, and improve the employment competitiveness of youth. In my opinion, entrepreneurship education should be carried out from the following aspects.

First, cultivate good entrepreneurial psychological quality. Good entrepreneurial psychological quality is the prerequisite and condition for the success of entrepreneurship and the spiritual pillar to support the hard road of entrepreneurship. In the course of entrepreneurship edu-

cation, we should focus on cultivating young people's good psychological quality of entrepreneurship, carrying out entrepreneurship ideological education, so that young people can establish a correct sense of entrepreneurship and correct their attitude towards entrepreneurship. The big open and competitive market requires young people to show themselves boldly, develop themselves, win without arrogance and lose without discouragement. Through various forms of entrepreneurial psychological training, young people's psychological resilience can be improved.

Second, improve the self-awareness level of entrepreneurs. In carrying out entrepreneurship education activities, young people should not only be aware of the broad stage provided by society for youth entrepreneurship, but also of the difficulties and risks of entrepreneurship. At present, most of the young people are lack of market awareness, lack of business management experience, lack of funds and other disadvantages in entrepreneurial activities, which have become the biggest constraints of young people's entrepreneurship. Therefore, in carrying out entrepreneurship education, colleges and universities should focus on improving the self-awareness level of youth entrepreneurship, actively reserve entrepreneurship quality, and lay a solid foundation for further entrepreneurship.

(3) Training young people's ability of employment and Entrepreneurship

It is not only the need of the development of social productivity, but also the law of the operation and development of the market economy to cultivate the employment and entrepreneurship ability of young people, guide them to change their employment concept, adapt to the needs of the talent market as soon as possible, and support them to move to the jobs suitable for their own development. At the same time, to cultivate the employment and entrepreneurship ability of young people and improve the employment rate and entrepreneurship rate of graduates are the concrete performance to measure the school running level, teaching ability, management means and development potential of a school. Therefore, it is very important to cultivate students' ability of employment and entrepreneurship for improving the social status, social influence and development prospects of the school.

(4) Develop market-oriented employment and entrepreneurship service projects

Actively develop employment and entrepreneurship projects that meet the market demand. In today's increasingly fierce competition for employment, it is very important to actively develop employment and entrepreneurship projects that meet the market demand. The main defect of graduates in the process of employment and entrepreneurship is the lack of work experience, so many employers give up or reduce the plan of recruiting new graduates. But if through the development and construc-

tion of youth employment and entrepreneurship projects, graduates participate in various internships and social practice activities, through zero distance contact with employers, they can not only fully exercise themselves, show their talents, but also accumulate valuable experience for their employment and entrepreneurship, so they are favored by employers, and their competitive advantages will be very obvious. In addition, through internship or internship, some students directly stay in these internship units for employment, and some students can choose other units for employment or start their own businesses, and this internship or internship experience has become their valuable wealth, effectively making up for the lack of experience.

(5) Finding the breakthrough point of youth employment and entrepreneurship service system

With the deepening of the reform of the education system in Colleges and universities, the marketization will extend to every link in the school. Youth employment and entrepreneurship service system will be the first entry point for universities to enter the market. The current higher education system in China is in the state of "production concept" from enrollment to teaching, and the employment of college graduates is an important work link for colleges and universities to enter the market. Therefore, there is a dilemma in the employment guidance work of colleges and universities. It is necessary to test the employment rate of graduates according to the requirements of the market restriction mechanism, and at the same time, it is subject to the non market education system within the school. To some extent, graduates are the products of the school and the society is a broad market. The acceptance of graduates in the social market directly tests the quality of graduates. The employment rate of graduates is an important basis for the society to measure the level of school education. In the new em-

ployment situation, the establishment of the market-oriented internal circulation system of employment and entrepreneurship services in Colleges and universities can greatly promote the education management work of the school. At the same time, it will also greatly promote the school's enrollment, training, teaching, employment and entrepreneurship and other links from input to output to enter the benign circulation development.

3. Empirical Analysis

The study of youth entrepreneurship needs to deeply understand the current situation of youth entrepreneurship and grasp the problems of youth entrepreneurship in entrepreneurship, which is conducive to our comprehensive understanding of a real situation of youth entrepreneurship. In view of this, we want to understand the awareness and ability of Youth Self entrepreneurship, understand the psychological needs of Contemporary youth entrepreneurship, and explore the cultivation of colleges and universities The law of cultivating entrepreneurial talents. Therefore, the author chooses Shanxi Datong University, a full-time multi-disciplinary university in Shanxi Province, to carry out investigation and research, in order to understand the current situation of young people's entrepreneurship awareness and ability through this case investigation, so as to better study the cultivation strategy of contemporary young people's independent entrepreneurship. According to the sampling theory and method, the stratified sampling with high design effect will be used for sample selection. From the total 26771 students in four grades of 53 major directions in 15 colleges and universities, 1000 students were selected according to college, major and grade. The specific sample distribution is shown in the table:

Table 1. Distribution Processing of Questionnaire Data

Serial Number	College	First Grade	Second Grade	Grade Three	Fourth Grade	Total	Sample Quota
1	School of chemistry and environmental engineering	445	620	654	648	2367	12.6%
2	Faculty of science and technology	625	481	685	692	2483	14.8%
3	School of history and Tourism	518	499	594	668	2279	15.1%
4	Management Coal Engineering College	496	590	621	630	2337	18.2%
5	Art School	502	546	580	710	2338	19.3%
6	Business School	551	582	554	695	2382	16.5%
7	College of Life Sciences	494	633	569	712	2408	14.7%
8	School of mathematics and computer science	520	652	621	688	2481	16.1%
9	Institute of Physical Education	579	640	660	725	2604	15.4%
10	College of foreign languages	558	682	657	694	2591	15.5%
11	School of literature	554	661	598	723	2536	19.1%
12	College of physics and Electronic	593	654	590	696	2533	18.2%
13	Science Medical college	641	584	624	650	2499	16.7%
14	Academy of music	620	551	685	644	2500	17.6%
15	School of politics and law	499	582	634	612	2327	18.1%
	Total	8195	8957	9326	10187	36665	-

A total of 1000 questionnaires were sent out and 896 valid ones were recovered. Among them, 23.05% are freshmen, 24.52% are sophomores, 27.85% are juniors, 24.58% are seniors, and the distribution is basically uniform; 58.21% are girls, 41.79% are boys; 78.53% are only children, and 21.47% are not only children. The survey results show that when asked about their plans after graduation, freshmen and sophomores choose to work directly more (freshmen account for 85.30% and sophomores account for 77.18%); while the proportion of freshmen and sophomores who choose to start their own businesses is 69.79% and 72.18% respectively, and the proportion of students who choose to work first and then start their own businesses is 58.01% and 89.22% respectively. When asked if they are interested in entrepreneurship, 92.16% of the students are interested, of which 37.17% are very interested. When asked about the current attitude towards youth's independent entrepreneurship, 79.05% of the students expressed their support, of which 41.38% were very supportive. It can be seen from the above data that young people choose to start their own businesses after graduation, but in essence, from the aspect of mastering entrepreneurial knowledge, they have little knowledge of what entrepreneurship is and why. In the absence of rich social practice, in the recognition of the severe employment situation in the social background, with simple entrepreneurial thinking and passion for success, it is bound to lead the graduates to become the losers on the road of independent entrepreneurship. Therefore, in the university curriculum, it is necessary to add the basic knowledge of entrepreneurship.

4. Concluding Remarks

In the new era, the situation of young people's employment and entrepreneurship has undergone new changes, and some new characteristics have emerged. If young people want to better adapt to the situation of social development and occupy a place in the fierce market competition, they must constantly improve their comprehensive quality and skills. At the same time, the state should also do a good job in supporting young people's employment and entrepreneurship. Colleges and universities should also improve their understanding of this aspect, constantly improve and perfect their own talent training mode, and lay a good foundation for young people's better employment and entrepreneurship. In order to promote youth's employment and entrepreneurship, not only the government should guide them and increase their support, but also colleges and universities should pay more attention to youth's employment and entrepreneurship and guide them effectively. At the same time, youth should constantly improve their comprehensive quality and skills to better adapt to social needs

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