

# Analysis and Research on Influencing Factors of Entrepreneurial Team Competition among College Students

Wuzhou Jin<sup>1, \*</sup>

<sup>1</sup> School of Innovation and Entrepreneurship, Zhejiang Ocean University, Zhoushan, China.

\*7079083@qq.com

**Abstract.** Innovation and entrepreneurship is a hot topic nowadays, and how to maintain and improve the competitive advantage of college students' entrepreneurial teams in the competitive environment and form a strong competitive edge is a topic that can be discussed and studied. This paper introduces Porter's "Diamond Model" theory to analyze the success of college students' entrepreneurial team, which is very meaningful, and examines four factors, such as resources related to the entrepreneurial team, support from on-campus and off-campus entrepreneurial platforms, product or service demand, strategic planning, and competitor analysis, and two factors, such as opportunities and government policies to support entrepreneurship. In this study, we examine how college students' entrepreneurial teams can form differentiated competitiveness and promote their long-term development under the conditions of the interaction of six elements.

**Keywords:** Diamond Model; College Student Entrepreneurial Team; Competitiveness; Advantages.

## 1. Introduction

Innovation and entrepreneurship are hot topics, and local governments regard entrepreneurial vitality as an important factor affecting the business environment and talent-gathering effect and introduce various preferential policies to attract outstanding talents to land in entrepreneurship. At present, there are many problems in higher education, related to the old teaching model and backward teaching content, etc. Therefore, it is necessary to reform and adjust to adapt to the new normal of economic development and the new strategy of innovation-driven development, and then improve the quality of talent training. And carrying out innovation and entrepreneurship education is an effective breakthrough to deeply promote the comprehensive reform of education and teaching in colleges and universities and the reform of talent training mode, and the reform of the teaching contents, methods, and approaches in the current talent training system that are not compatible with economic and social development, so innovation and entrepreneurship education meets the current development needs of society and is also an important component of higher education reform. During the university period, innovation and entrepreneurship education is carried out for college students, who are encouraged to carry out the real entrepreneurial practice by participating in entrepreneurial practice activities, enhancing entrepreneurial practice ability, and enriching employment carrier and content, and will inevitably become one of the main entrepreneurial groups in society in the future. Therefore, it seems valuable to analyze and study college students' entrepreneurial teams and condense the success law of college students' entrepreneurial teams, especially the superimposed influence of the current epidemic and economic downward pressure.

Under such a background, taking college students' entrepreneurial teams as the research objects, analyzing their operational effectiveness, growth rules, teamwork, internal and external environment, and other factors will provide an effective reference for whether they can grow into highly competitive large and medium-sized enterprises in the future. On how to build and improve the competitiveness of college students' entrepreneurial teams, the "Diamond Model" theory proposed by American Scholar Porter provides a new perspective for college students' entrepreneurial teams to build their competitiveness.

## 2. Literature Review

For example, Wu Jian argues that the entrepreneurial team of university students has problems such as difficulty in financing, lack of perfection, and lack of social experience <sup>[1]</sup>. Chen Wen Yue argues that the factors that influence the development of entrepreneurial teams among university students are the motivation of members, resources of members, diversity of abilities of members, and support from the university <sup>[2]</sup>. Chen Key et al. found that the key elements in the teams of university students at different stages of entrepreneurship have different impacts on their entrepreneurial outcomes. In

In the "idea phase", the on-campus entrepreneurial environment tends to stimulate students' passion for entrepreneurship, but it affects their ability to rationally evaluate the idea of starting a business, while mission-driven achievement-based entrepreneurial motivation is more successful; in the "start-up phase", the "idea-team-proposal-launch" step tends to make teams lose sight of the importance of elements such as original technology. In the 'start-up' phase, the 'idea-team-proposal-launch' process tends to make teams lose sight of the importance of elements such as original technology; in the 'growth' phase, internal factors such as team culture and management skills are more important in influencing the outcome of the venture than factors such as funding; and in the maturity phase, it is influenced by graduation, financing, and opportunities. In the "growth period", internal factors such as team culture and management capability are more important in influencing entrepreneurial outcomes than factors such as funding; in the maturity period, they are more likely to be influenced by graduation, financing, and opportunities <sup>[3]</sup>. Shan Xiaoqiong et al. analyzed the reasons for the failure of university students' entrepreneurial teams in terms of six factors: entrepreneurial decision-making, financial management, team management, market analysis, government policies, and entrepreneurial education, and made corresponding suggestions <sup>[4]</sup>. Chen Junjun et al. argue that students' objective perception of the entrepreneurial environment affects their entrepreneurial tendencies and that the advantages and disadvantages of the entrepreneurial environment directly affect their willingness to start a business <sup>[5]</sup>.

A synthesis of the above-mentioned scholars' research results shows that the success of university entrepreneurial teams has the following common

The team members have the same beliefs, complementary skills, comprehensive knowledge, a strong sense of risk prevention and control, and overall consistency in decision-making. They are also supported by national and government entrepreneurial policies, guided and assisted by the university's entrepreneurial services, have a good market in their field of endeavor, and have certain social resources. The failure of university students' entrepreneurial teams is mostly due to the team's weak willingness to start a business, insufficient confidence, weak risk resistance, poor cooperation among team members, lack of entrepreneurial skills and knowledge, lack of unity in decision-making, lack of team spirit and synergy, lack of good entrepreneurial environment, lack of good entrepreneurial practice and education, and lack of good social background and resources. These factors do not exist in isolation but rather interact with each other and contribute to the development of university student entrepreneurial teams. Therefore, when analyzing the factors influencing the competitiveness of university student entrepreneurial teams, it is important to think systematically and consider all of them in an integrated manner.

At the same time, it is important to analyze the factors influencing the competitiveness of university students' entrepreneurial teams from the perspectives of operational effectiveness, growth pattern, teamwork, and internal and external environment, which are of great practical significance to whether they can grow into highly competitive medium and large enterprises in the future. In terms of how to build and enhance the competitive advantage of university students' entrepreneurial teams, the "Diamond Model" theory proposed by American Scholar Porter provides a new perspective for university students' entrepreneurial teams to build their competitiveness.

### **3. Analysis of the Factors that Form the Competitive Advantage of University Students' Entrepreneurial Teams**

#### **3.1 Factors of Production - relevant Dependent Resources for Entrepreneurial Teams**

The factors of production of university students' entrepreneurial teams are the resources owned by the entrepreneurial teams themselves, which are the "resource advantages" of the entrepreneurial teams, mainly including the capital, human resources, scientific and technological resources, and intangible resources. In general, universities have set up start-up funds for university students to provide them with financial support and solve their worries. The local government also provides start-up loans for university students, with interest-free loans and no guarantees in good conditions. As one of the four functions of universities, scientific research is one of the four functions of universities, and university students' entrepreneurial teams can effectively make use of the advantages of scientific resources of universities to implement some scientific research results that are in line with local social and economic development and can be industrialized. Human resources are the richest resource advantage of universities. Universities not only have a rich team of teachers and managers but also have many students of good quality and a large number of alumni resources. Teachers can not only provide entrepreneurial guidance services for university students' entrepreneurial teams but also bring their scientific and technological achievements to the entrepreneurial teams so that teachers and students can create together. Alumni entrepreneurs can provide financial and technical support to university students' entrepreneurial teams, and use their own development experience to help them grow quickly and avoid detours. Intangible resources mainly include the campus culture and influence of the university, but the formation of intangible resources needs some time to accumulate, once formed, it can have a huge impact. The university entrepreneurial team can take advantage of the intangible resources of the university, cooperate with alumni at the initial stage, and make use of the platform of the university to strengthen publicity and promotion, all of which can provide practical support and assistance to the university entrepreneurial team. According to Porter's classification of factors of production, the scientific and technological resources, human resources and intangible resources of university student entrepreneurial teams can be classified as high-level resources, and once these resources are formed, they will have a great impact on the success of university student entrepreneurship.

For example, universities provide comprehensive and systematic entrepreneurship education for university students, including theoretical lectures, practical skills training, and various seminars on innovation and entrepreneurship, which can help university students' entrepreneurship teams to enhance their confidence and avoid risks. At the same time, all universities have set up student entrepreneurial service centers to provide precise services for student entrepreneurial teams, implement "one-to-one" support, establish a "one team, one card" system, effectively provide student entrepreneurial teams with information transfer, policy consultation, entrepreneurial guidance, and other services, and actively support student entrepreneurial teams, The team has established a "one team, one card" system to effectively provide information transfer, policy consultation, business guidance and other services for university student entrepreneurial teams, and is actively seeking local government funding, venue and policy support for university student entrepreneurial teams..

#### **3.2 Demand Conditions - the Product or Service Requirements**

From a subjective point of view, for university entrepreneurial teams, the demand generated by society and consumers is products and services. The student entrepreneurial team is slow to get started, and in a red sea, it is difficult to create its own unique or differentiated products and services to maximize the demand of society and consumers, to form a 'differentiated' competitive edge, and to be invincible in the cruel market competition. Arguably, of the four basic elements, creating demand for products and services is the most important. Student start-ups can achieve their product or service advantage by doing the following two things.

The first is to clarify the positioning of your product or service. What customers need is guidance and value, and an excellent product or service can not only meet the multi-level needs of customers but also lead the development of society. When Steve Jobs was working on a new idea for a product design, the engineers within Apple agreed that the new product would not sell well, but the Apple phone turned out to be a big seller. The fundamental reason for this was that Jobs was looking at the human needs of a product or service rather than the customers themselves, and was setting trends rather than meeting basic needs, which ultimately led to the development of consumer electronics. If a product, once sold, still requires extensive service, it is clear that the product and service itself are not quite good enough. Of course, this is a higher level of product or service demand, not to say that the university entrepreneurial team can do so much, but if they can find a footing in a track, i.e. a niche, and can do "what no one else has", they will certainly be able to succeed.

Secondly, products or services that are just in demand are the way to win. The sincerest product in the world is better than the falsest, and the clumsiest product in the world is better than the cleverest. "Peter Drucker, the master of management, said that companies need to do two things well, namely marketing and innovation. Marketing starts with studying the market, understanding the needs, and developing products or services that the market wants and sells. In the case of product-based start-ups, it is important to focus on product development and to concentrate on the needs of a certain type of user group, so that the product can be more targeted and the market can be sharper. Secondly, the principle of minimization must be realized. The main function is to minimize and minimize the cost of product development, not to be big and comprehensive, not to be able to meet all the needs of customers, and not to mix important and secondary, immediate and non-immediate needs. Finally, the principle of certainty must be realized. The key elements are then decomposed into two dimensions: "decision makers" and "implementers", and fed back with a systematic knowledge system and practical tools to form a closed loop of research and development, marketing, and service. This is then fed back with a systematic knowledge system and practical tools to form a closed loop of R&D, marketing, and service.

### **3.3 Performance of Related and Supporting Industries - on-campus and Off-campus Entrepreneurial Platform Support**

University student entrepreneurial teams need the support of relevant platforms, including those that are more closely linked to the internal and external development environment of the team.

The internal platform relies on the structure of the entrepreneurial team, the university's entrepreneurship park, and the creators' lab. The team structure is the basic component of a student entrepreneurial team. It determines the scientific validity of entrepreneurial behavior and the trend of increasing or decreasing entrepreneurial performance in the team [8]. The structure of a good student entrepreneurial team can be seen in terms of gender, age, values, and perceptions, with the right proportion of gender in the composition of the team improving the efficiency of the team, people with the same values forming the team's synergy, and members of similar age improving the team's communication efficiency. According to Shan Xiaoqiong et al.'s analysis of 166 failed entrepreneurs, improperly formed entrepreneurial teams are one of the most important reasons for entrepreneurial failure. Secondly, the ability of the team members is a key cornerstone. In addition to basic communication and basic knowledge, entrepreneurship among university students involves a wide range of disciplines and fields such as product, marketing, sales, finance, law, and investment, and requires a high level of comprehensive skills and the ability to adapt to the environment. Thirdly, team spirit. Team spirit is the driving soul. Compared to employment, it is more difficult and difficult for university students to start their businesses. In addition, the university's entrepreneurship park can provide space and mentors to meet the needs of university teams in their infancy. A large number of laboratories on university campuses can provide free laboratory equipment for student entrepreneurial teams to carry out experimental research on their products, etc.

The external platform mainly includes the cooperation platform with the university students' entrepreneurial team, such as by the relevant enterprises and institutions, university friends' enterprises, and other cooperation platforms. The economic strength and operational status of the off-campus enterprises can give the student entrepreneurial team a greater competitive advantage, either through strong alliances or through investment in shares. The team's product or service advantages, combined with the financial and technical support of off-campus enterprises, will create positive incentive feedback, rapidly expanding the scale and creating a clustering effect. In addition, some off-campus business incubation parks also provide support for the development of university students' entrepreneurial teams. Some parks also provide university students' entrepreneurial teams with free rent, free utilities, and property fees, as well as basic services such as policy consultation, business registration, legal services, listing on the New Fourth Board, publicity and display, and full banking services. Some even provide enhanced services such as professional training, mentorship, and recruitment, as well as expanded services such as investment and financing matching, industry matching, and ecological platform construction.

These internal entrepreneurial team strengths and external collaborative platforms are necessary for the development of university student entrepreneurial teams towards scale and influence and for the formation of clusters of related products or services, which together enhance the competitive advantage of university student entrepreneurial teams.

### **3.4 Strategic Planning and Competitor Analysis**

To run a good start-up company, a team of university students must not only do a good top-level design but also build a brand around their product or service to create competitiveness. Scholars believe that branding requires merchandising, operational, organizational, and product strengths. First of all, merchandising is the first point of contact between the brand and the consumer. In particular, new brands need to focus on user experience and feedback. If they find that the positioning of a product or service does not match the needs of the user, they should immediately make appropriate adjustments to ensure that the value points of the product or service meet the user's needs. However, such a feedback mechanism is relatively simple and easy to set up, but the key is to get the users to settle down. Therefore, new brands must not only think from their perspective but must also act in the shoes of the consumer.

Think in terms of the consumer dimension. Is it possible for consumers to buy this product or service and at the same time create a long tail of demand? The aim is to give consumers a clear sense of the scenario when they are browsing for products. Therefore, product power is the core of all the "powers", and branding needs to be finely honed at all stages of development. Secondly, operational strength is the key to brand building. At present, new brands are based on internet platforms and focus on niche markets. But to achieve accurate traffic reach and turn public domain traffic into private domain traffic, focusing on niche markets alone will not be large enough and the target customer market will be very easy to lose, which is far from being achieved. For new brands, acquiring the ability to acquire and convert traffic from different channels is therefore essential to expand their customer base. Refined operations mean operating on a hierarchy of all customers, meeting the ongoing needs of old customers, maintaining them and selling more products or services, and meeting the diverse needs of new customers with greater precision. Again, organizational strength is central to supporting the brand building. A startup needs to build a sound management system, from the top-level design of the startup to how it fits into the organizational structure, from creating teamwork and synergy to the integration of resources. In the start-up phase, a relatively small number of staff is required, and the organizational structure tends to be flat and requires a rapid response mechanism. As the company expands, specialization is required. According to the functional arrangement of the business division, the posts are gradually refined, and the principle of fitting the posts to the people is adopted, with each of them being responsible for the growth targets of their respective projects according to the standard requirements of the professional team. Finally, product power is the ability to respond quickly. It refers mainly to the

ability to digitize products, that is, how to achieve a fine product configuration and the ability to accurately meet the needs of different types of users. The company must have the ability to personalize its products to meet the needs of different levels of customers, which is the icing on the cake. Startups need to have external data so that they can effectively use it to complement their brand development, such as advertising channels, demographic insights, user profiles, and corresponding tags. Internal data should also be available to track and quantify metrics at every step of the user lifecycle, such as conversion rates, length of stay, and retention. Product power is the ability to collect and utilize data, which is the key 'invisible' capability of the product. It is only when a student start-up team has truly built its brand strength that it can be invincible and 'differentiated' to beat its competitors.

### **3.5 Government Entrepreneurship Support Policies**

In the Diamond Model theory, it is the government that is emphasized as a supporting factor, but the university is a major player. Student entrepreneurial teams are vulnerable to government policies that support entrepreneurship. They need the support of the local government, so the government needs to put in place policies that can help guide and support the entrepreneurial activities of student entrepreneurial teams. At the same time, university students' entrepreneurial teams need a good social environment. It is relatively difficult, stressful, and risky for university students to start their businesses, while parents usually want their children to have a stable jobs and society has mixed views on university entrepreneurial teams. Under the objective conditions, all sectors of society need to do a good job of positive propaganda and guidance, to promote innovative and entrepreneurial models, and create a positive entrepreneurial environment in general, so that university student entrepreneurial teams can have a better entrepreneurial atmosphere. In addition, local governments should set up special funds for university students' entrepreneurship following financial arrangements, to provide financial protection for university students' entrepreneurial teams. At the same time, a fault-tolerant mechanism has been set up to allow for failure in entrepreneurship under certain procedural conditions.

### **3.6 Opportunities**

Whenever a team leader is limited to his or her own experience, overthinking can lead to lost business opportunities when there are external opportunities. At the same time, as a team leader, you have to break out of your 'habits of mind' and break out of your 'habits of behavior', and you have to work three to four times harder to knock down the walls around you. It takes three to four times as much effort to knock down the walls around you. Get out of your closed circle, experiment with new habits of thought, re-conceptualize the present and don't lock yourself into low-level habits of thought too soon. For team leaders, when a business opportunity arises, as long as it is judged to be a trendy business opportunity, they should act immediately and make adjustments in the course of action, rather than hesitate and miss out on the opportunity. Traditional economics assumes that people are rational decision-makers and that they will make rational decisions as a matter of course. But people are not completely rational when they make decisions. Simply put, traditional decision-making is mechanical physics, and real decision-making is emotional biology. Where unimportant, important. In the case of major, uncertain issues, establish criteria for decision-making and use slow thinking.

Therefore, to achieve stable growth in a socio-economic downturn, an entrepreneurial company must seize two opportunities at the same time: firstly, industry opportunities. The first is the industry opportunity. Companies can leverage the development opportunities of high-growth industries, or try to serve high-growth industries to drive their high growth; the second is the marketing opportunity. The second is marketing opportunities. Marketing opportunities mainly come from the windfall of new marketing media, and the opportunity to transform marketing models and methods. Therefore, student entrepreneurial teams should grasp all kinds of opportunities and rise to the occasion.

#### 4. Summary

The four elements that university students' entrepreneurial teams rely on, such as resources related to the entrepreneurial team, support from internal and external entrepreneurial platforms, demand for products or services, strategic planning, and competitor analysis, are the basic factors for the formation of competitiveness, while two auxiliary elements, such as opportunities and government policies to support entrepreneurship, are also part of the competitiveness of university students' entrepreneurial teams. Only when the six factors interact and are interlinked can the competitive advantages of university students' entrepreneurial teams be formed. Of course, many factors affect the competitiveness of a university student entrepreneurial team, but the most important factor is the team's own product or service needs, which is the basis for survival. If a small or micro-enterprise does not have its product or service, how can it capture a market and have stable customers or traffic? On the other hand, even if you have acquired the six competitive advantages, it does not mean that you are competitive. To be competitive, a university student entrepreneurial team needs to integrate these factors to form a strong synergy or to highlight one of the strengths. Ideally, therefore, the competitiveness of a student entrepreneurial team is located at the core of a three-dimensional intersection diagram, indicating that it derives from the integration of other factors<sup>[9]</sup>.

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