

A Training Mode for Innovative and Entrepreneurial Talents in Tourism Management in the Era of Internet Plus

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Abstract The development of innovation and entrepreneurship education is gaining momentum. With the arrival of the Internet era, innovation and entrepreneurship have a better development platform. The tourist industry, as a “sunrise industry”, has great potential for development and has become a new economic growth point. In many areas, tourism has been identified as a pillar industry, a leading industry, and an industry receiving priority in developing. In the face of increasingly fierce competitive markets, it is particularly important to cultivate high-quality innovative and entrepreneurial talents in tourism management. For this purpose, this study analyzes the current situation of talent demand in China’s tourist industry and the problems existing in innovation and entrepreneurship education, draws on the successful experience of foreign colleges and universities in talent cultivation, and proposes and constructs a training mode for innovative and entrepreneurial talents in tourism management in the era of Internet Plus.

Keywords Internet Plus era, Tourism management, Innovative and entrepreneurial talent, Training mode

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Mass entrepreneurship and innovation is the source of economic vitality and the way to transformation and upgrading. The report of the 19th National Congress of the Communist Party of China (CPC) proposed to stimulate and protect entrepreneurship and encourage more social entities to participate in innovation and entrepreneurship. This move will accelerate China’s entry into the ranks of innovative countries. Since the beginning of the 21st century, China’s tourist industry has faced with challenges despite its rapid development. In the era of Internet Plus, the idea of innovation and entrepreneurship has been infiltrated into the university tourism education system, and it is imperative to cultivate a group of high-quality innovative and entrepreneurial talents in tourism management.

1 The current situation of the demand of China’s tourist industry for talents

1.1 Urgent demand for talents

China’s demand for talents in tourism management is mainly concentrated in tourism enterprises, tourism management departments, tourism universities and scientific research institutions. With the development of China’s tourism internationalization, a series of requirements have emerged. Therefore, the tourist industry needs a large number of senior tourism management talents with

multi-disciplinary knowledge systems such as management, economics, history, law, psychology, etc., who can do relevant management works according to the tourism market conditions. Tourism research institutions and universities have research-oriented talents with solid theoretical knowledge and comprehensive knowledge structure. Such people can use in-depth research methods to conduct in-depth research on the professional issues of the tourist industry.

1.2 Continuous improvement in the requirement for the quality of talents

The integrated development of advanced technology and tourism has made tourism more diversified. New forms of tourism such as black tourism, space tourism, and inquire-based tourism are constantly emerging. People’s tourism activities are becoming increasingly personalized, and tourism services and facilities are growingly advanced. In the meantime, there is an increasingly demand for high-skilled and highly educated talents in tourism, especially for talents in tourism planning as well as tourism service staff with strong comprehensive quality and lifelong learning ability^[1]. Domestically, most of the current tourism planning is compressed, and the homogenization phenomenon is serious, so that the experience brought to tourists is not much different. Tourism product development talents, marketing talents, and Internet

technology development talents have become the main force in tourism development, in order to promote the supply side reform of the tourist industry under the background of Internet Plus, improve the quality of the supply end of the tourist industry, and accelerate the development of the Internet Plus tourism.

1.3 Unbalanced supply and demand of talents

China’s tourist industry is developing rapidly and comprehensively. In the process of development, it will inevitably lead to a series of problems, which will lead to more complicated reasons for the imbalance between supply and demand of tourism professionals. The main performances are as follows: Firstly, it is easy to be an employee in tourism companies such as hotels, travel agencies, and scenic spots, and people with low education and even never contacted the tourist industry can engage in related work, which makes the work itself despised, so that tourism professionals are reluctant to engage in the tourist industry. Secondly, the treatment of tourism is shabby, resulting in low satisfaction of tourism professionals in the industry and high staff turnover. Finally, because tourism features strong seasonal characteristics, the supply and demand of tourism talents in the off and peak seasons is extremely uneven. Moreover, the talent supply and demand information system is imperfect,

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resulting in asymmetry in the supply and demand of tourism talents.

2 Problems existing in the training of talents in tourism management

2.1 Single talent training mode

Under the background of mass entrepreneurship and innovation and Internet Plus, the market-oriented training mode for innovative and entrepreneurial college students in tourism management, which is in accordance with the development characteristics of China's tourist industry, is the core of training high-quality talents in tourism management. Due to the rapid development of tourist industry and the reform of college education, the subject of tourism management in China has improved the training mode for talents in terms of the educational goal, curriculum system, teacher construction, and training platform management system, but it is still basically practice teaching, classroom teaching, examination system, and management system. Although it has played a certain role in strengthening the innovation and entrepreneurship education of college students, the improved talent training mode has not introduced innovation points and has suppressed the initiative and creativity of students, which is not conducive to the stimulus of college students' innovative and entrepreneurial ability and the cultivation of their innovative and entrepreneurial thinking.

2.2 Imperfect operating mechanism

There is a problem of unstable operating mechanism in the talent training mode of tourism management in colleges and universities of China. First of all, the curriculum system is not perfect, so that students do not have the relevant abilities required by the industry. There has not formed a structure that is intertwined but does not interfere between public basic courses, professional basic courses, and practice classes. The knowledge is too fragmented, so that students' professional theoretical foundation, business ability, and application ability cannot be systematically cultivated. Secondly, the teaching structure is not reasonable, so that the theoretical knowledge that students have learned is out of touch with practice. The school takes classroom teaching as the core and the internship training as auxiliary practice, ignoring the training of practical skills and the development of academic activities. Thirdly, the faculty is composed of professional teachers, and there is no guidance system for "professional teachers—employment mentors—research mentors—enterprisers—successful entrepreneurs", so innovation and

entrepreneurship education is only nominally.

2.3 Unguaranteed talent training

Currently, the unguaranteed training of tourism management professionals in colleges and universities turns out to be an obvious problem, which ascribes to the following reasons. Firstly, policy support is not enough. Specifically, college students lack innovative and entrepreneurial funds and are rarely motivated in innovation and entrepreneurship, such as bonuses and service privileges. Secondly, there is lack of multi-angle effect evaluation. The existing talent training mode evaluation is limited to college students' mastery of innovation and entrepreneurship-related knowledge, lacking evaluation of the overall effect of innovation and entrepreneurship. There is no multi-system with innovation consciousness, innovation ability, social influence, and innovation and entrepreneurship education satisfaction as evaluation indicators.

2.4 Low integration with the new form

At present, China's tourist industry is in the stage of transformation and upgrading. The traditional tourism form dominated by "food, housing, transportation, tourism, purchase, and entertainment" has been difficult to satisfy to people's needs. Emerging tourism forms such as cultural tourism, eco-tourism, science and technology tourism, and industrial tourism have become a common practice, which not only strengthens the close relationship between the tourism market and all walks of life, but also promotes the implementation of the Tourism Plus strategy^[2]. However, the tourism management talent training mode of colleges and universities does not effectively integrate the emerging tourism form development and talent training. The old textbook knowledge and the lack of opportunities for students to participate in the industry's cutting-edge academic forums have undoubtedly narrowed the space for them to innovate and start a business, which is out of touch with the development of the industry, making it difficult for the cultivated talents to adapt to the industrial linkage.

3 The experience of innovative and entrepreneurial talent training in foreign colleges and universities

3.1 The experience of the innovation and entrepreneurship project mode

In the innovation and entrepreneurship education of foreign universities, it has been a normal state to establish various innovative and entrepreneurial projects to enhance the innovation and entrepreneurship ability of

college students. Almost all research universities in the United States have undergraduate research programs, and undergraduate research activities have spread to all majors and grades, including more disciplines^[3]. For example, the undergraduate research activities established by the University of California, Berkeley include "Principal Research Scholarship for Undergraduates", "Hess Scholar Program", "Research Apprentice Program for Undergraduates", and "Research Experience Program for Undergraduates"; the Massachusetts Institute of Technology has established undergraduate research projects such as the "Independent Activity Plan", the "Research Opportunity Program for Undergraduates", and the "New Student Research Program". In order to improve the scientific research ability of college students and cultivate their scientific thinking mode, Japan always emphasizes independent scientific research on the innovation and entrepreneurship education of senior students. The theoretical course of senior students is much less than that of lower grade students, providing senior students with sufficient research time. In order to cultivate high-quality innovative and entrepreneurial talents, India has invested a large amount of funds as a start-up fund for technological innovation and entrepreneurship. For instance, the Innovation Incubation and Entrepreneurship Center of the Indian Institute of Management Ahmedabad has set up a "Science and Technology Entrepreneurship Special Seed Fund" to encourage university students to innovate and start businesses. At present, the incubation fund directly managed by the center has exceeded 1 billion rupees^[4]. With the support of funds, students can do better in innovation and entrepreneurship.

3.2 The experience of the innovation and entrepreneurship course mode

The development of innovation and entrepreneurship education in the United States is quite mature. In terms of curriculum, it is divided into key courses and open courses. The key courses are aimed at students from business schools and management schools, represented by the MBA of Babson College and Harvard Business School. The first-ever course of Harvard Business School, The Management of New Enterprises, was created in February 1947 by Miles May, which is a highlight of the entrepreneurship education for American college students. Since its creation, the course involves opportunities identification, resource integration, business planning, and

actual combat analysis. The course system is complete and applicable. With the knowledge of innovation and entrepreneurship as the main content, the open course, which is open to all students, aims to instill a sense of innovation and innovation into students, so as to cultivate their innovative thinking and innovative ability. In the process of development, British universities have gradually formed an innovation and entrepreneurship talent training curriculum system of three dimensions: entrepreneurial awareness, entrepreneurial generalization and entrepreneurial career. Among them, the entrepreneurial consciousness focuses on cultivating students' entrepreneurial spirit, in order to build a cultural atmosphere of innovation and entrepreneurship; the entrepreneurial generalization focuses on promoting entrepreneurs' thinking habits to students, so as to enable students to view problems and analyze problems from the perspective of entrepreneurs; the entrepreneurial career focuses on students' mastery of business management theory to provide solid theoretical support for the cultivation of the innovation and entrepreneurship ability, helping students to learn and grow in the future.

3.3 The experience of the innovation and entrepreneurship tutor mode

The tutorial system is a training system for tutors to train one-on-one or one-to-many undergraduates. Taking into account the differences and individuality of teaching, the system is conducive to stimulating the creative potential of college students and cultivating their innovative awareness and spirit of independent research and forging ahead. Since its introduction by the University of Oxford, it has been highly respected, and has become a template for cultivating innovative and entrepreneurial talents in many countries around the world. The application of the tutorial system in the development process of colleges and universities has greatly enhanced the ability of college students to innovate and start a business. According to the survey data, the University of Oxford currently has 1,366 teachers and about 15,500 students. Each teacher has to give guidance in training to the students on average one hour or so. Stanford University also has a special rule, that is, each professor has a certain research project, must guide the undergraduate or graduate students to conduct scientific research, and must bear about 50% of the tuition of graduates, and in the meantime, the students must complete the relevant scientific research tasks prescribed by the professor.

3.4 The experience of the innovation and entrepreneurship science park mode

As the main body of scientific and technological innovation, the science park, also called the "university research park", has developed into an important medium for cultivating innovative and entrepreneurial talents. In 1951, Frederik Terman, the president of Stanford University, first proposed the combination of academia and industry. Thanks to the strong scientific research strength and resource advantages of Stanford University, the world's first science park, Stanford Research Park (now Silicon Valley) was born. After more than half a century, the science park has expanded rapidly around the world. In order to better develop high-tech industries, western developed countries have established science parks of various sizes one after another in the 1980s. Famous science parks include Britain's Cambridge Science Park, Oxford Science Park, and Manchester Science Park, German's Heidelberg Technology Park and High-Tech Industrial Park of the Technical University of Munich, and France's High-Tech Industrial Park of the University of Paris and Sofia Science Park. Japanese university research parks, such as Tsukuba Science City. Affiliated with universities where scientific research and commercial development are carried on in cooperation, these science parks have strengthened the close relationship between scientific research institutions and production companies and made outstanding contributions to the cultivation of innovative and entrepreneurial talents in the course of the development of new technologies and products^[5]. In India, dozens of science parks have been gradually established, about 100 new technologies and new products are known by the public every year, with a revenue up to 1.3 billion rupees, maximizing the benefits of "production, study and research".

4 Building a training mode for innovative and entrepreneurial talents in tourism management based on Internet Plus

4.1 Optimizing positioning and improving the mechanism

Target positioning is the most crucial step in building a training mode for innovative and entrepreneurial talents in tourism management. As the quality of tourists improves, they have higher requirements for tourism services. Talents in tourism management are the direct providers of tourism services and play a role in connecting tourists and civilization. Therefore, tourism

practitioners should continuously improve their own quality and cultivation to optimize service quality, colleges and universities should clarify their target positioning based on tourism-related information and make adjustments in a timely manner. More importantly, colleges and universities should adjust the teaching plan according to the actual situation of students, and flexibly arrange the study time and internship time, thus improving the comprehensive ability of students in tourism management. Supported by management systems, management organizations, management tools, and teaching facilities, the teaching management system must be highly integrated with tourism and education to build a professional teaching platform.

4.2 Strengthening teacher building

Teachers are the leader of education. The structure and competence of the faculty, the number and type of practice bases, and the level and results of the research platform largely determine the level of teaching and the quality of teaching. Under the guidance of teachers, the ability of college students to innovate and start a business can be improved better and faster. This is the successful experience in the training mode of innovative and entrepreneurial talents in foreign universities and the foundation of the cultivation of innovative and entrepreneurial talents. It can not only teach students in accordance with their aptitude, but also help to stimulate the creative potential of college students and cultivate their innovative consciousness and entrepreneurial ability. In this sense, it is necessary to build a team of full-time and part-time teachers composed of professional teachers, employment tutors, research instructors, tourism enterprisers and related staff, and successful entrepreneurs. It is also necessary to strengthen the construction of applied and innovative teachers, arrange professional teachers to enter tourism enterprises, travel agencies to work and participate in relevant government issues, so that teachers not only have a deeper understanding of the development of tourism, but also accumulate experience for guiding students to innovate and start a business. It is also possible to make the professional knowledge and innovation and entrepreneurial process of the experts and entrepreneurs of the tourist industry into a teaching courseware with excellent pictures and essays to show the specific operation process of the service, or to record videos and lectures by industry experts to directly and effectively guide the innovation and entrepreneurship of college students.

4.3 Realizing industrial linkage and stable cooperation

Tourism Plus is to give full play to the driving force, integration ability, catalysis and integration of tourism, provide tourism platforms for the development of related industries and fields, form new formats, and enhance their development level and comprehensive value, thus deriving multiple tourism forms such as tourism + sports, tourism + agriculture, tourism + culture, tourism + industry, and tourism + technology. The integrated development of tourism and other industries has gradually become an important condition in the training mode for innovative and entrepreneurial talents in tourism management. Colleges and universities need to integrate new forms in the process of talent cultivation, adapt to market demand, strengthen solid cooperation with enterprises, and achieve information sharing. First, higher-level tourism colleges conduct online cooperation. To this end, colleges and universities concerning tourism must first conduct online cooperation. In order to balance the current tourism problems and tourism education, tourism-related colleges and universities need to form alliances, exchange their own characteristics, conduct online interaction, and learn from each other and improve themselves. Secondly, they should communicate and strengthen cooperation with tourism education institutions, and establish a diversified information sharing platform to provide information on employment, innovation

and entrepreneurship for college students. Finally, they can establish information systems with travel agencies, hotels, scenic spots and other tourism companies to form an order-type partnership. The school provides professionals for enterprises, and enterprises provide a practice base for schools, thus realizing a high degree of integration of human resources and tourism enterprises.

4.4 Paying attention to the frontier and innovating development

With the great advancement of the Fourth Industrial Revolution, the United States has opened the “new hardware era”, Germany has entered the “Industry 4.0” era, and China has made breakthroughs in new technologies such as mobile Internet, Internet of Things, cloud computing, big data, artificial intelligence, and blockchain^[6]. Due to the spurt development of China’s tourist industry, information technology, new energy technologies, artificial intelligence and new biotechnology have been widely used in tourism. Their application ranges from making overall plans for international tourism destinations to querying information on flight, road conditions and scenic spots. From the perspective of the needs of tourism consumers, their ability, mode and individual demand for future products and services have determined that technology will be connected with the tourist industry to bring profound changes to the tourist industry. Thus, in the building of the training mode for innovative and entrepreneurial talents in tourism management in China, we should

realize the change of science and technology for future life, and infiltrate the frontier discipline into tourism education, broaden the path of innovation and entrepreneurship, and encourage college students to find opportunities for innovation and entrepreneurship in cutting-edge disciplines, in order to enable tourists to have a new experience in terms of tourism perception and travel methods through new technologies.

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that the economic development of counties in Anhui was relatively lagged behind.

The floating population had a great impact on the population distribution pattern and urbanization in various places. Some areas of net population input had a fast population increase, which increased the pressure on cities, resources and ecological environment. Areas of net population output had a slow population growth or negative population growth, were short of sufficient labor force for economic development,

and were faced with social problems that need attention and deserve further analysis such as rural hollowing out and stay-at-home children.

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