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Research on the cultivation model of innovative and entrepreneurial ability of hotel management talents

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Abstract: In recent years, in order to stimulate economic growth, our government vigorously advocates "universal innovation and entrepreneurship", using entrepreneurship to expand the social employment rate and reduce social employment pressure. College students, as the new main body of society, have high cultural literacy and professional skills. Under such circumstances, the importance of entrepreneurship education is increasing. Entrepreneurs are the core subjects of entrepreneurial activities and are a key part of entrepreneurial activities. However, at the present stage, entrepreneurs are not involved as an important role in the teaching content and mode of entrepreneurship training for students in higher education institutions. To address this problem, this study adopts a qualitative research method based on entrepreneurship and entrepreneurial ability in the hotel and tourism industry, and conducts in-depth interviews with entrepreneurs in the hotel and tourism industry as well as students of hotel and tourism majors in higher education, so as to conduct a more in-depth study on the teaching mode of enhancing entrepreneurial ability of students of hotel and tourism majors in higher education.

Keywords: Entrepreneurship; Entrepreneurial ability; Entrepreneurship education; Teaching mode.

1. Introduction

After the outbreak of the COVID-19, China's hotel and tourism industry is facing a major issue of industrial transformation and upgrading. Nowadays, as the hotel and tourism industry develop in the direction of innovation, opportunities for small cost entrepreneurial projects are emerging. More and more people start to explore the "Internet + tourism" business model. On the one hand, the group of hotel graduates is young and active to adapt to the ever-changing network environment, on the other hand, they have the professional knowledge and skills of the industry, and can understand the industry development trend and grasp the industry demand.

Combined with relevant data, the total number of fresh graduates from higher education institutions in China will be 10.76 million in 2022, an increase of 1.67 million compared to 2021. Combined with the overall situation, the employment pressure faced by the fresh graduates of higher education institutions is increasing. The employment of hotel students in higher education institutions has been suffering from problems such as low end of employment, low employment rate of professional counterparts, poor stability and limited career upward mobility. College students' self-employment can not only effectively solve the employment problem, but also effectively relieve the pressure of social employment difficulties, create more jobs for the society and promote national economic growth.

Many experts have recognized the importance of entrepreneurial awareness and competence development for students, and there have been studies related to teaching contents and modes of entrepreneurial competence development for students, but mainly in the context of industry background and professional background, and rarely from the perspective of entrepreneurs. Entrepreneur is the core subject of entrepreneurial activities, and entrepreneurship is the main reason why most entrepreneurs choose to start their own business, and it is also the core factor of innovation activities. The entrepreneurial spirit is used to guide and inspire college students to engage in entrepreneurship. However, the current teaching content and mode of entrepreneurial competence courses in higher education institutions do not involve entrepreneurs as important players.

Therefore, based on the systematic study of relevant literature, this paper intends to explore how to integrate hotel tourism industry entrepreneurs and entrepreneurship into the teaching content and mode of entrepreneurship cultivation of hotel tourism students from the perspective of entrepreneurs, from three aspects of curriculum system, faculty team and practical teaching, and finally make suggestions on the teaching mode of enhancing entrepreneurship of tourism and hotel students in higher vocational category.

2. Literature review

2.1. Research on entrepreneurship education curriculum

Entrepreneurship curricula in U.S. colleges and universities are mostly designed around the entrepreneurial process, with a variety of entrepreneurship courses by entrepreneurial process, or new courses derived from existing entrepreneurship courses, or new courses generated by integrating other disciplines into the entrepreneurship curriculum. In practical terms, the dramatic increase in social entrepreneurial activity in the U.S. is inextricably linked to the increase in the number of entrepreneurship courses in their country. Higher education institutions within Japan subdivide entrepreneurship courses into four types: first, the type of professional education for entrepreneurs; second, the type of entrepreneurship connotation; third, the type of business skills exercises; and fourth, the type of entrepreneurial skills (Lee, 2016). In terms of European countries, entrepreneurship education is basically achieved for all, and the governments of European countries attach great importance to entrepreneurship and even add entrepreneurship education to

their domestic education system, which can substantially improve students' learning efficiency (Zhang, S. Y., 2020). In terms of entrepreneurship education in Australia, higher education institutions in Australia offer a total of 584 courses related to entrepreneurship education (Alex Maritz, 2015). The curriculum system of entrepreneurship education conducted in foreign countries has entered a more mature, systematic, extensive coverage and targeted stage.

Entrepreneurship education in China started relatively late and there are still many shortcomings. At the present stage, the government attaches great importance to entrepreneurship education, and since 2016, the scope of entrepreneurship education in China has become more and more extensive. According to the statistics of China University MOOC online course platform, there are currently 701 digital resource courses related to entrepreneurship in China. The total number of participants in online education exceeds 400,000. However, the entrepreneurship education courses offered by universities cannot reflect professional relevance. Entrepreneurship and entrepreneurship content is not given enough attention, and the course model is still lecture-based.

2.2. Research on the construction of entrepreneurship education faculty

Taylor Huberhe suggests that a comparative analysis of the process and outcomes of entrepreneurship education programs should be conducted in order to motivate and inspire entrepreneurship education teachers. Singh and Magee argue that a significant increase in the number of entrepreneurship education courses will directly lead to a massive shortage of educators in related areas. Further development is needed on the entrepreneurship education faculty in China, and there is a complete mismatch between the faculty and the actual demand (Ouyang, Zhaoyong, 2021).

2.3. Research on practical teaching of entrepreneurship education

In general, U.S. institutions of higher education are equipped with diverse forms of innovative hands-on activities. Some universities run specialized units to provide entrepreneurs with a variety of resources such as entrepreneurial information, funding, and mentoring, and many university career guidance centers provide opportunities to facilitate student contact with community entrepreneurs and alumni entrepreneurs. Regarding the definition of practical teaching, Gu gives this conclusion in the Dictionary of Education he wrote. According to Gu, practical education is a term for a teaching activity that exists in opposition to theoretical teaching, and the most common type of practical education is internship activities for college students. The purpose of practical education is to ensure that college students can acquire rational knowledge, learn professional skills and cultivate students' practical ability. Chinese scholar Wu Lingen clearly suggests that practical teaching is a kind of integrated teaching activity, which mainly involves cognitive laws, practical roles and practical characteristics.

3. Research Methodology

This study uses a qualitative research method to study the teaching model of enhancing entrepreneurial skills of students in hospitality and tourism in higher education category from the perspective of entrepreneurs and entrepreneurship. This study is divided into two main interview groups, students and entrepreneurs, in the selection of in-depth interview subjects. The student group was selected as the hotel students of Wenzhou Polytechnic, and the number of student samples was 30. In order to obtain more realistic and accurate data, interviews were conducted with students who had already received credits for college students' entrepreneurship courses. The author went deep into the college to have face-to-face communication with all 30 college students. And in order to be closer to the actual situation of entrepreneurship among the college student group, the author chose to interview 10 entrepreneurs from the hotel, tourism and related industries and whose age is closer to the college student group. The in-depth interviews were conducted from December 2021 to January 2022. With the consent of the interviewees, the author recorded the entire process of the interviews and subsequently compiled them into a transcript. The text manuscript is approximately 58,000 words.

4. Conclusion

The author found that the entrepreneurship education received by most of the student respondents' entrepreneurial intentions were closely related to entrepreneurs through the process of organizing the interview data. For the entrepreneurial respondents, their entrepreneurial success cannot be achieved without two major qualities, which are entrepreneurial spirit and entrepreneurial ability. The two are the embodiment of the soft and hard strengths of entrepreneurs in the process of entrepreneurship, which is the key to enhance entrepreneurship teaching for students of hotel and tourism in higher education category.

The content of entrepreneurship education in hotel tourism should include eight aspects: innovation, cooperation, contract, struggle, dedication, learning and criticism, risk taking and local identity. Combined with the relevant research results, entrepreneurship can be roughly subdivided into three levels: personal level, corporate level and social level. According to the three levels, the author divides the entrepreneurial spirit of the hotel and tourism industry into three scales: personal scale: the spirit of struggle, dedication, learning and criticism, and local identity; corporate scale: the spirit of innovation and contract; and social scale: the spirit of cooperation and risk-taking. Although the author has divided the scales of entrepreneurship. However, entrepreneurship is difficult to be taught to students by categorization and in stages during the teaching process. More often, students learn entrepreneurship through vehicles, such as entrepreneurial activities, entrepreneurial cases, etc., in a subtle way. Therefore, the teaching model will be designed in such a way that students will have as much contact with entrepreneurs as possible. The study found that students have a positive attitude toward the inclusion of entrepreneurial groups in entrepreneurship education, but at the same time, students say that entrepreneurship education cannot be provided without professional teachers in schools. Entrepreneurs also have a positive attitude toward joining entrepreneurship education in universities. Therefore, entrepreneurship education can be adapted to include the entrepreneurial community and improve the entrepreneurial skills of professional teachers. Entrepreneurs can bring industry and professional entrepreneurial assistance to students, and can also complement the strengths of professional teachers. Entrepreneurs can be involved in entrepreneurship education in three ways: in the form of exchanges, lectures, and

mentoring. The forms of communication include face-to-face communication with entrepreneurs, seminars, etc. The teaching format can use entrepreneurs to enter the teaching classroom and co-teach with teachers.

5. Suggestion

5.1. Build "N+1" modular entrepreneurship curriculum system

The curriculum of the hotel management major is oriented to the goal of basic ability enhancement and entrepreneurial ability cultivation, and is closely integrated with the job progression of graduates' career and professional training objectives. The modularized training plan of entrepreneurial ability is formulated according to the career positions of students in different time periods. We implement a three-stage training system of "job-competency-curriculum" to help students establish a professional hotel theoretical system and improve their knowledge structure, while adapting to the work atmosphere in advance, accumulating work experience, and cultivating the knowledge and skills required for relevant positions. entrepreneurial ability. At the same time, it is also necessary to fully understand the future change trend of the industry and lay a good foundation for possible entrepreneurship. In the first year of college, we mainly focus on the ability requirements of hotel marketing positions, train students to meet the ability requirements of front office service, room service, food service and other positions, and equip them with entrepreneurial abilities such as interpersonal communication, study and professionalism through the teaching and transmission in the first academic year. Integrate entrepreneurship education skillfully. In the sophomore year, we mainly focus on the competency requirements of hotel operation positions and train students to meet the competency requirements of engaging in hotel human resources, hotel marketing, and hotel finance, and through this academic year, we equip students with entrepreneurial competencies such as analysis, planning, and operation. Integrate entrepreneurship courses skillfully. In the junior year, students are trained to meet the competency requirements to work in hotel management positions, and through this academic year, they are equipped with entrepreneurial competencies such as management, mental toughness, and innovation. At the same time, advanced entrepreneurship courses are integrated at that stage. Through three years of study and practice, students are helped to realize the progression of work positions, work ability, and entrepreneurial ability from primary to advanced level.

5.2. Alternating engineering teaching method based on real projects

Under the "N+1" modular entrepreneurship curriculum, the "2+2+6" three-step progressive alternating engineering teaching method is implemented to truly cultivate students' entrepreneurial spirit, i.e. during the July-August period of the freshman and sophomore years and the six months of the junior year. Students work with entrepreneurs or entrepreneurs in hotel-related industries. Freshman students are assigned to the front-end marketing post of (enterprise), sophomore students are assigned to the operation post of (enterprise), and junior students have a six-month internship + graduation practice. Under this model, students are exposed to various positions in the hotel or tourism-related industries in advance, so that they can better apply the theoretical contents to practice, and follow entrepreneurs or start-ups up close, so that they can have a more realistic understanding of the entrepreneurial ability of entrepreneurs or start-ups, and have a deeper experience of the entrepreneurial spirit of entrepreneurs or start-ups. For college students who are in the process of graduation, it can provide them with employment guidance. And students with entrepreneurial intentions can take their entrepreneurial projects directly to the corresponding enterprises to follow the entrepreneurs or start-ups, making them mentors and providing one-on-one guidance. The six-month on-the-job internship + graduation comprehensive practice, in advance to adapt to the industry and entrepreneurial environment, to achieve the real sense of alternate engineering talent training mode, students complete the "student, apprentice, entrepreneur" three levels of professional identity transformation.

The program is based on serving students' success, highlighting the characteristics of "entrepreneurial ability" and "alternating engineering" teaching, and constantly innovating and personalizing the training of different talents. Students who are interested in entrepreneurship will be able to experience it while they are still in school and receive guidance from entrepreneurs.

5.3. "Go out and invite in" to shape a teaching team with both specialization and co-cultivation

5.3.1. Professional teachers out of campus

Vigorously cultivate a comprehensive team of teachers. Encourage professional teachers to use the winter and summer time to go to the hotel tourism and related enterprises for attachment study, the attachment time varies from 2 to 4 weeks according to the hotel guest situation. Through the learning and practice of different positions in hotels (enterprises), the teachers on attachment can improve their professional practice level significantly, and their related entrepreneurial ability can also be enhanced. The relevant practical experience can enrich the professional teachers' experience, make classroom cases more vivid and further enhance the students' classroom teaching evaluation.

5.3.2. Entrepreneurs on campus

Hotel tourism entrepreneurs can be invited to conduct a series of lectures on "entrepreneurship cultivation in the hotel tourism industry", "entrepreneurial project mining", "hotel brand building", "hotel human resource management", "hotel theme culture", "hotel general manager's growth path", etc. "hotel human resource management", "hotel theme culture", "hotel general manager's growth path", etc. Entrepreneurs should communicate with students and share their experiences with their own entrepreneurial experiences. Before the end of the lecture, arrange face-to-face communication. In addition, industry entrepreneurs can be invited into the practical training room to lead students in various professional courses or practical training on entrepreneurship. This is an important manifestation of practical teaching.

5.3.3. Teaching support

The strengths and weaknesses are complementary, with the business side taking advantage of the entrepreneur's experience and the school side taking advantage of the stronger theoretical strengths. The entrepreneur mentors help the school teachers to improve their practical skills, entrepreneurial skills and communication skills with

customers, etc. The school teachers help the entrepreneur mentors to improve their lecture skills, etc. At the same time, for students' entrepreneurial problems, school teachers and entrepreneurial mentors work closely together to discuss, find ways and reach agreement to help students solve their entrepreneurial problems together.

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