

Innovation in Talent Cultivation Models for Hospitality Management under the Context of Cultural and Tourism Integration: A Study Based on the Industry-Education Integration Framework

Qiusheng Wang^{1,2*}

¹Shandong College of Tourism & Hospitality, Jinan, 250200, China

²Graduate School, Namseoul University, Cheonan, Chungcheongnam-do, 31020, South Korea

*Corresponding author: shandongsdts@gmail.com

Abstract: Currently, the in-depth development of cultural and tourism integration is driving the hotel industry to evolve from traditional accommodation services into a comprehensive platform that integrates cultural experiences and local characteristics. This structural transformation places new demands on the knowledge, competencies, and literacy of hotel management professionals. Based on the framework of industry-education integration, this study systematically explores the interactive mechanism between cultural-tourism integration and industry-education integration, analyzing the structural shifts they trigger in the demand for hotel talent. The research further constructs a collaborative mechanism encompassing multi-stakeholder synergy, dynamic linkage between teaching and practice, a resource-sharing platform, and an evaluation-feedback safeguard. It also proposes specific innovative pathways, including restructuring interdisciplinary curricula, immersive cultivation of cultural and creative literacy, progressive development of digital competencies, and support for lifelong learning trajectories. This study aims to provide theoretical reference and practical guidance for the systematic innovation of talent cultivation models in hotel management within the context of cultural and tourism integration.

Keywords: Cultural and Tourism Integration; Industry-Education Integration; Hotel Management; Talent Cultivation; Collaborative Mechanism; Innovative Pathways

Introduction

The trend of cultural and tourism integration is reshaping the industrial landscape and value-creation logic of the hotel sector, exposing the traditional talent cultivation model for hotel management to the challenge of misalignment with emerging industry demands. A significant gap exists between the industry's escalating need for composite talents equipped with cultural understanding, creative transformation capabilities, and digital operational skills, and the current supply from the existing educational system. This contradiction underscores the necessity and urgency of innovating talent cultivation models based on the framework of industry-education integration. By integrating industrial and educational resources, industry-education integration can effectively bridge this talent supply-demand gap, providing core human capital support for the sustainable development of the hotel industry. Therefore, exploring the deep coupling relationship between cultural-tourism integration and industry-education integration, and constructing compatible collaborative cultivation mechanisms and implementation pathways, holds not only theoretical significance but also substantial practical value for advancing the transformation of hotel management education and fostering synergistic industry development.

1. The Interactive Mechanism Between Cultural-Tourism Integration and Industry-Education Integration and the Transformation of Talent Demand

1.1 The Driving Effect of Cultural-Tourism Integration on the Development of the Hotel Industry

The in-depth development of cultural-tourism integration has injected new growth momentum and transformation pressure into the hotel industry. The traditional function of providing accommodation

services can no longer adequately meet the diverse demands of the market. Hotel spaces are evolving from mere lodging places into comprehensive platforms that integrate cultural experiences, displays of local characteristics, and in-depth tourism services^[1]. This shift is driving the hotel industry to undergo structural adjustments, with its value-creation logic transitioning from space rental to scene creation and content empowerment.

Hotel product design is now deeply incorporating cultural symbols, intangible cultural heritage elements, and aesthetic features from their localities, transforming static cultural resources into dynamic, perceptible, and participative guest experiences. Market consumption preferences are also changing accordingly. Guests no longer merely pursue standardized services; instead, they crave unique, narrative-rich, and immersive lodging experiences. This transformation, initiated from the demand side, compels the hotel industry to undertake comprehensive innovation in strategic positioning, business format combinations, and service systems. The industry's boundaries are continuously expanding, and its cross-integration with fields such as cultural creativity, arts, and wellness is becoming increasingly significant, thereby reshaping the role and positioning of hotels within the cultural-tourism industry value chain.

1.2 The Supporting Role of Industry-Education Integration in Human Resource Supply

Industry-education integration, as a systematic arrangement that combines industrial resources with educational resources, plays a central supporting role in addressing the human capital challenges arising from rapid industrial structural changes. Its value lies in constructing an open, collaborative, and mutually reinforcing ecosystem aimed at bridging the gap between the talent supply side and industrial demand side. Within this framework, educational institutions can dynamically acquire cutting-edge industrial knowledge, technical standards, and competency requirements. They can accordingly optimize their disciplinary and program structures and update teaching content and methodologies, thereby ensuring the forward-looking nature and adaptability of talent cultivation. On the industrial side, by deeply engaging in the talent cultivation process, entities introduce real-world projects, advanced concepts, and operational standards into the teaching process, effectively shortening the adaptation period for graduates transitioning from campus to the workplace. This synergy manifests not only in the initial stage of talent cultivation but extends throughout the entire career development process. Through co-establishing R&D platforms, sharing faculty resources, and jointly compiling teaching materials, a continuously iterative cycle of knowledge and capability enhancement is formed. This provides a stable, high-quality human resource reserve and intellectual support for industrial upgrading.

1.3 The Coupling Logic Between Cultural-Tourism Integration and Industry-Education Integration

Although cultural-tourism integration and industry-education integration belong to different societal domains, they share a profound coupling logic in driving the development of the modern service industry. This coupling is founded upon shared value objectives and intrinsic operational mechanisms. From the perspective of objectives, both are jointly committed to enhancing the core competitiveness and sustainable development capacity of the industry. Cultural-tourism integration expands the industry's connotation and extension through cultural empowerment, while industry-education integration provides crucial elemental support for this process through the supply of talent and intellectual resources. Analyzing from the process dimension, the new business formats, operational models, and job positions generated by cultural-tourism integration constitute the fundamental basis for adjusting talent cultivation specifications and restructuring content within industry-education integration. Conversely, the composite and innovative talents cultivated through industry-education integration serve as the core dynamic force propelling cultural-tourism integration towards deeper levels and broader domains. A dynamic relationship characterized by mutual reinforcement and spiral escalation is formed between the two, where demand-pull and supply-push interact. The essence of this coupling logic lies in the restructuring of the knowledge production, dissemination, and application chain. It necessitates the breaking down of inherent barriers between the educational system and the industrial system to achieve synergistic evolution through value co-creation^[2].

1.4 The Structural Transformation of Hotel Talent Demand in the Context of Cultural-Tourism Integration

The industrial practices of cultural-tourism integration have triggered a fundamental, structural

paradigm shift in the demand for hotel management talent. This transformation transcends the mere addition of traditional skills and manifests as a systematic upgrade in knowledge architecture, competency dimensions, and professional literacy. Regarding knowledge structure, talent must possess interdisciplinary integration capabilities. Beyond mastering modern hotel operations and management knowledge, they need to engage with related fields such as cultural heritage, tourism geography, creative design, and social psychology, forming a multidisciplinary knowledge map centered on service experience.

In terms of competency dimensions, the emphasis is shifting from operational abilities focused on executing standardized procedures towards capabilities emphasizing cultural perception and creative transformation, personalized service design, digital marketing and data analysis, and comprehensive problem-solving in complex situations. Particularly crucial is the reshaping of professional literacy. Practitioners must cultivate a profound humanistic sensibility, keen aesthetic discernment, cross-cultural communication skills, and an identification with and practice of sustainable development principles. This shift in demand signifies the evolution of hotel management talent standards from "technical experts" to "cultural ambassadors" and "experience designers," presenting an objective requirement for a comprehensive restructuring of the current talent cultivation system.

2. Construction of a Collaborative Talent Cultivation Mechanism for Hotel Management Based on Industry-Education Integration

2.1 Development of a Multi-Stakeholder Collaborative Education Mechanism

The core of constructing a collaborative mechanism for hotel management talent cultivation lies in forming an ecosystem involving educational institutions, hotel enterprises, industry associations, and other relevant social forces. Within this system, various stakeholders, united by common value objectives and shared interests, engage in deep interaction through clear role definitions and functional divisions. Educational institutions undertake the responsibility of constructing theoretical frameworks and imparting foundational knowledge, ensuring that talents possess a solid academic grounding and sustainable learning capabilities.

Hotel enterprises provide authentic industrial environments, cutting-edge technology application scenarios, and professional competency standards, dynamically feeding real-world operational challenges and talent demand into the cultivation process. Industry associations play a bridging and linking role in setting standards, analyzing trends, and facilitating resource connections, thereby promoting the enhancement of the overall industry's intellectual capital. The effective operation of this mechanism depends on establishing institutionalized communication channels and decision-making procedures, for example, through governance structures like councils and program development committees. These structures ensure that the interests and inputs of all parties are fully expressed and translated into concrete cultivation plans and actionable pathways, thus achieving the optimal allocation of educational resources and maximizing the effectiveness of talent development.

2.2 Dynamic Linkage Mechanism Between Teaching Processes and Industrial Practice

Achieving a dynamic linkage between teaching processes and industrial practice is key to ensuring that the content of talent cultivation keeps pace with, or even moderately anticipates, industry development. This mechanism requires breaking away from the traditional closed curriculum system to construct an open teaching structure capable of responding sensitively to external changes. Its implementation pathways include introducing real industry projects, typical cases, and actual challenges into the classroom, enabling students to internalize knowledge and transfer skills in simulated or even real operational scenarios.

The update cycle for course content must align with the pace of industrial technological iteration and service model innovation, establishing a course content revision process based on dynamic industrial feedback. The composition of the faculty should also reflect the characteristics of industry-education integration. This involves bringing in professionals with rich industry experience to participate in teaching, while simultaneously encouraging on-campus teachers to engage in internships or studies within the industry front lines, thereby fostering a two-way flow of knowledge and a complementary enhancement of capabilities. The essence of this linkage is to create a "liminal space" where the educational environment highly simulates the work environment, allowing students to progressively transform theoretical knowledge into professional competencies during their time at

school^[3].

2.3 Operational Mechanism for Resource Sharing and Platform Co-construction

Resource sharing and platform co-construction constitute the material and organizational foundation supporting the sustainable development of industry-education integration. This operational mechanism aims to transcend organizational boundaries, effectively integrating and recreating value from heterogeneous resources dispersed among different entities. In terms of physical resources, high-level training bases, R&D centers, or innovation workshops jointly invested in and constructed by schools and enterprises serve not only for students' skill training but also as shared platforms for employee training, technical problem-solving, and product incubation for enterprises.

Regarding intellectual resources, forming cross-institutional joint teaching and research teams facilitates the externalization and systematization of tacit knowledge, enabling the collaborative development of new teaching materials, digital educational resources, and industry analysis reports. The sharing of data resources is particularly crucial. Provided that relevant regulations are complied with, industry big data and customer behavior analysis can supply rich materials for teaching and research, while academic research findings can also inform industrial decision-making. The efficient operation of these platforms relies on clearly defined property rights, cost-sharing and benefit-distribution rules, as well as standardized operational management procedures, ensuring the sustainable input and efficient utilization of resources.

2.4 Evaluation and Feedback Safeguard Mechanism for Talent Cultivation Quality

Constructing a scientific, diversified, and closed-loop evaluation and feedback safeguard mechanism serves as the core driving force for the continuous optimization of the talent cultivation model. This mechanism should transcend the traditional evaluation model primarily based on in-school examination scores by introducing industry standards and social recognition as key metrics. The subjects of evaluation must encompass multiple dimensions, including educators, learners, employers, and industry experts, to form multi-perspective observation and assessment^[4].

The content of evaluation needs to expand from the singular assessment of knowledge to the comprehensive measurement of professional literacy, practical abilities, innovative thinking, and the capacity to solve complex problems. Evaluation methods should combine formative and summative assessments, as well as quantitative indicators and qualitative analysis. This can be achieved through various means such as portfolios, project reports, performance in situational simulations, and long-term career development tracking. All evaluation data must be systematically collected and analyzed to form an effective feedback loop. The analysis results should then be used to revise cultivation objectives, adjust curriculum systems, improve teaching methods, and optimize resource allocation. This process constitutes a spiral, continuously improving cycle, ensuring the dynamic alignment between the quality of talent cultivation and the evolving demands of the industry.

3. Innovative Pathways for Hotel Management Talent Cultivation Guided by Cultural-Tourism Integration

3.1 Restructuring the Interdisciplinary Integrated Curriculum System

To address the systematic requirements placed on the knowledge structure of hotel management talent by cultural-tourism integration, the restructuring of the curriculum system must break through traditional disciplinary boundaries and construct an integrated knowledge model grounded in the theories of experience economy and service-dominant logic. This transformation does not involve mechanically adding introductory courses on culture or tourism geography; rather, it aims to achieve a "chemical reaction" between the discipline of hotel management and multidimensional knowledge from the humanities and arts, sociology, digital technology, and service design through meticulous curriculum design. Specific implementation pathways include: beyond the core management course modules, establishing interdisciplinary course clusters such as "Cultural Heritage and Innovation," "Regional Development and Community Building," and "Experience Design and Scene Narratives," systematically incorporating cutting-edge content such as the living utilization of cultural heritage, mechanisms for constructing local identity, analysis of consumer emotional experiences, and service environmental psychology.

Teaching methods must comprehensively adopt project-based learning centered on real-world industrial issues. For example, this involves guiding students to complete comprehensive project planning for a hotel brand with specific cultural connotations, covering aspects from cultural positioning and spatial planning to service process design and integrated marketing communications. By creating complex cognitive situations, this curriculum system prompts students to independently construct interdisciplinary cognitive frameworks and thinking modes in the process of solving unstructured problems. Ultimately, it cultivates their core competency in transforming abstract cultural capital into differentiated commercial value and exceptional experiential narratives^[5].

3.2 Immersive Cultivation of Cultural Literacy and Creative Competency

Cultural literacy and creative competency have become key identifiers defining outstanding hotel managers in the era of cultural-tourism integration. Their cultivation mechanism must transcend the level of knowledge transmission to construct an immersive educational field characterized by continuous permeation and multi-dimensional stimulation. This cultivation system should run through the entire talent development process: a tripartite cognitive expansion pathway consisting of "reading humanistic classics - practicing art criticism - conducting in-depth visits to cultural heritage sites" systematically deepens students' understanding of cultural diversity, historical context, and aesthetic paradigms.

In shaping the physical learning environment, efforts should focus on integrating regional cultural symbols, traditional craft elements, and modern design language to create a cultural ecology laboratory capable of continually stimulating perception and imagination. More crucially, it involves creating a series of authentic creative practice nodes, such as planning themed dining experiences inspired by intangible cultural heritage skills, designing immersive accommodation narratives based on local stories, or operating small-scale cultural tourism creative projects. These practices not only train students' creative execution abilities but also guide them to develop integrated thinking encompassing cultural resource assessment, creative value transformation, and business feasibility verification. Through a closed-loop design of "environmental immersion - cognitive construction - practical creation," this immersive model aims to shape future leaders in the hotel industry who possess cultural depth, aesthetic sophistication, and innovative acumen.

3.3 Progressive Cultivation of Digital Operations and Management Competencies

Digital literacy forms the foundational framework for modern hotels to achieve precise services and efficient operations within the context of cultural-tourism integration. The cultivation of these competencies must follow a systematic, progressive pathway ranging from tool comprehension to strategic innovation.

The primary stage focuses on operational literacy, requiring students to gain proficiency in the operational logic of property management systems, central reservation engines, channel management tools, and mainstream social media platforms, as well as the ability to conduct basic digital content creation and user interaction management.

The intermediate stage shifts towards cultivating data literacy, emphasizing training students to apply data analysis tools for deconstructing market demand, profiling guest behavior, forecasting revenue dynamics, and diagnosing operational efficiency. Relevant courses should cover descriptive statistical analysis, the application of visualization tools, and the construction of preliminary predictive models.

The advanced stage is dedicated to fostering digital strategic thinking. It guides students to explore integrated solutions for smart hotel systems, embedding strategies for artificial intelligence in personalized service processes, applications of blockchain in member loyalty programs, and innovative possibilities for expanding the boundaries of hotel experiences utilizing virtual spaces like the metaverse.

This progressive training architecture, through practical components such as simulation projects, data competitions, and innovation workshops, ensures that talents are not only capable of navigating the current technological environment but also possess the potential to participate in defining the future digital landscape of the industry. Furthermore, education on digital ethics and data security must be integrated throughout the entire cultivation process^[6].

3.4 Sustainable Development Pathway Based on the Concept of Lifelong Learning

Against the backdrop of rapid and continuous iteration of industrial paradigms, constructing a lifelong learning system that spans entire careers is a crucial support for ensuring the sustainable development of hotel management talent. The cornerstone of this pathway lies in the pre-service education stage, whose core mission is to cultivate in students the habits of autonomous learning, the capacity for critical reflection, and an intrinsic drive for knowledge renewal, rather than merely imparting established knowledge. After students graduate and enter the professional field, the responsibility for cultivation transitions to a collaborative support network jointly built by industry enterprises, professional associations, and academic institutions.

Industry enterprises need to establish institutionalized in-service training and job rotation systems, and support managers in participating in international certification courses or advanced management development programs. Academic institutions and industry associations should jointly develop modular micro-credential courses that respond to specific skill needs, covering niche areas such as cultural project management, cutting-edge digital marketing, and sustainable development practices. These should be delivered with flexible learning support through online platforms. The deeper value of this system lies in constructing an ecosystem for professional growth characterized by open resources, diverse opportunities, and mutually recognized credentials. By establishing a professional mentor database, an industry knowledge repository, and a career development tracking mechanism, it provides continuous intellectual replenishment and career navigation for practitioners. Ultimately, this achieves a dynamic alignment and value co-creation between the individual growth trajectories of talent and the long-term evolutionary needs of the cultural-tourism industry.

Conclusion

This study demonstrates through systematic analysis that, within the context of cultural-tourism integration, innovating the talent cultivation model for hotel management based on the framework of industry-education integration is an effective approach to address industrial transformation and enhance the quality of talent supply. Constructing a multi-stakeholder collaborative mechanism, achieving dynamic linkage between teaching processes and industrial practice, establishing resource-sharing platforms, and refining the evaluation-feedback system provide solid institutional safeguards for talent cultivation. Furthermore, specific strategies such as restructuring interdisciplinary curricula, cultivating cultural and creative literacy, progressive training of digital competencies, and supporting lifelong learning pathways offer actionable practical solutions for realizing the objectives of talent cultivation. Future exploration could further focus on constructing differentiated cultivation models adapted to distinct regional cultural characteristics, evaluating the efficacy of deep integration of digital technologies within the cultivation process, and continuously optimizing the dynamic adjustment mechanisms of the cultivation model. These efforts would promote the deep integration and synergistic evolution of the hotel management talent cultivation system with the development of the cultural-tourism industry.

Fund Projects

Shandong College of Tourism & Hospitality for 2024, "Research and Implementation of Strategies to Enhance Hotel Food and Beverage Service Quality" (Project No.: HX2025012)

References

- [1] Liu Hewen, Liu Juan, and Li Cuilin. "Research on the Talent Cultivation Model for Hotel Management in Applied Institutions under the Background of Industry-Education Integration—A Case Study of Xinjiang Institute of Science and Technology." *Western Quality Education*, vol. 11, no. 10, 2025, pp. 82-86.
- [2] Wang Zihui. "Research on Innovation of Talent Cultivation Model for Hotel Management Major under the Background of Digital Cultural Tourism — Based on the Perspective of Applied Undergraduate Institutions." *Tourism and Photography*, no. 4, 2024, pp. 112-114.
- [3] Zhang Caixia. "Analysis of Talent Cultivation Strategies for Hotel Management Major in Higher Vocational Colleges under the Background of Cultural and Tourism Integration." *China Management Informatization*, vol. 26, no. 18, 2023, pp. 236-238.

[4] Pei Zhengbing, and Tian Caiyun. "Exploration on Cultivating Innovative Talents in Hotel Management Undergraduate Programs under the Background of Cultural and Tourism Integration." *Chinese and Foreign Corporate Culture*, no. 1, 2023, pp. 232-234.

[5] Tang Wenqi, Mao Manqun, and Zhang Yuanlian. "Research on the Talent Cultivation Path for Hotel Management Undergraduate Major under the Background of Cultural and Tourism Integration." *Heilongjiang Science*, vol. 13, no. 23, 2022, pp. 97-99.

[6] Liang Haiyan. "Research on the Cultivation Model of Innovative and Entrepreneurial Talents in Universities under the Background of Industry-Education Integration—Taking the Hotel Management Major as an Example." *Heilongjiang Education (Research and Evaluation of Higher Education)*, no. 12, 2020, pp. 79-82.