

Research Article

Take "Service Management" as an Example to Explore How to Cultivate College Students' Service Innovation Ability Under the Background of New Quality Productivity

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Abstract

In the era of vigorous development of new quality productive forces, the training of service innovative talents has become the key to enhance the competitiveness of the service industry and promote high-quality economic development. The new quality productive forces is reshaping the economic structure and social form, which puts forward higher requirements for college students' service innovation ability. However, at present, there are some problems in the cultivation of service innovative talents in higher education, such as unclear path and insufficient coordination of environment. Based on this, the paper puts forward specific measures from four aspects: curriculum system reconstruction, teaching method innovation, practice platform construction and evaluation system reform, in order to build a service innovative talent training path that meets the requirements of new quality productive forces. Through reconstructing the curriculum system, integrate the advanced theory; Innovative teaching methods to stimulate students' enthusiasm for independent learning; Build a practice platform to strengthen students' practical ability; Reform the evaluation system to fully reflect the cultivation of students' ability. The research not only provides theoretical support and practical guidance for the teaching reform of service management course, but also provides beneficial exploration and enlightenment for the innovation of college talent training mode, which is of great significance for promoting the integration of education and industry.

Keywords

New Quality Productive Forces, Service Consciousness, Educational Innovation Theory, Service-dominant Logic, Training Path

1. Introduction

Under the background of globalization and informatization, the new quality productivity is reshaping the economic structure and social form at an unprecedented speed. This change not only requires workers to have solid professional skills, but also calls for a significant improvement in service innovation capabilities to adapt to rapidly changing market demands and consumer preferences. Chinese leader Xi

Jinping emphasized during the 11th collective study of the Political Bureau of the Communist Party of China Central Committee that "the development of new quality productive forces is an inherent requirement and an important point of focus in promoting high-quality development" "new quality productive forces have already been formed in practice and demonstrated a strong impetus and support for high-quality

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development” [1]. In this context, according to the new trend of scientific and technological development, it is particularly important to optimize the disciplinary settings and talent training mode of higher education institutions to cultivate a full range of talents for the development of new-quality productivity and the promotion of high-quality development [2].

College students, as the main force of social and economic development in the future, the cultivation of their service innovation ability has become an important issue that cannot be ignored in higher education. The formation mechanism of service innovation consciousness follows the logic of "values-attitude-behavior". Curriculum reform is conducive to improving students' self-motivation from the perspective of values, thus stimulating service innovation consciousness and innovative behavior [3]. However, at present, higher education is faced with many practical problems in the cultivation of service innovative talents. On the one hand, the traditional teaching system often focuses on the teaching of theoretical knowledge, but neglects the cultivation of students' practical ability and innovative thinking, which makes it difficult for students to effectively apply the knowledge to solve practical problems. On the other hand, with the vigorous development of the service economy, the market demand for service innovative talents is increasingly diversified and high-end, which puts forward higher requirements for the talent training mode of higher education. For example, Wang Ying (2022) et al pointed out that there is a contradiction between the cultivation mode of undergraduate talents in archives science and the current market demand for talents [4]. Therefore, how to integrate the service innovation concept into the service management curriculum and build a set of talent training paths that meet the requirements of new quality and productivity have become the key issues to be solved.

Relevant researches have made some achievements in exploring the cultivation of service innovative talents. Scholars at home and abroad have put forward many useful explorations and suggestions from multiple dimensions such as curriculum system optimization, teaching method innovation and practice platform construction. However, most of these studies focus on reform measures in one aspect, and lack systematic and holistic research on the training path of service innovative talents under the background of new quality productivity. In addition, the research on the teaching reform of service management is still insufficient, and it is difficult to direct the teaching practice of this course.

In view of this, this study aims to deeply analyze the current situation and challenges of the training of college students' service innovative talents under the background of new quality productivity, and take the service management course as an example to systematically explore and build a set of training paths for service innovative talents that meet the needs of The Times. Specifically, based on the educational innovation theory, service-dominant logic, and knowledge management theory, this study proposed targeted reform

strategies and implementation paths from four aspects: curriculum system reconstruction, teaching method innovation, practice platform construction and evaluation system reform. This provides theoretical support and practical guidance for improving the teaching quality of service management courses and training high-quality service management talents with innovative spirit and practical ability. Through this research, we expect to provide new ideas and references for higher education in the service of innovative personnel training reform, to help the sustained and healthy development of our service economy.

2. Literature Review

2.1. Research on the Cultivation of Service Innovation of College Students

Through the search and analysis of the existing literature, it is found that no scholars or universities have studied the service innovation ability of college students. With the rise of service-dominant logic in recent years, universities or scholars may still not pay attention to the comprehensive ability of college students' service innovation. However, in the process of service industry, service innovation ability is particularly important.

Service innovation is a concept involving many factors, the core of which is to improve or create services in novel ways to meet customer needs and bring competitive advantage to enterprises. This concept can be deeply understood from the two aspects of service consciousness and innovation ability. Service awareness is an important basis for service innovation, which is reflected in the sensitivity and response speed of enterprises to customer needs and market changes. Innovation ability is the core of service innovation, which determines whether an enterprise can transform service consciousness into actual service innovation results. The following is an analysis of the existing research on service awareness and innovation ability.

Service consciousness refers to the care and concern for others, and a sense of awareness to share joy and pain with others. Earlier studies on college students' sense of service were mainly based on social service. Scholars generally believe that college students' sense of service is directly affected by their ideological and political education, so they attach importance to cultivating college students' sense of social responsibility. In the service consciousness training strategy and path research, many scholars have carried out exploration. For example, domestic scholar Wang Xiaoying et al. (2020), from the perspective of all-round education, put forward the problem that college students have weak service awareness and insufficient dedication, and put forward five cultivation paths for service awareness [5]. Yang Xiaomei et al. (2021), aiming at the hotel management major, will explain the importance of service consciousness and the current situation

and reasons for the lack of service consciousness among vocational college students from the two aspects of the connotation and training content of service consciousness, and explore the cultivation path of college students' service consciousness [6]. In related research abroad, Dexter (2021) explored the ability to cultivate college students' service consciousness through the combination of knowledge learning, communication and interaction, and social service practice [7].

The innovation ability of college students refers to the ability of college students to solve problems independently and creatively and promote social progress in academic, scientific and technological, cultural and other fields. This ability is not only reflected in the mastery and application of knowledge, but also in the ability to break the routine, put forward new ideas and new methods, so as to promote the development of disciplines and social progress. Many scholars have analyzed innovation and entrepreneurship together, that is, explored the cultivation of students' innovation and entrepreneurship ability. For example, Huang Fang (2022), in accordance with the idea of "ideological and political guidance - integration of practice - feedback and summary" for economic and management undergraduates, integrates innovation into classroom ideological and political thinking to achieve the cultivation of innovative thinking and ability of undergraduates [8]. At the same time, Meiju Marika Keinanen et al. (2019) used case studies to discuss the influence of learning environment on college students' innovation ability, and analyzed the corresponding training paths for students with different levels of innovation ability [9]. Most colleges and universities have also put into more practices to cultivate students' innovation and entrepreneurship ability, such as setting innovation and entrepreneurship courses or encouraging students to participate in innovation and entrepreneurship competitions [10].

2.2. Research on the Cultivation of College Students Under the Background of New Quality Productive Forces

On January 31, 2024, Chinese leader Xi Jinping emphasized in the eleventh collective study of the Political Bureau of the Communist Party of China (CPC) Central Committee that he would accelerate the development of new quality productive forces and solidly promote high-quality development [11]. Driven by a new round of scientific and technological revolution and industrial transformation, new quality productive forces is generated by the iteration and upgrading of various factors of productivity, and the key to its formation and development is scientific and technological innovation and educational development [12]. It has become a general trend that artificial intelligence enables modern education and teaching to cultivate and form new quality productive forces. As a centralized intersection of education, science and technology, and talents, colleges and universities should make

greater efforts in developing new quality productive forces [13].

Scholars have already provided reference for the talent cultivation path of colleges and universities based on the new quality productive forces background, such as Hu Yingmei (2024), who firstly explored the change of the connotation of the ability of technical skilled talents in the context of the new quality productivity, and then put forward the "intermediate-vocational specialization-higher-vocational bachelor's degree" model of technical skill talents progression training [14]. Luo Dameng (2024) proposed the innovative talent cultivation path of colleges and universities for the high-quality development of new quality productivity by analyzing the realistic dilemma of innovative talent cultivation in colleges and universities [15]. Gu Shaotong (2024) analyzes the dilemma of innovation education for liberal arts majors based on the background of "new quality productivity + new liberal arts" and proposes a path to improve innovation ability [16].

Generally speaking, the cultivation of college students' service consciousness and innovation ability has gradually attracted the attention of scholars at home and abroad. However, there are relatively few researches on the cultivation of college students' comprehensive service innovation ability, and there is a lack of college students' cultivation model under the background of new quality productivity. There are some problems, such as lack of pertinence and lack of systematic and theoretical service for innovative talent training program framework. In the context of the new quality productive forces, the service industry has developed vigorously, and the social and economic development has shifted from the product-led logic to the service-dominant logic [17]. At present, the country puts forward the service-oriented strategy of manufacturing industry, and enterprises actively carry out service-oriented transformation. Such a social background puts forward new requirements for college students' service innovation. Therefore, it is self-evident that it is important to study the training path of college students' service innovation talents under the background of new quality productivity.

3. Service Innovation Talent Training Strategy and Path

In the above literature review part, this paper deeply discusses the rapid development of service economy under the background of new quality productive forces and the profound change of talent demand. In this context, as a bridge connecting theory and practice, the innovation of teaching content and methods of service management course is particularly important. Next, based on the educational innovation theory, service-dominant logic, and knowledge management theory, this study proposes the training path of service innovative talents.

First of all, the educational innovation theory emphasizes

that in the era of knowledge economy, education should become the core driving force to promote social progress and economic development, and it needs to constantly adapt to the development of The Times and changes in social needs, and pursue a more reasonable and scientific education system by adjusting, updating and optimizing the original functions [18]. It advocates the renewal of educational content, the diversification of teaching methods and the comprehensiveness of educational evaluation, aiming at cultivating students' critical thinking, innovative ability and lifelong learning ability. Applying this theory to the training of service innovative talents means that we need to build an open, inclusive and exploratory learning environment, so that students can learn in practice and grow in innovation.

Second, service-dominant logic (SDL) provides an important logical support for the cultivation strategy. SDL emphasizes the central position of value co-creation and service in economic activities, and believes that enterprises create value together with customers and other stakeholders [17]. This theory requires us to pay attention to improving students' customer-oriented thinking and service design ability in ser-

vice management teaching. Students need to learn to understand their needs and expectations from the perspective of customers, and design service products that meet the needs of the market.

Finally, knowledge management theory provides the key guarantee for the implementation of training strategy. Knowledge is the source of innovation and effective knowledge management can promote the creation, sharing and application of knowledge [19]. In the teaching of service management, we should build a platform to promote knowledge exchange and sharing among students and between teachers and students, encourage students to participate in project practice, and transform theoretical knowledge into the ability to solve practical problems. Through knowledge management, students can better absorb and apply the knowledge, and constantly improve their professional quality and innovation ability.

Based on the above analysis, this study designs and proposes a scientific, reasonable and standardized specific path for the training of innovative service talents for college students, as shown in Figure 1.

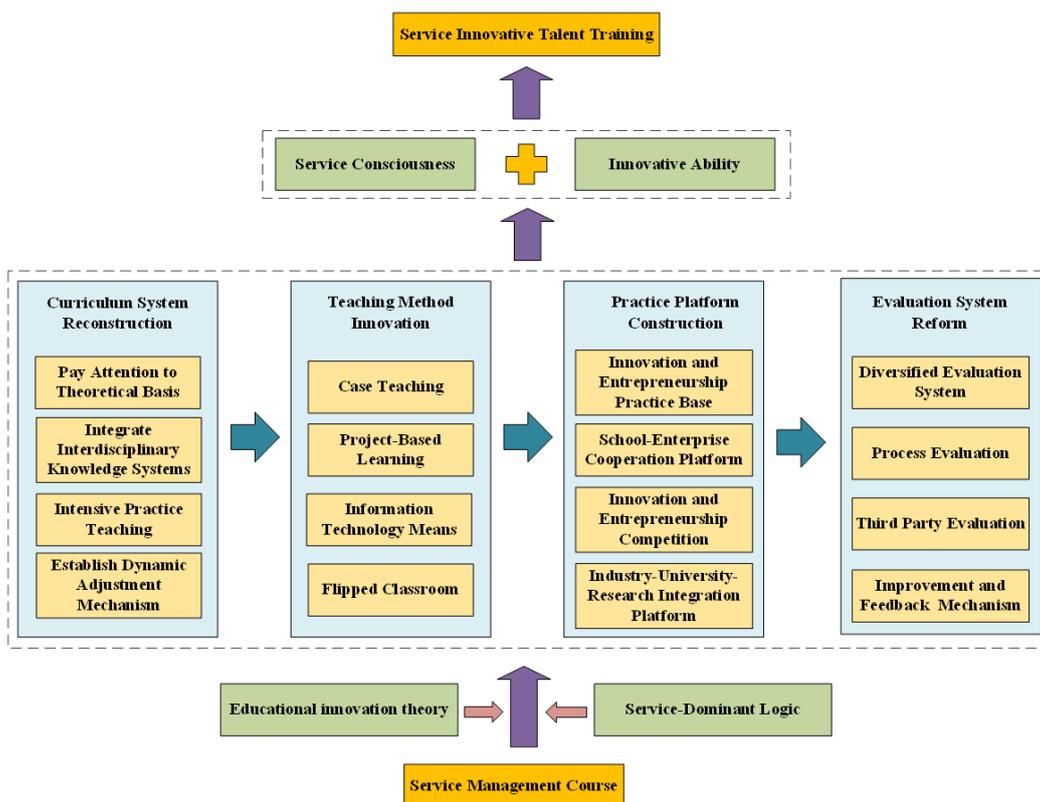


Figure 1. Service innovation talent training path.

3.1. Curriculum System Reconstruction

3.1.1. Pay Attention to Theoretical Basis

As a subject with strong application, service management is

the primary task of curriculum system reconstruction to stabilize and renew its theoretical foundation. On the one hand, it is necessary to retain the classical theories of service management, such as service triangle model and service quality gap model, which are the basis for understanding the essence

of service, analyzing service problems and formulating service strategies. On the other hand, it is necessary to keep up with the development trend of new quality productivity and integrate cutting-edge theories related to new technologies, new formats and new models, such as digital transformation, intelligent service, sharing economy, etc. These theories will help students understand the future direction of service industry change and cultivate their future-oriented service capabilities.

3.1.2. Integrate Interdisciplinary Knowledge Systems

Service management is a highly comprehensive subject, involving economics, management, psychology, sociology and other fields. Therefore, in the restructuring of the curriculum system, interdisciplinary integration should be emphasized and interdisciplinary courses, such as "Service economy and industrial analysis", "service psychology" and "service sociology", should be set up to help students build a diversified knowledge system and cultivate interdisciplinary comprehensive literacy. The restructuring of curriculum system should emphasize the integration of interdisciplinary knowledge, build a broad aperture and thick foundation of knowledge structure, and provide students with diversified perspectives and problem-solving methods.

3.1.3. Intensive Practice Teaching

Practice teaching is an indispensable part of training service innovative talents. Through the simulation of service scenarios, enterprise internships, project practice and other ways, let students personally experience the whole process of service management, not only can deepen the understanding of theoretical knowledge, but also improve the ability to solve practical problems. Practical courses such as "Service management simulation training", "Enterprise visit" and "Service innovation Project design" should be added to the curriculum system to ensure that every student can get enough practical opportunities. In addition, we can establish long-term cooperative relations with enterprises in related industries and establish off-campus internship bases to provide students with a real workplace environment and achieve seamless connection between theory and practice.

3.1.4. Establish Dynamic Adjustment Mechanism

In view of the rapid development of the service industry and the continuous emergence of new quality productivity, the curriculum system needs to maintain a high degree of flexibility and adaptability, and establish a dynamic adjustment mechanism to ensure that the course content always keeps pace with the actual needs of the development of the service industry. A curriculum evaluation committee composed of industry experts, scholars and student representatives can be set up to regularly evaluate and feedback the curriculum system, and timely adjust the curriculum and teaching

content according to the evaluation results. At the same time, a course updating mechanism can be established to encourage teachers to constantly update and improve the course content according to the development trend of the industry and the new results of academic research, so as to ensure the timeliness and foresight of the curriculum system.

3.2. Teaching Method Innovation

3.2.1. Case Teaching

Case teaching is a teaching method that combines theoretical knowledge with practical problems. By introducing real or simulated cases, students can deepen their understanding of theoretical knowledge and cultivate their ability to solve practical problems in the process of analyzing, discussing and solving problems. In the Service management course, case teaching can help students better understand the core concepts, methods and techniques of service management, while improving their critical thinking and problem-solving skills.

3.2.2. Project-Based Learning

Project-based learning is a student-centered teaching method that cultivates students' teamwork, innovation and practical abilities by involving them in a complete project process, from project planning and implementation to presentation of results. In service management courses, project-based learning helps students apply their knowledge to practical problem solving while improving their teamwork and project management skills.

3.2.3. Information Technology Means

With the continuous development of information technology, more and more information technology means are applied in teaching, such as online teaching platform, virtual reality technology, big data analysis and so on. These information technology means provide new possibilities and ways for the innovation of teaching methods. Teachers can use these information technology means to achieve the diversification of teaching methods, improve the teaching effect and students' learning interest. For example, teachers can use online teaching platforms to carry out activities such as distance teaching, online discussion and homework submission, breaking the limitations of time and space, and providing students with more flexible and convenient learning methods. In addition, teachers can also use big data analysis technology to monitor and analyze students' learning behaviors and learning outcomes, and provide personalized learning guidance and suggestions for students.

3.2.4. Flipped Classroom

Flipped classroom is a kind of teaching mode that turns the teaching link and homework link in the traditional classroom upside down. In flipped classroom, students transfer knowledge through independent learning before class, while

classroom time is mainly used for discussion, communication and problem solving between teachers and students. This teaching mode can stimulate students' enthusiasm for independent learning and improve their learning efficiency and participation.

In the course of service management, teachers can use the flipped classroom teaching mode to let students finish the knowledge transfer by preview textbooks and watching videos before class. In class, teachers can organize students to conduct group discussions, case studies, role play and other activities, guide them to deeply explore the core concepts and methods of service management, and encourage them to put forward their own insights and solutions. In this way, students can participate more actively in the classroom and have in-depth communication and interaction with teachers and classmates, thus improving their learning effectiveness and innovation ability.

3.3. Practice Platform Construction

3.3.1. Innovation and Entrepreneurship Practice Base

Innovation and entrepreneurship practice base is an important place to carry out practical teaching. In the course of service management, we can rely on universities or enterprises to build innovation and entrepreneurship practice bases to provide students with venues, equipment and financial support for innovation and entrepreneurship. For example, places such as entrepreneurship incubation parks and innovation laboratories can be set up to provide students with services such as entrepreneurship guidance and project incubation. Or through school-enterprise cooperation and other ways to provide students with internship training and entrepreneurial practice opportunities [20].

3.3.2. School-Enterprise Cooperation Platform

School-enterprise cooperation is an important bridge connecting schools and enterprises. In the service management course, we can actively build a school-enterprise cooperation platform, establish a close cooperative relationship with enterprises, and jointly carry out practical teaching and innovation and entrepreneurship activities. For example, cooperation agreements can be signed with hotel, catering, retail and other service enterprises to carry out internship training, project cooperation and other activities; Or invite enterprise experts to teach and carry out lectures and other activities to provide students with a more realistic learning experience.

3.3.3. Innovation and Entrepreneurship Competition

Innovation and entrepreneurship competition is an important way to stimulate students' innovation and entrepreneurship enthusiasm and enhance students' innovation and entrepreneurship ability. In the course of service management, various kinds of innovation and entrepreneurship competi-

tions can be actively organized, such as innovation and entrepreneurship competition, service design competition, etc., to provide platforms and opportunities for students to display their innovation and entrepreneurship achievements [21]. At the same time, excellent innovative and entrepreneurial projects can be selected through competition activities, and financial support and incubation services can be provided to promote the landing and industrialization of the projects.

3.3.4. Industry-University-Research Integration Platform

The platform of industry-university-research integration is an important way to promote the transformation and application of scientific research results. In the course of service management, we can actively establish an integrated platform of production, study and research to strengthen the cooperation and exchange between schools, scientific research institutions and enterprises. For example, it can cooperate with scientific research institutions to carry out research projects; Or cooperate with enterprises to carry out technical research and product development activities; Or through industry-university-research cooperation and other ways to promote the transformation and application of scientific research results, to provide students with more abundant practical opportunities and innovative and entrepreneurial resources.

3.4. Evaluation System Reform

3.4.1. Diversified Evaluation System

The traditional evaluation system is often based on examination results, which is difficult to fully reflect the cultivation of students' ability. Therefore, in the course of service management, a diversified evaluation system should be established to comprehensively consider students' classroom performance, practical results, innovation ability and other aspects. For example, course papers, case analysis reports, project practice reports and other evaluation methods can be introduced. Or by organizing classroom discussions, group reports and other activities to evaluate students' oral expression ability, teamwork ability and so on.

3.4.2. Process Evaluation

Process evaluation is an evaluation method that focuses on students' learning process and learning effect. In the course of service management, we should pay attention to process evaluation, timely understand students' learning situation and problems through classroom observation, homework correction, group discussion and other ways, and give targeted guidance and help. At the same time, students' learning process and growth trajectory can be recorded through the establishment of learning archives and other ways to provide support for students' personalized development.

3.4.3. Third Party Evaluation

The third party evaluation is an important way to evaluate students' learning effect objectively and fairly. In service management courses, third-party evaluation institutions or experts can be introduced to objectively evaluate students' practical achievements and innovative ability. For example, enterprise experts can be invited to review and score students' internship training reports, innovation and entrepreneurship projects; Or by organizing industry competitions and other activities, invite industry experts to evaluate and feedback on students' performance.

3.4.4. Feedback and Continuous Improvement Mechanism

The evaluation system should not only pay attention to the cultivation of students' ability, but also pay attention to the feedback and improvement of evaluation results. In service management courses, feedback and improvement mechanisms should be established to collect and analyze evaluation results in a timely manner, identify problems and deficiencies in teaching, and put forward targeted improvement measures and suggestions [22]. For example, students' opinions and suggestions can be collected through questionnaires, symposiums, etc. Or through teaching discussion, teaching reflection and other activities, to explore the problems in teaching and improvement strategies; Or by adjusting the curriculum, optimize the teaching methods and other ways, constantly improve and perfect the teaching system.

4. Conclusion

This paper deeply discusses how to effectively train college students' service innovation ability under the background of new quality productive forces. Through combing the theories of talent training in colleges and universities at home and abroad and analyzing related research, this paper puts forward targeted training strategies and paths, aiming at providing theoretical support and practical guidance for the teaching reform of service management courses.

Through the analysis of the theoretical framework and practical experience of college talent training at home and abroad, it is found that foreign research focuses on cultivating students' innovative ability and practical ability, emphasizing the close combination of curriculum system and practical teaching; The domestic research is more focused on cultivating students' comprehensive quality and innovative ability, emphasizing the mutual promotion of theory and practice. These studies provide a rich theoretical basis and practical reference for this paper. On this basis, this paper puts forward four concrete measures, including curriculum system reconstruction, teaching method innovation, practice platform construction and evaluation system reform.

In terms of theoretical contribution, first of all, the paper puts forward a new way to train service innovative talents under the

background of new quality productive forces, which provides a new theoretical perspective and practical ideas for college talent training. Secondly, it constructs a new framework of service management course teaching reform and provides a model for similar courses teaching reform. Finally, it has enriched the theory of college talent training and provided theoretical support for the innovation of college talent training mode.

In terms of practical significance, firstly, the training strategy and path proposed in this paper can provide practical guidance for the teaching reform of service management courses in colleges and universities, and help teachers to better cultivate students' service innovation ability. Secondly, the practice platform construction scheme of this paper can provide new ideas and models for the cooperation between universities, enterprises and industries, and promote the in-depth development of the integration of industry, university and research. Finally, the reform plan of the evaluation system in this paper can provide new ideas and directions for the reform of the evaluation mechanism of colleges and universities, and promote the innovation and improvement of the evaluation mechanism of colleges and universities.

To sum up, this paper makes an in-depth study on the training path of college students' service innovation talents under the background of new quality productive forces, and puts forward innovative and practical training strategies and paths. These studies not only provide theoretical support and practical guidance for the teaching reform of service management courses in colleges and universities, but also provide beneficial exploration and enlightenment for the innovation of talent training mode in colleges and universities. In the future, we will continue to deepen relevant research and contribute wisdom and strength to training more high-quality talents with service innovation ability.

Abbreviations

SDL Service-Dominant Logic

Author Contributions

Yunxia Shi: Model construction, Funding acquisition, Methodology, Writing – original draft, Writing – review & editing

Bu Zhang: Data curation, Software, Validation, Investigation, Visualization, Writing – original draft, Writing – review & editing

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Data Availability Statement

The data is available from the corresponding author upon reasonable request.

Conflicts of Interest

The authors declare no conflicts of interest.

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Biography



Shi Yunxia is a professor in the School of Business Administration, Shandong Technology and Business University. She received her PhD in Management from Xi'an Jiaotong University in 2017 and her Master of Management from Yunnan University in 2003. She is a visiting scholar at Florida International University and a member of the Expert Panel of the International OIV Organization. She has presided over a number of topics such as the National Social Science Fund project and the key project of the Ministry of Education of the National Education Planning Office. She published more than 50 papers in core journals and SCI, SSCI, EI, ISTP, etc., and won the best paper award of AOM Conference. She is currently a member of the Academic Committee of the University and deputy director of the academic sub-committee of the school.

Research Field

Yunxia Shi: Organization and human resource management, digital commerce and service innovation, hotel management, tourism and hospitality management, artificial intelligence application

Bu Zhang: Artificial intelligence application, service innovation management, management information systems, organizational behavior, human resource management