

# Research on the Optimization of Internship Pathways for Tourism and Business Majors Based on the School-Enterprise Cooperation Model

**Kai Kou**

Hainan Vocational University of Science and Technology, Hainan Haikou 571137

---

**Abstract:** With the rapid development of the tourism and business industry, the school-enterprise cooperation model has been widely applied in higher education to enhance students' practical abilities and professional competencies. However, the existing internship model under this cooperation faces several challenges during its implementation, such as insufficient alignment between internship positions and students' majors, inappropriate scheduling of internship periods, lack of systematic management mechanisms, and unsatisfactory outcomes in improving students' practical skills. This paper analyzes the current school-enterprise cooperation internship model for tourism and business majors and explores strategies to optimize internship pathways, aiming to provide feasible suggestions for improving students' overall competence and employability.

**Keywords:** school-enterprise cooperation, tourism and business, internship pathways, optimization strategies

---

## Introduction

Against the backdrop of rapid economic development in China, the tourism and business industry has gradually become a driving force for economic growth. The rapid expansion of this industry has significantly increased the demand for highly qualified professionals. To meet this demand, many universities have introduced the school-enterprise cooperation model, closely integrating classroom teaching with practical experiences in companies. Through this cooperative model, students can gain real-world experience in industry settings, enhancing their professional skills and competencies. However, in practice, the internship arrangements under school-enterprise cooperation still face many challenges, such as the inability of students to fully apply classroom theories to practical work and insufficient management of internships. Therefore, optimizing the internship pathways within the school-enterprise cooperation model to better cultivate tourism and business professionals who meet industry demands has become a critical issue in the field of education.

## 1. Current situation of internships for tourism and business majors under the school-enterprise cooperation model

### 1.1 Problems in the existing internship model

Although the school-enterprise cooperation model has been widely promoted in tourism and business majors, numerous issues have surfaced in practice. First, there is often a poor match between internship positions and students'

professional fields. Many students work in roles that have little relevance to their academic knowledge, preventing them from effectively applying what they have learned and diminishing the impact of their internships. Second, there are conflicts between the timing of internships and the academic schedule. During peak tourism seasons, when enterprises need a large number of interns, universities often have their busiest course schedules, making it difficult for students to balance both their studies and internships. Additionally, some enterprises demonstrate insufficient participation in the cooperation, failing to provide systematic training and guidance to interns, resulting in internships that are largely formalities with little actual enhancement of professional skills. Furthermore, the lack of effective communication and supervision mechanisms between universities and enterprises leads to inadequate feedback and assessment of students' performance during internships, which weakens the benefits for their professional development. These problems severely limit the effectiveness of the school-enterprise cooperation model in tourism and business majors and call for improvements in internship design, stronger collaboration, and better management mechanisms.<sup>[1]</sup>

## **2. Deficiencies in internship pathways for tourism and business majors under the school-enterprise cooperation model**

### **3.1 Lack of professionalism and relevance in internship positions**

In the current school-enterprise cooperation model, internship positions are often designed without fully considering students' academic backgrounds and career development needs, resulting in a poor alignment between theoretical knowledge and practical work. Internships for tourism and business majors should be oriented toward core industry needs, enabling students to engage deeply in work related to their fields of study. However, in reality, many students are placed in entry-level roles such as front desk reception or customer service. While these roles offer some social experience, they contribute little to the development of professional skills, particularly in advanced areas such as market analysis, industry planning, and management decision-making, where practical opportunities are lacking.<sup>[2]</sup> The lack of targeted position design results in a shortage of practical learning in critical areas, hindering students from gaining a comprehensive understanding of the deeper workings of the industry, thus diminishing the value of the internship.

### **3.2 Misalignment between internship timing and academic schedule**

The tourism and business industry is characterized by significant seasonality, with enterprises' demand for interns peaking during busy seasons, which coincides with the most crucial stages of the academic calendar. This makes it difficult for students to complete their internship tasks without compromising their studies. Some enterprises require interns to participate full-time, further increasing the pressure on students to balance their academic and internship commitments.<sup>[3]</sup>

### **3.3 Weak internship management mechanism**

Enterprises often fail to provide systematic training or clear job guidance, leaving interns with unclear responsibilities and learning goals. This results in superficial and fragmented internship experiences. Many enterprises do not develop detailed training plans, and interns are typically assigned to repetitive, simple tasks. Furthermore, there is a lack of effective feedback mechanisms during the internship period, and students' learning outcomes are not promptly evaluated and improved. Meanwhile, universities tend to have a loose approach to supervising internships, lacking a close communication channel with enterprises, which leads to insufficient tracking of internship progress and results. These management shortcomings significantly reduce the effectiveness of internships within the school-enterprise cooperation model, preventing them from fully serving their educational purpose.

## **4. Optimization strategies for internship pathways under the school-enterprise cooperation model**

### **4.1 Strengthening the professionalism and layering of internship positions**

First, school-enterprise cooperation should focus on the professionalism and layering of internship positions, ensuring that students' work is closely related to their academic studies. Universities and enterprises should jointly define the responsibilities and requirements of internship positions, ensuring that the design of these positions meets students'

learning needs and career development goals. Enterprises should also provide a variety of positions, ranging from basic tasks to high-level management roles, allowing students to gradually enhance their practical abilities during internships. Moreover, enterprises should implement a job rotation mechanism, allowing students to gain experience in different departments and positions, thereby acquiring comprehensive industry knowledge.<sup>[4]</sup>

#### **4.2 Reasonable internship scheduling to balance academics and practice**

To avoid conflicts between internships and academic schedules, universities and enterprises should fully communicate and coordinate on internship timing. Universities can adjust course schedules based on the seasonality of the industry, for example, by integrating theory and practice and adopting flexible teaching models. Enterprises, in turn, should consider students' academic needs when planning internship schedules, avoiding excessively long full-time internships to ensure that students can balance their academic progress with practical experience. Additionally, universities could offer flexible credit recognition mechanisms, incorporating the knowledge and experiences gained during internships into course evaluations, thereby increasing students' motivation to participate in internships.

#### **4.3 Improving internship management and guidance mechanisms**

To ensure internship effectiveness, universities and enterprises should jointly develop a systematic internship management and guidance mechanism. Enterprises should assign professional mentors to each intern, clarify internship plans and work goals, and ensure that students receive adequate training and support during their internships. Universities, on the other hand, should appoint faculty members to regularly track students' internship progress, obtain feedback promptly, and help students reflect on and improve any shortcomings. Moreover, the evaluation of internship outcomes should combine students' actual performance and feedback during the internship, ensuring a comprehensive and fair assessment.<sup>[5]</sup>

### **5. Conclusion**

The school-enterprise cooperation model plays a vital role in internship education for tourism and business majors, helping students develop professional skills and enhancing their competitiveness in the industry. However, the current internship pathways face numerous challenges, such as a lack of professionalism and relevance in internship positions, scheduling conflicts between internships and academic progress, weak management mechanisms, and limited opportunities for students to improve their practical skills. These issues hinder the effectiveness of internships in enhancing students' overall competence and urgently require improvement. This paper proposes several optimization strategies, including strengthening the professionalism and layering of internship positions, reasonably scheduling internships, improving management and guidance mechanisms, and providing diverse practical platforms. Implementing these strategies will help improve the quality of internships, ensuring that students gain comprehensive industry experience and professional skills during their internships, thereby laying a solid foundation for their future careers. Moreover, the further refinement of the school-enterprise cooperation model will provide new ideas for educational innovation in tourism and business majors, fostering deeper collaboration between universities and enterprises and jointly cultivating high-quality talents that meet industry demands.

#### **Conflicts of interest**

The author declares no conflicts of interest regarding the publication of this paper.

#### **References**

- [1] Chen Wei, Yu Jie, Zhao Linju, Luo Xuefei. Research on the practical teaching system of "Tourism e-commerce marketing" in the school-enterprise cooperation course. *Time-honored Brand marketing*. 2024; (12): 190-192.
- [2] Zhang Qiong. Research on the education mode of university tourism management major based on the "integration of industry and education and collaborative education". *Journal of Hubei Open Vocational College*. 2024; (15): 47-49.
- [3] Gao Hongtao. Exploration and practice of school-enterprise cooperative enterprise intern system: Take tourism management major as an example. *Journal of Chengde Petroleum College*. 2024; (04): 83-88.
- [4] Gao Hongtao. Exploration and practice of school-enterprise cooperative enterprise intern system: Take tourism

management major as an example. Journal of Chengde Petroleum College. 2024; (04): 83-88.

[5] Tufail Saira, Sherbaz Sadia, Rafi Tanzila. Tourism Trade Balance and Globalization: Investigating Heterogeneities Across Income Groups. Tourism: An International Interdisciplinary Journal. 2023; (3): 472-491.

### **Fund project**

Research results of the third phase of "Hainan Vocational University of Science and Technology -- Jiangxi Senlan Technology Co., LTD." Project of the Ministry of Education's Supply and Demand Docking Employment Education Project(Project No.: 2023121953848).