

Exploration on the Reform of Urban Management Course System for the Cultivation of Innovation and Entrepreneurship Ability

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Abstract: In recent years, innovation and entrepreneurship education has been deepening reforms, and urban management professions have been continuously improved. However, due to the large number of rural population and social resources flowing to cities, urban residents' lifestyles and business ideas have undergone new changes and new requirements. The municipal construction, cultural facilities, commercial scale, and property management have all experienced great development, which requires the development of corresponding first-line innovative management talents. Based on the characteristics of urban management, this paper analyzes the necessity of the reform of professional curriculum system under the guidance of “innovation and entrepreneurship”, sorts out the problems and causes in the current urban management professional curriculum system, and explores the urban management professional curriculum for the cultivation of innovative entrepreneurship. The idea of system construction is to guide and boost the teaching of urban management in colleges and universities.

1. Introduction

With the continuous advancement of urbanization, the demand for the quantity and quality of urban management professionals in urban development is constantly improving. Over the years, under the background of building an innovative country, the cultivation and promotion of college students' innovation and entrepreneurship has become an important topic in the reform of colleges and universities. Among them, the establishment of a scientific and rational professional curriculum system is the core. Under the background of the deepening of innovation and entrepreneurship education, some colleges and universities focus on the Bachelor of Science and the Bachelor of Management, and set up their own innovative curriculum training system. However, due to the

different backgrounds of colleges and universities, the cognition of urban management professional construction exists differences, the curriculum system has not yet formed a unified framework. As far as the employment situation of students is concerned, professional training programs and employment have not established effective docking. The imbalance between enrollment and employment makes the professional construction face urgent pressure. From the design of the innovative curriculum system, there are still many shortcomings in the curriculum and the logical connection between the subjects. Based on this situation, it is a topic of great practical significance to explore the course system of urban management and to promote the cultivation of professional talents' innovation and entrepreneurship.

2. The Status Quo of Urban Management Professional Development

For a long time, China's urban management professional training model is divided into three categories: The first category is municipal management, focusing on the technical management of infrastructure such as water, electricity and heat; The second category is administrative management, focusing on the system management of internal government operations; The third category is departmental management, which is widely distributed in various subject areas, such as community management and traffic management. The common characteristics of these three types of training are professional, lack of comprehensiveness, and lack of ability to cope with and solve major comprehensive economic and social problems.

Urban management is a product of multidisciplinary integration, so the characteristics of urban management majors are broad-caliber. On the surface, graduates of this major can choose employment in urban construction, land, environmental protection, tourism, real estate, community and other enterprises and institutions as well as teaching and research institutions. However, due to the overlap between the profession and other majors, such as environmental science and environmental engineering with the environmental protection department, real estate development and management in the real estate sector, land resource management in the national sector, urban planning and construction, the urban planning and architecture majors and the geography majors of the normal colleges overlap, resulting in the graduates of urban management majors compared with traditional graduates, their systematic, practical and professional foundations of professional knowledge are weak and loose. The knowledge structure makes students unable to demonstrate professionalism, lack of expertise, and lack of competitiveness, resulting in a lack of social recognition and recognition. On the other hand, with the rapid advancement of China's urbanization process, there is an urgent need for high-quality urban management talents with advanced urban management concepts, mastering modern urban management theories and methods, and strong comprehensive coordination capabilities. Therefore, there is a serious gap between supply and demand in urban management personnel training.

3. Problems in the Mode of Talents Training in Innovation and Entrepreneurship of Urban Management Majors

At present, the construction of urban management is still in the process of exploration, development and growth, and the foundation is not solid enough. There are still many problems.

3.1. The Education Form Lags

At present, the education form of urban management professionals in China is basically centered on teachers, and teachers are trained to train students in the way of teaching books in the classroom. As far as the whole teaching process is concerned, the rigid theoretical instillation, stylized teaching

mode, and one-pot teaching are not conducive to students' active learning, and it is not conducive to cultivating students' sense of the times. Since the beginning of the 21st century, the situation at home and abroad has undergone profound changes. China's social economy has developed rapidly, the industrial structure has been continuously adjusted, and government and public sector reforms have continued to deepen. The traditional talent training model has lagged behind the needs of the country's industrial restructuring and the transformation of economic growth patterns. This requires the city management profession to carry out drastic reforms to adapt to the trend of the times.

3.2. Weakness in Employment Competitiveness

Today, urban managers are playing an extremely important role in the rapid advancement of urbanization in China. However, when society chooses innovative talents, it is more from the perspective of practicality. In practice, we find that the actual demand for social management professionals in society does not seem as urgent as the performance of social development. Colleges and universities have trained a large number of public management talents for the government and public administration departments. However, the civil servant recruitment data shows that the government's demand for public management talents is very limited, and there is less demand for urban management professionals. Due to the problem of "difficult entry" in urban management departments, more students can only choose to engage in business or company companies that are not related to the profession, such as salesmen and sales representatives. Borrowing the "barrier" analysis framework of Michael Porter in business administration, the survival status of urban management students is in an embarrassing situation where barriers to entry are low and exit barriers are high. This is not consistent with the needs of the society, and it is difficult to show the core competitiveness of the profession.

3.3. Weak Practice Teaching

First of all, the urban management professional practice curriculum system includes experimental courses, academic year papers, graduation internships and graduation thesis. At present, most of the internships in urban management are mainly concentrated in graduation internships. The specific training programs for core curriculum practice and extracurricular practice are scarce, and the links between several practice links are not strong and disconnected from each other. In addition, there is a lack of monitoring system and results assessment mechanism for the quality of each practical teaching link. Secondly, although the city management profession has established a practical teaching base in cooperation with the government, enterprises and other departments, it still cannot meet the practical needs of existing students. At present, whether it is industry surveys, academic papers, or even graduate internships, students are mainly looking for internship units in combination with papers or employment. Since only paying attention to form and results, the existing practical teaching content limits the cultivation of students' practical and innovative ability, and it is impossible to achieve a win-win situation in the cooperation between the two universities. The lag of the practice base construction restricts the development of practical teaching of urban management.

4. Target Orientation of Talents in Urban Management Professional Innovation

The diversity and complexity of urban problems make urban management with the aim of dealing with urban issues and guiding urban sustainable development. The theoretical connotation is very rich, and the actual content is more professional. From the field covered by urban management, every item involved, such as public utilities, water supply and drainage, municipal

facilities such as roads and street lamps, as well as landscaping conservation, transportation and environmental issues, all rely on specialization management. This puts high demands on urban management and requires a professional management team, professional rules and regulations, professional operational procedures and management models. The current situation in China is: The professional and technical personnel in the field of urban management lack management knowledge and experience, and the management personnel lack understanding of the expertise in the field, and the management process and actual operation are not professional enough. The professionalization of urban management requires urban managers to understand technology and management, as well as knowledge of urban development related fields. Therefore, the development of urban management professional education, strengthening and optimizing the training of urban management professionals to meet the urgent needs of urban development and urban management has become an urgent task in the field of higher education and needs to be carried out for a long time.

In addition, urban management talents should also be an innovative composite talent. This characteristic of urban management talent is rooted in the comprehensiveness of urban management. The comprehensiveness of urban management is first manifested in the fact that urban management is a comprehensive management of all aspects of urban life, and a variety of management methods and means must be used in the management method. The comprehensiveness of urban management is also reflected in the effect of management, and it is necessary to take into account the coordinated development of economic, social and environmental benefits. The comprehensiveness of urban management puts forward more goals and requirements for urban managers, requiring them to have multi-faceted knowledge and comprehensive qualities and capabilities. This requires not only social science knowledge, humanities knowledge, but also natural science knowledge. Therefore, urban management education that specializes in cultivating innovative talents for urban management is difficult to replace with any other type of management education.

5. Exploration on the Construction of Urban Management Professional Curriculum System for the Cultivation of Innovation and Entrepreneurship Ability

5.1. Do a Good Job in the Education of Basic Knowledge, Highlighting the Hierarchy of Curriculum

With the increasing demand for applied talents and compound talents in the society, it is necessary to cultivate and export multi-dimensional talents with strong adaptability in the reform of urban management professional curriculum system. This requires a foundation in the curriculum and implementation, taking into account the level. Different students have different foundations for innovation and entrepreneurship, and their needs are different. Therefore, the curriculum should be based on the students' innovation and entrepreneurship, and meet the different social needs of different students. The study of basic knowledge is necessary, which is the prerequisite for the cultivation of innovative entrepreneurship. In the content of the lectures, each level is not a simple patchwork or increase or decrease of related knowledge, but after careful design and analysis, according to different levels of talent innovation and entrepreneurship foundation and needs to set the corresponding curriculum and teaching objectives

5.2. Crossing and Integrating Multiple Disciplines to Cultivate Innovative Quality

For the cultivation of innovative entrepreneurship ability, it is impossible to rely solely on the teaching of a certain subject. This requires that the reform and exploration of the urban management professional curriculum system must pay attention to the intersection and integration of disciplines,

and take the road of constructing a composite curriculum system. The knowledge structure with interdisciplinary subject is the core literacy of innovative talents. The evaluation indicators of urban management professional innovation and entrepreneurial talents are the richness of subject knowledge, the deep knowledge of humanities, the solidity of scientific literacy and the innovative activity of thinking. Under the nourishment of interdisciplinary subjects, scientific knowledge is enriched, and the profound humanistic heritage is derived from the cultural accumulation of interdisciplinary subjects. The scientific literacy benefits from the subtle disciplines, and the innovative entrepreneurial thinking needs the collision of interdisciplinary subjects. Urban management majors face the problem of size at all levels in various areas of the city. Urban management requires high flexibility. If the management ideas and models are adhered to, the level of urban management is inevitably low. It is not enough for students to master the relevant knowledge of urban management. They must be involved in other disciplines such as environmental science, economics, law, geography, statistics, demography, sociology, etc. Only in this way can urban management problems be effectively solved. All are the focus of innovation and entrepreneurship education. In order to achieve the purpose of innovation and entrepreneurship education, multidisciplinary cross-integration is one of the principles that curriculum must be followed.

5.3. Enrich and Improve the Curriculum Types and Optimize the Curriculum System Construction

In the current elective courses in urban management, there are phenomena such as unscientific curriculum system and blind students' choice of courses. Therefore, it is necessary to expand the types of urban management courses and optimize the curriculum system. Specifically, it is necessary to increase the proportion of elective courses. In fact, many elective courses in urban management majors have obvious advantages in the cultivation of innovative entrepreneurship. Schools should develop various incentives to encourage teachers to offer elective courses, and to enhance the ability of elective courses with elective courses. In order to ensure the quality of teaching and the quality of learning, it is necessary to support the monitoring system and establish an evaluation and supervision system for public elective courses in urban management, and to achieve multi-faceted evaluation and guidance for students, teaching supervision and professionalism.

6. Urban Resident Questionnaire

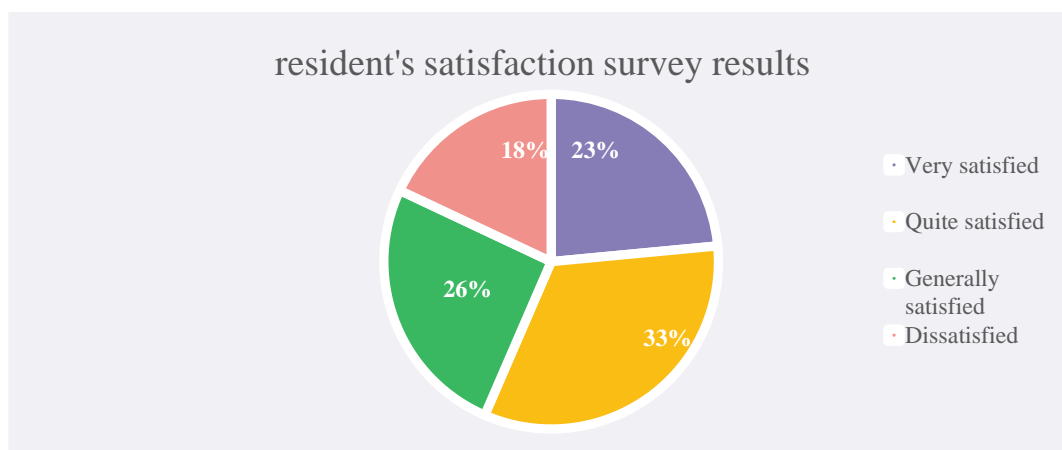
This article takes 200 local residents of a domestic second-tier city as the research object, and conducts a satisfaction survey on the status quo of urban management and construction by means of questionnaire survey. After the questionnaire survey is over, analyze and process the data. The formulas used in data processing are:

$$(x + a)^n = \sum_{k=0}^n \binom{n}{k} x^k a^{n-k} \quad (1)$$

$$Z^*(x) = \sum_{i=1}^n \lambda_i Z(x_i) \quad (2)$$

Table 1. Residents' satisfaction survey results

Satisfaction level	Number of people	Percentage
Very satisfied	47	23.5%
Quite satisfied	66	33%
Generally satisfied	51	25.5%
Dissatisfied	36	18%

*Figure 1. Residents' satisfaction survey results*

According to Table 1 and Figure 1, in the satisfaction survey of 200 residents on the status quo of urban management and construction, 47 people were very satisfied, accounting for 23.5%. 66 people are quite satisfied, accounting for 33%. 51 people are generally satisfied, accounting for 25.5%. 36 people were dissatisfied, accounting for 18%. Obviously, it can be seen that nearly half of the residents believe that the current state of urban management is not very satisfactory. Therefore, it is very necessary to reform the urban management curriculum system in colleges and universities, and it is of great significance.

7. Summary

Innovation and entrepreneurship education has gradually become the guiding principle of higher education, which is directly related to the cultivation and output of innovative and entrepreneurial talents in the future. For the urban management major, the original curriculum system focuses more on the theoretical curriculum, pays more attention to the student's assessment scores, neglects the improvement of students' practical ability to innovate and start, and ignores the employment problems after graduation. Therefore, the reform of the curriculum system is imperative. The reform must take innovation and entrepreneurship as the forerunner, premise, keep pace with the times, and be close to the job requirements. Pay attention to the cultivation of students' innovative thinking, the stimulation of innovative spirit and the improvement of innovation ability. With the adjustment and optimization of the curriculum system, the output of high-quality and high-skilled innovative talents will be realized, and excellent talents will be reserved for urban management.

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Data Availability

Data sharing is not applicable to this article as no new data were created or analysed in this study.

Conflict of Interest

The author states that this article has no conflict of interest.

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