

On Personnel Training of High-Star Hotel Operations and Management Major in Secondary Vocational Schools By School-enterprise Cooperation Under the Background of Integration Between Industry and Education

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Abstract: In the context of the rapid development of the tourism industry, the number and scale of high-star hotels continue to expand, leading to an increasing demand for professionals in operations and management. However, the current quantity and skill levels of professionals in the field of high-star hotel operations and management are insufficient to meet the development demands of the tourism industry. As crucial institutions for cultivating specialized talents, secondary vocational colleges need to strengthen collaboration with hotels. Through the integration of industry and education, the aim is to enhance the quality of talent development to meet the demands of frontline and grassroots management in the hotel industry. This paper will analyze the collaborative talent development model in the field of high-star hotel operations and management between secondary vocational colleges and enterprises under the framework of industry-education integration, along with addressing existing issues and proposing solutions.

Keywords: Integration between industry and education; secondary vocational education; high star hotel operation and management; school-enterprise cooperation; personnel training.

1. Introduction

With the rapid development of China's economy and the continuous improvement of residents' income levels, the domestic tourism industry has experienced rapid growth, leading to a prosperous period for the development of tourism hotels. Under this influence, high-star hotels have continuously emerged, accompanied by a sharp increase in demand for high-quality talents in operations and management. However, the current number and professional skills of professionals in the field of high-star hotel operations and management are insufficient to meet the development demands of the tourism industry. Secondary vocational colleges, as crucial institutions for cultivating talents in high-star hotel operations and management, are facing tremendous pressure. They not only need to timely provide a large number of professionals to meet the needs of frontline and grassroots management in hotels but also ensure that students acquire modern hotel management theoretical knowledge and practical operational skills. This allows students to continuously self-improve, possess creativity, and achieve greater development space, thereby creating significant social value. To meet these requirements, secondary vocational colleges need to follow a sustainable development path that combines industry and education organically. They should adhere to an employment-oriented approach, emphasizing practicality and innovation. Through the mode of school-enterprise cooperation in teaching, it is essential to establish an information platform for communication between colleges and hotels, cultivating high-quality, skilled professionals capable of succeeding in hotel work.

2. Present School-enterprise Collaboration of High Star Hotel Operations and Management Major

2.1. Order-mode education pattern

The order-mode education pattern refers to the agreement between secondary vocational colleges, acting as educational providers, and hotel enterprises, serving as employers. Anchored in the human resource needs of the hotel industry, both the educational institution and the enterprise collaboratively formulate talent cultivation plans. Executed through a joint educational model, this approach involves the signing of a comprehensive talent cultivation agreement. As per the agreement, both the educational institution and the enterprise share responsibility for issues such as student employment and career development. This model leverages the high-quality resources of both educational institutions and enterprises to facilitate targeted training for professional talents. It aids enterprises in addressing the demand for personnel with specific skills, optimizing the talent cultivation model of vocational colleges, enriching students' learning resources, and creating a mutually beneficial scenario for enterprises, educational institutions, and students.

2.2. The "2+1" Pattern

The "2+1" pattern entails a three-year vocational education program where students spend two years in theoretical classroom learning within the vocational college and one year engaging in hotel internships and practical training. Upon graduation, students transition directly into on-the-job roles within the hotel industry. This model underscores the

integration of theory and practice, allowing students to connect theoretical knowledge gained in the classroom with real-world work experiences. This holistic understanding of the hotel industry helps students develop preliminary professional expertise, facilitating a smooth transition into the workforce upon graduation. During internships, enterprises provide high-quality on-the-job training, promote positive corporate culture, and contribute to enhancing students' professional identity and job retention rates. This collaborative effort addresses the industry's staffing challenges, and ongoing communication between educational institutions and hotels ensures the protection of students' legal rights and interests.

2.3. Learning and working combination pattern

The learning and working combination involves a dynamic alternation between classroom learning and practical work experience, breaking away from the traditional approach of acquiring theoretical knowledge in school before engaging in internships. This model allows teaching activities to unfold both in the classroom and within the practical setting of hotels, enabling students to “learning by doing” and emphasizing the role of practical experience in education. Students gain a dual identity through this model, providing enterprises with high-quality professional talents while optimizing the utilization of human resources for training. Additionally, collaborative efforts between vocational school teachers and industry mentors enhance the development of a comprehensive and well-rounded faculty, offering students multifaceted and all-encompassing vocational training.

3. Problems in Talent Training of High Star Hotel Operations and Management Major

3.1. Alignment of educational objectives in School-enterprise cooperation

While school-enterprise cooperation generally creates a mutually beneficial scenario for enterprises, educational institutions, and students, discrepancies in understanding cooperation objectives often lead to conflicts. This divergence is evident in two main aspects. On one hand, enterprises, driven by the imperative to safeguard their economic interests, may not proactively consider standardizing talent development or evaluating management practices. Their focus tends to be on the efficiency of human resource investment in the collaborative process. On the other hand, schools often initiate cooperation to address student employment issues and overcome deficiencies in faculty and practical training equipment, lacking a proactive motivation for collaboration. The misalignment of educational objectives resulting from these differences not only impacts the ultimate effectiveness of school-enterprise cooperation but also influences the quality of skilled professionals produced.

3.2. Rigid school-enterprise collaboration forms

In the current landscape of vocational education, specifically in the field of high-end hotel operation and management in secondary vocational schools, school-enterprise collaboration remains school-centric. The prevailing collaboration model involves arranging students

for on-the-job internships in hotels, where students often find themselves in a somewhat laissez-faire state. Unfortunately, both collaborating entities may not fully recognize their respective roles as primary stakeholders. Schools merely “send” students to various departments within hotels, while hotels focus on the “placement” of students. This formalized approach results in a superficial alignment of school and enterprise efforts, limiting the collaboration to a mere procedural connection. Consequently, students' internships become more of an “experience” rather than achieving the intended “learning” outcomes of school-enterprise collaboration. There is a need to explore more diverse collaboration models to enhance the effectiveness of vocational education.

3.3. Relatively weak dual-qualified faculty

The shortage of dual-qualified teachers, those possessing both theoretical and practical teaching abilities, is notably apparent in the realm of secondary vocational education, particularly in the field of high-end hotel operation and management. This deficiency manifests in two key aspects. Firstly, it reflects on the quality of teaching, as the absence of instructors with practical experience hinders students from engaging with real-world work scenarios and practical case studies in the classroom, thereby limiting the overall teaching quality. Secondly, the lack of teachers with practical work experience poses challenges in terms of program design and curriculum development, thereby restricting the professional development of educational institutions. This paper discusses the critical need to strengthen the practical teaching component in vocational education by addressing the inadequacies in dual-qualified faculty and enhancing practical instruction.

3.4. The irrelevance of talent training to tourism market needs

The disconnect between vocational education institutions and hotel enterprises has led to a gap in talent development, where the skills cultivated by secondary vocational schools often fail to meet the demands of the industry. Issues such as mismatched curriculum design with job requirements, a lack of integration between theoretical and practical courses, and traditional teaching methods employed by instructors contribute to the suboptimal performance of students in practical scenarios. Consequently, the students graduating from secondary vocational schools exhibit weaker operational skills and overall competencies compared to their counterparts from higher vocational institutions, making it challenging for them to compete for high-quality employment opportunities. It is urgent to bridge the gap between vocational education talent development and market demand.

4. Strategies for Promotion of Talent Training of High Star Hotel Operations and Management Major Under Background of School-enterprise Collaboration

4.1. Government guidance: establishing a bridge for school-enterprise collaboration

The improvement of relevant policies and systems governing school-enterprise collaboration serves as a powerful guarantee to stimulate enthusiasm for cooperation

and is a crucial prerequisite for advancing industry-education integration. In the collaboration between secondary vocational schools and hotel enterprises, where both entities play a role in collaborative education, schools often take the initiative in seeking cooperation, while hotels may not exhibit high participation and enthusiasm. To enhance the proactive engagement of school-enterprise collaboration, the government should implement legal measures to facilitate the development of collaboration, clearly define the responsibilities of both schools and enterprises, safeguard the rights and interests of each party, and utilize incentive mechanisms to promote active cooperation. Furthermore, the government should exert its role in overseeing and managing the effectiveness of school-enterprise collaboration, ensuring that both parties fulfill their responsibilities according to the agreement and guaranteeing the quality of talent development.

4.2. Enterprise engagement: providing a platform for practical application

With the advent of the knowledge economy era, the role of enterprises and industries in school-enterprise collaboration has become increasingly prominent. School-enterprise collaboration, as a crucial method of integrating education and industry, not only contributes to improving educational quality but also fosters industrial upgrading and socio-economic development. Firstly, enterprises, as key players in the market economy, possess abundant material resources and financial advantages. They need to recognize their responsibility in talent development, providing advanced training equipment, establishing training bases, and offering practical opportunities for students to better grasp theoretical knowledge. Additionally, enterprises should actively collaborate with schools, jointly establishing talent development objectives, ensuring that students align more closely with industry requirements, and cultivating a greater number of highly skilled professionals, thereby contributing to the sustainable development of the industry.

4.3. School-enterprise collaboration: providing the source of skilled talents

In school-enterprise collaboration, establishing internship bases, assigning teachers to guide interns, and other efforts undertaken by enterprises increase the hotel's costs. Simultaneously, the focus of middle vocational colleges on cultivating students' adaptability to workplace environments is often insufficient, resulting in high turnover rates for students after they enter the workforce, which is disadvantageous for hotels. Therefore, effective communication between schools and enterprises is a prerequisite for establishing a beneficial partnership. Both parties should collaboratively formulate talent development plans to achieve the goal of synergistic education.

Furthermore, schools should actively leverage their role in education, optimizing curriculum structures, incorporating industry's latest standards, and aligning with job competency requirements. This ensures that students acquire knowledge that better meets industry demands.

Additionally, middle vocational colleges in the field of high-star hotel operation and management emphasize the establishment of a "double-qualified teacher" workforce. Schools should enhance teacher training, encouraging them to immerse themselves in corporate practices to elevate both

practical and teaching capabilities. Teachers need to proactively engage in real-world experiences, participate in social practices, and continually improve their professional and practical teaching abilities. Only by doing so can they guide students in developing proficient and practical skills, imparting genuinely valuable and current knowledge.

5. Conclusion

Collaborative education between schools and enterprises, aimed at jointly cultivating specialized professionals, serves as an effective measure to supply the market with skilled talents. However, in the implementation process, there are still numerous details and issues that urgently require analysis and research. This necessitates active participation and support from various parties, including the government, enterprises, and schools. The formulation of comprehensive systems to guarantee school-enterprise cooperation, leveraging the guiding role of industries, and prioritizing the service of students' employment and growth are essential foundations. Only through continuous reform and improvement of collaborative methods and approaches can school-enterprise cooperation be genuinely realized.

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