

Innovation of Higher Education in Hotel Management Based on International Perspective

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Abstract—This paper compares the higher education between Chinese and foreign hotel management based on the international perspective, analyzes the problems in the higher education of hotel management in China, meanwhile puts forward some suggestions for the innovation of higher education in hotel management in China, with new requirements for the characteristics of globalization and the development trend of the present tourism industry. It is expected to play a certain role in promoting the development of higher education in hotel management in China.

Keywords—internationalization; hotel; higher education; innovation; exploration

I. INTRODUCTION

With the rapid development of global economy, industries have become more and more international. Wherein, hotel industry, which is intrinsically a "window" industry, has further deepened its internationalization and its development trend has become more international. The continuous development of the industry has provided a broader employment prospect for graduates of hotel management major. The key to the development of the industry lies in talents. As a major channel for cultivating senior hotel talents, higher education in hotel management shoulders important responsibilities for the industry. In order to create a better environment for own development, many colleges and universities in various countries have successively gone abroad and used their own strengths to make up for their shortcomings. Therefore, China's higher education institutions should also seize this opportunity, focus on international development and cooperation with foreign higher education institutions and well-known multinational companies, and create new education and teaching methods to teach students the concept of internationalized management, build a better learning and practice platform for students, and cultivate international talents that can more meet the development demand of the times.

II. CHARACTERISTICS OF FOREIGN HIGHER EDUCATION IN HOTEL MANAGEMENT

A. Characteristics of Higher Education in Hotel Management in Europe

The origin of world tourism education is Europe; and the origin of European tourism education is in Switzerland. EHL (Ecole Hoteliere de Lausanne) was established in 1893 and has had a history of 100 years up to now. With the development of the college, its professional system has become more and more perfect. Many tourism colleges and universities around the world have successively come to learn from its experience, with expectation to learn the best way to their development. EHL and Les Roches International School of Hotel Management are the most typical tourism institutions in Switzerland focusing on hotel education. The two institutions were both founded by the Swiss Hotel Association (SHA), and their education and teaching quality in hotel management major is far ahead of the rest of the world. In addition, Swiss Hotel Management Education Association, Hotel Association, English Teaching Hotel Association and Swiss Hotel Schools Association also play such an important role that the development of industrial associations and school education are closely linked and can complement each other. In Switzerland, the hotel industrial association has very high barrier to entry, in order to ensure its quality; and only after passing a rigorous assessment can it be permitted to enter the hotel industrial association.

The reason why Swiss hotel management education can enjoy a high reputation in the world is inseparable from its institutions' strict management in major, rational curriculum setting and excellent education and teaching level. In the teaching process, the said institutions always attach great importance to the combination of theory and practice; at the same time, in order to ensure the quality of students, the institution has established a very strict admission system when enrolling students. In order to be granted admission, students must meet two conditions at the same time: first, they have completed the studies in junior high school and obtained the graduation certificate; second, they must have at least one year of working experience in hotel or catering industry except the experience of working in relatives' entity related. Most teachers in the school are both highly educated and well experienced in the industry; and many of them have also served as senior managers. "Generally, every time

students complete the study a course, they must go to a hotel or catering industry for a period of internship and apply the learnt theoretical knowledge into practice, so as to consolidate and improve their practical operation ability. At the same time, they may be in charge of management affairs to improve their management awareness, and cultivate their management capabilities."¹

In Les Roches International School of Hotel Management, the first institution adopting full-English teaching mode in Switzerland, after entering the school, students will be required to take the English examination of the institution; if their scores fail to meet the requirements, then they will be arranged to language class to study English; only after they pass the English examination can they enter the freshmen stage to learn relevant professional knowledge. In curriculum setting, this institution strictly implements the school's regulations, and also considers the society's demand for talents. The curriculum consists of theoretical part and the practical part. The theoretical part of teaching mainly focuses on basic course and professional course, while the practical part of teaching is carried out both in school and off-campus spaces.² At the same time, according to the school's requirements, students must complete "double credits" (course credit and conduct credit). "The score of conduct credit is 6 points. If student's conduct score fail to reach 4 points in the semester, the student will be ineligible to take the final exam; if serious, the student may be ordered to drop out of school."³ A strict conduct credit system can help cultivating students' good professional ethics, so that after beginning to work, students can serve all consumers with better professional habits. In addition, the institution also pays great attention to improving teachers' theoretical knowledge and practical knowledge, and to building a high-quality teacher team.

Hence, it can be seen that the combination of theory and practice and the high attention to cultivating students' professional consciousness are the two main magic weapons of Swiss higher education in hotel management.

B. Characteristics of Higher Education in Hotel Management in the Americas

After 1940, the tourism industry in America developed rapidly, which attracted many attentions of American investors. As a result, they successively invested in hotel industry, and the quantity of hotels was greatly increased; followed by, the demand for hotel talents was also increased unceasingly. In order to meet the development demands of the times, a large number of institutions cultivating hotel management talents have sprung up constantly. In 1960s, many colleges and universities also paid attention to the

¹ Editorial Department of Hotel Modernization. World Famous Tourist Hotel Education Schools — Switzerland [J]. *Hotel Modernization*, 2005 (3): 43-44.

² Wang Jianping, Cui Kai. Investigation on and Enlightenment from Les Roches International School of Hotel Management in Switzerland [J]. *Communication of Vocational Education*, 2002 (9): 57-59.

³ Wang Jianping, Cui Kai. Investigation on and Enlightenment from Les Roches International School of Hotel Management in Switzerland [J]. *Communication of Vocational Education*, 2002 (9): 57-59.

development of this industry. Therefore in the setting of majors and professional curriculum, they also set up majors related to tourism management and hotel management to output relevant management talents to the society. "In early 1980s, the number of such institutions reached 75, while in 1990s, such number was more than 2000, of which 280 institutions were undergraduate colleges."⁴ Since then, the quality of education in hotel tourism has become more and more high, and the profession has become more and more refined; its relationship with other fields has become closer and closer; and the disciplinary system of this major has been gradually perfected.

School-enterprise cooperation is a major characteristic of American higher education. For example, the Hilton Hotel Management College is a typical example of school-enterprise cooperation. This college is the result of the school-running cooperation between the University of Houston and the Hilton Hotel. On the one hand, the college can provide a theoretical support for the enterprise in the fierce development competition. On the other hand, the enterprise is directly connected to the university so that the university can cultivate targeted outstanding talents for the enterprise according to the needs of the enterprise and the development of the social trends. Therefore, "institution often becomes a theoretical thinking tank of an enterprise, and maintains close contact with the enterprise from the perspective of both theory and talent output."⁵

The practice of designing the content of the educational curriculum based on the change in industrial development makes US higher education in tourism more forward-looking. The faculty of general colleges is composed of a team of teachers having solid theoretical foundation and rich practical experience. At the same time, such colleges also have a complete teaching practice base so that teacher can adopt situational teaching mode to encourage students to find and solve problems; such colleges pay more attention to cultivating students' application ability.

Hence, it can be seen that US higher education in hotel management is featured by its diversified subjects, the integration of production, study and research, and the professionalization of teaching staffs.

C. Characteristics of Higher Education in Hotel Management in Australia

Australia's Blue Mountains International Hotel Management School (BMIHMS) ranks first among the numerous hotel management schools in Australia, and is the best hotel tourism institution in Australia. It also enjoys a good reputation at the international level, ranks first in the Asia-Pacific region and ranks 12th in the world. The College always adheres to the specialized concept of cultivating senior hotel managers, highlights the unique teaching modes of living and learning in a simulated hotel environment, and

⁴ Fu Hua, Wu Yanhua. *Tourism Education and Employment* [M]. Beijing: China Environmental Science Press, 2008: 4.

⁵ Zhao Jie. Research on the Status Quo and Countermeasures of higher education in Tourism in China [D]. *Journal of China University of Geosciences*, 2006: 24.

basically orients to cultivate high-quality international hotel managers. The College offers undergraduate and postgraduate curriculums on hotel management and implements dual-degree system. By receiving theoretical knowledge teaching at school, students can lay a solid foundation for their future work; and by taking paid internship mode in the industry, a firm linkage is established between hotel and students. In this way, students can obtain rich rewards, while hotel can also obtain qualified employees. Many Australian and international hotels and tour operators have partnerships with the BMIHMS; the Alumni Association program also provides students with diverse supports and job opportunities.

The Australian government attaches great importance to the education of hotel and tourism majors in colleges and universities, and has given a lot of support in policy and funding to ensure the sustainable development of hotel and tourism professional education and achieving higher teaching results. In 1992, the Australian College and University Tourism and Hospitality Council (CAUTHE) was formally announced and established with the support of the Australian Department of Tourism and the Australian Research Bureau. In the same year, the Tourism Standing Council was established, and decided to annually hold seminar on the development of tourism industry and tourism education, proposing and analyzing problems and finding the countermeasures. In order to formulate a top standard for hotel and tourism education, the Australian Government also established the International Centre for Hotel and Tourism Elite Education (THEICE) which is evaluated by an international team of experts and is used for providing hotel and tourism education, as well as providing strategic advices on hotel and tourism education.⁶

Hence, it can be seen that Australia's higher education in hotel management generally presents four characteristics: specialized cultivation concept, systematic vocational awareness cultivation system, rational paid internship mode, and full guarantee and support from the government.

D. Characteristics of Higher Education in Hotel Management in Asia

The most typical country for the development of tourism education in Asia is Japan. In 2003, Japan began to attach importance to the development of its tourism industry under the policy strategy of "Building the Country through Tourism". In order to provide more professionals to the society, Rikkyo University shoulders this teaching task and has established a four-year undergraduate degree in tourism education. The University represents the development level and direction of domestic tourism education in Japan and has been in leading status in Japan. "In the Japanese college graduates, this major of graduates enjoys the highest employment rate; in 2004 alone, the employment rate of

students in this major reached 96%."⁷ Teachers in the institution not only have rich theoretical knowledge and high professional quality, but also master a large amount of practical knowledge. The curriculum setting is made in the principle of "solid foundation and wide range of competence"; and students cultivated in this way can not only find suitable jobs in tourism industry and hotel management industry, but also can work in other fields. This is the key reason that why Rikkyo University always has high employment rate.

To sum up, from the perspective of internationalization, it can be seen that most of the higher education in hotel management has experienced a process from lagging, being neglected to catching up and paying attention to development. Different countries have formed different characteristics of higher education development mode in hotel management and established a perfect education system related, on the basis of their different cultural backgrounds, management concepts and development levels. The above briefly introduces the development of hotel higher education in several typical and internationally influential countries. Many of the development experiences are worth of learning from for China.

III. CHARACTERISTICS OF HIGHER EDUCATION IN HOTEL MANAGEMENT IN CHINA

A. Although It Started Late, Its Development Speed Is Fast

China's higher education in hotel management kicked off in Shanghai Institute of Tourism in 1979, and has already had a history of almost 40 years up to now. However, the hotel management major was set up at the undergraduate level in the early of the current century. In 2007, some institutions began to recruit hotel management majored students for majors beyond the catalogue of undergraduate majors. After five years of groping education, the Ministry of Education officially included the hotel management major in the major category of tourism management; the tourism management category was updated to the first-level subject; and the hotel management major officially entered the catalogue of undergraduate majors.

According to the statistics of the Department of Human Resources of the Ministry of Culture and Tourism of the People's Republic of China up to April 2018, it is known that in 2017, China had 608 general colleges and universities that had set up undergraduate majors in tourism management (mainly including three majors such as tourism management, hotel management and exhibition economy and management), 1086 general colleges and universities that had set up higher vocational majors in tourism management (mainly including 7 majors such as tourism management, tour guides, travel agency operation and management, scenic spot development and management, hotel management, entertainment services and management, and exhibition planning and management), and 947 secondary vocational

⁶ Wo Bin Feng, Characteristics and Enlightenment of Australian Tourism Education [J]. Science & Technology Information, 2007(22): 30-31.

⁷ Wang Pengfei, Fu Hua. Tourism Courses Offered in Japanese Higher Tourism Education and Employment — A Case Study of Rikkyo University [J]. Tourism Tribune, 2005(S1).

schools that had set up tourism related majors (mainly including five majors such as high-star hotel operation and management, tourism services and management, tourism foreign languages, tour guide services, exhibition services and management). In nationwide, tourism related majors (directions) recruited 336 doctoral students, 2,832 postgraduates, and 59,000 undergraduates. Among them, 501 colleges and universities had set up tourism management major, and recruited 35,000 students related; 222 colleges and universities had set up hotel management major, and recruited 14,000 students related; 105 colleges and universities had set up exhibition economy and management major, and recruited 5,121 students related. In nationwide, higher vocational majors in tourism management had recruited 113,000 students. Among them, 869 colleges and universities offered tourism management major, and recruited 55,000 students related; 90 colleges and universities offered tour guide major, and recruited 4,000 students related; 27 colleges and universities offered travel agency operation and management major, and recruited 616 students related; 38 colleges and universities offered scenic spot development and management major, and recruited 983 students related; 49 colleges and universities offered entertainment service and management major, and recruited 1,176 students related; 160 colleges and universities offered exhibition planning and management major, and recruited 6,831 students related; 669 colleges and universities offered hotel management major, and recruited 45,000 students related. In nationwide, secondary vocational majors in tourism had recruited 102,000 students. Among them, high-star hotel operation and management major reached an enrollment of 22,000 students; tourism service and management major reached an enrollment of 47,000 students; tourism foreign language major reached an enrollment of 2122 students; tour guide major reached an enrollment of 5766 students; exhibition service and management major reached an enrollment of 647 students; other tourism-like major reached an enrollment of 24,000 students. The national tourism industrial staff education and training is divided into job training and adult academic education, with a total scale of 5.865 million persons-time. Wherein, the scale of post training reached 5.62 million persons-time and that of adult academic education reached 245,000 persons/time. Among them, the scale of training for posts in tourist hotel reached 3.049 million persons/time, and the scale of related adult academic education reached 116,000 persons/time; the scale of training for posts in travel agency reached 1.253 million persons/time, and the scale of related adult academic education reached 73,000 persons/time; the scale of training for posts in scenic spot reached 959,000 persons/time, and the scale of related adult academic education reached 41,000 persons/time; the scale of training for posts in tourism administration division reached 94,000 persons/time, and the scale of related adult academic education reached 4,000 persons/time; the scale of training for posts in other tourism enterprises and institutions reached 265,000 persons/time, and the scale of related adult academic education reached 10,000 persons/time.⁸ Hence, it can be

seen that China's institutions of higher education in tourism has formed a complete education system from the specialist level to the doctoral level, and are the important base for making relevant theoretical research, and the main talents output channel.

B. The Development Pattern Is Well Constructed, but Effects in Different Institutions Are Uneven

In China, the tourism professional education in colleges and universities is basically consistent with the development pattern of the tourism in the region. According to the data in 2015, it is known that there are 11 provinces that have more than 30 colleges and universities for reason of the province's very developed tourism industry. Among them, the foreign exchange incomes from tourism of Sichuan, Jiangsu, Zhejiang, Fujian and Shandong provinces rank top ten of the country. The specific distribution is shown in "Fig. 1". However, due to Chinese government's insufficient management and supervision on the education in this major, some private colleges and training institutions with low level also set up this major, which is not conducive to the improvement of the teaching quality of this major.

C. The Scale Is Gradually Expanded, but the Training Objectives Are Not Clear, and the hierarchical Positioning Is Not Clear

Tourism industry has been positioned as a strategic pillar industry by the state and is in the golden period of development. With the upgrading of consumption brought about by the increase in per capita GDP, tourism has become one of the necessary lifestyles. This provides a huge opportunity for industry investment, innovation and entrepreneurship and vocational development. In the new context of experience economy, the tourism, accommodation and entertainment health industries will have better development prospects, and the demand for employees will increase accordingly. With the increase of demand for talents, the education market of this major will inevitably have a huge space for development. Therefore, many colleges and universities have squeezed into the market, and successively set up tourism major. However, as most of the institutions do not have clear training objectives and just offer such major of education regardless of the actual demand in development of the industry, students after graduation cannot make clear their employment directions and further cannot find a suitable working post. In addition, the institutions fail to make market investigation, and students are almost cultivated into skilled service talents suitable for the market, so that the undergraduate students become a "superficially smart" group and the "intermediate products" that are neither as good as postgraduates nor as good as junior college students.

⁸ Source: Department of Human Resources of the Ministry of Culture and Tourism of the People's Republic of China:

<http://www.mcprc.gov.cn/>

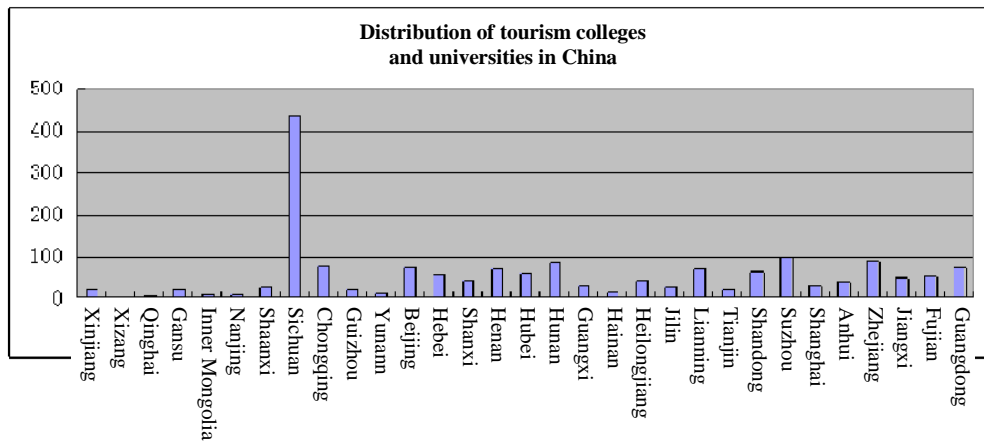


Fig. 1. Distribution of tourism colleges and universities in China.

D. The Subject Construction Has Begun to Take Shape, but the Curriculum Setting Is Not Reasonable, and the System Needs to Be Further Regulated

China's higher education in hotel management has initially formed a disciplinary system combining various fields. On this basis, colleges and universities also published various textbooks in line with the teaching needs of the school according to the major settings of the school, and promoted the improvement of the disciplinary system to adapt to the needs of administration of hotel management teaching. However, due to the late setting of the undergraduate hotel management major, there are still many shortcomings in the setting of the curriculum system and the use of textbooks, mainly focusing on the following two points:

First, in curriculum setting, there are structural imbalances between professional courses and non-professional courses, compulsory courses and elective courses, and the first classroom and the second classroom. Among non-professional courses, the "Marxist Theory course and Ideology and Morality course" and foreign language course accounts for a high proportion; the proportion of compulsory courses is much higher than that of elective courses; or the content of elective courses is too theoretical, and students have to choose the course in order to make up the credits, resulting in the phenomenon of serious absence and poor learning effect; there are few second classrooms focusing on cultivating students' practical ability and social practice ability; or second classroom exists in name only.

Second, the theoretical teaching content is outdated and takes a larger proportion than practice teaching in the teaching process.

Compared with speed of economic development, the updating speed of an institution's teaching content is relatively lagging; in addition, if the professional knowledge of the teacher fails to be updated and keep the pace with the industrial development trend in time, there will be serious disconnection between the curriculum setting and the actual

needs of the industry. In the classification of teaching content, most colleges and universities are mainly instilling theoretical knowledge when imparting knowledge regardless of imparting practical knowledge; or the curriculum is not timely adjusted and updated in a way advancing with the times. In this mode, one course is provided for long term; and one set of teaching scheme can be applicable all the time. Such a teaching content design can hardly help cultivating useful talents for the industrial development.

E. The Teacher Team Is Relatively Weak and Lacks Practical Experience

In China, hotel education is still a new subject, and the professional faculty is seriously lacking. At present, the construction of professional faculty of hotel management in most colleges and universities in China is not ideal. Many teachers engaging in hotel management teaching are not graduated from the major of undergraduate institutions but transformed from other major or relevant majors; so, their professional knowledge is relatively lacking. Although their acquired professional knowledge has been enhanced through the efforts, they can only understand professional knowledge from the surface, instead of going deep into the essence of the professional knowledge. Due to their low proficiency level in the major, the professional knowledge that they can teach students is limited so that students' professional knowledge cannot be improved. In addition, there are few doctor and master's education programs in hotel and tourism majors in China, and there are even fewer doctor and master's programs specializing in hotel management, so that there is a serious shortage of highly educated talents.

F. The Turnover Rate of Talents for This Industry Is High, and There Is Lack of Education in Professional Vocational Planning

Colleges and universities take the objective of cultivating skilled talents as the teaching task of practical internship and also take it as a key teaching means for reserving management talents having management experience. As a service industry, hotel attaches great importance to the cultivation of this ability. School treats the cultivation of this

ability as a key part of practical teaching and cultivation, while enterprise treats this cultivation of ability as an important factor in selecting talents. However, due to the influence of various factors during the internship period, most students after ending the internship are reluctant to stay in the hotel; hence, the turnover rate of talents in hotel industry becomes almost the highest in all industries, appearing a phenomenon of "labor shortage". In May 2018, a 2018 hotel intern survey report, "will these interns continue engaging in hotel industry in the future?" provided by Meadin Academy shown that the hotel management majored interns in China have the following characteristics in their practical internships:

First, in China, hotel interns are mainly females, accounting for 71% of the number of interns, while males only account for 29%; nearly more than 50% of the interns have more than half a year of internship (see "Fig. 2" and "Fig. 3"). This data shows that in the Chinese traditional concept, women are more meticulous and patient in doing things, so the employment in service industry is still dominated by women; at the same time, the industry's entry requirement is still retained, namely the internship time should be no less than half a year, so that students and the enterprise can better understand each other.

Second, in the context of the serious shortage of talents for the industry, 48% of the students enter the food and beverage department and the front office of high-end hotel to work as interns in the form of school-enterprise cooperation (see "Fig. 4", "Fig. 5" and "Fig. 6"). This indicates that students expect to enter an internship in high-end hotel in order to get a better working environment and work experience. As the "appearance" of a hotel, those working in the front office should have better professional quality, proficient level of foreign language and excellent image quality to provide consumer with an impressive and perfect reception service; meanwhile, as one of the major sources of benefit and income, the food and beverage department also requires a large number of "high-level" employees to provide better services. Therefore, there are large number of interns and demands in those two departments.

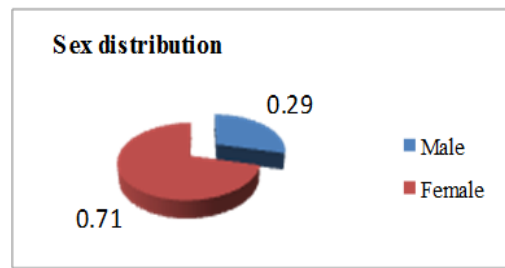


Fig. 2. Charts of the basic internships: sex distribution.

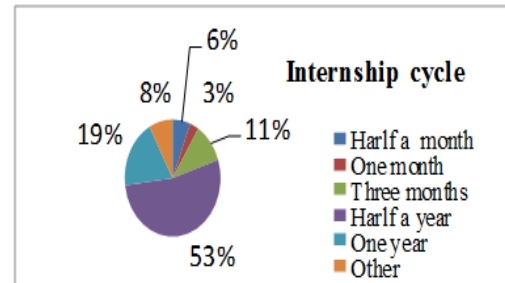


Fig. 3. Charts of the basic internships: internship cycle.

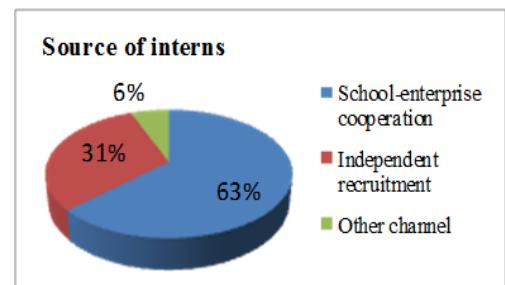


Fig. 4. Chart of work briefs: source of interns.

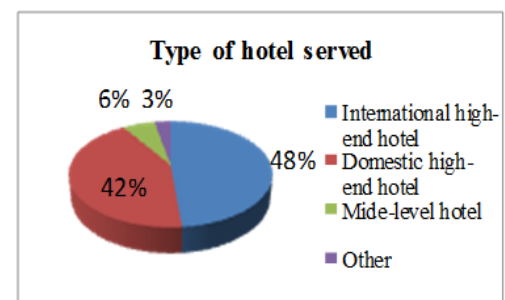


Fig. 5. Chart of work briefs: type of hotel served.

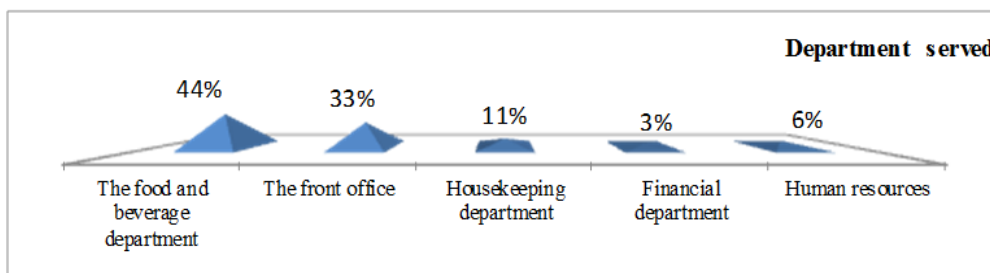


Fig. 6. Chart of work briefs: department served.

Third, in aspect of the status quo of work in this industry, as shown in "Fig. 7", "Fig. 8", "Fig. 9", "Fig. 10", "Fig. 11", "Fig. 12", "Fig. 13" and "Fig. 14", it is indicated that the average daily working hours of most hotel interns in China is less than 9 hours, and few of them needs to work for more than 10h every day; 50% of interns can enjoy the regular two-day weekend. However in terms of salary remuneration, more than 80% of the interns feel that they are compulsively arranged by school to serve as interns in hotel and become a cheap labor force; they are very dissatisfied with their salary remuneration, and are bothered by wage problems. This is also the core reason for the always high turnover rate of hotel talents. The hotel party thinks that interns should improve

their work attitude and professional skills so as to better serve their work needs. Hence, it can be seen that in China, professional education pays too much attention to education on students' theoretical knowledge, and is seriously lack of vocational planning related education, so that students only pay attention to the immediate salary benefits, and fail to grasp the opportunities and make long-term plan for their vocational development. At the same time, for the industry, only by moderately improving the interns' remuneration and satisfying their basic life demand and it be available to retain employees, reduce the turnover rate of talents, and construct a stable employee team and further enhance the development of the enterprise itself.

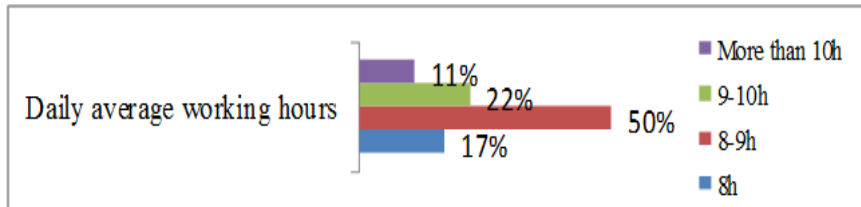


Fig. 7. Charts of work status: daily average working hours.

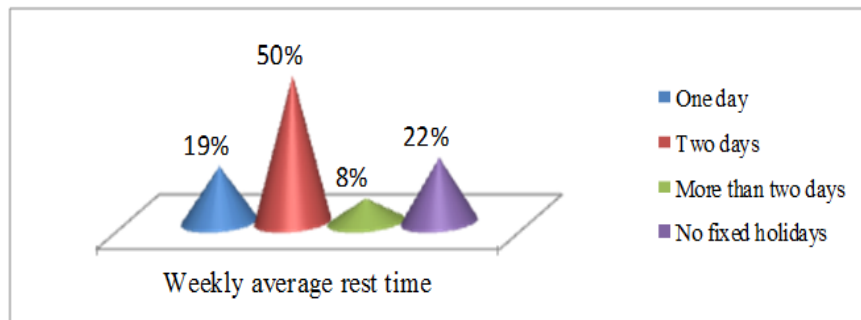


Fig. 8. Charts of work status: weekly average rest time.

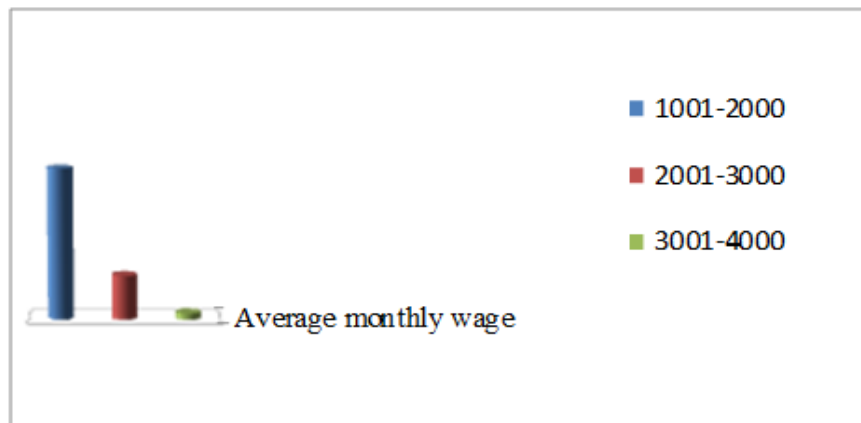


Fig. 9. Charts of work status: average monthly wage.

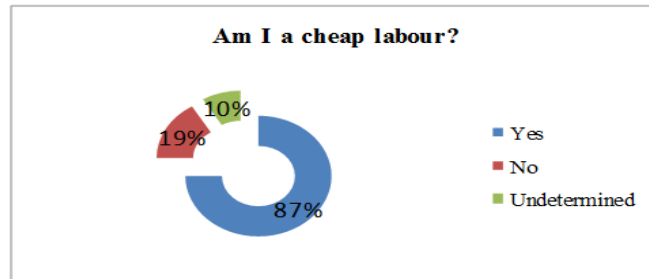


Fig. 10. Charts of work status: am I a cheap labour.

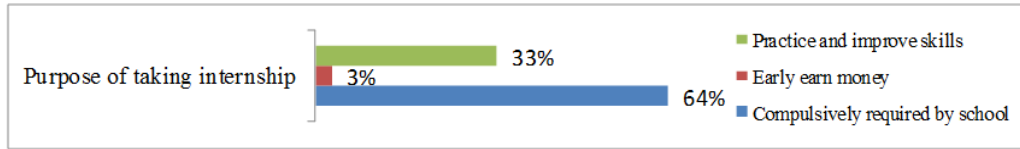


Fig. 11. Charts of work status: purpose of taking internship.

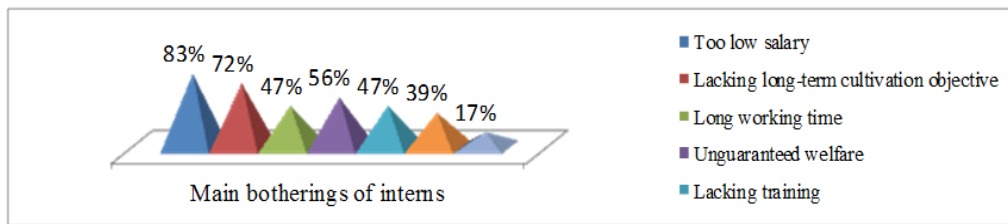


Fig. 12. Charts of work status: main botherings of interns.

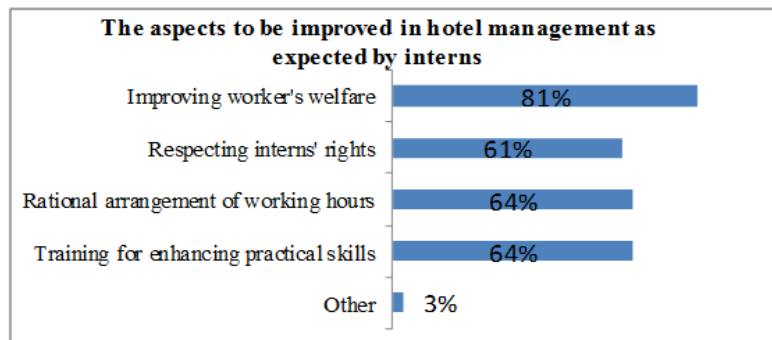


Fig. 13. Charts of work status: the aspects to be improved in hotel management as expected by interns.

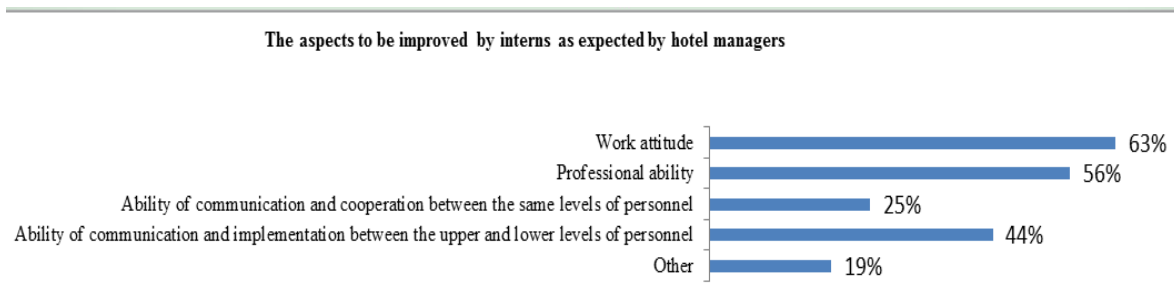


Fig. 14. Charts of work status: the aspects to be improved by interns as expected by hotel managers.

IV. THINKING AND SUGGESTIONS

In recent years, with the application of big data, the development of artificial intelligence and the change in consumer structure, hotel industry is also facing a new pattern of development and change. Therefore, based on other countries' successful experience in higher education in hotel management, and combined with China's national conditions, this paper puts forward the following improvement measures suitable for the development of hotel higher education in China.

A. Adjusting the Cultivation Objectives in a Way Advancing with the Times, and Strengthening the Cultivation of Compound Talents

Compared with higher vocational education and postgraduate academic education, China's undergraduate education in hotel management should focus on cultivating high-quality professional talents having solid foundation, wide range of competence, strong application ability, innovation and outstanding characteristics. Its cultivation objectives should be adjusted in a way advancing with the times. In cultivation of postgraduate, it should focus on cultivating students' in-depth research ability, and pay attention to academic orientation-based cultivation based on vocational orientation. At the same time, the direction of talent cultivation should be gradually changed from cultivating specialized talents to cultivating general talents and specialized talents combined talents. It is also necessary to fully reflect the individual characteristics and advantages in the principle of "cultivating talents having distinctive and unique characteristics" in order to cultivate talents that can meet the actual demands.

B. Optimizing the Curriculum Teaching System Based on Internationalized Teaching Concept

In traditional concept of consciousness, hotels are integrated high-star lofty places, with many departmental levels and more subdivided and independent works, and fewer links between departments. However in actual development, small and medium-sized hotels, characteristic homestays, and characteristic economic chain hotels are more suitable for the demand of development in the experience economy era, and gradually occupy more and more market share. This is also the direction for employment of hotel management majored students in the future. Therefore in traditional teaching, the teaching mode is artificially modularized, and "department and unit typed" teaching mode is adopted. It is impossible for students to form a macro and overall management consciousness in the teaching process, and hence there is a phenomenon of "mismatched" teaching. Under the call of "mass entrepreneurship and innovation", hotel management education should also keep pace with the development of the times, optimize the curriculum teaching system based on the internationalized teaching concept, made integrated curriculum design and adopt characteristic teaching methods such as famous teachers' lecture, visiting famous enterprises and offering overseas learning opportunity on the basis of the

perfect theoretical system and practice platform of the subject itself, and the development and commercial innovation demand of the industry. The purpose is to cultivate students' strategic thinking to lead the future industrial development in the context of globalization, and improve the innovation and operation ability of their products.

C. Strengthening the Construction of the Teacher Team and Improving Their Internationalization Level

1) Strengthening pre-job training and increasing the cultivation of practical teaching ability: When new teachers are hired, they should be regularly trained to improve their practical teaching skills while improving the teaching quality. With respect to the said training, it is available to invite teachers from other schools to give lectures, or adopt "teacher-students bonded help" form of training in the school so that new teachers can be early competent to the teaching work instead of taking detours. At the same time, it is available to dispatch teachers to enterprise to do part-time practice from time to time, so as to directly improve themselves in practice, accumulate rich practical experience, and better serve their own education and teaching.

2) Improving the incentive mechanism to mobilize the enthusiasm of teachers, and strengthening international communication: Colleges and universities and local governments should create a good working environment and living condition for teachers and improve the social status and remuneration of teachers. In stimulating the working enthusiasm of teachers, it is not only needed to improvement teachers' remuneration but also motivate them in terms of teaching and research, rising professional titles, promotion and so on. At the same time, strengthening the exchange of teaching experience between China and foreign institutions is conducive to further improving teachers' teaching level.

3) Cultivating and strengthening the scientific research consciousness of teachers, and formulating a sound scientific research system: Academician Pan Yunhe, the former president of Zhejiang University, once said, "If a university is compared to a running carriage, teaching and research are its two wheels, and teacher is the axis that connects the two wheels." Teaching and research occupies and plays an important position and role in education. Therefore, colleges and universities should formulate a sound scientific research system, correctly position the scientific research work, integrate the management system of teaching research and scientific research, take vertical management and horizontal writing research content, and take scientific research as the lead to drive in-depth development of teaching research, further drive the mutual promotion of teaching and scientific research, so as to improve the teaching quality and level.

D. Creating a Diversified and Production, Education and Research Integrated School-running Model

The talent cultivation objectives of colleges and universities are not to cultivate students into single test-oriented talents, but to let students master various theoretical knowledge and skills related. Therefore in teaching, it is needed to focus on cultivating students' application ability, while arranging teaching contents with high utility and practice based on different post requirement and combining theory and practice. In addition, it is also available to learn from foreign teaching experiences and refer to the following three teaching modes to practically improve the teaching quality of colleges and universities in China.

1) College-enterprise collaborative school-running mode of open type: This is the most common school-running mode. In this mode, on the one hand, college's teaching is oriented to enterprise's demand for talents and output large quantity of talents to the enterprise; on the other hand, when the enterprise obtains some achievements in this school-running mode, it may provide the college with more excellent internship resources so as to perfect the college's talent cultivation system.

2) Cross-regional collaborative school-running mode: The cross-regional tourism collaborative school-running mode refers to a tourism economic activity that the tourism economic entities in various regions reallocate and combine the tourism resources in two or more different regions and organically combine with colleges and universities according to a mutual-beneficial agreement or contract in order to achieve an optimized economic-social-ecological benefit, including the tourism cooperation between different regions and between different areas in a region. "Win-win" can also be achieved in manner of regional cooperation in form of hotel education practice base depending on the resource advantages between different regions.

3) Multi-national collaborative school-running mode: Against the background of globalization, multi-national cooperation between industries has shaped into a scale. In order to create a better environment for own development, many colleges and universities in various countries have successively gone abroad and used their own strengths to make up for their shortcomings. Therefore, China's higher education institutions should also seize this opportunity, focus on international development and cooperation with foreign higher education institutions and well-known multinational companies, and create new education and teaching methods to teach students the concept of internationalized management, build a better learning and practice platform for students, and cultivate international talents that can more meet the development demand of the times.

E. Government-enterprise-college Collaborative Planning for Cultivating Students' Specialized Profession

The turnover rate of employees in hotel industry has always been at a high level in the industry, and there is often

a phenomenon of "labor shortage". After graduation, most of students select to engage in teaching, postgraduate studies or studying abroad. Only a few of them worked in the hotel industry, hence there is a phenomenon of "labor shortage". The main reason is that the unreasonable salary remuneration has caused students losing confidence in the industry during the internship period and unwilling to continue working in the industry in the future. At the same time, school neglects cultivating students' vocational awareness and long-term development objectives during school time. As a result, students have weak vocational awareness and do not want to "settle in the industry". To solve the above problems, government, enterprises and colleges should work together to build a good environment for vocational development of students. The government should formulate policies and regulations for improving and guaranteeing the service industry, especially on the salary remuneration in hotel industry, strengthen supervision on the industry, and urge enterprise to implement. Hotel enterprise should combines its actual situation, construct a reasonable incentive mechanism, and improve the management system. Colleges and universities should enhance education on students' vocational planning in the process of teaching, so that students can enhance the confidence in the industry and establish a positive employment concept from a long-run development perspective.

F. Strengthening Strategic Management Awareness and Focusing on Cultivating Strategic Management Talents

The promotion of big data computing, the development of artificial intelligence and the transformation of social economy have been changing the form of all human activities. Many traditional skill-based posts in the hotel industry will gradually be replaced by artificial intelligence technology. The demand for talents will gradually change from the previous skill orientation to management orientation. Especially, the new talents with strategic planning and management abilities will be the core competitiveness of the hotel industry in the future development. Therefore, colleges and universities should focus on cultivating students to attach importance to strategic level, reviewing the situation, constantly updating self-management concepts, linking professional development with external environment, making clear analysis and rapidly making decision, and grasping opportunities and meeting challenges related.

V. CONCLUSION

With the adjustment of the supply-side structure reform, the proportion of service industry in the economic structure is increasing, and hotel industry is getting more and more attention. As a labor-intensive industry, the hotel industry has increasing demands for trained talents specialized in operation and management of modern enterprise. From the international perspective, this paper analyzes and compares with the successful experiences of typical and characteristic institutions of higher education in hotel management in foreign countries, and conducts a preliminary exploration and research on the problems existing in China's higher

education in hotel management. Finally, the paper proposes corresponding solutions, and puts forward references for reform and innovation of higher education in hotel management, so as to further improve and enrich the system of higher education in hotel management and meet the development demands of the current hotel industry.

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