

Curriculum Design and Implementation Based on the Training Mode of School Enterprise Cooperation - Take the "Heart of Service" and "Future Leaders" Courses as an Example

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Abstract: Deep cooperation between school and enterprise lays a solid foundation for long-term development of vocational education. It is inevitable to choose cooperative development of courses by schools and enterprises amid teaching reforms in higher vocational education. This study shows the results of joint development of talents training curriculum by School of Tourism and Hotel Management of Dalian Vocational and Technical College and Intercontinental Hotel Group (IHG). The curriculum was designed carefully according to students' characteristics and the demand for talent training of Intercontinental Hotel Group, after many rounds of argumentation by both two parties involved. During the course implementation of "Heart of Service" and "Future Leaders", there exit many problems in the main body of students, guidance of teachers, participation of enterprises, and so on. Problems in combining theories and practice are analyzed in order to improve the students' vocational skills, cultivate more qualified professionals for enterprises, and provide standards for market need-oriented curriculum design.

1. Background of Curriculum Design on School and Enterprise Cooperation

Intercontinental Hotel Group (IHG) is the oldest and largest hotel group in the world. As the leader in the field of hotel in China, IHG has achieved great success and attracted, trained and retained many talents through the leading talent development model in the past 30 years. In order to meet the huge demand for human resources of China's booming hotel industry, IHG has established 150 IHG academies in the world. The first IHG academy was founded in Shanghai in 2006, which delivered a large number of outstanding graduates with practical skills to China's hotel industry.

In order to further school-enterprise cooperation and cultivate high-quality and skilled talents to meet the demand of IHG, IHG Academy provide training courses on mentor certification of "Heart of Service" and "Future Leaders". By combining resources of schools and IHG, IHG Academy researched and designed the training goal, curriculum, implementation scheme and curriculum evaluation system of the two courses, according to IHG's "three-stage" talent training model, the characteristics of students and the employment needs of enterprises, aiming to cultivate practical talents for enterprises and equip students with professional knowledge.

2. Curriculum Design and Implementation of "Heart of Service" and "Future Leaders"

2.1 Forming a Discussion Group on Curriculum Design

A curriculum discussion group, composed by college teachers and enterprise experts, should be formed before actual teaching and shoulder the responsibility of curriculum design and construction. The members of the discussion group are college leaders with practical experience in the enterprise, professional teachers, industry experts and outstanding talents. According to IHG's talent training model and analyzing talent demand and post-training effect, the discussion group carries out a series of special seminar and design on the curriculum content construction, project implementation design and assessment methods, which not only shows the deep cooperation of school and enterprise, but also guarantees the formulation of reasonable curriculum standards and achievement of the expected teaching effect.

2.2 Reconstruction of Curriculum Systems of "Heart of Service" and "Future Leaders"

The curriculum design views the analysis of job occupational ability as the starting point and emphasizes the abstraction of general basic and core occupational abilities, which was based on talent training mode and job requirements of IHG and whole hotel industry. According to professional characteristics of students, teaching contents can be reconstructed on working situation and teaching scenes and tasks can be established amid choosing typical working tasks. More corporate brand culture and operating standards of IHG was integrated to curriculum design, together with ensuring the scientific of curriculum contents.

2.3 Implementing the Teaching Process with the Work Item as the Carrier

Based on job occupational ability of the enterprise, the curriculum content is closely linked to the enterprise, forming thematic tasks and task-driven teaching. Students and teachers both participate in work task, which can promote dynamic study of students via asking, answering, studying and solving problems. During the teaching process, it is important to combine the teaching process and the work process, and to combine the students' psychological process and the action process, that is to say, "teaching, learning and doing" are integrated.

2.4 Establishing Evaluation Systems for School Enterprise Cooperation

After students complete the learning tasks of the two courses, their teachers and experts from IHG will jointly complete the assessment and evaluation of learning results of the students. Their teachers complete the assessment and evaluation of the students' mastery of what they have learned in the classroom, while experts assess students' comprehensive performance in the practical positions though their guidance in practical training, and evaluate whether the curriculum content design is connected with their job.

2.5 Perfect the Corresponding Teaching Resources of Curriculum Design

Teaching resources of two courses can be perfected on the basis of professional argumentation guidance and centering on the content of "Heart of Service" and "Future Leaders", which includes teaching plan, course design, electronic courseware, teaching video, etc. These will play an important role in improving the quality of education and teaching and be of significance in the analysis of talent training mode in the future.

3. Experience and Shortcomings of Curriculum Implementation

3.1 Limited Class Hours and Incoherent Teaching Process

Sophomore is the main teaching group, whose professional courses takes up most of their time. They also have to participate in many large-scale school activities. However, teaching of the IHG academy can only be completed after class or without occupied by large-scale activities, which may be inconsistent with the progress of the teaching plan, with too long class interval. Thus, the incoherence in the teaching process may have a certain impact on the expected teaching effect.

3.2 Teachers' State Can't Fully Guarantee the Teaching Effect of the Courses.

Although in the process of curriculum design, some teachers with practical working experience participate in the curriculum design, the quality of the curriculum is reduced accordingly and the process of curriculum implementation is restricted to a certain extent, due to the lack of in-depth control of the curriculum content, or the lack of profound understanding of the management methods in the latest hotel field.

3.3 Enterprise's Lack in Activeness for Curriculum Cooperation

The curriculum design and implementation of school enterprise cooperation is a complete process. The experienced technicians of the enterprise provide a lot of suggestions for the specific problems of the curriculum design, which inevitably takes up their own time. In the course of curriculum

implementation, it is necessary to make discussions with the members of the enterprise amid course teaching, which may not be beneficial to the enterprise in the short term. Therefore, the enthusiasm of the enterprise is not enough, which will lead to the lack in internal motivation of research and development of curriculum.

3.4 Deficiency in the Evaluation System of Teaching Effect

Multiple evaluation forms are applied in the curriculum assessment, such as, questionnaire survey, individual interview, enterprise feedback and so on. However, assessment and evaluation standards will be inconsistent with each other, due to the different hotel where the students practice, the various departments and posts students are involved. When one department involves many interns, they may draw much attention. The above situation will have an impact on the future curriculum adjustment, service ability and professional attainment of students and so on.

4. Suggestions and Countermeasures for Future Curriculum Development and Design

4.1 Strengthening Teachers' Professional Ability

On the basis of cultivating teachers with rich professional theoretical knowledge, it is of importance to improve the professional training of teachers for the latest development of hotel industry, corporate culture, talents training mode of enterprise and solid skill level, which lays foundation for curriculum via school enterprise cooperation, and is the key to improve the teaching quality.

4.2 Strengthening Corporative Consciousness of Enterprises

Enterprises should set up long-term development strategy and values, make it clear that talent is the core and key problem of enterprise's survival and development, fully understand that curriculum jointly developed by school and enterprise is an important driving force to improve staff quality, and put forward some suggestions for curriculum design and implementation. Enterprises make effective use of the advantages of cooperative colleges and universities, improve the management level of enterprise with the help of the platform of colleges and universities, and cultivate the awareness of active cooperation with colleges and universities, so as to enhance the social reputation and competitiveness of enterprises.

4.3 Strengthening Practical Service Ability of Students

The purpose of cooperative development of curriculum via school and enterprise is to cultivate practical talents to adapt to the development of enterprises. In the process of cultivating students, the emphasis is to cultivate students' practical service ability, to really improve students' ability to work in practical positions, and to meet the needs of enterprises, in addition to ensuring students' understanding of theoretical knowledge.

4.4 Strengthening Students' Professional Attainment Ability

Students are deeply influenced by corporate culture in the process of enterprise practice, under the background of school enterprise cooperation. Thus, it is necessary to teach students to consciously abide by the rules and regulations of the enterprise, and to cultivate the professional spirit of students' love and dedication and honesty and trustworthiness during the process of teaching students, which can not only enhance the students' sense of belonging to the corporate culture, but also shorten the running-in time with the enterprise during the employment period and adapt to the change of identity as soon as possible.

To sum up, the mode of school enterprise cooperation is the only way to train applied talents in colleges and universities. The design and implementation of school enterprise cooperation curriculum based on the mode of talent training of enterprise can not only bring into the advantages of colleges and enterprises, but also lay a solid foundation for enterprises to cultivate qualified professional talents. Therefore, a win-win situation among schools, enterprises and students can be truly achieved, with clear training objectives.

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