

Research on the Hotel Management Talent Training Mode Based on Industry-education Integration Against the Background of Application-oriented Transformation

A Case of Hotel Management Major of Wuhan Business University*

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Abstract—Industry-education integration is an inevitable choice for the development of application-oriented universities under the new situation. University-enterprise integration is an effective way for universities to train talents and improve teaching quality and effect. Taking the hotel management undergraduate major of Wuhan Business University as an example, this paper studies how the talent training mode of local universities adapts to the needs of transformation development.

Keywords—application-oriented universities; transformation development; industry-education integration; talent training mode; hotel management

I. INTRODUCTION

In October 2015, the Ministry of Education, the National Development and Reform Commission, and Ministry of Finance jointly issued the Guiding Opinions on Leading Some Ordinary Universities to Application-oriented Transformation, which clarifies the transformation idea of pilot schools, and according to the requirements of using some pilot universities to drive another group of universities, determines a number of pilot universities with the conditions and the willingness to take the lead in exploring the development model of application-oriented universities. The Guiding Opinions put forward the task of transformation, development and reform. The first is to define the type positioning and transformation path, start from industry-education integration and university-enterprise cooperation, take the comprehensive and deep participation of industry and enterprises as the path and driving force for transformation development, and build school-enterprise cooperation platforms.

The application-oriented transformation of colleges and universities is not only a significant action to deepen the comprehensive reform of higher education, optimize its

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structure of and enhance its ability to serve the national and regional economic and social development, but also an inevitable requirement for colleges and universities to deepen the reform, develop connotation, take the initiative to serve local needs, and enhance students' entrepreneurship and employability. According to the requirements of transformation development, universities cooperate with enterprises and industries in depth and promote the deep university-enterprise, university-government and university-industry cooperation to realize substantive transformation development marked by connotation development and quality improvement and to achieve the schooling effect characterized by high employment rate, high talent rate and high social satisfaction.

II. RESEARCH STATUS OF INDUSTRY-EDUCATION INTEGRATION IN OVERSEAS AND DOMESTIC UNIVERSITIES

A. Western Industry-education Integration Mode

Western countries started earlier in industry-university cooperation and learning-working combination, and formed relatively complete study on talent training mode based on learning-working combination. There are several modes in the study of internship of hotel management majors.

1) *Swiss "Lausanne Mode"*: Ecole Hoteliere Lausanne is famous for its rigorous scholarship, and attaches great importance to the combination of tradition and modernity, trying to make the teaching and practice reflect not only the technical service characteristics of traditional hotels, but also the essence of modern hotel management.

One of the highlights of the Lausanne Mode is its strict selection system and the most advanced curriculum system in the world, which are unduplicated by other schools. Another highlight of Lausanne Mode is its practice and internship link. In addition to the practical operation project inside the campus which highly combines with the real environment of hotels, the school's teaching program requires students to complete one to three times of internship at hotels lasting from three to six

months before graduation. The first internship tends to actual operations, and in the second internship, students have the opportunity to participate in the enterprise administration and undertake various project schedule.

2) *German "Dual System"*: Germany is one of the countries with the most developed economy and science and technology in the world, and "Made in Germany" is famous for its fine workmanship and excellent quality. This should owe to Germany's secret weapon in high level vocational education — the "Dual System". The "Dual System vocational education" that originated from the apprenticeship system means that the whole training process is carried out in the industrial enterprises and the national vocational schools, and the practice in the enterprises is closely combined with the theoretical teaching in the vocational schools. One unit refers to vocational schools, whose main function is to impart professional knowledge related to the occupation; the other unit refers to enterprises, whose main function is to provide students with professional training in vocational skills in the enterprises. The Dual System has the following characteristics: first, enterprises and schools complement each other and attach importance to the role of enterprises; second, the state guarantees the implementation of vocational education by law; third, this is a win-win-win mode for enterprises, schools and the government. The expenses of training provided by enterprises to students are basically borne by the enterprises themselves, but the government will also grant subsidies to enterprises providing training. The cost of vocational schools is jointly born by the country and state governments.

3) *British "Sandwich" mode*: The "Sandwich" mode of higher vocational education in Britain originated from Sunderland Technical College in 1903. Students in the engineering and ship architecture school of this college study in the campus in the first stage, work in enterprises in the second stage, and return to the campus for further study in the third stage. This is a mode of Learning in School- Practice in Enterprise-Learning in School in turn. The "Sandwich" mode mainly includes "1+1+1" and "1+2+1" teaching programs, and in either case, students are required to study in school in the first year, then take up internship in enterprise for at least one year and enjoy normal salary subsidy, and then return to school for theoretical study in the last year.

4) *Industry-education integration mode of other European and American countries*: The "cooperative education" mode in North America, represented by the United States, provides a unique opportunity for enterprises and employers to recruit and retain college students through cooperative education and internship programs between universities and enterprises, and thus to build a staff team composed of highly skilled and technically proficient college students. In Australia, based on the "industry-led" vocational education system, the industries actively participate in the whole process from the formulation of national macro policies to the arrangement of specific teaching activities of schools, so the industries can directly participate in the process of vocational education, and you can

find the industries in talent training objectives and formulation of working standards and norms.

B. Research Status of Industry-education Integration in Application-oriented Universities

The successful mode and practice of industry-education integration in developed countries provide an important reference for the industry-education integration and application-oriented talents in hotel management major in China. Compared with the rapid development of university-enterprise cooperation in vocational education, the university-enterprise cooperation in universities advances slow, without deep cooperation, and has not played a substantial role in promoting the talent training quality. In addition to the lack of national policy and financial support, the more important reason is that schools and enterprises fail to fully recognize the importance of school-enterprise cooperation and lack initiative. "Application-oriented" is an important part of higher education, emphasizing industry-education integration, which is an inevitable trend of the transformation development of newly-built universities.

In China, the effects of industry-education integration education have attracted more and more attention of education researchers, and the contents and views of the research of the industry-education integration education are increasingly rich. Huang Jianwei (2009) analyzed and compared the modes of industry-university-research cooperation in Cornell University School of Hotel Administration and Beijing Union University School of Tourism. Jin Shenglang (2016), taking Huangshan University as an example, pointed out that industry-education integration is the trend of application-oriented talent training, and also put forward suggestions on the path of establishing training bases in campuses. Zhao Aihua (2016) pointed out that in the background of transformation development, the innovation of talent training mode based on industry-education integration should focus on the positioning of talent positioning, optimization of talent training program, and organic combination of industry-university-research.

III. PROBLEMS IN THE INDUSTRY-EDUCATION INTEGRATION IN LOCAL APPLICATION-ORIENTED UNIVERSITIES

A. Local Universities Are Young and the Industry-education Integration in the Polishing Stage

The application-oriented universities are young. For example, Wuhan Business University, where the author is in, was upgraded from Wuhan Business Service School to a 4-year college in 2013. Before the upgrade, the school attached importance to practice teaching and university-industry cooperation, but after the upgrade, the talent training objectives changed, and there is a big difference between university and junior college in talent training program and industry-education integration mode. Therefore, due to various reasons, the training program of the newly upgraded university has been revised repeatedly, in terms of the depth and breadth, the university-enterprise cooperation remain in the primary stage, and the university-enterprise cooperation mode still remain in the shallow layer as in the junior college stage.

Many local application-oriented universities will recruit students for hotel management major at the university level and junior college level at the same time, but in fact, there is little difference between them in practical teaching, which is the half-year post internship and half-year graduation internship; the only difference is the internship unit. Internship units for undergraduates are mostly high-end five-star international brand hotels, and those for junior college students are various with different grades; there is no great difference between the two in the university-enterprise cooperation mode. In addition, although the university set up traditional order classes, the only different between the university and the junior college period in order class is in courses, and there is no great difference in the cooperation mode. Therefore, in terms of depth, industry-education integration is still in the polishing stage and needs to be further deepened.

B. Weakness of Teaching Staff in the Transformation Process of Application-oriented Universities

The teaching staffs of application-oriented universities mainly come from three aspects. First, the teaching staffs come from teachers of the junior college stage. They are characterized by low education background, mainly including junior college degree and bachelor degree, and even some teachers are from vocational schools, who have high operation skills but poor theory knowledge, so they are quite capable of operation skills but incapable of practical teaching for undergraduates, especially in theory teaching, resulting in unsatisfying result in combination of practice and theory. Second, the newly upgraded universities excessively emphasize education background and scientific research achievements of teachers after the upgrading. As a result, teachers employed in recent years are mainly masters and doctors, so these young teachers have a high degree, but poor operational skills and lack of practical experience in enterprises. Thus, they are obviously out of line with the industry in guiding the “application” of application-oriented undergraduates, and feel powerless in practical guidance. Third, some newly upgraded local universities directly hire enterprise personnel as part-time teachers in strong practical courses, and although such teachers have extensive industrial experience, their personnel files are not in the university, bringing difficulty in management of them. Moreover, many enterprise personnel have never attended training in teacher qualification, so their teaching process and method are not standard enough.

C. Lack of Policy Incentive and Protection for the Industry-education Integration Mechanism

Although many local universities are actively transforming to application-oriented ones, their professional title evaluation still follow the title evaluation method used by provincial and ministerial academic universities — judging based on scientific research strength. As a result, many teachers are busy applying for projects and publishing papers, and only few teachers are willing to give up their research time for teaching and devote themselves to learning in the industry. The direct result is that the teachers are not much enthusiastic about industry-education integration education, so the industry-education integration mechanism lacks policy incentive and protection.

The lack of policy incentive also makes enterprises lack of long-term planning for interns, unwilling to invest many resources to interns and just see them as cheap labor force. In the process of industry-education integration, the talent training program lacks deep irrigation by enterprises, so the professional ability of students is difficult to meet the objective of training applied senior management personnel.

IV. TALENT TRAINING MEASURES FOR APPLICATION-ORIENTED UNIVERSITIES BASED ON INDUSTRY-EDUCATION INTEGRATION

A. Improving the Talent Training Program

The basis of teaching activities in universities is undoubtedly the talent training program based on local conditions, which is also the design drawing of the university to train talents. According to the requirements of the Ministry of Education for professional schooling and the needs of regional economic development for talents, the hotel management major of Wuhan Business University - a newly upgraded application-oriented university aims to, for Hubei and the whole country, train applied senior specialized personnel that adapt to the development needs of the hotel industry, master systematic theory knowledge of hotel management and have hotel management ability, with strong practical ability, high occupational qualities and great potential for career development, have international vision and innovative consciousness, and are competent in management of high-end star hotels, chain hotels and catering groups.

In terms of talent training mode, “Industry-Guided Teaching 2AB” mode is mainly adopted. This mode, following the talent training concept of “Industry-Guided Teaching”, based on the pattern of hotel industry development and career growth, and for the purpose of training applied senior specialized personnel competent in management of high-end star hotels, chain hotels and catering groups, advocates teaching according to four training links A, B, C and D to effectively improve students’ employability. In the “Industry-Guided Teaching 2AB” mode, “2AB=AB+A'B'”; thereinto, A represents in-campus learning and experimental training, including learning basic cultural knowledge, basic professional knowledge and professional technical knowledge and training special skills; B stands for professional teaching practice in off-campus base; A' means the learning and broadening of new knowledge and new skills in campus; B' is off-campus graduation practice.

Overall, in the formulation of talent training program for applied hotel management undergraduate majors, the universities shall consider the basic objective of applied talents in tourism and hotel industry, innovate the talent training program, with compound knowledge framework as the core, integrate basic management knowledge with professional knowledge, highlight cutting-edge science, pay attention to and strengthen the practice link, and determine the objective to train high-quality, application-oriented talents with “knowledge, ability and quality” and characterized by comprehensive and coordinated development.

B. Implementing the Double-position Teacher Improvement Plan

To realize industry-education integration, the steady improvement of the comprehensive quality of double-position teachers is the key. Therefore, the universities must attach importance to the construction of teaching staff and implement all-round teacher training. In terms of teacher training, Wuhan Business University School of Tourism and Hotel Management has sent one teacher to the industry for training for half a year every six months in the past two years, and paid them salary as usual. In addition, Wuhan municipal government also provides certain transportation subsidies, so that teachers can devote themselves to the training in enterprises without worries. This kind of orderly and planned arrangement for teachers to take a temporary post in high-end foreign-funded hotels ensures the connotation construction of double-position teachers under the industry-education integration. In addition, the university encourages young teachers under the age of 45 to actively apply for overseas further study programs. So far, many teachers have gone to the United States, Australia, Switzerland and other western countries for further study at least for a few months and at most for a year. Such further study and academic visit have broadened the international vision of teachers, enriched their international teaching experience, and improved their professional theoretical level.

C. Facilitating Enterprises to Play Their Role in Vocational Training

Through university-enterprise cooperation and industry-education integration, enterprises and universities jointly develop specialized courses. The universities shall actively invite the industry experts of the internship base to participate in the construction of professional teaching activities to optimize and integrate the curriculum system; to facilitate the teaching content and professional standards, the teaching process and production process to much conform to each other. Wuhan Business University has been in close contact with senior executives of internship bases in Wuhan and Yangtze River Delta for a long time, and regularly invites industry experts to give lectures and even undertake the teaching of vocational-biased course. In terms of developing students' vocational core competence, the university will also invite training instructors from cooperative hotels to give lectures, and work with the teachers on the development of vocational courses to jointly build excellent hotel managers. In this process, the role of the enterprise is recognized beyond doubt, represents the forefront and is irreplaceable, and this is very popular with students.

In addition, the universities should fully realize their role of "integration" in the "industry-education integration", integrate the resources of them and the enterprises, and define the dual identities of students, teachers and cooperative enterprises. Students are "quasi-employees" of enterprises, teachers are "training tutors" of enterprises, and enterprise experts are "part-time teachers" of universities. The identification of dual identity effectively realizes the industry-education integration and promotes comprehensive quality improvement of the three parties, especially of the students.

V. CONCLUSION

Industry-education integration is an inevitable trend of the development of application-oriented universities. In the background of application-oriented transformation, local universities should fully realize the imperative trend, respect education and teaching rules, and find a way to develop application-oriented majors that is in line with modern educational concept and their own characteristics.

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