

# Bridging Academia and Industry: Talent Cultivation in Vocational Hotel Management via School-Enterprise Cooperation

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**Abstract:** *This paper investigates the application of the school-enterprise cooperation model within the hotel management program in vocational education. It analyzes the significance of this model for cultivating industry-ready talents in the hospitality sector and its contribution to the sustainable development of the hotel management discipline in vocational education contexts. The study proposes that optimizing talent cultivation requires the establishment of a long-term school-enterprise collaboration mechanism, refinement of the curriculum system, enhancement of both industry-specific competencies and pedagogical skills among teaching staff, and the development of comprehensive evaluation and feedback mechanisms. These measures aim to bridge the gap between academic training and industry demands, thereby improving the quality and relevance of hotel management education.*

**Keywords:** School - enterprise cooperation, Hotel management major, Vocational education, Talent cultivation.

## 1. Introduction

With the rapid development of the tourism industry, the demand for the hotel management major is increasing. Especially with the booming domestic tourism industry, the demand for hotel management talents is increasing rapidly. At present, there are many problems in the talent cultivation of higher vocational hotel management majors, and corresponding countermeasures are urgently needed to improve the quality of talent cultivation.

The school - enterprise cooperation model provides new impetus for the development of the hotel management major in vocational education. This model can not only optimize the teaching mode but also improve the social influence of education, playing a positive role in promoting the healthy and sustainable development of the hotel management major in vocational education.

## 2. Problems in the Cultivation of Vocational Education Hotel Management Talents

### 2.1 The Disconnection between Course Content and the Demands of the Hotel Industry

Hotel management education aims to cultivate professional talents with theoretical knowledge and practical skills. However, the current hotel management education system is facing a serious challenge: there is a significant disconnection between the course content and the actual demands of the hotel industry. This problem has, to a certain extent, had an impact on the educational effect of students and the talent demands of the hotel industry that cannot be ignored.

Specifically, many hotel management courses overemphasize the learning of theoretical knowledge in teaching, such as hotel operation management theory, hotel marketing strategies, service quality management, etc. Although this theoretical knowledge plays an important guiding role in helping students understand the overall framework of hotel business operations, excessive focus on theoretical learning

may lead to students' lack of understanding and proficiency in practical operation skills. For example, the cultivation of service attitude, the refinement of practical operation skills, and the exercise of problem-solving abilities are often overlooked in the curriculum setting.

Meanwhile, the hotel industry is a rapidly developing and changing industry, and the curriculum setting needs to keep pace with the industry's development and timely reflect the latest demands of the hotel industry. If hotel management education fails to respond flexibly to industry changes and adjust and optimize the curriculum setting, the curriculum content may become from the actual industry needs and even have a reverse effect. For example, with the development of technology, many hotels have started to introduce technologies such as artificial intelligence and big data to improve operational efficiency and service quality, which poses new requirements for hotel management talents, but these new demands often receive insufficient attention in the current curriculum setting.

More seriously, this disconnect between the curriculum and actual needs means that when students complete their studies and enter the workplace, they may find that they are not fully prepared to meet the challenges in actual work. After all, the actual operation of hotel business involves many details and requires practical experience and skills to handle. Students lacking practical experience are very likely to feel troubled and powerless when dealing with various challenges in actual work, thus losing their love for the industry, which is undoubtedly a major obstacle to their career development.

### 2.2 The Gap Between Practical Teaching and Actual Work is Large

Practical teaching, as a crucial part of hotel management education, is supposed to enable students to be exercise in a real hotel working environment through on-site internships and other means, improve their professional skills, help them understand the application of theoretical knowledge in practice, and deepen their understanding of the hotel industry.

However, the reality is that there is a gulf between the practical teaching link and actual work.

Specifically, in most cases, students do not receive real professional skills training during internships. Instead, they are more likely to do some work that has little to do with their majors. For example, some students may be assigned to departments with little relation to hotel management, such as cleaning and maintenance, during their internships, and are mainly responsible for some low-skill tasks, resulting in the inability to improve students' professional skills and understand the overall hotel operation process. Some students even report that most of the work they encounter during internships is repetitive, and there are not enough opportunities for them to understand and participate in the hotel's operation and management, which obviously fails to achieve the expected effect of practical teaching.

Even when interning in a real hotel work environment, students also face the problem of not receiving effective guidance. Hotel management internships not only require reasonable work assignments but also need experienced instructors or hotel staff to guide and provide feedback to students. However, many hotels do not provide sufficient resources, and students often intern without adequate guidance, which will undoubtedly affect their learning outcomes.

### **2.3 The Teaching Faculty Does not Match the Development Needs of the Industry**

The teaching faculty is the main body of educational work, and their quality and capabilities largely determine the quality and effectiveness of education. In hotel management education, teachers not only need to have solid professional knowledge but also need to have an in-depth understanding of the actual situation of the hotel industry in order to combine theoretical knowledge with practical applications and provide effective teaching for students. However, there is a certain mismatch between the current teaching faculty and the development needs of the hotel industry, which poses certain challenges to the development of hotel management education.

In actual teaching, some teachers have insufficient understanding of the hotel industry, making it difficult for them to accurately grasp the development trends and needs of the hotel industry. The hotel industry is a highly dynamic and competitive industry, and its development trends, technological advancements, market demands, etc. are constantly changing. If teachers are unaware of these changes, they may not be able to update teaching content in a timely manner, introduce the latest industry trends and technologies into teaching, and thus affect the quality and effectiveness of teaching. For example, if teachers have insufficient understanding of emerging hotel management models and strategies, they will not be able to effectively incorporate these contents into the curriculum, enabling students to master the latest hotel management knowledge and skills.

On the other hand, some teachers may rely too much on theoretical teaching and neglect the importance of practical teaching. In hotel management education, practical teaching is

an extremely important part, which enables students to consolidate and apply theoretical knowledge in practice, and improve their practical operation ability and problem-solving ability. However, if teachers lack practical work experience in the hotel industry, they may not be able to design and guide effective practical teaching, and students cannot get real exercise and improvement in the internship and practice links.

### **3. The Significance of School Enterprise Cooperation in Cultivating Hotel Management Talents**

The school-enterprise cooperation model is an innovative form of education and training, covering the in-depth cooperation between schools and enterprises under a common goal. The core of this model lies in integrating educational resources and industrial resources, aiming to improve the quality and efficiency of education and training through collaboration. Under this model, schools and enterprises not only exist as independent entities, but also actively communicate and cooperate in their respective fields, hoping to promote educational innovation and talent cultivation through effective synergy. Among them, schools can make education more targeted and practical by contacting the actual operations of enterprises, while enterprises can obtain more suitable talents through cooperation, achieving win-win results.

The school-enterprise cooperation model has various forms, such as enterprises participating in the design, implementation, evaluation and improvement of school courses, schools and enterprises sharing educational and training resources, and students interning and training between schools and enterprises. The participation of enterprises in curriculum design can make education closer to market needs and enhance students' practical ability. At the same time, students' internships and training can not only provide a real working environment, enhance their employment competitiveness, but also provide new ideas and concepts for enterprises, contributing to the innovative development of enterprises.

The characteristics of the school-enterprise cooperation model are mainly reflected in the close combination of vocational education and industry needs, the fit between curriculum design and market demand, and the direct interaction between enterprises and students. These characteristics make the school-enterprise cooperation model highly practical and targeted, and play a positive role in promoting the cultivation of professional talents meeting market needs. The school-enterprise cooperation model is of great value and significance for solving the disconnection between education and the market, improving education quality, and cultivating high-quality professional and technical talents.

#### **3.1 The Positive Impact of School Enterprise Cooperation Model on Solving Current Problems**

Regarding the current problems in hotel management talent cultivation, the school-enterprise cooperation model undoubtedly provides a feasible strategy to address these issues. First of all, hotel enterprises can provide schools with the latest industry trends and demand information to help

schools promptly adjust their teaching content, thus better adapting to market changes and demands. This close cooperation model enables educational institutions to more accurately grasp industry trends and the specific requirements for talents, thereby enhancing the pertinence and effectiveness of teaching. Secondly, hotel enterprises can also offer students opportunities for practical internships, which are invaluable experiences that cannot be replaced by theoretical teaching. Students can personally experience and participate in actual hotel management work during the internship, thus bridging the gap between theoretical knowledge and practical operation and enhancing their comprehensive qualities and abilities. This interactive learning method allows students to learn in practice and better understand and master the knowledge and skills they have learned.

### **3.2 The Importance of the School-Enterprise Cooperation Model for Hotel Industry Talent Cultivation**

The importance of the school-enterprise cooperation model for hotel industry talent cultivation cannot be ignored. In this rapidly changing era, the demand for talents in the hotel industry is also constantly evolving. Therefore, only through close cooperation between schools and enterprises can schools promptly understand the latest industry demands and adjust their teaching plans, enabling graduates to be competitive in the job market. For enterprises, they can also obtain high-quality talents that better meet their own needs through cooperation with schools. Such a cooperation model not only benefits the healthy development of the hotel industry but also provides strong talent support for the economic development of society.

### **3.3 The Contribution of the School-Enterprise Cooperation Model to the Long-Term Development of the Hotel Management Major in Vocational Education**

In the long-term development of vocational education, the school-enterprise cooperation model will undoubtedly play an important role. On the one hand, the participation of enterprises can further enhance the pertinence and effectiveness of teaching, making vocational education more in line with market demands and thus improving the quality of education. On the other hand, enterprises can, through internships, lectures and other forms, guide students to understand and recognize the hotel management industry, stimulating their interest in learning and career enthusiasm for the hotel management major. This not only helps to enhance the attractiveness of vocational education but also increases the social recognition and influence of education.

## **4. Countermeasure Suggestions for the School-Enterprise Cooperative Cultivation of Hotel Management Talents in Vocational Education**

### **4.1 Establish a Long-Term School-Enterprise Cooperation Mechanism**

#### **4.1.1 Communicate needs and changes regularly**

School-enterprise cooperation should establish a long-term

and stable cooperation mechanism. This cooperation mechanism should include regular communication between the two parties to timely understand the changing needs of the industry and the improvement of teaching plans. For example, schools and enterprises can hold regular meetings to discuss issues such as curriculum setting, student internships, and career planning, so as to keep teaching in line with industry development.

#### **4.1.2 Share resources and jointly develop courses**

Through resource sharing, schools and enterprises can jointly develop new courses. This cooperation method can make education more applied and targeted, and better meet the talent needs of the hotel industry. For example, enterprises can provide actual management cases for schools to use in teaching; schools can invite enterprise managers to give lectures on campus to share their experiences and insights.

### **4.2 Optimize the Curriculum System and Create a Talent Cultivation Model Oriented to Industry Needs**

#### **4.2.1 Update curriculum content to keep pace with industry dynamics**

With the rapid development of the hotel industry, curriculum content should be updated in a timely manner to keep education and teaching in line with industry development. Schools should regularly evaluate and adjust curriculum content to better meet the needs of the industry. At the same time, attention should also be paid to cultivating students' innovative thinking and problem-solving abilities to help them adapt to industry development.

#### **4.2.2 Strengthen practical teaching and increase on-site operation training**

To better cultivate students' practical abilities, schools should broaden the scope of cooperation with enterprises, increase the proportion of practical teaching in higher vocational colleges, and strengthen the incubation of professional talents. Provide more on-site operation training opportunities to enable students to increase their love for the industry during practice, so that students can better plan their careers. For example, cooperation with overseas hotels can be strengthened to organize students to participate in overseas hotel internship programs; cooperation with domestic characteristic single hotels can be strengthened to enable students to experience the management models behind different cultural brands, or a simulated hotel can be set up on campus to allow students to learn and improve in practice.

### **4.3 Improve the Industry Quality and Teaching Ability of the Teaching Staff**

#### **4.3.1 The cultivation of vocational education teachers should involve enterprise practice to enhance industry sensitivity**

The composition of the vocational education teacher cultivation model should focus on cultivation goal elements, which should include teaching systems, methods, and content, and should be practical and forward-looking. Based on the needs of goal cultivation, adhere to the combination of

theoretical teaching and practical teaching.

For the teaching staff, it is recommended to encourage them to enter enterprises for practice to enhance their industry sensitivity and practical abilities. Teachers can deeply understand the actual situation of the hotel industry through internships, visits, etc., so as to improve teaching quality.

#### 4.3.2 Conduct educational and teaching training regularly to improve teaching quality

Teachers are the main body of education, and their teaching ability directly affects (Continued on page 74) how competitive the employment is. Regular evaluation is a supplement and summary of long-term monitoring. Through regular evaluation, conduct a comprehensive and systematic review and assessment of the development of the professional cluster. The content of regular evaluation includes the teaching quality, academic research level, and construction of the teaching staff of the professional cluster. Through the evaluation of these aspects, we can understand the advantages and disadvantages of the professional cluster and provide targeted suggestions and improvement measures for the development of the professional cluster.

#### 4.4 Build an Evaluation and Feedback Mechanism to Continuously Optimize the Talent Cultivation Plan

To ensure the effectiveness of the talent cultivation plan, it is recommended that schools build an evaluation and feedback mechanism. Schools can regularly evaluate the teaching effect, collect feedback from students, teachers, enterprises and other parties, and make timely adjustments and optimizations to the teaching plan. At the same time, this mechanism can also encourage teachers to continuously improve their teaching methods and enhance the teaching quality.

##### 4.4.1 Set clear evaluation criteria and processes

Schools should clearly set evaluation criteria and processes, including the teaching quality of courses, the learning effects of students, and the teaching abilities of teachers. This evaluation should be comprehensive, covering both the theoretical knowledge and practical skills of students, as well as the innovation ability, teamwork ability and professional qualities of students.

##### 4.4.2 Establish a timely feedback mechanism

By establishing a timely feedback mechanism, schools can understand the problems existing in teaching and make timely adjustments. This feedback can come from students, teachers, enterprises and other parties, and the feedback obtained can help schools continuously optimize the teaching plan.

Vocational education under the school-enterprise cooperation model plays an important role in the cultivation and supply of hotel management talents. Through systematic theories, simulation training, internships and other means, students can gain a deeper understanding of industry and enterprise needs. This not only requires vocational educators to have excellent theoretical knowledge reserves, but also to have a keen market insight into environmental variables; continuously explore

new teaching methodologies in the combination of theory and practice, so as to empower hotel management talents and enable them to possess more diversified thinking and cognition to enhance their competitiveness in the market.

## 5. Conclusion

The construction of the medical specialty group in higher vocational colleges is a complex and long-term process that requires the joint efforts of all parties. By strengthening the construction of teaching resources, the teaching staff, practical teaching, and supervision, the medical specialty group in higher vocational colleges can better meet the needs of the new medical science and contribute to the cultivation of outstanding medical talents. In the future, the medical specialty group in higher vocational colleges should cooperate with medical universities to strengthen practical teaching and cooperate with the industry to further improve the teaching quality of medical specialties and the comprehensive quality of students.

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