Curriculum System Research on Talent Training Mode of “School-enterprise integration” in Hotel Management Major

Quan-Jun Zheng, You-Rong Xiao, Xiu-Juan Jiang
Hainan College of Software Technology, QiongHai, Hainan 571400, China
Zhengqj67@126.com Xiaoyor69@126.com 01051726@sina.com

Abstract - The curriculum system on talent training mode of school-enterprise integration in higher vocational college must be based on the working process systematic curriculum system, the development of which follow the process of “Post (group) investigation analysis and research (including professional growth phase analysis) → work task decomposition → action in induction → learning areas conversion → Iearning situation design”. This thesis sets example of curriculum system development of hotel management major to research the construction of curriculum system on talent training mode of school-enterprise integration in higher vocational college.

Index Terms - Hotel management major, Systematic working process, Curriculum system

1. Introduction

The curriculum system is a knowledge combination system having specific function and special structure. The system structure not only should make the major’s basic skills course, professional post course, career building skills course into a unity, but also should reflect accurately the foster professional goals and professional specifications to adapt to the needs of social economic development[1]. The traditional curriculum system-from base to major, from the theoretical knowledge to application skills-has not made the needs of the talent training mode of “school-enterprise integration” which must be the curriculum system based on systematic working process.

2. The Development Process Based on the Curriculum System of Systematic Working Process

The development process based on the curriculum system of systematic working process firstly investigates professional post to find working task of every job; then deduces typical task from society and enterprise’s key task; thirdly constructs learning area based on typical working task, every typical working task constitutes a learning area; at last design teaching project for every learning area to construct learning environment[2]. The step is briefly elaborated as “Post (group) analysis and research (including professional growth phase analysis) → work task decomposition → action in induction → learning areas conversion → learning situation design”, the specific process is like the figure 1[3].

Figure 1: The curriculum system development flowchart based on systematic work process

Post (group) analysis is to investigate and analyze comprehensively and systematically a student trained by a major may do a work’s task, property, duty and the worker’s basic knowledge, basic skill and comprehensive quality, to objectively describe and take regular record, and to study, analyze and refine the jobs students may engage in the future, the jobs include both the posts graduates employed directly and the posts (expand post) after a long time (5 to 10 years) hard work students qualified. After in-depth analysis of post group, the law of growth is proposed.

Work task decomposition is to decompose and analyze the knowledge, skill, ability the post needs and other comprehensive skills through work process analysis, and then to decide work task, to analyze integratedly the job according to the logic of professional development, to extract the general tasks and to integrate typical work tasks to sum up action areas.

Action field induction is that induce and integrate every work task in the working process of typical work task to form the professional ability field according to the professional characteristics of the position, and to integrate the knowledge field and the skill field to form the action field.

Learning field transformation bases on a professional typical task, analyzes action field and then transform it into learning according to the requirements of the working process.
of post ability. The learning field is found from professional activity by scientific methods through cognitive learning law and vocational growth law but not constructed by subjective fiction. “That is teaching process should take the working process of typical professional activity corresponded by a major as orirent[4].”

Learning circumstance design is to make learning field curriculum standards. It is importan and difficult point to the development curriculum based on systematic working process. Its contents include curriculum description, introduction of curriculum taget, curriculum design, curriculum implementation, teaching assessment, curriculum resources.

3. The Curriculum System Development Based On Systematic Working Process In Hotel Management Major

3.1 Post(group) investigation analysis

The implementers of post (group) investigation analysis are all members of curriculum development project group, the technical route used is to survey various types of hotel, the final result is to form the need of professional post group and the orientation of training objectives. It is understood through various means that the employment areas of hotel management major graduates include all star hotel, restaurants, cafes, bars, western restautants, entertainment field etc, and the post group of hotel management major are hotel service post, management skill post and bar management post. And the management skill post is departed to front office management post, food and beverage management post and guest room management post etc. The developed expanding posts are diectians, bartenders, convention and exhibitionservices and other related jobs. The training target of hotel management specialty is to cultivate high-quality and high skill applied management expertise who owns good moral, proper etiquette and can fully master basic theory of modern hotel management and be familiar with basic skill of hotel service and hotel management. The careed growth rules of hotel management major should be a gradually advanding process of work ability →job-hunting ability → creative ability, like figure2:

![Figure2: The professional development ladder figure of hotel management professional talents](image)

3.2 Work task decomposition

The implementers of work task decomposition are practice experts of curriculum development project group, the technical route used is holding the interview of practice experts to analyze work task, the final result is to extract typical work task, then get the typical work task corresponded by hotel management major post group. The typical work tasks corresponded by hotel service post are service work of all post in hotel sectors. The typical work tasks corresponded by front office management post are front office management and day-to-day management work. The typical work tasks corresponded by food and beverage management post are food and beverage management and day-to-day management work of the hotel. The typical work tasks corresponded by guest room management post are housekeeping management and day-to-day management work. The typical work tasks corresponded by bar management posts are the bar operation and management.

3.3 Action in induction(including ability analysis)

The implementers of action in induction are practice experts of curriculum development project group, the technical route used is inducing professional action field through analyze, the final result is to induce the action field corresponded by typical work task in hotel management major. The action fields corresponded by service work in hotel service post are front office service, housekeeping service, catering service, conference service, recreation and sports service, bar service and beverage deployment etc. The action fields corresponded by front office management and day-to-day management work are guest room price management, quality control, sales management, front office information management and personnel management etc. The action fields corresponded by food and beverage management and day-to-day management work in hotel are raw materials management, production management, service management, sales management, financial management, catering information management and personnel management etc. The action fields corresponded by housekeeping management and day-to-day management work are guest room design and environmental management, quality control of guest rooms, rooms supplies management, room equipment management, rooms safety management, room budget management, rooms business planning and reconstruction, room information management and personnel management etc. The action fields corresponded by bar operation and management are management before buisiness, business management and management after business.

3.4 Learning areas conversion

The implementers of learning areas conversion are major leaders and backbone teachers of curriculum development project group, the technical route used is to order knowledge structure through action field analysis and professional ability analysis, the final result is converse into learning field to make the curriculum field structure figure. The learning field system of hotel management major is like figure 3 through the analusis to hotel management major actions field:

3.5 Learning circumstance design

The implementers of learning areas conversion are major leader and backbone teachers of curriculum development
FoodService and Management as example to simply prove the learning circumstance design based on systematic work process, like chart 1:

**Chart 1: Learning circumstance design chart of FoodService and Management course**

<table>
<thead>
<tr>
<th>Nature of Course: Core Course</th>
<th>Total periods: 120 hours</th>
<th>Term for the Course: the Forth Term</th>
<th>Form: Theory + Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Target:</td>
<td></td>
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<tr>
<td>The course is to train the grass-roots attendants, captains, supervisors, and managers for hotels and catering industry with necessary theory and skills. The detailed description is as follows:</td>
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<tr>
<td>1. Through service skills training and service process learning, students will be able to conduct Chinese food service, western food service and other organization and reception work.</td>
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<tr>
<td>2. Through the study of material management, production management and service management, students will be able to manage the raw materials and production in the food &amp; beverage department, design menu and monitor service quality.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Contents:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese Food Services</td>
<td>Breakfast Services</td>
<td>Dinner Services</td>
<td>Buffet Services</td>
</tr>
<tr>
<td>Western Food Services</td>
<td>Dinner Services</td>
<td>Banquet Services</td>
<td>Reception Services</td>
</tr>
<tr>
<td>Service Management</td>
<td>Catering Materials</td>
<td>Catering Production Management</td>
<td>Menu Design and Making</td>
</tr>
<tr>
<td>Teaching Place: classroom + hotel (simulated hotel)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Methods: combining teaching, learning and doing together, the teaching methods include lecturing, case discussion, situational method, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Testing Method: the major content of the Testing is the practical work ability, the combination of closed-book exam, skill test and actual performance will be applied.</td>
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</tr>
</tbody>
</table>

1. Basis of morality accomplishment and law  
2. College English  
3. College P.E  
4. Computer application foundation  
5. Situation and policies (lecture)  
6. Career development and employment guidance (lecture)  
7. Mental health (lecture)  
8. Military theory (lecture)  

1. Hotel marketing  
2. Liquor-blending knowledge and Liquor-blending  
3. Banquet design  
4. Job order training  
5. Cooking western-style food

1. Travel writing and eloquence  
2. Psychology of hotel service  
3. Hotel management introduction  
4. Hotel financial management  
5. Hotel English  
6. Hotel Public Relation  
7. Body training

**Learning field system**

**Post basic ability**

**Post core ability**

**Post expansion ability**

**Learning area system of hotel management major**
4. Acknowledgment

This thesis has received the support from the project of 2013 Hainan Psychology and Sociology Planning (HNSK (GJ) 13-122) and 2013 Teaching Reform for Hainan Vocational Education (Hngjy13-029) and 2013 scientific research items of Hainan College of Software Technology (Hr201311). Thanks a lot!

References