Feasibility Study on the School-enterprise "Double Tutorial System" Mode of Higher Vocational Hotel Management Major: Stakeholder Perspective

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Abstract. Industry practice-school learning integration is the main way to train students in higher vocational colleges. Sustainable industry practice—school teaching mode will benefit all stakeholders. Through literature research and hotel interviews, this paper explores the feasibility of the "double tutorial system" model for higher vocational hotel management major, establishes a model based on the stakeholder theory, analyzes the roles of various stakeholders, and makes some innovations in this field.

Introduction

At present, the shortage of employees in upscale hotel in China, new accommodation models such as homestays and serviced apartments changes the demand for students in hospitality major. Besides the professional knowledge and practical skills, higher requirements have been put forward for the comprehensive quality of students. What the hotel industry lacks most is not only the expertise of a certain department, but also the inter-disciplinary talents with certain practical ability, who are required to integrate theories, practices, public relations, foreign languages and other knowledge and skills. This matches the training goal of higher vocational colleges which become the base of hotel professional training in China. From the perspective development of higher vocational education, hotel management education is one of the disciplines that are developing rapidly in China. In 2017, 1086 colleges and universities started tourism management major in China, and most of them have hotel management majors. So how should vocational colleges train students, in order to fit the needs of the hotel in the transition period, this will be the current major problem.

The outline of the national medium - and long-term plan for education reform and development (2010-2020) states: "vocational education should promote reform. The training mode should combine work with study, school-enterprise cooperation and internship is implemented. Thus it can be seen that the country's guidelines for education in higher vocational colleges

From current situation, all countries are exploring suitable mode. With the development of economy, the training mode is also changing. Due to the inequality of China's economic development, different regions of the hotel industry have different requirements for talents, so different universities present different school-enterprise cooperation models. Although various school-enterprise cooperation modes have achieved certain effects, some problems have also emerged, such as the lack of perfect policy mechanism and coordination mechanism, the lack of cooperation depth, most of the cooperation methods just on paper, and the unsustainable development. According to the view of "rational economic man", only behaviors beneficial to individuals and organizations can be supported by more participants, and the biggest goal of school-enterprise cooperation is to meet the needs of all stakeholders as much as possible. So how to improve the school-enterprise cooperation mechanism to meet the needs of stakeholders more, to maximize the interests of all parties? How to conduct in-depth school-enterprise cooperation based on the existing resources and enterprise resource advantages of the university? What is the role of each stakeholder in the cooperation? To solve these problems, we need to find the driving factors behind the school-enterprise cooperation, which puts forward important practical significance for the research of this topic.
Research Review
From the current domestic research, based on the stakeholder theory, some scholars put forward two-year work-integrated mode, emphasizes which should be set up by the government, industry associations, professional guidance committee composed of representatives of enterprises, to build a stable training base, build a high-quality evaluation system, build a high-quality dual-professional teaching team (Rao Xue Mei, 2016). Government departments such as the ministry of education, the national tourism administration, the state administration of taxation, the China hotel management association and industry associations should formulate preferential policies such as incentives (tax breaks) to support school-enterprise cooperation, guide and promote school-enterprise cooperation. Forcing enterprises to participate in school-enterprise cooperation through national laws is the driving force for the government to play a real role (Wen Shiyian, 2012). Some scholars have made analysis from the perspective of economics, with the main idea of maximizing the interests and value of schools, enterprises and students (Zhou Qiang, 2018). According to the research of Zhan Meiyi (2014), the profit distribution of school-enterprise cooperation is a process of negotiation and consultation.

Huang (2016) proposed that the stakeholder theory aims to maximize the common interests of stakeholders, and that school-enterprise cooperation in higher vocational colleges is a typical stakeholder organization. Applying the stakeholder theory to the development of school-enterprise cooperation in higher vocational colleges is crucial to the effective promotion. These studies provide some useful enlightenment for some local higher vocational school-enterprise cooperation. From the above literature analysis, it can be seen that no matter which school-enterprise cooperation mode is adopted, there are many stakeholders involved, such as the government, industry associations, schools, enterprises, students, etc., so the cooperation mode that can make all stakeholders benefit will be sustainable. In this paper, we will make a feasibility analysis on whether the school-enterprise "double-tutorial" model proposed by us is feasible, what is the biggest obstacle in the development process, and how each stakeholder forms a win-win situation.

Feasibility Study on the School-Enterprise "Double Tutorial System" Model
3.1 Who are the stakeholders of higher vocational hotel? Who are the key stakeholders? What is the demand for school-enterprise cooperation?
Stakeholders can be defined as any group or individual that can influence the development of school-enterprise cooperation or is affected by the development of school-enterprise cooperation in higher vocational colleges. In the whole large education system, the development of higher vocational hotel is closely related to politics, economy, culture, science and technology, society and other fields. The internal management of higher vocational colleges includes students, parents, teachers and other factors also greatly affect their survival and development. Higher vocational colleges are a typical stakeholder organization. In the process of its development, it is necessary to maintain effective communication with stakeholders, try to meet their interest demands, and actively maintain the relationship between the two sides, so as to promote better development of higher vocational colleges. In recent years, higher vocational education is facing unprecedented changes and innovations. The development of higher vocational education needs the participation of the government, colleges and universities, students, parents, teachers, social media, commercial enterprises and many other people concerned. At the same time, policies also require institutions to extensively absorb forces from all sectors of society to run schools. Higher vocational colleges should establish cooperative partnership with society, government, students and commercial enterprises on the basis of respecting their own interests. Based on the above elaboration, it is of great importance analyze and solve problems from the perspective of stakeholders' interest demands under the guidance of stakeholder theory.

3.2 what is the double tutorial system
The tutorial system originated from the university of Oxford in the UK. It is a talent training
system that provides tutors for students and provides them with individual guidance on their study, life, ideology and morality. In recent years, colleges and universities in China are exploring the possibility of establishing a new type of education and teaching system other than graduate education—the tutorial system, so as to better implement the modern education concept of full, whole and all-round education. The "double tutor system" is equipped with two tutors in the process of cultivating students. One tutor is from the school, who serves as the instructor of students' theoretical learning and skills learning. One tutor is from the hotel, serving as the practical instructor for students' on-the-job internship. In the cultivation of students in the whole process of cross-integration of practice and learning, so that students in the process of theory and practice of collaborative cultivation. This talent training mode has positive significance for solving the problems existing in the current higher vocational student training in China, and can better meet the talent demand of the existing diversified hotel, so that students can get better employment when they graduate.

3.3 The "dual mentor" system stakeholder model construction

Different stakeholders have different interest demands. In the process of school-enterprise cooperation of hotel major, for example, the main demands of the hotel side are to reduce labor costs, meet labor demand, obtain technical services and obtain policy support, etc.; The main demands of the school are to cultivate excellent students, to obtain social recognition, to obtain educational value; The main demands of students are to learn theoretical knowledge and practical skills, so as to get a better job. The government's main goals are to create good employ market, boost the economy, train good citizens and so on. It can be easily seen that different stakeholders have different demands, so how does the modern apprenticeship "double mentor" cooperation mode cooperate with each other? What is the role of each stakeholder in the driver model?

![Figure 1. The "double-mentor" stakeholder model.](image-url)
According to stakeholder theory, each stakeholder pursues the maximization of its own interests. From this model, the hotel benefits for high-quality staff, compared with the social recruitment of staff, college students have solid professional skills, professional knowledge, and good sense of service, high comprehensive quality; Secondly, due to the obvious characteristics of the hotel in the off-season, there is a large demand for temporary staff, and the cooperation between the college and the enterprise can make up for the hotel’s emergency needs stably. Finally, school-enterprise cooperation can bring stable interns to the hotel for at least half a year, reduce the labor cost of the hotel including salary and insurance. During the implementation of the double tutorial system, hotel tutors can systematically sort out their skills and theoretical knowledge and develop their management skills. Be able to have a deeper understanding of the school's student training system, understand the training objects, and learn how to communicate with the younger generation in the process of mentoring.

From this model, students can clearly get the guidance of two tutors in and out of school under the dual-tutor training mode. School mentor firstly more imparting theoretical knowledge, with its rigorous framework of knowledge, teach students systematic professional knowledge of hotel, secondly, in the aspect of training comprehensive qualities of etiquette courses such as hotel, hotel English listening course, hotel develop history, hotel management and so on, in terms of operation skills such as restaurant table operation, folding flower operation, tray operation, pour wine. After the school tutor teaching, student gets basical knowledge and skills. But in actual hotel, service emergency happens everyday, the classroom can't simulate to various problems, so students take system to the hotel, according to the factors jointly designated off-campus tutor for students, students of some courses or credits completed in hotel practice, not only covers the skill operation, even department training and case discussion. Pass the practice examination to be qualified to give the grade by the outside tutor. In this way, students have acquired theoretical knowledge and practical skills in school and can fully prepare for employment.

The role of the school, the dual tutor system can not only train students systematically, but also help teachers grow. In the process of frequent contact between the two tutors, the tutors on campus also have a better understanding of the practical application of the industry and the demand of the hotel, so as to avoid being separated from the books when giving lectures. The training results of students can better meet the needs of the industry, improve the satisfaction of enterprises and the satisfaction of students with employment, so as to improve the professional ranking of the school, improve the popularity of the school and attract more students to come to study.

For local governments and industry associations, the development of cities cannot be separated from human recourses. From the talent wars across China in 2018, we can see the role of talents in local economy. In the cooperation mode of double tutorial system, the government can not only obtain abundant talent reserve of the hotel industry, but also improve the image of local cities with high service level. Good economic benefits of the hotel industry can increase the GDP of local governments. From the industry association, excellent practitioners can have a good order of the industry, improving the industry situation.

Obstacles and Strategies in the Implementation of the "Double Tutor" Mode

Although the dual-tutorial system has many advantages and benefits for all stakeholders, there are many obstacles in the implementation process. For example, the courses of students are arranged in the hotel, and whether the school pays for the guidance of the hotel tutor; How to ensure the hotel tutor can provide good teaching guidance, the assessment is difficulty for the hotel tutor; How to ensure that students (apprentices) trained at great cost will stay and work in the hotel? If the retention rate of students after graduation or the internship cannot be guaranteed, the guidance of the hotel tutor to students will become a mere formality and perfunctory, with poor implementation effect, which cannot guarantee the high-quality growth of students.

One of the solutions, government incentive funds should be build to support the hotel to train student, reducing the high cost risk, encourage the hotel to train students of high quality, in order to
support the development of the industry. However, with the knowledge of sunk cost in economics, we can expect that the retention rate of hotels and the retention rate of industries will be improved after the students carefully cultivated by hotels, because the sunk cost of abandoning studies is higher.

Secondly, in order to train students better, both the college and the enterprise should set up a perfect system, do a good job in process supervision and assessment, and standardize the completion of students' "double tutorial " system training.

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References