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Research Article

Talent Cultivation Mode of "Hotel-Colleges and Universities Joint Training System"

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Abstract

There are four elements of talent cultivation mode: training goal, training process, training system and training evaluation. Based on these four elements, this paper constructs the function and distance measure model of "hotel-colleges and universities joint training system", takes college A as a sample, and conducts statistics on teachers and students. The results of empirical research based on the survey results of college A show that although the mode of talent training in college A has achieved initial results, the teachers' positioning and evaluation of the cultivation mode of " hotel-colleges and universities joint training system" are different from those of students. To some extent, this difference reflects that the cultivation mode of international talents in hotel management specialty of universities in China is still lagging behind. This study will give some enlightenment to the reform of hotel management talent cultivation mode in our country.

Keywords

Hotel management • Hotel-Colleges and Universities Joint Training System • Empirical Research

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In recent years, with the rapid economic development in our country and the stimulation of major activities such as "Holiday Economy", "Olympic Games" and "World Expo", the hotel industry in our country has developed rapidly (Causin, Ayoun & Moreo, 2011; Hongcan, Dianchuan, Baoxiang & Jinghong, 2010). According to the UNWTO's forecast, China will become the No. 1 tourist destination in the world and the No. 4 tourist source country by 2020 (Fickenscher, 2015; Shi, 2017). The stable political environment and rapid economic development in our country provide a good external environment for the development of hotels (Forgacs, 2003; Ruddy, 1990). The 21st century is an important period for hotel development in our country. Correspondingly, it is also an important period of opportunity for the training and development of hotel management majors in our country. However, at the same time, the "supply and demand mismatch" in the training program of tourism management majors in colleges and universities has also been a major troublesome problem in education field and tourism circle of the country (Woods & Viehland, 2000; Furunes, 2005). On the one hand, China's institutions of higher learning had trained a group of hotel professional talents, but the employment rate of the students after their graduation is quite low (Soo, 2008); on the other hand, there is a huge demand for talents in the hotel industry in our country (Simons, M. S, 1994; Peters, M., & Buhalis, 2004). Although lots of research has been conducted in the cultivation of hotel management talents, and some methods have been introduced, the problem is still not well-solved (Yam, 1987; Forgacs, 2003).

In this context, this paper explores and analyzes in depth the contradictions existing between the hotel talent cultivation and the talent demand in our country, and studies the current situation and the talent cultivation mode in our colleges and universities, in the hope of bringing some inspiration to the hotel management talent cultivation mode in colleges and universities of our country, promoting further reform in the future and solving the "supply and demand mismatch" contradiction between the hotels and the colleges and universities.

Analysis of Hotel Management Talent Training Mode of " Hotel-Colleges and Universities Joint Training System "

The "Hotel-Colleges and Universities Joint Training System" refers to a derived cultivation mode in which a college or university unites with a hotel, taking into account the student career development as a prerequisite and the consideration of the hotel industry's demand for students (Choi & Dickson, 2009). The mode is based on students' social responsibility and their own future career development. The aim is to enable the students to master the appropriate knowledge structure as well as the professional qualities demanded by the hotel industry (Ineson, Rhoden, Niță, & Alexieva, 2011). This study attempts to make the education, training and the career development combine with each other by establishing the "Hotel-Colleges and Universities Joint Training System" talent cultivation mode, giving full play to the professional education advantages of the selected institutions of higher learning and the advantages of selected hotels in human resources so that they can develop hotel management talents with both theoretical knowledge and practical ability to meet the students' own career planning and to meet the needs of specific hotels (Ineson, Rhoden, Niță, & Alexieva, 2011). The talent cultivation mode is shown in Figure 1.

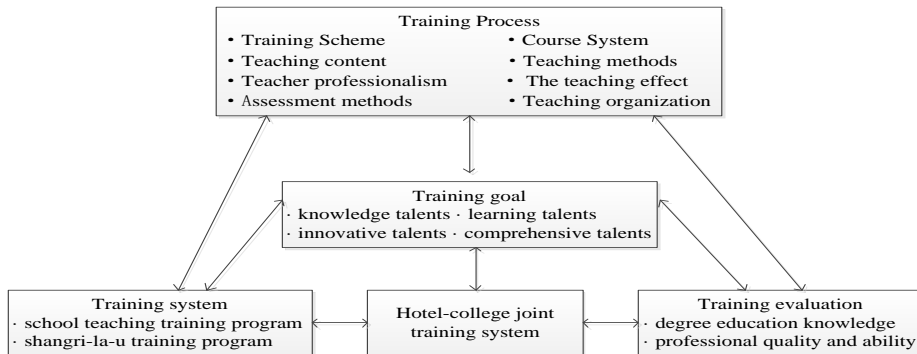


Figure 1. "Hotel-colleges and universities joint training system " talent cultivation mode

The "Hotel-colleges and universities joint training system" broke through the traditional cultivation mode, to achieve a comprehensive cooperation between colleges and universities and hotels. This mode is divided into two educational stages: first stage, knowledge system of degree education, the students stay on campus for 3-year professional knowledge learning; second stage, skills mastery and management experience accumulation, the students stay in hotel for 1-year training and internship.

Empirical Analysis on Hotel Management Talent Cultivation Mode of the " Hotel-colleges and universities joint training system"

Model Establishment of "Hotel-colleges and universities joint training system" talent cultivation mode

In this section we will build a measurement model of "Hotel-colleges and universities joint training system" talent cultivation mode. The training mode has four elements: training goal, training process, training system, and training evaluation, the establishment of the model is to find out the most important factor within the four elements.

Set x_1 、 x_2 、 x_3 、 x_4 as the four elements of the "Hotel-colleges and universities joint training system", respectively, so we can lay the function of talent cultivation mode as follows:

$$y = f(x_1, x_2, x_3, x_4) \tag{1}$$

Where y represents the result of the talent trained in the talent cultivation mode.

Set $f(x_1)$ 、 $f(x_2)$ 、 $f(x_3)$ 、 $f(x_4)$ as the roles of the four elements in building the hotel management talent cultivation mode of the "Hotel-colleges and universities joint training system", a_1 、 a_2 、 a_3 、 a_4 represent the weight of each elements, then the "Hotel-colleges and universities joint training system" talent cultivation function can also be written as:

$$y = a_1f(x_1) + a_2f(x_2) + a_3f(x_3) + a_4f(x_4) \tag{2}$$

Where, a_1 、 a_2 、 a_3 、 a_4 are all greater than 0.

Through the changes of the four variables x_1 、 x_2 、 x_3 、 x_4 in the function and the changes of the four coefficients a_1 、 a_2 、 a_3 、 a_4 , we can get the difference of the results of talent cultivation, i.e. the diversification.

According to formula (1), the planned talent cultivation result is:

$$R_y = f(x_1, x_2, x_3, x_4) \geq 0 \tag{3}$$

The expectation result is:

$$E_y = f(\bar{x}_1, \bar{x}_2, \bar{x}_3, \bar{x}_4) \geq 0 \tag{4}$$

Then, the difference between the two is:

$$D = \|E_y - R_y\| = \|f(\bar{x}_1, \bar{x}_2, \bar{x}_3, \bar{x}_4) - f(x_1, x_2, x_3, x_4)\| \tag{5}$$

The function (5) shows the difference between the actual result and the expected result of the talent cultivation mode, then we can call function (5) the distance measure model of the "Hotel-colleges and universities joint training system" talent cultivation.

In general, the expectation result of cultivation mode of "Hotel-colleges and universities joint training system" tends to be lower than the actual result, that is to say $E_y \geq R_y$, and the equation (5) could be directly written as:

$$D = E_y - R_y = f(\bar{x}_1, \bar{x}_2, \bar{x}_3, \bar{x}_4) - f(x_1, x_2, x_3, x_4) \tag{6}$$

If you want the "Hotel-colleges and universities joint training system" cultivation mode to be achieved, then D should approach 0. But in fact, D is always greater than 0, so we set a standard D value, that is, the critical value D_0 . If $D \leq D_0$, then the talent cultivation mode is achieved; on the other hand, if $D > D_0$, then the talent cultivation mode is not achieved, and it needs certain remedial measures.

In practice, R_y is determined by the teachers and students in colleges or universities through the assessment of the training in the "Hotel-colleges and universities joint training system", and the hotel industries' assessment of the talents. Assuming the teacher's expectation of the result of talent cultivation is E_{y1} , and the expectation of the students to the talent training result is E_{y2} , then the value of D for teachers and students can be expressed as:

$$D_1 = E_{y1} - R_{y1} \tag{7}$$

$$D_2 = E_{y2} - R_{y2} \tag{8}$$

Then, according to the difference between D_1 , D_2 and the critical value D_0 , the following four situations will appear:

- (1) $\begin{cases} D_1 \leq D_0 \\ D_2 \leq D_0 \end{cases}$ Both teachers and students think the goal of cultivation mode is achieved;
- (2) $\begin{cases} D_1 \leq D_0 \\ D_2 > D_0 \end{cases}$ Students thinks the goal of cultivation mode is not achieved, while the teachers think it is.
- (3) $\begin{cases} D_1 > D_0 \\ D_2 \leq D_0 \end{cases}$ Students thinks the goal of cultivation mode is achieved, while the teachers think it is not;
- (4) $\begin{cases} D_1 > D_0 \\ D_2 > D_0 \end{cases}$ Both teachers and students think the goal of cultivation mode is not achieved.

It can be seen that teachers and students may have four combinations of results based on their understanding of the talent cultivation mode. The results of the first combination can achieve the goal of talent cultivation, and the other three should try to make the expectations (E_{y1} and E_{y2}) and the evaluation of the actual results (R_{y1} and R_{y2}) be consistent so as to achieve the cultivation goal. Therefore, the teachers and students need to exchange and communicate with each other more often to reduce the differences in understanding.

Empirical analysis

Sample Selection and Questionnaire

In the process of research, this study conducted a survey of satisfaction with 21 teachers and 46 students in three different sessions from College A where the "Hotel-colleges and universities joint training system" talent cultivation mode was adopted in its tourism related majors. The evaluation of the items in the samples was made by the teachers and students according to the actual situation. A total of 28 questions were designed in the questionnaire, of which 22 were about the talent cultivation mode, the other five were supplementary questions.

A total of 19 valid questionnaires were collected from the teachers, accounting for 95% of the total; and 41 valid questionnaires were returned from the students, accounting for 95.3% of the total.

In order to make a detailed analysis, the paper first counts the valid questionnaires collected and obtains the numbers and proportion of teachers and students on each question, as shown in Table 1, Table 2, Table 3 and Table 4.

Table1
Sample Data Statistics (1)

No.	Teachers				Students			
	1	2	3	4	1	2	3	4
2	2(10.4%)	11(57.5%)	5(26.1%)	1(5.2%)	8(19.3%)	27(64.9%)	4(9.6%)	2(4.9%)
7	1(5.0%)	2(10.3%)	4(21.1%)	12(63.1%)	3(7.0%)	5(12.0%)	10(24.2%)	23(56.4%)
8	-	-	-	-	13(31.7%)	17(41.5%)	2(4.9%)	9(21.9%)
9	-	-	-	-	2(4.9%)	19(46.3%)	3(7.2%)	17(41.6%)
10	7(36.6%)	6(31.6%)	2(10.5%)	4(21.3%)	2(4.6%)	1(2.5%)	7(17.0%)	31(75.9%)
13	6(31.4%)	8(42.3%)	4(21.1%)	1(5.2%)	15(36.6%)	21(51.4%)	3(7.1%)	2(4.9%)
14	12(63.2%)	4(21.2%)	2(10.2%)	1(5.1%)	20(48.8%)	15(36.8%)	5(12.2%)	1(2.4%)
15	-	-	-	-	1(2.4%)	1(2.1%)	27(65.8%)	12(29.1%)
16	-	-	-	-	6(39.1%)	13(31.9%)	11(26.5%)	1(2.5%)
18	2(10.5%)	4(21.2%)	9(47.2%)	4(21.2%)	8(19.5%)	10(24.4%)	18(43.7%)	5(12.4%)

Table2
Sample Data Statistics (2)

No.	teachers				
	1	2	3	4	5
3	0	10(52.5%)	7(36.8%)	2(10.7%)	0
4	3(15.7%)	13(68.5%)	3(15.6%)	0	0
5	0	10(52.3%)	6(31.7%)	3(15.8%)	0
6	0	6(31.4%)	10(52.6%)	3(14.8%)	0
7	0	9(46.3%)	8(41.2%)	2(10.6%)	0
12	0	2(11.5%)	10(51.6%)	6(30.6%)	1(5.3%)
13-1	3(14.8%)	11(58.9%)	3(14.7%)	2(11.6%)	0
13-2	1(5.2%)	9(46.8%)	7(37.2%)	2(11.2%)	0
13-3	1(5.3%)	7(36.9%)	7(37.8%)	4(20.1%)	0
13-4	0	9(47.4%)	5(26.3%)	5(26.3%)	0
13-5	1(5.3%)	10(52.4%)	6(31.7%)	1(5.1%)	1(5.1%)
13-6	0	3(15.8%)	11(57.8%)	4(21.1%)	1(5.3%)
13-7	0	5(26.5%)	7(36.7%)	7(36.9%)	0
13-8	0	8(42.2%)	7(36.7%)	4(21.3%)	0

Table3
Sample data statistics (3)

No.	students				
	1	2	3	4	5
3	0	6(14.5%)	21(51.3%)	12(29.5%)	2(4.7%)
4	1(2.6%)	17(41.6%)	20(48.6%)	3(7.5%)	0
5	0	6(14.7%)	19(46.4%)	16(39%)	0
6	0	7(16.9%)	29(71%)	5(11.2%)	0
7	0	5(12.3%)	28(67.3%)	8(20.5%)	0
12	0	3(8.3%)	17(40.5%)	19(47.3%)	2(4.7%)
13-1	1(2.4%)	16(38.1%)	6(15.7%)	17(42.3%)	1(2.6%)
13-2	0	8(18.9%)	17(40.4%)	16(39.5%)	0
13-3	0	8(19.6%)	19(46.4%)	14(34.3%)	0
13-4	0	3(7.3%)	30(73.2%)	8(19.5%)	0
13-5	5(12.4%)	24(58.8%)	2(4.7%)	10(24.3%)	0
13-6	0	3(7.3%)	30(73.2%)	8(19.5%)	0
13-7	0	7(17.2%)	19(46.4%)	15(36.3%)	0
13-8	0	8(19.6%)	19(46.5%)	11(26.6%)	3(7.5%)

Table 4
Sample Data Statistics (4)

No.	teachers			students		
	1	2	3	1	2	3
18	8(42.2%)	9(47.4%)	2(10.4%)	19(46.2%)	20(48.7%)	2(5.1%)
20	0	15(78.8%)	4(21.2%)	6(14.5%)	32(78.0%)	3(7.5%)

Empirical analysis and results

In this paper, we conduct several analyses on the collected sample data, including the fuzzy comprehensive evaluation of the process and overall satisfaction of talent cultivation, the chi-square test, etc. According to various analyzes, we can get the following conclusions:

(1) The evaluation results of the overall situation and process of "Hotel-colleges and universities joint training system" talent cultivation mode by students and teachers are consistent with those of the actual questionnaire, indicating that the survey is credible.

(2) The chi-square test shows that there is a certain difference between teachers and students in evaluating the overall situation of the talent cultivation mode, but the difference is not significant. The results of Chi-square test and fuzzy comprehensive evaluation show that the gap between teachers and students in evaluating the overall situation is greater than the evaluation gap in the training process. The teachers and students need to exchange and communicate with each other more often to reduce the differences in understanding.

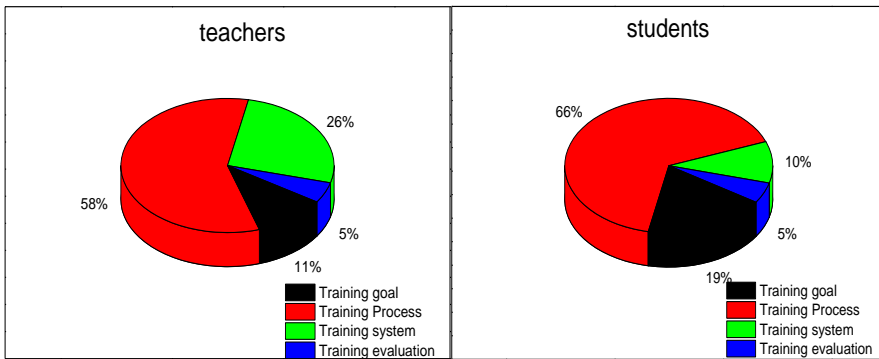


Figure 2. Evaluation on the Importance of Four Elements of Talent Training Model

(3) Students and teachers all agree that the most important of the four elements in the whole training process is talent training process. For the second most important factor, students think is the training goal, while the teachers think is the training system (Figure 2). For both students and teachers, in the four elements, talent training goal has the lowest satisfaction level, indicating that teachers and students are in agree with the talent cultivation mode of the hotel management majors in the colleges and universities.

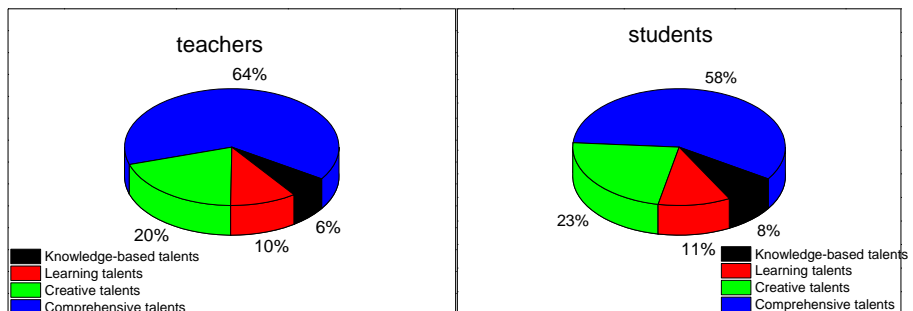


Figure 3. Teachers and students evaluate the target expectation of talent training

(4) According to the statistical results, we can see that, in all links of the talent cultivation process the teachers' satisfaction is lower than students in one item, that is "professional dedication of the teacher", while in other aspects, the satisfaction of teachers are all higher than that of the students. In three aspects, "teaching

methods and techniques", "teaching results", and "examination and evaluation methods", the dissatisfaction of teachers is higher than the students, while in other aspects, the dissatisfaction of teachers is lower than that of the students.

(5) In the section of "training goal", the answer to "what type of talents should be focused in undergraduate hotel management major", 64% of the teachers and 54% of the students think that they should be the comprehensive talents (Shown in Figure 3).

Conclusion

The hotel management major in colleges and universities needs to formulate the talent cultivation mode to meet the needs of three aspects, the students' self-development, the college education goals and the hotel talent requirement at the same time. This paper studies the cultivation mode of university hotel management professionals based on the "Hotel-colleges and universities joint training system", through the research, we get three conclusions in this paper:

First, among the four elements of the talent cultivation mode of "Hotel-colleges and universities joint training system", both teachers and students think the training process as the most important element. The training process plays a key role in realization of the talent cultivation mode. Second, there is a difference in the evaluation of teachers and students in terms of satisfaction with the "training process": the teacher thinks it is satisfactory while the students think it is generally satisfied. Third, hotel managers, teachers, and students all recognize that they do have problems in the aspect of their point of view in professional quality of hotel industry, and this issue should become an urgent and major question need to be solved which leads to whether or not the hotel management professional talent cultivation mode will be achieved through the "Hotel-colleges and universities joint training system".

Based on the above analysis, the future orientation of "Hotel-colleges and universities joint training system" should first take into consideration of the education and career development of the students. The second is to analyze the characteristics and strength of the schools. The third is to comprehensively consider the needs and changes of the international tourism market, which can form a school, business and student trinity mode of talent cultivation, thus cultivating high-quality comprehensive management talents.

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