

Transformation of the School-enterprise Cooperation Model in Vocational Colleges for Hotel Management and Digital Operation

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Abstract: This paper explores the transformation of the school-enterprise cooperation model in vocational colleges for hotel management and digital operation. With the advent of the digital era, the traditional hotel management model faces both challenges and opportunities. School-enterprise cooperation plays a crucial role in cultivating students' practical abilities and enhancing their professional qualities. This paper analyzes the current cooperation models and proposes strategies for transformation that are more suitable for the digital era. Implementation suggestions are also provided.

Keywords: Vocational College; Hotel Management; Digital Operation; School-Enterprise Cooperation; Transformation Model

1. Introduction

With the development of society and the rapid progress of information technology, the hotel industry is facing important opportunities and challenges in digital transformation. As an important channel for cultivating hotel management talents, the education model and curriculum system of higher vocational hotel management major also need to keep pace with the times to meet the needs of digital operations. In this context, school-enterprise cooperation has become an important means for the transformation and upgrading of higher vocational hotel management and digital operations. Wang Yaqi (2023) pointed out in her research that the optimization of school-enterprise cooperation in higher vocational college's hotel management and digital operations major is one of the current research focuses. Ma Xiaoling and Yang Haini (2023) focused on the transformation of the "Internet+" school-enterprise cooperation

model in higher vocational hotel management and digital operations, emphasizing the importance of this transformation. Li Ping, Wang Qiong, and Xu Honghui (2022) studied the innovative mechanism of school-enterprise cooperation in higher vocational hotel management and digital operations majors, and explored how to further improve and innovate this model. Song Dan (2021) discussed the construction of the teaching curriculum system of higher vocational hotel management and digital operations majors in the context of industry-education integration, and proposed relevant suggestions. Liu Dachuan (2014) proposed countermeasures for the development of higher vocational tourism education in China, emphasizing the importance of school-enterprise cooperation in improving education quality and cultivating talents. Qin Bingwang, Wu Jian, and others (2016) studied the problems and countermeasures of digital resources in the curriculum of higher vocational hotel majors, and proposed how to better utilize digital resources to promote the development of school-enterprise cooperation. Ren Jianlong (2018) focused on the construction of a long-term school-enterprise cooperation mechanism for vocational graphic design majors, providing reference for school-enterprise cooperation in higher vocational hotel management and digital operations majors. Lv Shuzhen (2015) studied the importance of jointly building professional teaching resource libraries with enterprises in the context of digital campuses, using architectural engineering technology majors as an example for discussion. Liu Hua (2019) proposed his own views and suggestions on in-depth school-enterprise cooperation in higher vocational hotel management majors. Nie Xinlei and Zhu Ye (2022) studied the application of the school-enterprise cooperation model in practical training

teaching in higher vocational college tourism hotel management and digital operations majors to enrich practical teaching content. Liang Shaohua (2024) explored the "order-based" talent training for higher vocational hotel majors based on deepening school-enterprise cooperation and proposed corresponding training models. Ma Wei, Zheng Xiaoxu, and Huo Li (2023) built a quality management system for hotel management major internships based on the DMAIC model. Zhou Qiuning and He Shijie (2023) studied the innovation of practical course teaching models in higher vocational colleges under the mechanism of industry-education integration, using the Sanya Sino-Swiss Integrated Project as an example. Wang Weina and Miao Aihong (2023) studied the construction and implementation path of industry colleges for higher vocational hotel management and digital operations, providing a reference for the development of the major. Wang Yingling (2023) studied the design and practice of the curriculum system of higher vocational hotel management and digital operations, exploring curriculum settings that better meet industry demands. Liang Tao and Huang Shunhong (2023) studied the path of reforming practical teaching in higher vocational college hotel management and digital operations majors and proposed corresponding reform measures. [1-16]

These studies provide important theoretical guidance and practical experience for school-enterprise cooperation in higher vocational hotel management and digital operations majors. This paper will further explore the problems and improvement strategies of school-enterprise cooperation models in higher vocational hotel management and digital operations majors based on these studies, in order to promote the continuous development and improvement of talent training quality in this field.

The purpose of this paper is to explore the transformation of the school-enterprise cooperation model in vocational colleges for hotel management and digital operation. It aims to study the importance of school-enterprise cooperation in this major and propose strategies and measures for improvement. By providing theoretical guidance and practical reference for the educational reform and development of hotel

management and digital operation majors, this research aims to promote the deepening of school-enterprise cooperation, enhance the quality of talent cultivation, and contribute to the sustainable development of the profession.

2. Overview of Vocational College Hotel Management and Digital Operation Major

2.1 Characteristics and Development Trends of Vocational College Hotel Management Major

The vocational college hotel management major is a discipline that cultivates specialized talents with a theoretical foundation and practical operation capabilities in hotel management. It emphasizes practical teaching and vocational skills development, aiming to cultivate students' comprehensive qualities such as service awareness, management abilities, and innovative thinking. With the increasing demand for hotel management talents, the development of the vocational college hotel management major is becoming more diversified, internationalized, and professionalized.

2.2 Impact and Challenges of Digital Operation on Hotel Management

Digital operation has had profound impacts and significant challenges on hotel management. Through the application of digital technology, hotels can achieve intelligent management, precise marketing, and personalized services to improve operational efficiency and customer satisfaction. However, digital operation also brings challenges such as information security, data management, and technological updates, requiring hotel management personnel to continuously learn and adapt to new technologies to cope with increasingly fierce market competition.

3. Importance of School-Enterprise Cooperation Model in Vocational College Hotel Management Major

3.1 Definition and Characteristics of School-Enterprise Cooperation Model

The school-enterprise cooperation model is a way of cooperation in vocational college education, which combines practical experience with theoretical teaching by

collaborating with relevant enterprises. It plays a vital role in meeting the industry's practical needs and enhancing students' practical abilities.

3.2 Benefits of School-Enterprise Cooperation in Vocational College Hotel Management Major

School-enterprise cooperation in the vocational college hotel management major has multiple benefits. Firstly, close cooperation between schools and enterprises allows schools to understand the latest industry demands and trends, adjust teaching content and methods, and improve teaching quality. Secondly, students can gain practical experience and teamwork spirit by participating in actual projects and practical activities, enhancing their practical skills and employability. Moreover, school-enterprise cooperation promotes the sharing of resources between schools and enterprises, strengthens faculty development, and improves educational facilities.

3.3 New Requirements for School-Enterprise Cooperation in the Digital Operation Context

In the context of digital operation, school-enterprise cooperation also faces new requirements and challenges. Schools and enterprises need to strengthen cooperation, explore the impact and demands of digital operation on hotel management education, and adjust teaching content and curriculum accordingly. Schools need to provide students with practical opportunities and projects related to digital operation, cultivating their practical skills. Additionally, it is important to establish effective communication channels with enterprises to understand their needs and feedback, continuously improving the effectiveness and outcomes of school-enterprise cooperation.

4. Current Issues and Limitations of the School-Enterprise Cooperation Model in Vocational College Hotel Management Major

4.1 Characteristics and Limitations of the Traditional School-Enterprise Cooperation Model

The traditional school-enterprise cooperation

model in the vocational college hotel management major has several issues and limitations. Firstly, it often lacks closeness and pertinence, with limited collaboration between schools and enterprises that fails to truly meet the industry's practical needs. Furthermore, traditional models focus more on theoretical teaching, with fewer practical activities and cooperation with enterprises, resulting in insufficient development of students' practical abilities and professional skills. In addition, the lack of smooth communication channels and effective mechanisms hinders the evaluation and summary of the outcomes and effectiveness of school-enterprise cooperation.

4.2 New Requirements of Digital Operation for School-Enterprise Cooperation

With the rise of digital operation, school-enterprise cooperation faces new requirements and challenges. Digital operation requires cultivating talents with relevant skills and adaptability to new technologies. Therefore, the school-enterprise cooperation model needs to closely align with the practical demands of digital operation, integrating practical experiences with theoretical teaching to enhance students' practical abilities and innovative thinking. Moreover, digital operation calls for broader industry collaboration, requiring closer partnerships between schools and enterprises to explore new teaching and practical mechanisms.

4.3 Current Issues and Challenges of the Current Model

The current school-enterprise cooperation model in the vocational college hotel management major faces several issues and challenges. Firstly, inadequate communication and incomplete cooperation mechanisms between schools and enterprises make it difficult to fully assess and summarize the outcomes and effectiveness of cooperation. Secondly, some schools have limited scopes of cooperation, lacking diverse collaboration content and approaches to meet students' practical needs and industry development demands. Additionally, some schools still rely on traditional teaching methods in the cooperation, lacking innovative awareness and initiatives. Furthermore, there is a need for continuous improvement of teaching abilities and professional qualities of teachers in order

to better adapt to the development of digital operation and the requirements of school-enterprise cooperation.

5. Strategies and Measures for the Transformation of the School-Enterprise Cooperation Model in Vocational College Hotel Management Major

To effectively address the issues and challenges of the current school-enterprise cooperation model in the vocational college hotel management major, the following strategies and measures for transformation are proposed.

5.1 Strengthen the Concept and Awareness of School-Enterprise Cooperation

Schools and enterprises need to recognize and appreciate the importance and value of school-enterprise cooperation, fostering a concept and awareness of cooperation for mutual benefits. Schools should strengthen communication with enterprises, understand industry demands and trends, adjust teaching content and curriculum to better cultivate students' practical abilities and innovative thinking. At the same time, enterprises should actively participate in school-enterprise cooperation, providing practical opportunities and project support to offer more opportunities and resources for students' career development.

5.2 Optimize the School-Enterprise Cooperation Mechanism and Platform

Schools and enterprises need to establish efficient mechanisms and platforms for school-enterprise cooperation, providing more opportunities and convenience for cooperation. Schools can establish school-enterprise cooperation offices or relevant institutions responsible for coordinating and promoting cooperation work. Moreover, digital platforms can be developed to facilitate information exchange and resource sharing between schools and enterprises. Additionally, schools can strengthen cooperation with industry associations and relevant organizations, conducting industry exchanges and academic seminars to provide more opportunities and platforms for school-enterprise cooperation.

5.3 Enhance Teachers' Teaching Abilities and Professional Qualities

Schools need to enhance the training and

professional development of teachers to improve their teaching abilities and professional qualities. Teachers should continuously learn and update their knowledge, understand the latest industry trends and technological developments, better guiding students' learning and practical activities. Furthermore, schools can encourage teachers to participate in practical projects and industry practices, enhancing their practical experience and industry awareness, thus providing better guidance for students' practical activities.

5.4 Cultivate Students' Practical Abilities and Innovative Thinking

Schools should focus on cultivating students' practical abilities and innovative thinking. Through cooperation with enterprises, students can participate in actual projects and practical activities, enhancing their practical skills and teamwork spirit. Schools can also introduce innovative practical courses or projects, encouraging students to engage in innovative activities, cultivating their innovation awareness and entrepreneurial spirit.

6. Challenges and Strategies for the Transformation of the School-Enterprise Cooperation Model

6.1 Personnel Training and Resource Investment

The transformation of the school-enterprise cooperation model requires sufficient human resources and training support. Schools should focus on the training and development of teacher teams, improving their teaching abilities and professional qualities to better adapt to the development of digital operation and industry demands. Additionally, schools need to provide adequate resource support, including educational facilities, practical venues, and technological equipment, to provide students with the necessary conditions for practical teaching. At the same time, enterprises need to invest resources, including personnel, equipment, and project support, to provide more practical opportunities and prospects for students.

6.2 Cross-Department Cooperation and Communication

The transformation of the school-enterprise cooperation model requires close cooperation and effective communication between different

departments. Schools should strengthen collaboration among various departments, including teaching departments, practical teaching departments, and school-enterprise cooperation institutions, to promote the deepening and reform of school-enterprise cooperation. Additionally, effective communication and collaboration between schools and enterprises are necessary to jointly develop cooperation plans, clarify goals and tasks, and resolve issues and difficulties encountered during cooperation. Cross-department collaboration improves cooperation efficiency and the quality of cooperation outcomes.

6.3 Innovative Mechanisms and Evaluation Systems

The transformation of the school-enterprise cooperation model requires the establishment of innovative cooperation mechanisms and evaluation systems. Schools and enterprises can explore new cooperation models, such as jointly establishing laboratories or cooperative training programs, to improve the effectiveness of cooperation. Furthermore, schools and enterprises need to establish scientific evaluation systems to comprehensively assess and monitor the outcomes and effectiveness of school-enterprise cooperation. Through evaluation and monitoring, problems and deficiencies can be identified in a timely manner, and corresponding improvement measures can be taken to continuously improve and enhance the school-enterprise cooperation model.

7. Conclusion

7.1 Summary of Research Results

Through the research and analysis of the school-enterprise cooperation model in the vocational college hotel management major, this paper has identified the current issues and limitations of the model. The traditional model often lacks closeness and pertinence, with limited collaboration between schools and enterprises. Digital operation places new demands on school-enterprise cooperation, requiring closer alignment with practical demands to enhance students' practical abilities and innovative thinking. To address the current issues and challenges, this paper proposes a series of strategies and measures for transformation, including strengthening the

concept and awareness of school-enterprise cooperation, optimizing the cooperation mechanisms and platforms, enhancing teachers' teaching abilities and professional qualities, and cultivating students' practical abilities and innovative thinking.

7.2 Prospects for the Transformation of the School-Enterprise Cooperation Model in the Vocational College Hotel Management Major

The transformation of the school-enterprise cooperation model in the vocational college hotel management major is an ongoing process. In the future, schools and enterprises should continue to strengthen cooperation, deepen the reform of the cooperation model, and explore and innovate. Additionally, schools and enterprises should enhance collaboration with industry associations and relevant organizations to promote the development and innovation of school-enterprise cooperation. Through continuous improvement and innovation, the quality and effectiveness of the school-enterprise cooperation model in the vocational college hotel management major can be further enhanced, making greater contributions to students' career development and industry innovation.

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