

Research on the Reform of Hotel Management Project Practice I under the Sinicization of "Lausanne Model"

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Abstract: *The school of hotel management in Lausanne, Switzerland is a typical university of applied technology. "Lausanne Model" has become a banner of hotel management education in the world. In the teaching process of hotel management project practice I, we draw on the successful experience of "Lausanne Model", attach importance to the practice of students in grass-roots management positions, and help students exercise their management consciousness.*

Keywords: *Lausanne Model, practice teaching, teaching reform*

1. "Lausanne Model" and Basic Information of the Course

The hotel management school (EHL) in Lausanne, Switzerland, is the first hotel management school in the world. The "Lausanne Model" which combines theory with practice is the initiative of the Lausanne school of hotel management. The extensive influence of the "Lausanne Model" makes the tourism education in Switzerland, especially the education and training of hotel management, very famous in China, which has important reference significance for the construction of application-oriented tourism undergraduate colleges in China. Qingdao Binhai University opened hotel management professional learning, draw lessons from Lausanne Mode, and Sinicize the Lausanne Model, provides more professional platform for the development of hotel management, further implement the integration of production and education guiding ideology, to do "enterprises—schools--students" depth fusion, whole process training well operations, will manage the high-level hotel management personnel [1].

The *hotel management project practice I* is an elective course of hotel management major and an important practical link to cultivate students' management ability. This course is outstanding practicality, fully embody the characteristics of the theory with practice, students at the hotel restaurant, lobby, guest room, meeting, recreation and other main line department management positions at the grass-roots level of practice, master the basic management job responsibilities, work flow, etc., form management thinking and consciousness, understand the management process, improve the management level [2].

2. Set Up Practice Teaching Course Group

The practical course of *hotel management project practice I* in hotel management was completed in high star hotels. The course group is composed of high star hotel managers and college instructors. The basic manager of the high-star hotel guides the students to learn the responsibilities and work procedures of the basic management positions, completes the grading of the internship students and returns them to the grading table according to the requirements. The college instructors jointly determine the implementation and evaluation program of the course, and are responsible for communicating with the hotel and students about the course requirements and evaluation program.

2.1. Duties of Faculty Advisor

- Develop the teaching work plan and assessment scheme of this course;
- Communicate with students about course requirements and assessment plan;

- Go to all departments of the hotel to understand and guide students, communicate with the hotel, master students' practice trends, timely deal with various problems;
- Complete the construction and maintenance of the course question bank;
- Review the student practice week notes;
- Complete the acceptance of students' achievements and the management ability assessment of each student;
- Finish the statistics and log-in of the final grades and other related work.

2.2. Responsibilities of the Hotel Instructor

- The supervisor of the hotel is the foreman or supervisor. According to the customer situation, arrange and allocate students' work, arrange students' shifts and rest days, and be responsible for students' attendance.
- Inform students of the job responsibilities and procedures of relevant management positions and ensure that these service procedures and standards are implemented. Lead students to learn daily management; Students will have the opportunity to have access to supervision, inspection, customer communication, employee business training plan formulation, subordinate staff assessment and evaluation, deal with various problems and customer complaints in customer service, use of facilities and equipment to solicit customer opinions, feedback relevant information to the manager and so on [3].
- Communicate with the course instructor about students' problems in the internship in time.
- Assist the course instructor to complete the grading of the students and return to the grading sheet as required.

2.3. Student's Study Duties

- Learn the job responsibilities and procedures of the internship management position
- Learn how to ensure that the responsibilities and procedures of the management position are implemented.
- Show up on time according to the schedule and finish the internship earnestly.
- To learn daily management work from the hotel instructor; Learn to supervise, inspect, communicate with customers, make business training plan for employees, check and evaluate subordinates, deal with all kinds of problems in customer service and customer complaints, ask for customer opinions on the use of facilities and equipment, feedback relevant information to the manager and other management contents.
- Complete other tasks assigned by leaders.
- Complete weekly internship journal once a week.
- Complete the internship summary after the end of the internship.
- Make and display PPT for the hotel.
- Complete other tasks assigned by course instructor.

3. The Practice Teaching Reform

3.1. On-Site Teaching-out of the Classroom, out of the Campus

During the course of *hotel management project practice I*, students are guided by the foremen or supervisors of front-line departments such as catering, front room and guest room, so as to form a certain understanding of the basic management process and responsibilities of the hotel. The course lasts for 4 weeks. Students are divided into two shifts, the first lasting from 1 to 4 weeks and the second lasting

from 5 to 8 weeks. When students go out of the classroom and practice in the hotel, they can strengthen the connection between theoretical knowledge in books and practice, help to digest, consolidate and systematize professional knowledge, and help to mobilize students' learning enthusiasm [4].

3.2. Pay Attention to Practice, Students Learn in Practice, Practice Summary

Students learn daily management from hotel foremen and supervisors in the course of practice. Learning supervision, inspection, communication with customers, development of staff business training plans, assessment and evaluation of subordinate employees, handling all kinds of problems in customer service and customer complaints, use of facilities and equipment to solicit comments from customers, feedback to the manager of relevant information and other management content. Students should write weekly notes every week to record their practical experience and achievements in the hotel management position. Students work in groups to make PPT and present it. At the end of the internship, students should summarize the experience and harvest of hotel management practice. In practice, students combine theoretical knowledge with practice, and their professional knowledge level has been greatly improved [5].

3.3. Write Teacher Guidance Records to Improve the Quality of Teaching

Practice instructors summarize and fill in guidance records every week. The instructor goes to the hotel every week to communicate with the person in charge of the hotel and the students, understand the practice situation of the students, guide the practice content of the students, let the students clarify the practice requirements, find out the problems of the students in the practice, find out the measures to solve the problems, and follow up the solution of the problems.

3.4. Daily Assessment Attaches Importance to Process Assessment

The daily assessment of this course includes two aspects: practice of grass-roots management position and weekly record of practice.

Table 1: POST practice assessment table

Examines Project	Standard score	Actual score
Grooming	10	
Code of conduct	20	
Business skills	30	
Communication and collaboration ability	20	
Learning and problem solving ability	20	
Combined	100	

1) Practice of grass-roots management position

The hotel foreman and supervisor will score the students according to their performance in practice in the hotel, mainly including five aspects: appearance, code of conduct, business skills, communication and cooperation ability, and learning and problem solving ability, accounting for 50% of the total score.

2) Practice week record

Record the students' practice experience and harvest in the primary management positions in the hotel catering, front office, guest room, conference, recreation, human resources and other departments. Students will be graded by the tutor, accounting for 10% of the total score.

3.5. The Final Exam Adopts the Practice Examination, the Examination Method is More Reasonable.

Final exam paper 1 of this course is organized by the academic affairs office. At the end of the second phase, the assessment includes PPT presentation, personal questions and answers, and practice summary, accounting for 40% of the total score.

1) PPT presentation and personal answer questions

It mainly examines the students' ability of team division and cooperation, their mastery of basic knowledge of the hotel's grass-roots management positions and their ability to respond to questions. The students take the group as the unit to make the PPT together, mainly introducing the basic situation of the practice hotel, the responsibilities of the practice grass-roots management post, the gains of the practice grass-roots management post, the advantages of the practice hotel grass-roots management post in the management and the existing problems. The students combined the above content to demonstrate. The instructor raises questions based on the students' statements and scores them according to the students' answers, with a total of 50 points [6].

2) Practice summary

Table 2: Practice test table

Assessment project	Assessment content	Score
PPT presentation and personal questions and answers	Grooming	5
	Team work division and collaboration	5
	PPT making and presentation	20
	Ability to answer questions and respond to changes	20
Practice summary	format	5
	Number of words	5
	Degree of use of professional knowledge	20
	Summarize the reliability and authenticity of the content	10
	The integrity and rationality of the structure hierarchy	10
Combined		100

From the practical point of view, expound the experience and harvest of hotel grass-roots management practice, and attach importance to combining theory with practice. A total of 50 points will be graded by the practice instructor.

3.6. Pay Attention to Material Accumulation

In the process of students' practice, the course instructor pays attention to the communication with the hotel, and requires the hotel and the students to complete the accumulation of learning materials together. Through recording videos and taking photos, I collected the students' practice process, the guidance from the instructor of practice class and the instructor of the hotel, some honorary titles, commendatory letters, and some excellent performances of the students in the practice process. At the end of the internship, students' practice weekly notes, practice summary and grading will be collected in time. After the practice, the above materials will be classified and sorted [7].

4. Effectiveness of Practical Teaching Reform

4.1. Improve the Students' Professional Management Ability

Through the practice of the primary management positions in the hotel catering, front office, guest room, conference, recreation and other major front-line departments, students can master the responsibilities and work procedures of the relevant primary management positions, form the management ideas and awareness, understand the management process, and improve the management level.

4.2. Improve the Practical Teaching Ability of Teachers

This semester in hotel management project practice I the guidance of the practice teaching process, in order to better guide the students, the curriculum group of three teachers often need to the hotel restaurant, lobby, guest room, meeting, recreation and other main line department and hotel management at the grass-roots level communication, familiar with and master the hotel management positions at the grass-roots level of responsibility, work flow, etc., in order to better guide the students. In this process, the instructor's practical ability has been greatly improved [8].

5. Deficiencies and the Direction of Improvement

5.1. Some Students have Poor Learning Initiative and Low Learning Enthusiasm

First of all, In the process of practice, the instructor found that some students were not very active in this course and showed poor initiative in learning. First of all, during the internship, some students just passively wait for the leader to tell them what to do, instead of actively looking for something to do. Moreover, students will not ask more questions in the work process, so they are very passive in the practice and have poor initiative in learning.

Secondly, some students think that the practice of management position is only limited to following the leaders to inspect the work of various departments. In the hotel practice process, the students found that the leadership of the hotel management position should often participate in the grass-roots work, rather than simply shake hands with the shopkeeper. The gap between the students' ideal and the display reduces the learning enthusiasm of some students [9-10].

5.2. There is some Resistance in the Course Implementation Process

First of all, since students are in a hurry to go to the hotel at the beginning of the semester, there is little communication between the hotel and the instructor of the course group, so some hotels do not have a good understanding of the implementation requirements of this course. In the early stage of the course, some hotels treat practical students as ordinary interns, which deviates from the original intention of this course to cultivate students' management ability, and also leads to the dissatisfaction of some students [1].

Secondly, the person in charge of the hotel lacks objectivity in grading the students. The practice scores of grass-roots management positions are graded by hotel foremen and supervisors according to the students' performance in practice in the hotel. However, there is a small difference in the scores of each student from the hotel's grass-roots leaders, which cannot reflect the students' practice level.

Finally, the collection of course materials is not ideal. During the practice, we asked the students to collect more photos and videos from the hotel practice. However, due to the work discipline and other problems, the materials collected by the students were not complete. Most of the students could only collect the materials during the work preparation, but very little information about the guest service.

In view of the above problems, we plan to take the following measures in the course practice in the future:

6. Curriculum Improvement Measures

6.1. Strengthen the Ideological Work of Students, Strengthen the Degree of Professional Cognition

In future work, we should further explain the content and requirements of the course. Let students understand the requirements and practical content of this course. Encourage students to change from passive to active, ask why in the process of practice, and don't limit themselves to the task at hand. At the same time, we should communicate with students frequently, so that they can understand that it is beneficial to have certain management knowledge and experience, no matter whether they never engage in the hotel industry in the future.

6.2. Communicate with the Hotel Before Practice to Clarify the Course Content and Requirements.

In the course of teaching in the future, leaders of the school and members of the course group should communicate with the person in charge of the hotel and the basic manager of the hotel before the students practice, so that the relevant personnel of the hotel can understand the implementation method and requirements of this course. In the process of communication, the specific requirements of the course for each department should be informed to the relevant person in charge of the hotel, so that they can manage and train the students according to the requirements of the course.

Although the reform of *hotel management project practice I* has achieved certain results, but there are still some deficiencies in the implementation of teaching content and curriculum assessment, in the future teaching process still need to continue to learn and improve, in order to achieve better teaching effect.

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