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Entrepreneurial Pedagogy in A Service Management Degree Program: the Co-Operative Hamara Model

Abstract

This paper introduces one of the best practices on the Lutakko Campus of JAMK University of Applied Science. It is based on enhancing entrepreneurship and entrepreneurial attitudes. The paper presents some theoretical background of entrepreneurial pedagogy. Secondly, a basic description of the first year studies is objectively given by an outsider. Thirdly, some preliminary experiences of students as team entrepreneurs running a restaurant on the campus are presented. The results of the participative observations and teachers' interviews of their experiences and plans make up the basis for further development. In the end, some future plans in terms of pedagogy will be discussed. The staff members have experienced a participative innovation process. Has it been purposeful to recreate a study path based on students' needs with an enterprise as a learning environment? It would be a fruitful question to be pondered in the near future. Teachers' course driven work and the schedules followed by courses in hand is difficult to match with new pedagogy of Hamara's co-operative model of entrepreneurship. In the future, the challenges in the resource driven history of the teachers' work should be strongly present. Does it work in this model? If there is a demand for changing the learning culture, this discussion will be continued in the future.

1 Introduction

Finnish universities of applied sciences are in the middle of a significant reformation period (2011-2014). The aim of the reformation is to establish universities of applied sciences that are internationally respected, independent and responsible as 1) educators of experts, 2) developers of regional competitiveness, 3) reformers of the industry, and 4) developers of innovations. JAMK University of Applied Sciences has chosen entrepreneurship as one of its main profiles in the future complementing the vision of "being the best university of applied sciences in Finland". This calls for new views of pedagogy.

There are true stories about school communities based on learning by doing. There are also enterprises on the school premises run by students as part of their entrepreneurial studies. Still, it is typical of these business operations to cease when the students graduate. In some cases, students continue their businesses after graduation. There is a need for open discussions about the kind of pedagogy that promotes innovative elements and student autonomy in learning. The term Hamara denotes team entrepreneurship with a co-operative model, in which students participate from the very beginning of their degree studies. Some of them are already practicing on management level while some start from a get-to-know-the-field-level. All the students simultaneously

pursue their professional studies and business studies in order to pass a Bachelor's Degree at JAMK University of Applied Sciences. However, the restaurant Idea has been enterprising environment for them. For this, entrepreneurial pedagogy is pursued. This paper describes the implementation.

We have lot of information about what substance competencies are needed in the industry. The main outcomes of the Oivallus project¹ include an identification of two future competencies that are important to consider: the desire and ability to work in a new way. In addition to the competencies such as networking skills, global skills, business competence, technology competence, environmental competence, service competence and design thinking, the Oivallus project suggests that creativity should also be acknowledged as such: In order to meet the future needs, creativity will become a crucial theme in all education. (Oivallus 2011.) Practically and pedagogically speaking, creativity is also one element in entrepreneurship.

In order to promote creativity, the main focus in education should be on skills in addition to knowledge and on group work instead of individual tasks. This implies that the pedagogical approaches used should be more closely related to the industry, such as experimenting issues with others without the fear of making a mistake. Providing diverse learning methods will train the students to use variable methods in working life as well. The trend is already to move away from a fragmented curriculum towards learning based on phenomena and problems. This kind of approach will make it possible to act in a complex operational environment. The structures of education have to support collaborative learning and teaching, and teachers are in a key role as facilitators of this change towards education that promotes creativity. (Oivallus 2011.)

1.1 Origin of the Best Practice: Entrepreneurial pedagogy in theory

Entrepreneurial pedagogy is regarded as one optional approach to meet future educational requirements in order to produce employees with sufficient abilities and competencies for the working life of 2020. According to Paula Kyrö (1997), entrepreneurial education comprises three distinct types of entrepreneurship:

- 1) An individual way to operate, the oldest form of entrepreneurship
- 2) External entrepreneurship, to own and run small businesses
- 3) Internal entrepreneurship, a collective way to operate in an organization

All the types of entrepreneurship are in interaction with each other and can also shape each other. Internal entrepreneurship deals with entrepreneurial and enterprising behavior. External entrepreneurship is about doing business (Ristimäki 2003, p. 6). According to Ruskovaara, E., Pihkala, T., Rytkölä, T. & Seikkula-Leino, J. (2010), Gibb (2005) has stated, entrepreneurship education is about learning for entrepreneurship, learning about entrepreneurship and learning through entrepreneurship. Therefore, entrepreneurship education should be considered both as a method of learning as well as a content of learning (see Remes 2003). Liisa Remes (2004) called for open communication between several different stakeholders in order to enhance entrepreneurial education at primary schools. In 1994, Garavan and O'Connell stated "if entrepreneurship education and training is to be effective, the contention is that it must be so not only through factual knowledge and the limited skills acquirable in the classroom, but also through the stimulation of new ventures, the

¹ The project Oivallus was founded by a Confederation of Finnish Industries. After 3 years the project ended in August 2011. It got financing from the European Social Fund, the Finnish National Board of Education and the Confederation of Finnish Industries EK. A key question of the Oivallus-project was: Which kinds of competencies are needed in the network economy? What will working life be like in the 2020s? What are the characteristics of the future professionals? (Oivallus 2011.)

success of those ventures and the increasing capacity of the entrepreneur to pursue even greater success“. In that decade, which was called the Decade of Entrepreneurship, the practices and research of entrepreneurial education started to come up in Finland. At JAMK University of Applied Sciences (formerly Jyväskylä Polytechnic), a new way of studying and teaching (coaching), the Team Academy was born. There was room for innovations as such.

Alan Gibb (1987) suggests that the education system is emphasizing a set of values and abilities which is inimical to an entrepreneurial spirit. Later on he goes further and suggests that traditional education methods to develop entrepreneurs in use could be interpreted as teaching “to drive using the rear mirror”. Some contrasts between a university/business school learning focus and that required in an entrepreneurial situation are presented in Table 1. On the left side is listed *University/business school learning focus*, and on the right side is listed *Entrepreneurial education/training learning focus*.

Critical judgement after analysis of large amounts of information	“Gut feel” decision making with limited information
Understanding and recalling the information itself	Understanding the values of those who transmit and filter information
Assuming goals away	Recognize the widely varied goals of others
Seeking (impersonally) to verify absolute truth by study of information	Making decisions on the basis of judgement of trust and competence of people
Understanding basic principles of society in the metaphysical sense	Seeking to apply and adjust in practice to basic principles of society
Seeking the correct answer with time to do it	Developing the most appropriate solution under pressure
Learning in the classroom	Learning while and through doing
Gleaning information from experts and authoritative sources,	Gleaning information personally from any and everywhere, and weighing it
Evaluation through written assessment	Evaluation by judgment of people and events through direct feedback
Success in learning measured by knowledge-based examination pass	Success in learning by solving problems and learning from failures

Table 1: University versus Entrepreneurial Education/Training Focus (Gibb, A. 1993)

Kansikas and Lambrecht (2008) refers to Gibb’s (1993) statement, according to which the real challenges for educational institutions is acquiring staff with an orientation towards an enterprising mode of learning, and a capability teaching it. This is additional for the need of creating an enterprising environment. According to Hytti and Heinonen (2008), the creation of an entrepreneurial university may necessitate a complete restructuring of the whole university – the organizational structures, processes, assessment methods, direction and the resource allocation mechanisms. Would that be a case at JAMK University of Applied Sciences as well?

Entrepreneurial pedagogy rests on the essence of entrepreneurship including its characteristics and forms. Human activity is the basis for everything. An entrepreneur is seen as a free, holistic, unique and human actor in science. It is seen that observing

possibilities and combining resources in a new way, applying new information, taking responsibility for one's own life and livelihood and risks create something new, which is relevant to and desired by the surrounding society. (in Toiviainen 2010.)

The concept of autonomy is related to entrepreneurial pedagogy. It refers to how teachers can incorporate support for autonomy into their teaching and the overall learning environment. Three ways to support this kind of autonomy are: 1) support for organizational autonomy (e.g. students are allowed to make decisions related to classroom management issues), 2) support for procedural autonomy (e.g. students can select what kind of media they want to use for presenting an idea), 3) support for cognitive autonomy e.g. the students' opportunity to evaluate their work from on with reference to standards they have created) (Stefanou, Perencevich, DiCintio & Turner, 2004). In practice, autonomy- supportive teachers focus on supporting intrinsic motivation in trying to create a student-centred atmosphere, on encouraging a student's initiative, on nurturing competence, on using non-controlling communication and, above all, on attempts to promote internalization by providing rationales and appreciating the tasks given (Stefanou, Perencevich, DiCintio & Turner, 2004). This is, for example, how Team Academy's learning by doing pedagogy works in practice. It is concretely implicated in the training sessions to be concretized later in this paper.

The learning theory of Team Academy was developed from experimenting with and applying more than one learning theory. It includes features mainly from the constructive and humanistic learning concepts. At the Team Academy, the students are responsible for developing their own professional skills and utilizing their earlier knowledge and skills, as well as learning new skills and competences. The idea is that the students construct their learning by participating in various projects. The projects are closely related to real life, and the learners will get feedback from other team members, the organization and the customers. Both written and oral feedback will be given. (Leinonen, Partanen & Palviainen 2004.) This paper shows that some features have been taken from the Team Academy model for the co-operative model case in hospitality management degree studies.

An interesting aspect is the teacher's role in this kind of new approach compared to the traditional one. Innovative and interactive learning methods leave more room for the learners' own thinking, doing, creating and sharing. Thus, the teacher should, increasingly, adopt the roles of a coach, trainer or mentor. The teacher clearly has a key role to as a facilitator of learning and he/she should be responsible for offering the students learning possibilities for structuring knowledge. Burnard (1987) sees knowledge being split into: 1) Propositional knowledge (e.g. facts, theories related to professional content), 2) Practical knowledge (e.g. approaches and procedures at work places), 3) Experimental knowledge generated through learning and doing in one's own professional field with personal knowledge-basis in a way that they are able to meaningfully combine these types of knowledge and that they are able to create something new close to graduation.

"In the school context, external entrepreneurship education is about developing innovation (see also Gibb 2005, p. 48) and business ideas, as well as strengthening co-operation between schools and the world of work, including such activities as work experience and study tours." (Ruskovaara, E., Pihkala, T., Rytkölä, T. & Seikkula-Leino, J. 2010). Pekka Hytinkoski (2012) gives some examples in his blog of how student enterprises as a pedagogical method differ from the traditional class room pedagogy: Literature is utilized to meet current needs in terms of facing daily issues, planning operations and implementing plans. Literature is not only listed as a resource on a printed

plan. Instead of lectures and class room work, learning is focused on the operations and processes of one's own enterprise. In most cases, student enterprises are established in accordance with the co-operative model only after the first or second years of study. The model is flexible and does not require as much capital as the traditional models. He also suggests that entrepreneurial pedagogy should be integrated with the curricula.

The hospitality services sector calls for competent people for both operational and managerial tasks in service businesses. The importance of the hospitality field in the future was specifically shown in the conclusion of Vose-project²: Hospitality services are an internationally competitive, networked and respected employer of the service field. Know-how is on a high level and the service and production processes represent the latest development phase. Services and products meet the needs and expectations of customers in a versatile way. The operations are profitable and responsible. (Vose 2008-2012.) Here, the degree program in hospitality faces the need of creating more versatile real-life learning environments in order to produce competent students that can meet the challenges of the industry. However, current learning methods provide all kinds of versions of orientation to working life and close relations to organizations, which is not necessarily enough nowadays.

At JAMK University of Applied Sciences, it was decided, in 2011, to provide degree-awarding studies in hospitality and catering services following the co-operative model of entrepreneurship. A similar pedagogical model has been used since 1993 in a degree program in business administration called Team Academy. How to create such a model for the catering and hospitality students in order to promote the students' working life competences and desire to work? Working life is a concrete element in the school environment since the students run a restaurant. Furthermore, their studies are related to that hospitality environment. A concrete difference from the practices of the Team Academy is the presence of a restaurant legally owned by University. Still, a co-operative model of the team entrepreneurs is possible. How does the model provide space for the students' creativity – and desire for entrepreneurship? Evaluation will lead to further discussion but the model itself is presented in this paper. This particular learning-at-work or action learning model is less than one year old. Some data was collected in terms of reconstructing the model.

2 A co-operative model of team entrepreneurship in hospitality management - Case Hamara

The study path of first year students begins in August with shared lectures for all degree students. The first group of students majoring in catering and restaurant services management were tutored by a named vocational teacher (later to be called a coach). He was educated to be a coach of the new pedagogy. The first months of studying were completed as traditional classroom courses. This mainly concerned the courses with a general content and the daily routines of the school. The Basics of business course was started encouraging the students to establish an enterprise according to the co-operative model. The new approach encouraged the students to start an enterprise without preliminary knowledge. Some of the students were more experienced and/or had basic education of the field. They learnt to recognize the need for technical or professional

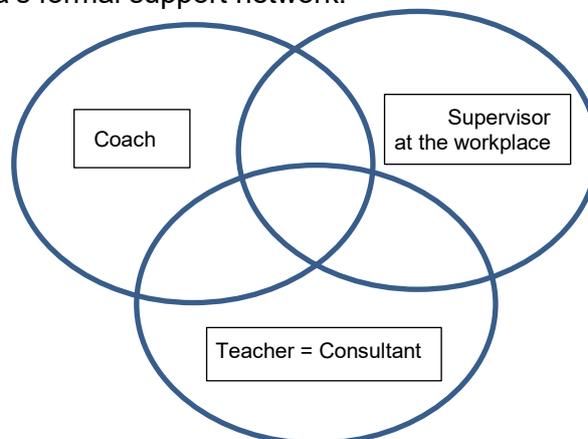
² Vose-project was generated by Education board of directors. The sub project of Vose, Services 2020 project was financed by the Confederation of Finnish Industries EK and The European Social Fund (ESR). The target for the project was to predict what kind of changes are coming 1) in the private service sector, 2) in the operational environment in the field and 3) how these changes influence on needed competencies.

skills. The year 2012 started with the students providing services in the Restaurant Idea. Half a year later, they were running a restaurant called Matilan Ankkuri in the countryside 70 kilometers from Jyväskylä. Some events with catering services were also included in the Hamara program.

Fifteen (15) students established a team enterprise on a co-operative basis at the end of 2011. The enterprise was decided to be called *Hamara*. Its business idea is to sell workforce for a restaurant called *Idea* owned by JAMK University of Applied Sciences, and also provide daily services for restaurant customers from lunch time until midnight. Team Hamara did not need any financial capital since they made a contract with the school authorities. The contract is based on monthly payments, without royalties, though. Result based rewards or sanctions are not yet integrated in the contract. Hamara became responsible for providing restaurant services for the year 2012. The team's business logic of profitability is as follows: the team members productize themselves as workforce, and they sell their skills and know-how of operating restaurant as well as catering services. The business-to-business client is either a restaurant holding company called 'Restonomipalvelut' (in Finnish) or possibly some of the other enterprises outside JAMK. The service company 'Restonomipalvelut' of the JAMK Hospitality Management Degree Program owns the business as such, and it also pays the house rent. The staff of this service company also has other duties on the campus, but two of them are trained by the Team Academy to be the students' supervisor teachers in the kitchen and restaurant of Restaurant Idea. They are like supervisors at a workplace and work eight hours a day supporting the students as professionals of restaurant services.

Hamara uses the services of some other professionals in their study networks. For example, teachers of JAMK provide practical guidance but they do not work on a daily basis in the learning environment. They could be regarded as consultants facilitating the training sessions with Hamara students. This is the forum where teachers are also learners at the same time. The occupational context is a driving force in the students' learning effort, and it is an opportunity for the teachers committed to the Hamara pedagogy. The three-circle model below shows the actors promoting the learning outcomes of the Hamara students: the teachers as consultants, the coach as a coordinating instructor and the supervisors at the workplaces. The actors share seven interfaces in all. The hub is a meeting point for all the actors and a consistent guidance platform for a theme shared by all the participants in the Hamara project. In a certain situation, guidance is predominantly given by one actor only.

Three-circle model of Hamara's formal support network:



2.1 Potential Results of the Best Practice: Entrepreneurial Pedagogy in Practice

There were 16 professionals (12 teachers, 1 coach, 2 supervisors, 1 manager) involved in the Hamara pedagogy last semester. Seven of them were asked face-to-face or by email interviews about how they were working, and how was it different than before? Finally, what was the teacher's approach used in this entrepreneurial context? They were also asked to give some development ideas. Some data has been integrated in the text. Development process continues still, and everybody is invited to contribute in this matter.

The new pedagogy was being tested for a year in the form of weekly group tutoring called *training sessions*. They were physically held on Team Academy premises. The term is based on the Team Academy's pedagogic vocabulary (Leinonen et al. 2004). A training session has a similar time frame as a lecture usually has. All the students get together in one room with comfortable chairs placed in a circular arrangement without tables. The room is located elsewhere than traditional classrooms or lecture theaters. The teacher is present as a facilitator for the dialogue between students, and she/he tries to act as a coach instead of being a teacher. A coach's main task is empowering the students to recognize mistakes or problems by themselves. Furthermore, it is the students' task to find out solutions and make decisions in most issues. The teacher as a coach will control the appropriateness of the actions of the students as a whole. It is typical of entrepreneurial pedagogy, for example, to face uncertainty without stress or take risks in decision-making.

One example of the kind of pedagogy that allows failures and learning from mistakes is the very first event meant to be managed by students: a Christmas dinner for the JAMK staff. They served over 300 people without any help from the coach or the teachers in charge. The event could have been managed better. The practices were reflected afterwards with the coaches and supervisors. The students learnt from their mistakes. The setting where they failed was safe (while serving their university's own staff). Neither was there too much risk was involved. Still, the students were confused, even shocked. This raised a question when too much responsibility is put on the shoulders of the students? This is mainly the kind of pedagogy to be used in the Hamara case in the future as well. Therefore, it is obvious that, in addition to the traditional approach, the autonomous approach was already used at the beginning of their study path.

The training sessions have been an important part of learning promotion due to the dialogue between students with the teacher only acting as a coach. These weekly sessions consist of issues and problems on a daily basis. In the future, it will be possible to ask other staff members and teachers (as consultants) to participate in the training sessions. A training session may also consist of summarizing textbooks. It is recommended that the students read books related to current concerns thus earning credits.

2.2. An enterprise as a Context

Restaurant Idea (www.ravintolaidea.fi) is located in the Lutakko neighborhood not far from the center of Jyväskylä in Central Finland. Lutakko as a new neighborhood is full

of potential. New customer segments and products are needed in order to do profitable business. There are already sauna (inside a former factory chimney) services available, and Jazz nights with local talents performing are arranged once a month.

The enterprise 'Restonomipalvelut' and the manager of Restaurant Services including the staff of the Tourism and Hospitality Degree Program co-operate in order to achieve the educational goals set. Restonomipalvelut and JAMK have the responsibility for the operations in Restaurant Idea. According to Finnish law, the license to serve alcohol has been granted to JAMK. Therefore, the team entrepreneurs cannot e.g. use the profits as is usual in the business.

Simultaneously with running their co-operative enterprise, the students pursue their studies following the curriculum. Thus, they can be awarded a hospitality degree in three to four years. The image of this specific degree is more entrepreneurial than those of the other degrees in The School of Business and Services Management. Both methods and content-driven activities accentuating business culture contribute to students becoming entrepreneurs. Entrepreneurial pedagogy is challenging due to the traditional structures of the other degree programs of the university. For example, traditional classroom studying requires student participation in certain time periods. At the same time, the restaurant is open with the Hamara students working – with none of them available for classroom attendance. Therefore, only one or two training sessions per week is possible for every student to attend.

The student team is going to work in shifts. Every student works approximately 15-20 hours per week. All the managers' duties (human resources, financial, marketing, restaurant and catering) are being rotated with one manager responsible for a certain duty for three months at a time. Rotation enables everybody to have time to practice one manager's role during 2012 until they are half-way through their degree studies.

2.3 A curriculum tested in practice

A curriculum is typically based on the knowledge and skills in general needed in the industry, outside the school context. This kind of curriculum has been tested in the Hamara project. The students will recognize gaps in competences while working in the kitchen and restaurant. Especially students without any experience or basics of professional skills may face challenges in all new situations. Unfortunately, the quality of services may come out as daily problem. Especially rotation brings out the issue. Supervisors at a workplace are not available in every situation. Newcomers are not familiar with the new tasks and processes at hand. Customers do not always understand the context as a learning environment. Or should they be able to do so? Service as a quality issue is risky business, and it might need structures for quality assurance.

For example, courses in service processes as well as in basics of business (MZMB0100) go hand in hand during the first half of the semester. The plain business studies, operational management of a service company (MZMB0200) in theory starts in second year, and practical training as such either after the second or third year depending on an individual student's background. It is obvious that all the students should have operational management know-how already when trying out any managerial role. Surely not all the students adopt a managerial role at the same time. Moreover, the previous working history and know-how of a student will be taken into consideration. But how do we combine the positioning and timing of the resources of the teaching staff with the individual competencies of the students in a meaningful way? This is going to be developed for the study path of next year's students.

The teachers re-created their lesson plans to be synonymous with training in terms of minimum or no slide shows nor lecturing. It does not mean that no facts are presented but they are integrated with practical training in the Hamara project. The teachers relate all possible assignments or tasks to current problem solving in the Hamara project. For example, budgeting for the next year is concretely described as it is in the restaurant environment. The contents of the courses still indicate a knowledge related curriculum instead of a fieldwork related curriculum. Some first year courses are listed in Appendix 1.

Some courses could not be taken differently than usual. For example, the Basics of Wine and Other Alcoholic Beverages course is based on WSET's procedures. In that sense it is not possible to change any content of teaching, and the teacher's approach was similar to a traditional classroom version. However, personal assignments were given to the students for the promotion of Hamara's shared success either in restaurant Idea or restaurant Matilan Ankkuri.

3. The Process: Students' Viewpoints

One third of the students were theme interviewed by their classmates. Here some preliminary experiences of the students are presented. The results were classified into four categories: student identity, group as a family, supportive actors, and entrepreneurial culture.

Student identity

The most respondents had previous experience of the field or of a restaurant as a work place. The rotation of the managerial roles was important in terms of introducing the students into the field and the learning environment. Interestingly, all the respondents considered the decision to start in Hamara an easy one. Still, they did not have a clear vision of their future job or career. Entrepreneurship was close to everyone's heart. The Hamara experience revealed the reality of it – however in a positive way. None of them rejected the idea of being an entrepreneur again one day.

Group as a family

The Hamara team had grouping activities only at the beginning their studies. It was not expected more. Group spirit was born naturally since they work together daily. There was an openness and honesty present which created trust among the team members. They even spent some of their free time together. In that sense, the Hamara team is like a family.

Supportive action

The supervisors at the work place give realistic feedback to the students every time it is necessary. The feedback, rather than the modest salary earned based on the working hours, is felt to be a reward. The open communication between the team members contributes to everyone's personal growth. A coach's presence meant safety, and a new coach was being waited for and wanted by the students. The "I'll be there for you" mentality of the teachers was experienced important.

Entrepreneurial culture

Freedom was definitely appreciated. For the students, freedom meant how the teachers trusted them by letting them independently implement their plans and create their own

business ideas for the Matila case. Freedom was seen as teachers' flexibility in course timetables and deadlines. On the other hand, some students referred to lack of freedom in choosing the courses during the first semester. All the students had the same courses with the same competencies. Are the students capable to choose their study paths? Freedom is a typical motivational force among entrepreneurs, and it requires boundaries or restrictions in order to become recognized (see e.g. Tunkkari-Eskelinen 2005). The Hamara students are safe as long as they have a student's status under the supervision of professionals.

As for freedom, there should also be a responsibility. It is one important indicator of entrepreneurial pedagogy. How it is seen in practice? Students did not refer to it as such. Is it too obvious? Or is it too difficult to talk about it? Responsibility would be an interesting phenomenon to be described more precisely.

However, there was much inconvenience amongst the students being forced to take courses taught in a traditional way. It is almost impossible for the students to complete the compulsory general studies and language studies under the guidance of teachers familiar with the Hamara pedagogy. Should there be an optional way to complete general and language studies following the team enterprise pedagogy? The co-operative Hamara model requires a different pedagogical approach, and according to Weaver (1999) "the best way to teach this is through experiential learning and not didactically as most subjects are thought" (Kansikas and Lambrecht, 2008, p. 43). This should be under consideration in the near future.

4. The Process: Teachers' views and future development

A new Hamara coach was interviewed in order to hear his ideas for the next semester. He only had experience of one course conducted according to the Hamara principles. He listens to the students telling about their needs, and uses an approach typical of an educated coach. It consists of the responsibility to see the team's performance as a holistic picture, and of the requirement of controlling that the studies are made available during a semester. As a coach, he only makes observations and asks questions instead of giving the students advice or facts. Mistakes and failures are allowed, but only within reason. Moreover, it is a coach's task to challenge the students and let them see what they are about to learn.

The next challenge will be integrating the second half of the studies either with the current learning environment (restaurants Idea and Matila) or sell the know-how of the students somewhere else. This is possible because new team entrepreneurs of hospitality students will start in a few months. Who knows best the logical order for the content of the studies? So far, development is based on observation and students' experiences. Open communication between the authors and students is needed. Teachers as consultants should systematically share their experiences and keep others updated whenever it concerns new challenges. This development had already started when new teachers got involved in the Hamara pedagogy.

The new curriculum is now being processed and will be published in the next semester, 2013-2014. It is very important to collect all the experiences so that they represent different viewpoints. This is done daily. It is also fruitful to discuss with teachers who are either veterans or just beginners. The latest tool for spreading plans, ideas and experiences was created in the virtual learning environment (Optima). Teachers working as consultants do share their views, plans, ideas, and furthermore, sum up the weekly state of the Hamara case.

A new group of students will start their studies in August 2012. At the time of writing this presentation, the teams have not yet been created or named. However, the tutor teacher –a coach- was interviewed. Her principles or plans for the next semester are summarized in Appendix 2. New teachers will be aware of these plans, and the methods will be discussed if necessary. All the teachers are allowed joining this shared development of entrepreneurial pedagogy.

A Hamara student, who plays the role of a human resource manager, controls the credits of the others. There has been a discussion on taking the responsibility for one's own studies and how to foster them. For this, one needs clear goals and a vision of the study path. Furthermore, it will be easier to picture the choice of the available courses if one creates a portfolio or passport of the competences already gained. Such a portfolio or passport could be a helpful tool in other recruitment purposes after graduation.

Some of the students hold a college degree in the hospitality field. This is considered important to be identified as a competence especially in the beginning since more responsibility can be given to those who already have the basic knowledge and skills. It is evident that all the tasks are not clearly identified or reflected in the names of courses. It would be important to create a new curriculum with restaurant operations as the learning environment.

In the future, the restaurant will not be the only learning environment. Services will also be sold to customers outside the school context. Class room pedagogy oriented tourism students and students focusing on facility services are still an unused resource. It is still an open question what the pedagogical model will be like in the future. What if the curriculum and the schedule of the courses were changed taking into account the customers' needs? There will more young entrepreneurial teams next year, and they may also sell other than Restaurant Idea's products and services. *What could the other services be? How should they be integrated* with study plans and daily customer contexts? *How to do it* so that the professional growth of the students is promoted in a challenging way with reasonable stress.

5. Conclusion: What was accomplished?

The model presented in this paper has features from the Team Academy Model. Students are doing more and more real life projects a part of their studies, running restaurants and catering businesses. As a starting point, they will establish co-operative teams, which are treated as legal entities. This kind of approach to learning offers an appropriate and challenging learning environment for the students of the future. In real life cases, the students really have to be able to use and strengthen their cooperative skills, problem-solving abilities, team working skills and customer needs identification and anticipation among other things. They are entrepreneurial workers whenever they decide not to start businesses of their own graduation. They also have the suitable preconditions for team entrepreneurship.

All the people involved see the potential of a co-operative model of entrepreneurship in the hospitality service business context. They still recommend it as advancing the entrepreneurial attitude and business orientation of the students. In the future, more attention should be paid to the contracts between the university, a service company and a co-operative enterprise. It is important that the students get the feel of entrepreneurship –risk taking, causes of failures, and so on. Is money enough to motivate team to be entrepreneurs? Would it be more rewarding to see how one has grown as a

professional? It may not be motivating for the actors if they are not allowed to make use of a profit they have made. It is also the question of image of the profession or field as a whole.

Amount of questions are still unanswered. There are already some signals of the structures of classroom-oriented studies and team entrepreneur oriented studies being controversial. Following the current structure of the university studies, the students need to complete all the courses compulsory for them. As long as the learning environment remains stable, it is possible to predict in what order one needs to take the courses, i.e. foster one's competence. In order to follow Gibb's (2005) argument, the pedagogy of entrepreneurship education focuses on students' activity in learning, and this approach could be considered as a non-traditional teaching method. Furthermore, the learning situations need to be flexible, interactive and based on multidimensional knowledge development. As we know, times are changing, and in Hamara's case, new services may appear. In other words, what to do when the students face new competence requirements and no particular courses are available. How to solve the problem? Should we take a new approach to teachers' working culture? One solution would be teacher resources not tied to any specific course. For example, team entrepreneurs or their coaches ask for instant help for a training or educational need. Then a teacher could be asked to react in a spontaneous way, without forethought. All the tutor teachers are educated in the Team Academy's Coach Program, but the other teachers are not. It is not known yet if all the teachers should have expertise of coaching, which is required in Team Academy's pedagogy. Or are they capable facilitating students with any entrepreneurial pedagogy approach?

JAMK University of Applied Sciences has decided to support entrepreneurship in many ways. The overall goal is to empower young students through recognizing their entrepreneurial potential. Some students immediately start businesses of their own while some others do that later. In any case, they will be organizational entrepreneurs in the future. This pedagogy matches the university's strategy. There are all kinds of different learning environments already in use or under construction. Restaurant Idea and other hospitality companies or services may not be available for all the hospitality students at JAMK. Therefore, the students are recommended to integrate a major part of their studies with their own businesses if possible. Since it is our privilege and the students' right, we advance entrepreneurship by providing environments, content, and networks for every student. In order to become an entrepreneurial university, JAMK will, accordingly, have to change its organizational structure and pedagogy in the future. Who will be committed to a total change like this?

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Bachelor's Degree of Hospitality Management, 210 ECTS: In the Degree Programme in Service Management, you acquire skills for the production of customer-oriented consumer, catering or facility management services. You will also learn to manage service and production processes and develop services in an international environment. In addition, you will focus on entrepreneurship and responsible service business. (Jamk for Students –webpage)

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Courses offered in the first year for Hamara students.

- Man in the Service Environment 10 ECTS
- Learning and Professional Growth 5 ECTS
- The Business Environment of a Service Company 5 ECTS
- Basics of Service Business (e.g. a concrete business plan) 10 ECTS
- Practical Training I 15 ECTS
- Food Service in Practice 10 ECTS
- Basics of Research and Development work (e.g. students made a customer survey for the development of their own business skills) 5 ECTS
- Basics of Wine and other Alcoholic Beverages 5 ECTS
- Service and Production Processes 5 ECTS
- Languages (Swedish, English) 2*3 ECTS
- Communication (Finnish) 3 ECTS

Appendix 2

A list by a new coach: Principles for a new co-operative model of the team entrepreneurs' study path

- The first year of the study path is mostly for basics in general.
- Planning is a key word for both teachers and students.
- The team will choose a human resource manager who is aware of the team members' credits and lack of credits. He/she encourages the others in the case of a delay. HR practices are his/her responsibility.
- Language studies should be considered a shared experience in which the less talented are supported by the more talented team mates. The students are encouraged to take language studies in the first year.
- Every team member will complete their personal learning agreement, which is based on competences and know-how instead of course completion.
- All the assignments are linked to restaurant operations. The courses include competencies and mechanisms that support learning as effectively as possible.