

ENTREPRENEURIAL PEDAGOGY IN A SERVICE MANAGEMENT DEGREE PROGRAM

THE CO-OPERATIVE HAMARA MODEL



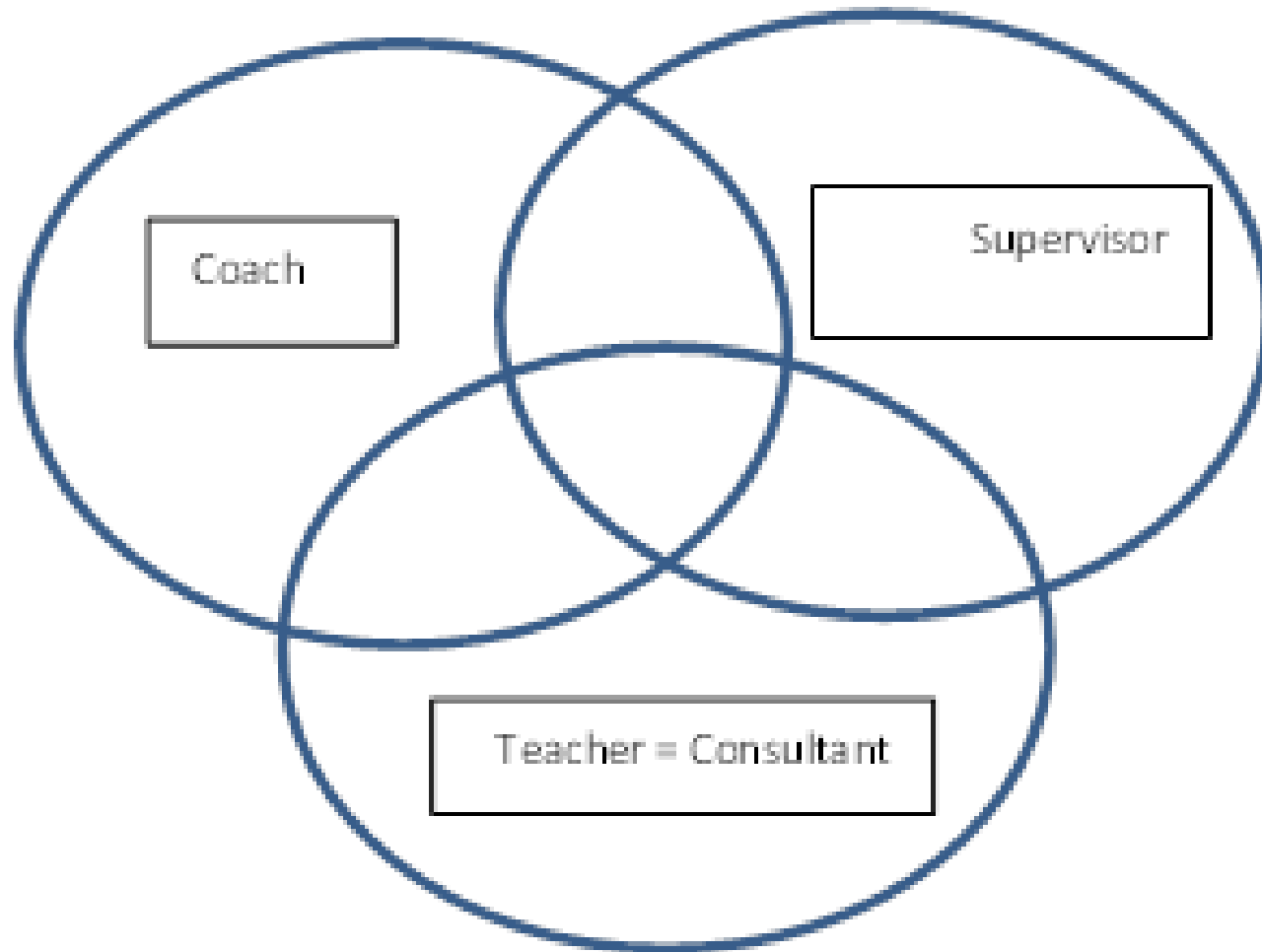
THEORETICAL BACKGROUND OF ENTREPRENEURIAL PEDAGOGY

- Entrepreneurship education should be considered both as a method of learning as well as a content of learning (see Remes 2003).
- Other than “to drive using the rear mirror” (ref. Alan Gibb)
- The need of creating an enterprising environment (Kansikas & Lambrecht 2008; Hytti & Heinonen 2008)
- The concepts of autonomy and responsibility
- Human perspective: An entrepreneur is seen as a free, holistic, unique and human actor
 - These are considered in participants’ personal learning goals and learning environment in whole.

TEAM HAMARA'S BUSINESS IDEA 2012

- 15 students majoring catering and restaurant services (bachelor's level degree); some of them had field-related competence based on the college degree.
- Business idea: they sell their skills and know-how of operating restaurant as well as catering services. The learning environment was the restaurant called *Idea* owned by JAMK University of Applied Sciences.
 - Lunch customers (local people, JAMK staff –not students); reserved catering services until midnight

THREE-CIRCLE MODEL OF HAMARA'S FORMAL SUPPORT NETWORK



THE SUPERVISOR AT THE WORKPLACE

- 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 (10 people) of JAMK’s own 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.
 - The setting is similar to on-the-job-learning; approach, however, is entrepreneurial



THE TEACHERS AS CONSULTANTS

- Teachers of JAMK provide practical guidance but they do not work on a daily basis in the learning environment (Idea). They could be regarded as consultants facilitating the training sessions with Hamara students.
- Training Session: 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. (Similar to Team Academy facilities)
- Assignments (for the credits) emerge in real life situations: A teacher's main task is empowering the students to recognize mistakes or problems by themselves. It is the students' task to find out solutions and make decisions.
 - Typical in entrepreneurial pedagogy, for example, to face uncertainty or take risks in decision-making.
 - School branded environment is a safe arena for learning from making mistakes.

STUDYING IN RESTAURANT IDEA AND BEING A TEAM MEMBER OF CO-OPERATIVE ORGANISATION

- Hamara-team as an organisation of 15 students: 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.



A RESTAURANT AND/OR A TEAM AS LEARNING ENVIRONMENTS FOR OPERATIVE MGT

Curriculum & learning goals

- HRM; organisation change
- Marketing: plan and implementation
- Budgeting and pricing

Field work

- All members of the team created their own area of responsibilities (manager's duties)
- Updated business idea without a restaurant context; what will be done throughout a year
- Marketing budget, goals for turnover –relation to new products and positioning

SOME EXPERIENCES OF THE STUDENTS

It seemed that on-the-job-learning reality combined to classroom structured schedule is difficult.

- Not possible to get together in training sessions often enough. Only one or two training sessions per week is possible for every student to attend at the same time.

Since learning environment is authentic service experience for customers, they may do mind the mistakes made by the students.

- Category of the results:
 1. student identity
 2. group as a family
 3. supportive actors
 4. entrepreneurial culture



1 STUDENT IDENTITY

- The most respondents had previous experience of the field or of a restaurant as a workplace. 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.

2 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.



3 SUPPORTIVE ACTORS

- The supervisors at the workplace 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.

4 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 (another restaurant). 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. 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.

STAFF MEMBERS' EXPERIENCES

- 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.
- Entrepreneurial pedagogy is challenging due to the traditional structures of the university (e.g. schedule, culture).
- Teachers train differently without the shared vision and understanding of the pedagogy. As long as every teacher knows – and communicates it to students how he or she enhances entrepreneurial goals of the learner -, it can be successful.

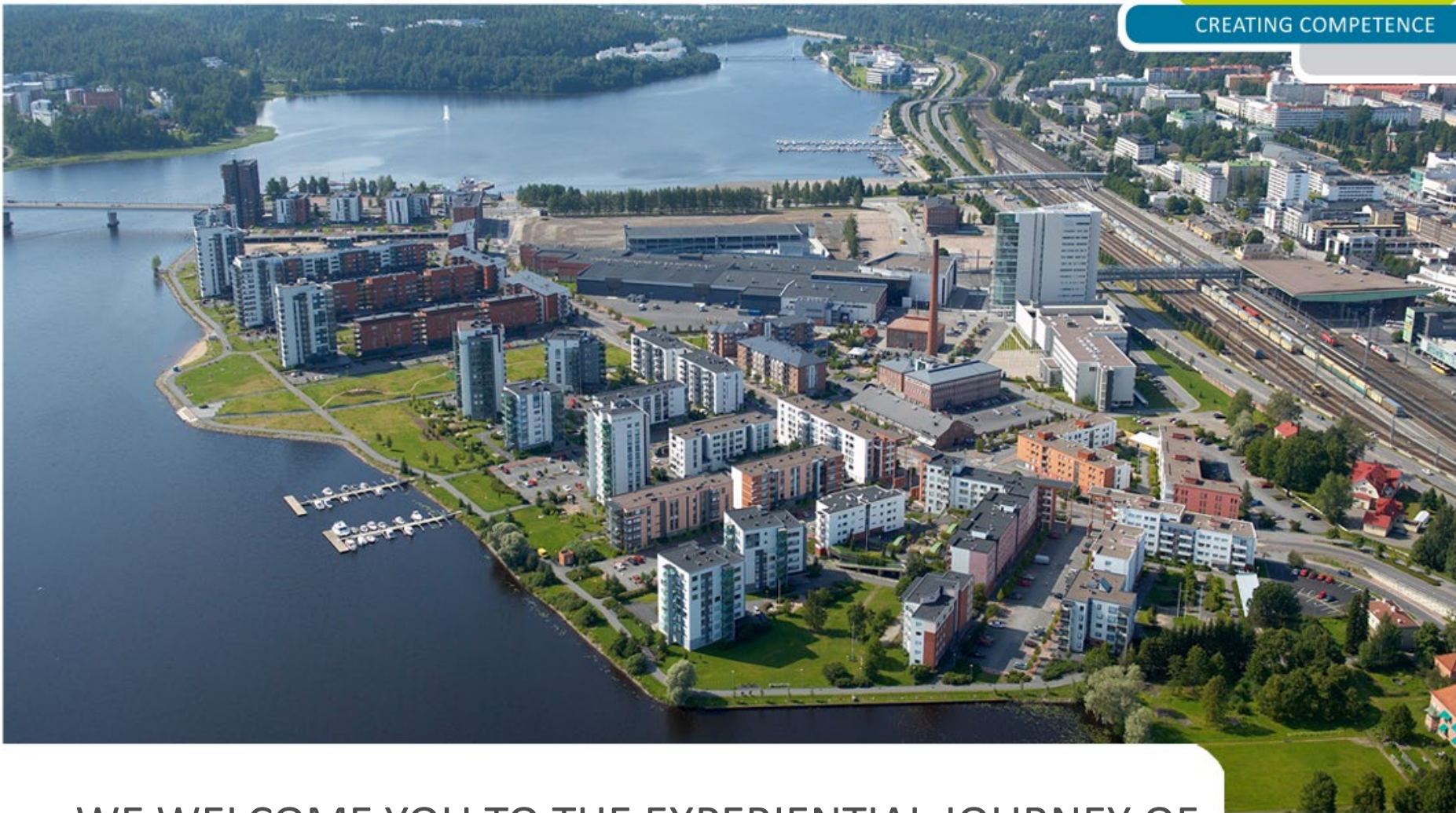
OUR LEARNINGS -WILL BE CONSIDERED IN THE FUTURE

- Field work and training sessions are scheduled so that every student of the team is available for gathering.
 - Not only one team but several teams. There will be all kinds of cases and not only one restaurant as a learning environment.
 - Events, meetings, congresses, research, back office development work.
 - Profitability of business cases will also be in focus (not only providing service staff force)
- Customers do not always understand the context (restaurant IDEA) as a learning environment.
 - *It will be communicated already when entering the restaurant.*
 - *In the future, we'll only sell services with student work and with reasonable price. It helps a client to make final decision –'take it or leave it'.*
- A participative innovation process for the staff members
 - Teachers as consultants should systematically share their experiences and keep others updated whenever it concerns new challenges. There are lots of different cases & clients – but not all teachers know about it. More systematic communication is needed within teachers. This is now developed.

HAMARA-MODEL APPLIED TO A PRODUCT OF ENTREPRENEURIAL HOSPITALITY MANAGEMENT

- **Whom:** For everyone willing to get actively involved in real customer-based cases integrated to theory based studies /credits /diploma /a bachelor degree of hospitality management.
- **What:** All the projects gain 2-5 credits. Event organizing, catering planning and action, congress services, tourism companies' product/service design, concept development, customer insight empirical data collection mentioning only the few.
- **How:** Cases are run in project teams with rotation of organisational roles. We follow the three-circle-model: Every team has a coach. A contact person of the case firm gives valuable feedback during and after the process. All the teachers are available for content consultancy purposes. Variety of learning environments are utilized depending the cases in progress. (Restaurant services is only one option).
 - Cases can be found also by the students themselves.
 - The model enables a student integrating his/her own business idea into case studies.
- **When:** Updated facilities (Turbiini building) until April 2014 -
- **Why:** Learn how to create, sell and implement into action hospitality competence-based services in the entrepreneurial learning contexts.
- **Contact:** Minna Tunkkari-Eskelinen (at) jamk.fi /+358 40 765 7151





WE WELCOME YOU TO THE EXPERIENTIAL JOURNEY OF
HOSPITALITY MANAGEMENT!

THANK YOU

