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Theoretical Aspects of Entrepreneurial Education for Hospitality Industry

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Abstract:

Entrepreneurship is a professional employment within the framework of establishing and management of their own business based on the self-employment principle which targets on both providing and development of new benefits and values, manufacturing and sales of goods, execution of works and rendering services as well as creation and upkeep of working places along with bearing social responsibility towards both the state and the society. Presently, education of hospitality industry entrepreneurs is rather a perspective scientific task. The author has considered theoretical aspects of education of the persons ready to start their entrepreneur's activity in the field of hospitality industry, has identified the characteristic features of entrepreneurship in that area as well as the issues of services rendering at the confluence of material and non-material fields. Also, the author has underlined that to build up a successful career a future entrepreneur-hotelier shall form some basic qualities and develop abilities to self-organization and self-development.

Keywords: entrepreneur; entrepreneurship education; hotel business; hotel services.

JEL Classification: Q56; L83.

Introduction

The global system of hospitality industry education dates back to 1893 when the first school of hotel manager's education Ecole hoteliere de Lausanne (Swiss Hospitality Management School in Lausanne) was opened in Switzerland. Some time later, at the beginning of the 20th century, the schools of that type were opened in Spain,

Great Britain, USA, Australia, France and Netherlands. The abovementioned schools of hotel management have kept their reputation of the top suppliers of educational services in the hospitality industry until the present time (Masyuk and Petrishhev 2012, 1-5; Gileva 2011, 123).

The Russian experience of the hotel manager's education is relatively insignificant as the first steps in that direction were made at the end of the last century. Nevertheless, more than 200 country's universities train students to provide them with a degree in Hotel Business at present. Despite the fact that the number of specialists with a degree in hotel business is growing not all the graduates are able to find a job in their degree field.

A potential solution of the problem could be in enlargement of the hospitality business curriculum especially against the background of the fact that students themselves are trying to become business persons and to determine the development of their life trajectory themselves.

Development of the national concept of entrepreneurship education in Western countries started in 1990s whereas the same process in Russia is at its initial stage at the moment. Theoretical aspects of entrepreneur's education for the hospitality industry have not been formulated yet. Hence, the article is devoted to that issue.

1. Methodology

The theoretical basis of the methods includes the results of scientific researches on hotel industry entrepreneurship represented in works of leading Russian scientists.

The list of methods used during the work over the article includes general scientific as well as observation and modelling along with analysis and synthesis ones.

2. Results

The entrepreneurship activity becomes the one of a professional character when individuals starts to provide their self-employment. The President of the Russian Federation Vladimir Putin stated in 2018 Address to the Federal Assembly that "small and medium-sized businesses are one of major reserves of economic growth of Russia <..> By 2020 the share of small and medium-sized businesses in GDP should have been enlarged up to 50 %" (Address to the Federal Assembly, 2018).

Presently, stimulation of the entrepreneurial activities in the hospitality industry is one of the key aspects of tourism development in the Russian Federation (Sycheva *et al.* 2019; Prakash and Garg 2019)

Historically formed system of students' education in Russian universities is based on the Federal State Educational Standard requirements. A graduate with a bachelor's degree in Hotel Business shall possess important professional competences including the one foreseen their ability to use modern technologies to develop and provide a hotel product; an ability to analyze results of a hotel departments activities as well as other means of accommodation, the level of customers' servicing and to come to the corresponding conclusions; an ability to control execution of technological processes and conformance to job descriptions in the hotel business; preparedness to render services in accordance with ethno-cultural, historic and religious traditions; to identify consumer needs, to create a hotel product and to develop customer relationships (Tarman and Dev 2018; Girdzijauskaitė *et al.* 2019; Kuttubaeva *et al.* 2017; Frolova *et al.* 2017; Voronkova *et al.* 2018). Apart from that, the graduate shall possess entrepreneurial knowledge and skills enabling to create and develop their own business.

In connection with that the universities which educate students for the hotel business have to solve the task of sharing the knowledge and the skills required for hospitality entrepreneurs along with formation of their abilities to deal with innovation and stimulation of entrepreneurial initiatives. Understanding of importance of the tasks set results in changing of the education mainstream direction towards formation of system-based set of entrepreneurial competences (Korableva *et al.* 2019).

A competence is thought to be a complex of knowledges, skills and personality's qualities which are formed throughout the educational process to be used for making successful activities in a certain field.

A competence is related to behavioral characteristics of a personality, motivation and personal qualities (Zhuravlev *et al.* 2018; Lorincová *et al.* 2019)

The best practice of the top Russian universities implies formation of the entrepreneurial competences throughout the process of teaching of general education disciplines including the Russian Language (mastering of the literate oral and writing speech rules, abilities to speak clearly and convincingly, to present own plans and the ability to carry on business communication) (Alogali 2018; Olaniyi *et al.* 2019), Mathematics (an ability to make calculations and to analyze statistical data), Computer Science (an ability to use information and communication technologies and carrying on business communication) (Solas and Sutton 2018; Polyakova *et al.* 2019), History

(knowledge of successful examples of entrepreneurial activities, understanding of role of both the state and the private sector in development of economy, an ability to urge people to energetic activities), etc.

A number of universities have included a course of Introduction to Entrepreneurship to Hotel Business bachelor curriculum. As a rule the course is taught during the last year of education.

The course covers a range of subjects including History of Entrepreneurship in Russia, Entrepreneurship as a Type of Activity, Setting Goals, Evaluation of Initial Conditions and Strategy of New Hotel Establishing, Basic Hotel Marketing, Financing in Entrepreneurship, Organizational Legal Forms of Small Enterprises, etc. Laconism, simplicity and availability of the course materials as well as a number of illustrations makes it easy to comprehend for students. Each of the course disciplines is completed with a test or a practical task enabling to perform current control over the material retention.

Meetings with top managers of the hospitality industry who share their personal experience of establishing and development of their own business are an important addition to the course theoretical materials.

A great number of universities offer their students taking specialist short-term modules and/or specialty courses on entrepreneurship. They are targeted on formation of key entrepreneurial competences including an ability of developing and justification of a business idea, an ability of development of a business model and business plan of a new hotel, an ability of development and introduction to the market a new hotel service, and ability to build up a new team and to execute the resource provision of a business and an ability to provide competitive stability for their own business (Puryaev 2015; Dagdilelis 2018; Akhmetshin *et al.* 2019a, 2019b; Ganieva *et al.* 2017; Glotko *et al.* 2017, 2018; Gurieva *et al.* 2016).

A great deal of the curriculum time is allocated to educational internship and its range is rather wide including practical education on initial professional skills and knowledge, practical education on professional skills and experience in professional activities, technological practical education and pre-graduation internship. Students cover all the areas of the hotel business and receive practical knowledge of the business insight of each of the hotel department. Those trainings are rather valuable as they forge students' basics of professionalism, professional thinking and professional skills (Tarman 2018; Etherington 2019; Bernardi 2019; Mullins 2019).

In-service training is another type of hospitality entrepreneurship education. Both academic units (chairs) and research institutes or entrepreneur centres established by higher educational institutions are involved in implementation of these educational projects. The in-service training programmes are highly practically-oriented and include, apart from academic classes, practical training of establishing and development of an own company, participation in a real business mentor's programmes, arranging camps (education sessions) and internship in the top hotels of the country (Rupeika-Apoga *et al.* 2018, 2019; Ključnikov *et al.* 2019).

A number of universities shape the entrepreneurial competences in business incubators, accelerators and techno parks. They accumulate new educational programmes, projects and initiatives.

The institution of mentorship, which targets on interaction of the beginning entrepreneurs with leaders of the hotel industry, has become one of the most efficient types of the entrepreneurship education.

Apart from academic classes, there is a number of extracurricular activities focused on development of entrepreneurial initiatives. Some universities hold specialist contests (Olympiads) and business games for students' teams and arrange conferences on entrepreneurship.

Some universities arrange Entrepreneurship Weeks on the annual basis targeted on popularization of youth entrepreneurship, exchange business ideas and knowledge and formation of entrepreneurial culture. Future entrepreneurs from 165 countries visited Global Entrepreneurship Week which was held in November 2018. The idea of a global project launching completely corresponds to the task of improvement of motivation and readiness of the young people to start their own entrepreneur activity and also is rather valuable in terms of solving employment issues, improvement of competitiveness and development of innovations (Korableva *et al.* 2018)

Business games, business cases and trainings along with master classes held by the hotel business managers also play their positive role in the process of preparation to conducting of the entrepreneurial activity (Bombiak 2019).

The entrepreneurial activity is a creating innovative and project activity. The priority in students' education is set for scientific and research activities executing in terms of the following main directions:

- 1) mastering entrepreneurial tools;
- 2) execution of research on factors of hotels competitiveness;
- 3) execution of research on specifics of the entrepreneurial behavior;
- 4) execution of research on innovative processes in the hotel business, etc.

Network communities including entrepreneurs' clubs, forums, associations of young entrepreneurs, etc. are another key element of the entrepreneurship education system. Such associations provide with tight interaction among hotel entrepreneurs.

Entrepreneur competences, which should be considered as the key ones, include the following: an ability of setting and solving innovative tasks, an ability to work in a team; an ability to make financial calculations; an ability to take a risk; and an ability to conduct business negotiations. According to British entrepreneur Richard Branson, the founder of Virgin Group corporation, which currently includes about 400 different companies: "...entrepreneurial success depends on rather unique combination of personal qualities and instinctive skills, the majority of which can be perfected at work and during education..." (Richard Branson's Official website).

Evaluation of the level of Hotel Business programme students' entrepreneurial competences formation is made based on the following set of criteria: cognitive criterion (knowledge of economic terminology, an ability to use specialist economic literature in studying different modules); motivation and personality criterion (personal interest in economics, a desire to start own business, readiness to take a risk, etc.); an activity-related and practical criterion (allocation of economic knowledge and skills in practical work; search for an efficient way out from the current situation; and an ability to develop a package of documents required for practical economic activity).

Hotel activity - the activity of legal entities and individual entrepreneurs. The hotel enterprise is focused on the production and provision of consumer services on a commercial basis.

Entrepreneurship in the hotel industry has the following features:

- 1) activities at the intersection of material and non-material production (labor is offered not as a thing, but as an activity);
- 2) intangibility (impossibility of storing and transporting a hotel service);
- 3) the inseparability of the object from the source (consumers of the hotel enterprise acquire the service on site, the processes of production and consumption of hotel services are inseparable from each other and coincide in time).
- 4) irreplaceable loss (the lack of income from the sale of rooms cannot be replenished, which leaves a mark on the annual rate of return of the hotel);

These features give rise to difficulties in entrepreneurial activity in the hotel industry, and therefore require additional efforts, force entrepreneurs to focus on the personal needs of the consumer of hotel services (Dunets, and Zhogova 2018; Tereshin *et al.* 2001; Akhmetshin *et al.* 2018); I make it difficult to control quality because it is impossible to check the level of service before it is actually implemented. These features are important to consider when teaching entrepreneurship in the field of hospitality. But this direction is extremely important, because the development of entrepreneurial structures in the hotel industry allows to increase the level of employment, has a positive effect on the functioning of adjacent sectors of the economy, contributes to freer access of international investment capital, in-depth integration of Russian hotels in the global economic system.

3. Discussion

Although the term of entrepreneurship comprises a great number of characteristic features, in the majority of cases it is replaced with the description of the entrepreneurship goal. As a rule, the entrepreneurship (or business) activity comprises the initiative and independent activity focused on profit earning. According to Article 2 of the Civil Code of the Russian Federation business activities (or entrepreneurship) shall be an independent activity, performed at one's own risk, aimed at systematically deriving a profit from the use of the property, the sale of commodities, the performance of work or the rendering of services (The Civil Code of the Russian Federation).

Hence, the entrepreneurs in that sense are the businesspersons whose market behavior is of a search character. The entrepreneur's official legal status is granted by means of registration. The Civil Code of the Russian Federation foresees business activities on both individual and collective bases, whether incorporated or unincorporated which is executed within the framework of the general rules of entrepreneurship which regulate natural persons and legal entities activities.

The entrepreneurship in the hospitality industry reflects the whole set of relationships including financial, economic and social ones which objectively occur as a part of the entrepreneurs' relationships with other businesspersons, their customers and caterers of hotel services, banks and the rest of the objects of the tourist market, as well as with their employees and the state (Dalevska *et al.* 2019).

Theoretical aspects of entrepreneur's education have been described in the works by E. A. Scherbakova (2012) and A.N. Tret'yakov A (2014). The main issues of the entrepreneurial education have been analyzed in the

works by N. Sh. Zaripova (2014) and G. N. Franovskaya (2013), G.V. Shirokova (2012), A.Yu. Chepurenko (2017) and N.E. Goryushkina (2015, 2017) have described students' interest in entrepreneurship in details in their works.

Conclusion

Although the share of the hotel market in Russia is slightly more than 1% of that of the global one, it has a huge potential for growing. Small and medium entrepreneurship is one of the drivers of the hotel industry development in Russia. The vast majority of Hotel Business programme graduates connect their future with entrepreneurship. Formation of stable entrepreneurship competences is one of the key tasks of the university education.

Platforms for building up the system of entrepreneurship education on the national level should be considered and thought of to let the country move towards systematized and civilized entrepreneurship.

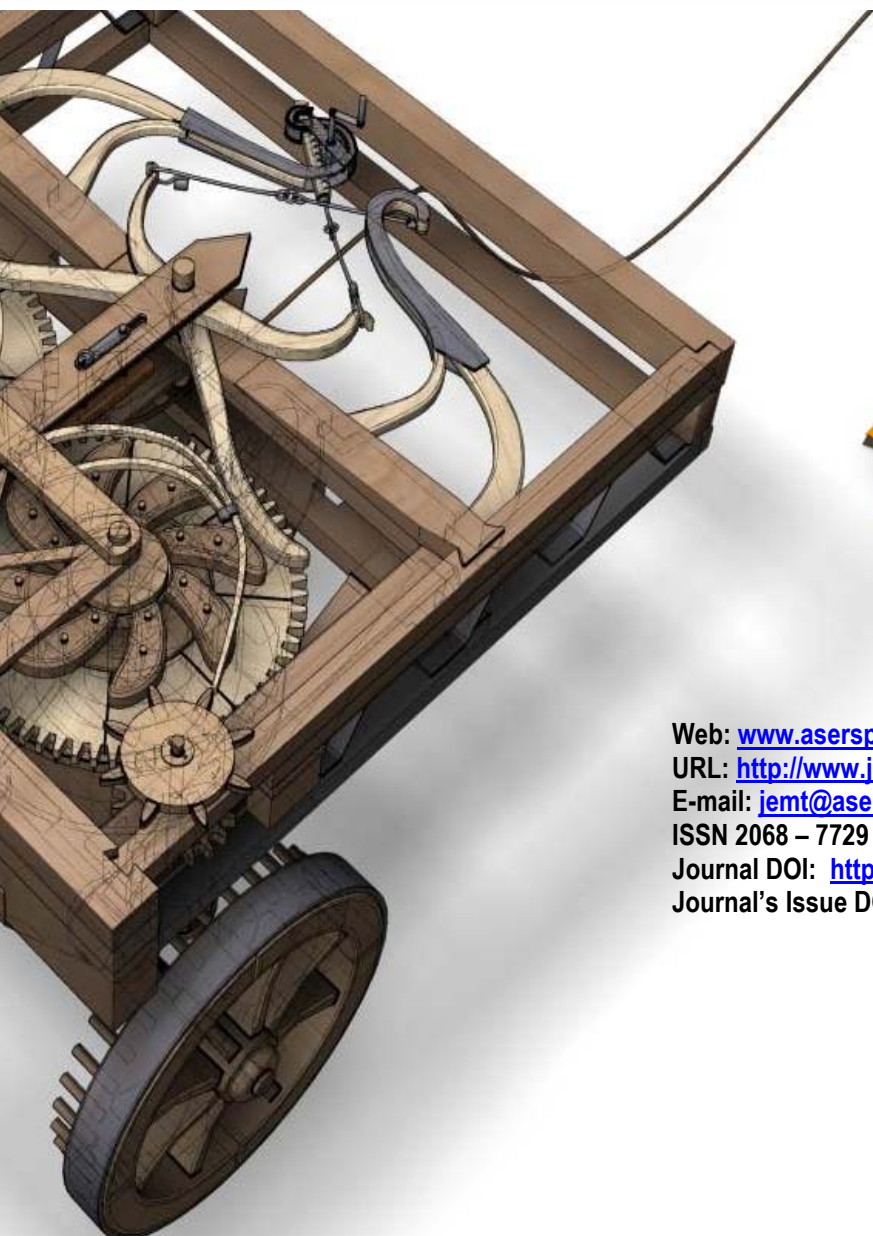
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