

Innovative Entrepreneurial Education for International Hospitality and Tourism Business

(IHTB) (*)

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Abstract

This paper presents an example of effective and innovative entrepreneurial education for first semester International Hospitality and Tourism Business (IHTB) students at University of Ciputra (UC) through a real entrepreneurial project, *IHTB Culture Festival 2011: Discover Exotic China*. This festival is held on 28th to 30th October 2011 was self-financed entrepreneurial project involving 48 IHTB – UC students. Tasked to engage their target group of teenagers and adults creatively, the students focused on four specific learning sequences: discover ideas and researching target market interest, observation possibilities solution, event implementation; and self-reflection. Each of learning sequence has been concluded by evaluation process. Evaluation throughout their learning journey helped the students to articulate their experience and consolidate their knowledge in the hospitality sector.

Even though the financial profit is not the only expected result of this learning journey, the profit of IDR 16.5 million clearly indicated the success of the project that worth IDR 100 million and provided great satisfaction and a sense of achievement to all IHTB – UC students.

Key words: entrepreneurial education; innovative; hospitality business, hospitality services; MICE.

1. Introduction

1.1. International Hospitality and Tourism Business [IHTB] University of Ciputra [UC]

International Hospitality and Tourism Business [IHTB] is one of two program studies at the Faculty of Tourism University of Ciputra; together with Culinary Business [CB]. The graduation title of this bachelor degree program is '*Sarjana Pariwisata*' or Bachelor of Tourism.

As a part of University of Ciputra, IHTB also actively promote entrepreneurial education on its curriculum; in order to support University of Ciputra main mission that is known as creating the world class entrepreneurs. According to Gorman (1997) entrepreneurship can be taught or encouraged by entrepreneurial education. Furthermore, entrepreneurship can be learned (Anselm, 1993)

1.2. IHTB UC Entrepreneurial Curriculum

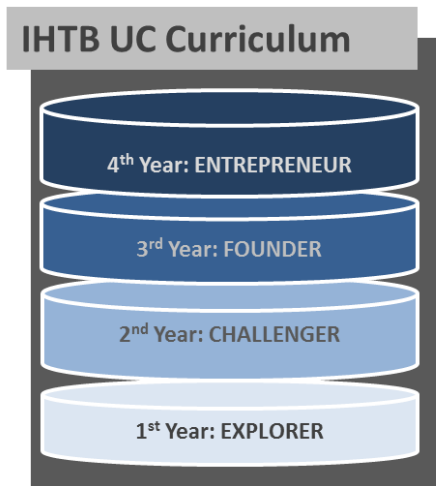
According to Baume (1999, pp. 2777-278) the model of hospitality and tourism education should be capable of responding to industry needs at the same time as it produces graduates who can understand and manage the economic, social cultural impacts of tourism on the residents of the host region. Furthermore, hospitality and tourism program should balance the development of practical management skills with development of a more general understanding of various social science disciplines.

New direction in hospitality and tourism is cultural tourism with its emphasis on 'participating in' and 'relating to' a culture and environment that is different to the 'home' culture and environment. Therefore, hospitality and tourism business is not about food and beverage only, beyond culinary tourism. The activities developed for visitors involving food and beverage according to its culture and environment (Barbara Santich, 2004, pp. 15-24).

On other words, hospitality and tourism business is strongly related with culture and environment. IHTB curriculum is compatible with the new direction of hospital and tourism education which equip students with current industry needs during their study duration to have enough capability to be an entrepreneurs in hospitality and tourism field.

IHTB UC vision is to create IHTB graduated students who have entrepreneurial characters and abilities to develop and create products and services in hospitality and tourism industries. IHTB UC graduated students are expected to explore wisely natural resources in local or global and create an innovative high quality products and services in hospitality and tourism fields; and in the end of the day, it could bring some improvement among communities surrounding for better financial power and living standard. Therefore, in IHTB UC, the students are being prepared to be an entrepreneurs or intrapreneurs within hospitality and tourism business fields in national or global scale.

(*) This paper had been revised after presented on the 15th UNESCO-APEID International Conference - Inspiring Education: Creativity and Entrepreneurship; 6th – 8th December 2011; Jakarta – Indonesia; Organized by: UNESCO, Ministry of Education and Culture, Indonesia, and World Bank, Indonesia.



Picture 1: International Hospitality and Tourism Business (IHTB) University of Ciputra (UC) curriculum

In the first year, IHTB UC students will have 2 entrepreneurial real projects, which are IHTB Culture Festival in the first semester and National Field Trip in the second semester. While in the second years, the entrepreneurial learning journey will be covered through Basic Service Innovation and International Field Trip. Furthermore, in the following year, IHTB UC students will experience entrepreneurial real project through Radical Service Innovation; following by Hospitality and Tourism Business Plan. The final year, there will be internship and thesis in Hospitality and Tourism Business Fields.

1.3. IHTB UC Entrepreneurial Project for 1st Semester students

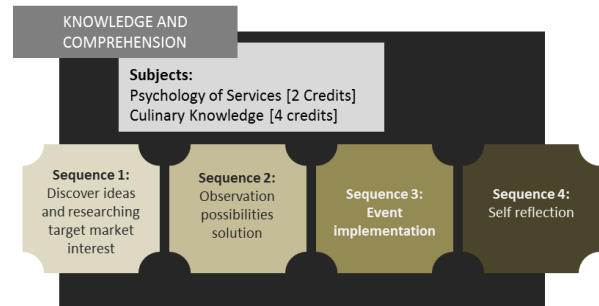
IHTB UC has a real entrepreneurial project for first semester students that be called IHTB Culture Festival. This Culture Festival for year 2011 has promoted China Culture with theme Discover Exotic China. Discover Exotic China is an event of culture festival that had been held on ITC Mall for three days (28th to 30th October 2011).



Picture 2: IHTB Culture Festival 2011 Theme – Discover Exotic China

The target markets were high school students and parents. The event accommodated the interest of both specific target markets which be connected with China Culture. The event had three main parts. Firstly, China Culture Performances, such as Dragon Dance; *Wu Shu*; and *Taichi*. Secondly, Talk Show and Workshops, such as Entrepreneurial Talk about Hospitality and

Tourism Business Opportunity in China; Chinese Traditional Medicine; and Cup Cake Workshops. Third part is competition among high schools students. For examples China Style Fashion Show; Singing Contest; and Fun Photography Competition.



Picture 3: IHTB Culture Festival – Four Learning Sequences

IHTB Culture Festival is a real project that is covered the knowledge and comprehension by 2 subjects, Psychology of Services that worth two credits and Culinary Knowledge that worth four credits. According to Bloom Taxonomy Circle, IHTB culture Festival is cognitive learning through knowledge and comprehension (B. Clark, 1983). B. Clark mentioned that learning journey based on knowledge and comprehension has contain certain activities, such as discover, research, observer, ask, listen, match, locate and identify (1983). One of the final products of this learning journey is event (B.Clark, 1983).

Peter de Vries and Nina Downie (2000, pp. 385 – 397) stated that learning outcomes across the hospitality management program students in the basic level (first year) against the Bloom categories:

- 73% were likely to lead to relatively low levels of students activity, promoting knowledge and comprehension of information
- 23% were likely to lead to medium levels of student activity, promoting the application and analysis of information
- 5% were concerned with high levels of knowledge and skills acquisition, promoting synthesis and evaluation of information

Therefore IHTB Culture Festival is an event for entrepreneurial education learning process is suitable for IHTB first semester students.

1.4. Road Map of Psychology of Services, Culinary Knowledge and IHTB Culture Festival Project

IHTB Culture Festival is the first entrepreneurial real project for the first semester of IHTB students. This entrepreneurial project is supported by two subjects that provided the necessary knowledge and comprehension for IHTB

students to experience this entrepreneurial project through IHTB Culture Festival.

Psychology of Services has equipped IHTB students with certain soft skills in order to develop and implement IHTB Culture Festival Event smoothly. While Culinary Knowledge has provided a basic knowledge series that important for IHTB students and it had been delivered by the experts.

Week	Road Map		
	Psychology of Service	Culinary Knowledge	IHTB Culture Festival Project
1	Introduction	Introduction	Sequence 1:
2	The essence of Hospitality Industry	Food Product Knowledge Part 1	Discover Ideas
3	Self-Perception	Food Product Knowledge Part 2	Researching Target Market Interest
4	Human Character	Pastry and Bakery Knowledge	Evaluation Sequence 1
5	Changing Characters	Garde Manger	Sequence 2:
6	Interpersonal Skills	Beverage Knowledge Part 1	Observation Possibilities Solution
7	Service Excellence	Beverage Knowledge Part 2	(Seeking Sponsorships)
8	Mid Term Exams		(Seeking Partnerships)
9	Service in Hospitality Industry	International Fusion Cuisine	(Seeking Participants)
10	Field Observation Part 1	Gastronomi Nusantara	
11	Analytical Thinking	HACCP Knowledge Part 1	
12	Problem Solving	HACCP Knowledge Part 2	
13	Leadership	Table Manner	Evaluation Sequence 2
14	Student Presentation	Traditional Food Part 1	Sequence 3: IHTB Culture Festival Event
15	Student Presentation	Traditional Food Part 2	Evaluation Sequence 3
16	Final Exams		Sequence 4: Self Reflection + Evaluation

Picture 4: IHTB Entrepreneurial Project Road Map

Psychology of service had been delivered on every Monday, while Culinary Knowledge had been conducted on every Thursday. Friday is the time for IHTB students and lecturers to coordinate and preparing the IHTB Culture Festival Project.

There were four sequences on IHTB Culture Festival Road Map:

- **Sequence 1:**
The first sequence focused on discovering ideas and researching the target market interests. This sequence had been ended by evaluation process for sequence one and product of this sequence one was finalization of the run down event.
- **Sequence 2:**
IHTB students focused on observation all possible solution to implement the ideas from sequence one. This part was the most challenging for IHTB students, because they need to cover all financial required without any personal expenses or parents' financial help. In this sequence, IHTB students needed to choose and confirmed all guest speakers. Also, IHTB students must promote their event in order to gain participants for their three days event, IHTB Culture Festival. This sequence had summarized by evaluating the sequence two.
- **Sequence 3:**
This sequence focused on the implementation of this three days event, IHTB Culture Festival - Discovery Exotic China at ITC Mall, the mall that located on the center of Surabaya's China

Town. Through this particular sequence, IHTB students experience the real business relation with people as their customers. They also practice how to handle customers' complaint and how to provide the excellent service to customers. Specific for this sequence, the evaluation had been conducted in the end of each day.

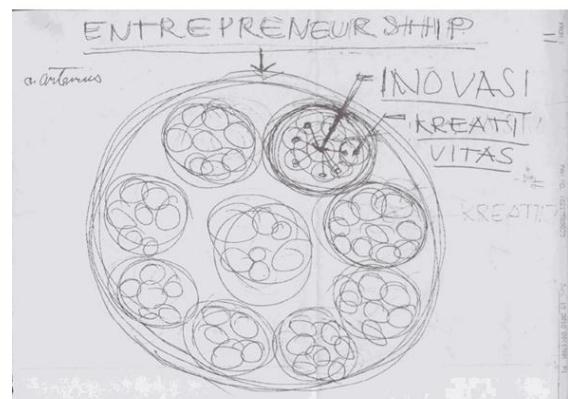
▪ **Sequence 4:**

Sequence four is the final sequence of this entrepreneurial learning journey. All IHTB Students did their own self-reflection about what they have learned through this IHTB Culture Festival Entrepreneurial Project. The questioner is an open question type, therefore IHTB students were freely express their though. This final sequence had been closed by the announcement of the profit margin of this project, as much as IDR 16.5 Million. IHTB Students could enjoy the financial profit wisely for their own.

2. **Theoretical Background**

2.1. **Creativity as Based on Innovation Entrepreneurial Education**

According to DR (Hons) Ciputra, the connection between creativity, innovation and entrepreneurship has been explained as his hand writing below. The most important is to exercise creativity. When creativity could gain positive market response, then creativity will turn to be innovative. Finally, when people have done innovative as their regular habit, then they could be called as entrepreneurs or somebody has done entrepreneurship in their life.



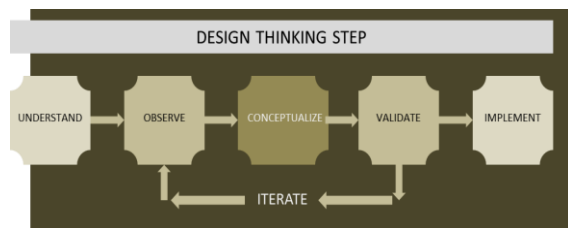
Picture 5: The Relationship between Creativity, Innovation and Entrepreneurship
Source: DR (Hons) Ciputra

According to Colin Martindale (1989), a creative idea is marked by three attributes: It must be original, it must be useful or appropriate for the situation in which it occurs, and it must actually be put some use. Creative ideas are always new combination of old ideas (Colin Martindale, 1989), as Poincare (1913) put it, to create consists of

making new combinations of associative element which are useful.

2.2. Design Thinking Step to Create an Innovative Event

Concrete steps must be had in order to implement and realize “design” thinking (David Sukardi Kodrat; Astrid Kusumowidagdo; Maria Christina Liem, 2011). According to Clark and Smith (2010), there are several steps those can be taken in the stages of experience design method of IBM, namely understanding, observation, conceptualization, validation, and implementation.



Picture 6: Design Steps.(Clark and Smith on Lockwood, 2010)

“Understanding is meant to understand more and recognize the problem which is later followed by a deeper observation of users and real condition that becomes the focus of activity, and then it will be contained in a systematic concept. Such concept must be valid and put to a test before being further implemented. Basically, the phase of observation, conceptualization, and validation can be in the form of iteration process since several stages of experiment are required to obtain a valid result there from. Thereby, the level of failure during implementation can be lowered”.

(David Sukardi Kodrat; Astrid Kusumowidagdo; Maria Christina Liem, 2011)

2.3. Business Skills

IHTB Culture Festival has a clear financial target, which is a positive profit. Therefore, IHTB students also learn how to finance this event entrepreneurially. The aim of the project is self-financing. Other basic business skills that have given to IHTB students were promotion strategy, pricing strategy, networking strategy, negotiation skills, communication skills, and customer service excellence. IHTB Culture Festival also has challenging customer service target: zero defects.

K. Michael Haywood (1989, pp. 259 – 264) discovered 3 challenging in the hospitality and tourism education:

- It is becoming impossible for educators to anticipate the demands and opportunities students will encounter later in their lives
- The growing interconnectedness between complex problems and issues that business and societies face, seriously reduces the extent to which issues can be treated independently from one another and on the basis of specialized fields of knowledge

- Increasingly uncertainty about the future direction of change in business and society not only undermines confidence in existing empirical or factual knowledge; it also gives rise to confusion or uncertainty and conflict about what kinds of future are or ought to be desired

As a result, the specific knowledge and skills required through formal hospitality and tourism education are becoming less important than a willingness and ability to seek new knowledge and understanding.

3. Research Methodology

This paper is an action based research. The definition of action research is an action research methodology should include research plan, research subject and object, research procedure, research instrument, data collection technique and data analysis technique, and success action research criteria (I Wayan Santiasa, 2007). Based on McNeiff definition above, the meaning of action research could be explained as reflective evaluation of the subject of action research. According to I Wayan Santiasa (2007), all elements above could be explained as:

Research Plan

This research has four sequences to be evaluated, which are:

- Sequence 1: Discover ideas and researching target market interest
- Sequence 2: Observation possibilities solution
- Sequence 3: Event implementation
- Sequence 4:Self-reflection

By the end of each sequence, there was an evaluation process before go to the next sequence.

Research Subject and Research Object

Research Subject was all 48 International Hospitality and Tourism Business [IHTB], University of Ciputra [UC] Students. All of them in the first semester of IHTB program study.

Research Objects were the learning journey parameter of the four sequences and the IHTB Culture Festival as the product of this entrepreneurial event.

Research Instrument and Data Collection Technique

The research Instrument of this paper is evaluation scoring matrix and questioner form. The data collection technique of this research is questioner to IHTB students, including peer assessment among them.

Data Analysis Technique

Data analysis technique has been used on this paper is descriptive explorative. Quantitative data collected through questioner, but the discussion more focusing on descriptive quantitative. (David Sukardi Kodrat; Astrid Kusumowidagdo; Maria Christina Liem, 2011)

4. *Research Result*

4.1. Sequence 1: Discover Ideas and Researching Target Market Interest

IHTB students came out the idea for some competitions for high school students. In the final decision, IHTB Culture Festival had conducted three type of competitions that had predicted could be attract high school students, which were fashion show, singing and photography.

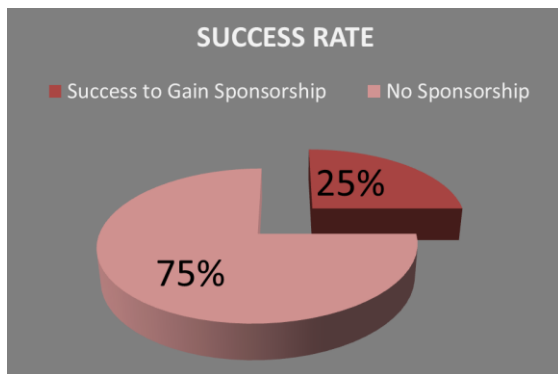
Moreover, the ideas had been spread out into the entertainment performance that could attract high school students. Then IHTB students came out with two main ideas, that magic show and vampire shuffle dance performance in the mall.

IHTB students also discovered the ideas to gain parents attention to this IHTB Culture Festival by entertaining them with Chinese traditional art performance, such as Dragon Dance, *Wu Zhu* and *Taichi*. IHTB Students also though two ideas to fulfill the entrepreneurial sense of the audience through entrepreneurial talk about hospitality and tourism business opportunity in China; and cupcake workshop. Last but not least, IHTB students also implement social entrepreneurial through Chinese Traditional Medicine workshop for free.

In the three days of this entrepreneurial event, IHTB students had successfully to match the specific target market interest into their event. The success of this sequence 1 had been represented by the audience of this event that was getting more crowds and reach the peak on the last day.

4.2. Sequence 2: Observation Possibilities Solutions

This sequence will be rated through each component of solution. First of all is financial solution. As it mentioned previously; this IHTB Culture Festival designed to be free financing and profitability project.



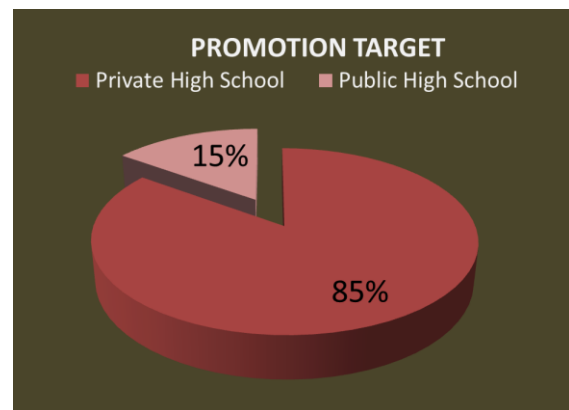
Picture 7: The Success Rate of Sponsorship Target

Out of 48 IHTB students, there were 75% of them successfully gain some sponsorship to finance this entrepreneurial projects. There are 10 exhibition stands and some promotion spots that they could offers to public.

The aim of this sponsorship learning process is not only financial aspect, but the ability to communicate and negotiation with strangers. The character of patient, hardworking, and responsible also have been shaped through this sponsorship process.

Another process target of this IHTB Culture Festival is gain sufficient participants for all competitions. IHTB students had promoted their event into 20 high schools in Surabaya with aim to gain some participants for aech competition.

71% IHTB students had fulfilled the competition participants' target on time. The target is two participants each IHTB students for fashion show or singing contest; alternatively, three participants for fun photography competition.



Picture 8: The promotion to gain participants target of IHTB Culture Festival

Moreover, the participant target for workshop is one participation for each IHTB student. The aim for this assignment is not about financial aspect only, but the purpose of this assignment as learning experience about the importance participants for the success of the event.

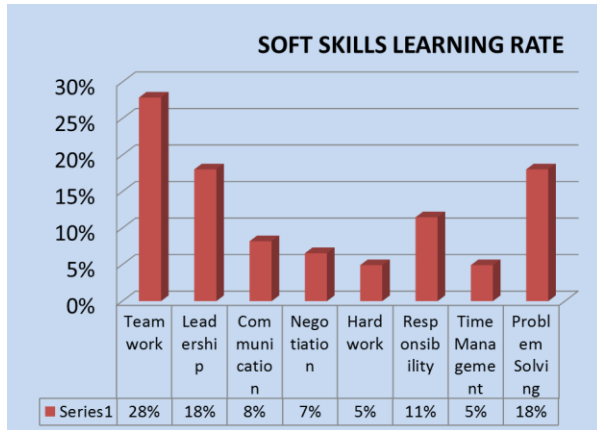


Picture 9: Success Rate to gain participant's target

This assignment also encourages IHTB students to think creatively to find potential participants, and using their communication skills and persuasive ability to gain participants.

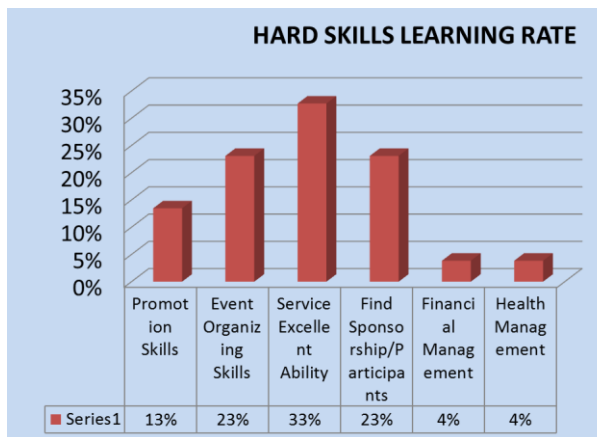
4.3. Sequence 3: Event Implementation

The three days of entrepreneurial event is not only gain financial profit, but IHTB students also learn soft skills during this three days IHTB Culture Festival. All 48 IHTB UC students had been asked what do they learn through this three days event with open question type, and the result has been shown on the picture below:



Picture 10: Soft Skills Learning Rate through the three days Entrepreneurial Event

28% of them admitted that they learn about team work though this event. Leadership and problem solving has been learned by 18% of IHTB students through IHTB Culture Festival.



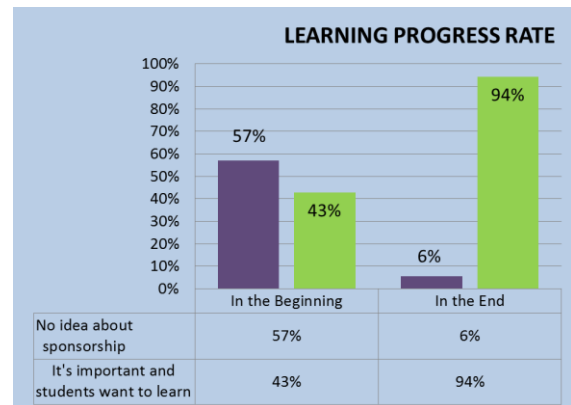
Picture 11: Hard Skills Learning Rate through the three days Entrepreneurial Event

IHTB students also learn hard skill by themselves through this IHTB culture Festival, such as promotion skills, event organizing skills, service excellent ability, sponsorship, financial management, and health management.

4.4. Sequence 4: Self Reflection

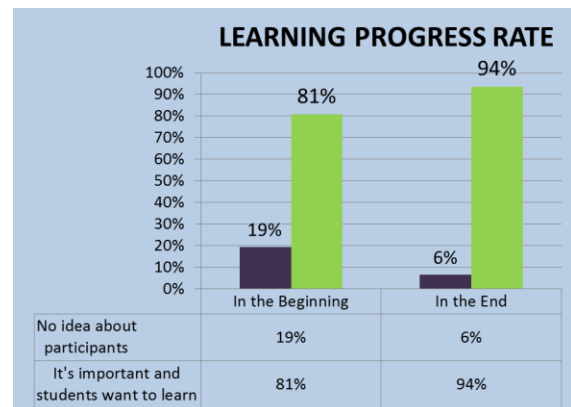
This sequence, IHTB students had been asked to do personal reflection and the effect of IHTB Culture Festival to their own entrepreneurial

mindset. This last sequence is important to understand whether the event is successfully encourage IHTB student about entrepreneurial or not.



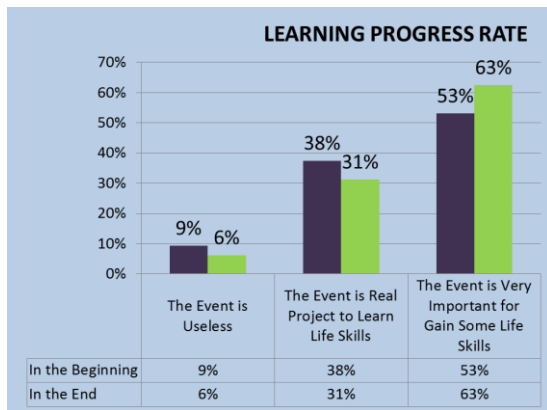
Picture 12: Learning Progress Rate – about the importance of sponsorship to the success of entrepreneurial event

In the beginning of the learning journey 57% IHTB student do not have any idea about sponsorship, but through this IHTB Culture Festival, 94% of IHTB students have learned that sponsorship is important for entrepreneurial event.



Picture 13: Learning Progress Rate – about the importance of participants to the success of entrepreneurial event

On the other hand, most of IHTB student had agreed that participant of the competition is important to the success of this event since the beginning.



Picture 14: Learning Progress Rate – about the importance of this entrepreneurial event to learn Life Skills.

The interested fact that more than half IHTB students had an understanding that IHTB Culture Festival is important for them to learn about life skills. By the end of this event, the graph that indicates the event is useless is drop from 9% to 6%. However, this failure rate is still acceptable.

5. Summary for Continuous Improvement

5.1. Event Venue

IHTB Culture Festival venue is Atrium of ITC Mall Surabaya, in the middle of China Town of Surabaya. ITC Surabaya is one of the wholesales mall for fashion. The target market of ITC Surabaya is businessmen instead of shoppers. The nature of ITC Surabaya is affecting the spontaneous audience of this entrepreneurial event. The audience is not only high school students and parents as its targeted in the beginning.

However, financial consideration was our main consideration before decided the event venue. This IHTB Culture Festival worth of IDR 100 million projects, therefore, the effort to minimize expenses is important for the success of this event beside sponsorship process.

With ITC Surabaya, they provided support free venue, Chinese communities networking, free Chinese Culture Performance, and free stage. The main expenses had been eliminated by cooperation with ITC Surabaya. Therefore with total sponsorship received of IDR 35 Million, IHTB Culture Festival still gain IDR 16.5 Million profit.

5.2. Target Market

IHTB Culture Festival 2011 has been evaluated that the specific target market of high school students and parents need to be evaluated for next year IHTB Culture Festival. As evaluation result, the target market should not be eliminating for kids since they will be accompany by their parent to the festival venue. This approach is expected to increase the crowd's number to participate on the event.

6. Conclusion and Suggestions

Innovative could be in all areas of businesses, such as innovation in product; innovation in business model, including innovation in finance, marketing, distribution channels, suppliers, target market and so on. Innovation must be tested and must gain a positive market response (David Sukardi Kodrat; Astrid Kusumowidagdo; Maria Christina Liem, 2011). Therefore, Innovative could be through entrepreneurial event. Event is the product of creative learning through knowledge and comprehensive (B. Clark, 1983).

The success rate of this learning journey in order to encourage and inspiring IHTB students about entrepreneurial Education is 94%. In the financial performance, IHTB students have successfully to gain IDR 16.5 Million through this entrepreneurial event.

All in all, there will be interested to find another format to teach entrepreneurship to hospitality and tourism students that related and close to their program study. Entrepreneurial education is important in order to inspiration hospitality and tourism students to be enTOURnership with hospitality spirit in the future.

By producing more entrepreneurs in every aspect of life, it means university as education institution is helping societies to decrease unemployment rate in the world.

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