

THE EDUCATION OF FUTURE HOSPITALITY MANAGERS' SERVICE CULTURE

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Abstract

The author offers the didactic study model "Service Culture" of hospitality managers' service culture development as a scientifically grounded totality of conceptual conclusions and of organizationally didactic conditions, including the activities of the goal, content and organization, forms, methods and means, ensures the development of hospitality managers' personality culture and this can be used in higher professional education.

Keywords: service culture, hospitality manager, study model

INTRODUCTION

Society considers education to be valuable and it is also considered a priority field of social life and human activity. This conclusion is confirmed by the education conception of Latvia, stressing that "Education is a personal, social and generally human core value" (Education Development Conception, 2006). Education is both a purposeful development process of a personality and a result.

An establishment of higher education as a significant social institution reflects the development trends of the society and its condition, as well as itself influencing them. In its turn, the change in public relation system actively influences education, demands mobile and adequate answers to the tasks brought forward by the State in the new phase of its historic development. The mental health of humans, one's versatile development, flexibility and width of professional education, creative tendencies and skills of solving non-standard tasks is an important realization factor of the state's potential.

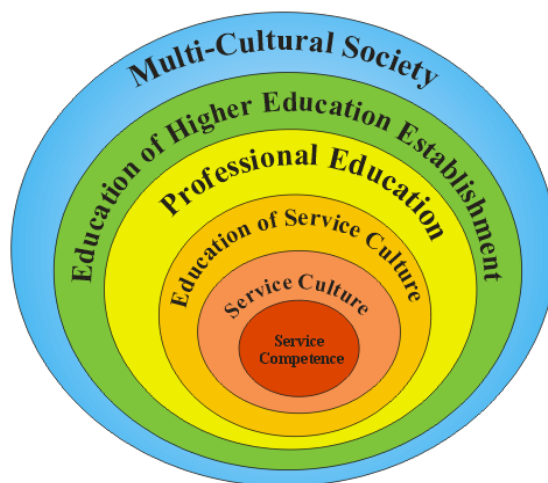
Thereby the task of an establishment of higher education remains ever unchanging: not just to create a successful worker for the labour market, but also to raise a socially responsible personality, whose goals and tasks may deliberately be included in the functioning mechanisms of modern society.

Education of future hospitality managers' service culture

The education of future hospitality managers' service culture (FHMSC) is interpreted as an acquirement process and result of such human knowledge, skills and attitudes, which are required for living in a multi cultural society. A hospitality manager as a representative of a certain culture is characterized not only by a totality of specific knowledge and skills, but also by a definite world view, attitudes and values of life, peculiarities of professional behaviour etc. Therefore a university lecturer not only passes on to the student knowledge and professional skills, but ties one to a specific culture, and in order for this culture to develop and reproduce, humans and live human interaction is required.

One could say that the heritability of the service culture in the society to a certain extent is ensured by the education of service culture, whose main task is to form the competence of service culture and which must not exclude the ongoing development of a student's personal culture. Thus, the education

of service culture is viewed as the general education of culture. Its main purpose is service competences, knowledge, skills and attitudes in the process of serving guests- representatives of the multi-cultural society (see *Figure 1*).



Source: Research of author: Irena Kulisha

Fig.1. Education model of hospitality manager's service culture

Service culture is a system of values, norms, traditions, behaviour models possessed by HM. This means that if there is a high level service culture, HM must possess such a characteristic feature as service culture, which is one of the elements of the personality's general culture. Its development process is whole and in no case may be fragmentary. One must be taught not only the service culture, but also cultural behaviour, cultural reasoning and overall also a cultural world view. Development of service culture- is the first and a very vital development stage of a manager's personality. The acquisition of service culture can definitely be qualified as a component of a personality's general culture, which helps a personality to join the world culture.

Table 1 displays projections of methodological approaches, which are directly related to the subject of research- hospitality managers' service culture.

Humanistic, culturological and competence approaches of education, whose basic principles reveal the culture phenomenon of the future HM personality most completely, are applied by the author in the development of a didactic study model.

Every approach in its essence is a theoretical formation- an ideological conception of the desirable goal. H.Brown (1994, 51) defines the term "approach" in the following way: "an approach is theoretical positions in relation to the nature of the acquirable subject and its application in pedagogic practice". In order for it to be applied in practice, i.e. pedagogic process, a certain type of an action example or a model for implementation of this conception is required.

Table 1 Projection of approaches directed towards the subject of research

Methodological approach	Projection on the subject of research
Humanistic approach	Personality development • Development of a man as the subject of culture: spirituality, cultural identity, moral upbringing, creative abilities etc; • Development of a man as the subject of history: citizenship, freedom, responsibility, socialization etc; • Development of a man as the subject of one's life: ability to adapt, independence, creative spirit, qualities of character etc.
Culturological approach	Formation of a cultural person • acquisition of socially and professionally significant values approved by the society; • formation of professionally and socially significant qualities vital to a modern and competitive specialist; • formation of behaviour culture's aspects, based on the awareness of the fact, that behaviour of humans is professionally and socially conditional; • formation of the ability to adequately assess one's own behaviour and skills to communicate and to comply with the real demands of a social and professional situation.
Competence approach	Formation of a competence specialist • experience of cognitive activity, recorded in its form of result-knowledge; • experience of implementing types of activity- skills to act following an example; • experience of creative activity- ability to make effective decisions in a problematic situation; • experience of implementing emotionally significant attitude- personal orientations.

Scientifically theoretical approaches reviewed in the research for solving the problems of service culture's development require a development of a specific didactic model for the process of FHMSC's development.

The education of service culture wholly integrates studies, upbringing and development. In the model equivalently to studies one must embrace also "the developing and upbringing goals – mental development, communication, attitude"(Žogla, 2001, 135). *Studies* – the process of acquisition (acquisition in action), acquiring new norms, methods and technologies, which define a man's coming closer to culture, traditions, achievements of society in the hospitality field. *Upbringing*– the management process of one's needs to be implemented by the subject (to make the needs cultural), determining the awareness level of personality's mentality and activity (values), lifestyle and professional activity in the sphere of hospitality. *Development*– the growth process of abilities (to

make abilities cultural), perfecting the actions of socio-culture, applying methods and techniques of professional activity, which define the level of a man actively and diversely functioning in a hospitality field. .

With the development of student's- future HMSC one should understand the pedagogic process during which, based on content, form of studies and education, cohesion of means and methods, the intellectual self-development and self-education of personality's culture are taking place.

Education goals

"Principles, education goals and objectives are a didactic kernel of any study subject's methodological system, which together with other elements form the structure of a study system" (Laiveniece, 2000, 17).

The goal determines the structure of HM's service competence as the system-forming component of the model, in which the leading role is assigned to qualities characteristic to a high level service culture. Study and education goals form a system of knowledge, skills and attitudes, which forms correspondingly with the structure of HM's service competence and education standards of the state.

The pedagogic significance of the model shows itself in such a way, that it creates a possibility of defining the actual and perspective tasks of FHMSC's development in a multi ethnic society. A student- the future HM must receive such knowledge, skills and attitudes, which help one to understand the specifics of the hospitality field. However, the study and education goals, emerging directly from the social order of a multi-cultural society, are related not only to a student having to acquire the system of knowledge and ways of operation, but also, based on the acquired, that the student would develop and improve as a personality. A student- is a personality, who requires respect and recognition, and it is for this reason that the process of education should be grounded on human and democratic foundations. In this process the student is not a passive object under the lecturer's influence, but a subject of education, which activates. J.Dewey (Дьюи, 2000, 75) noted that a student "becomes the sun, which is circled by the means of education: the student is the centre around which they are organized".

The goal component of the developed didactic study model is formed by:

- acquisition of service culture's content;
- development of service culture's knowledge, skills and attitudes in students, with an active cooperation of university lecturers and students;
- self-development of personality's culture with the help of didactic study model's content, means and methods.

Thereby, the development of future HMSC becomes the goal of service culture education, acquiring service competences which create circumstances for a personality culture's self-development.

The implementation of this goal foresees not a simple acquisition of humanity's social and cultural experience (although this is important too), but rather the process of a personality's self-development, its realization, producing experience (knowledge) of a dual nature- the individually personal experience and the social culture experience of humanity.

Didactic model

The theoretical model serves as a methodological reference point in the creation and realization of the students' service culture's development process in establishments of higher education. The content and structure of the model must ensure a stage by stage sequence of developing activities corresponding with logic and the sequence of the study process.

Seeing as the development process of future HMSC is viewed as a component of a unified process of HM education, then it can be depicted as a model like this, entitled "Service Culture" (see Fig. 2):

Within the research the application of the didactic model of future HMSC development is confined to viewing the subject culture (service culture), which should not only be understood as a totality of knowledge within a specific field, but also as a system of personal social values, which forms under the influence of the acquirable subject, and a complex of qualities and skills of a generally human significance.

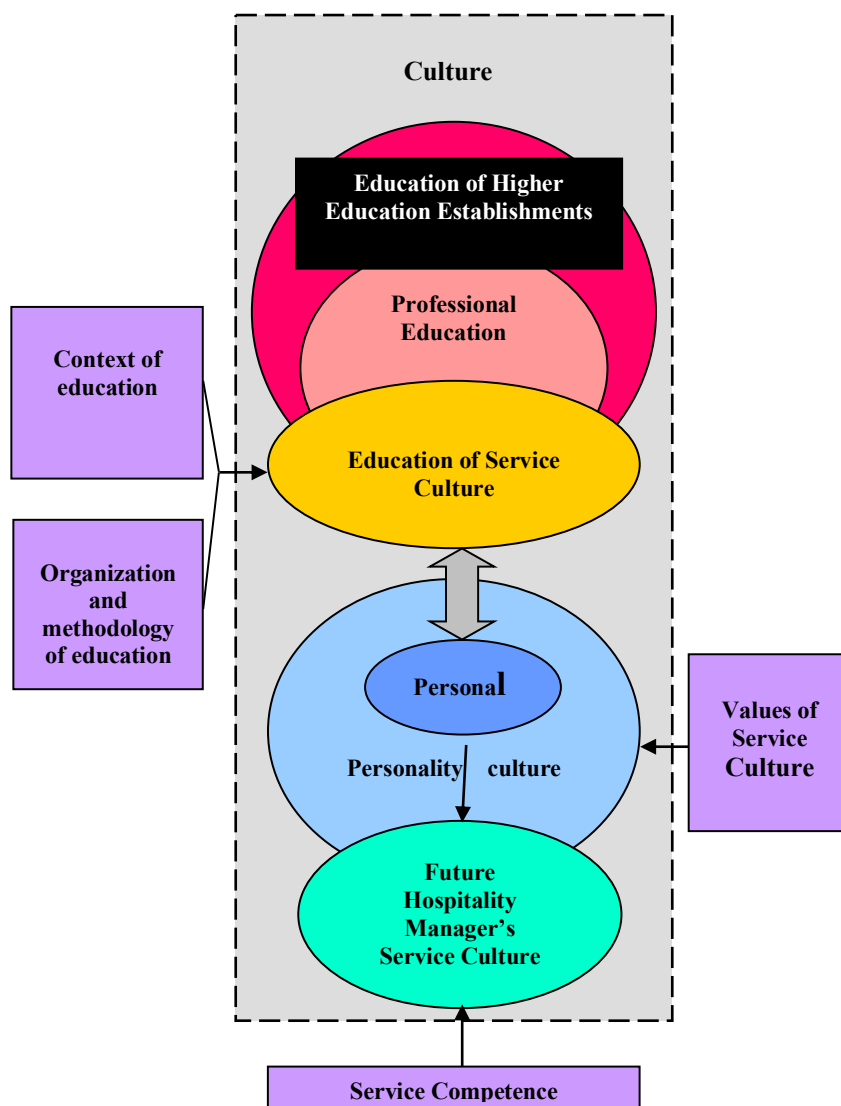
At the centre of the offered model is the personality of a student, but the ontological, epistemological and axiological basics of its service culture development have become the research subject. The concept of base, viewing the culture development basics of student's personality within the system of higher education, is culture, which first of all is interpreted as the mental life of society. Under the influence of various mental productions a field of education forms, which is expressed as the culture phenomenon. When a man immerses oneself in culture, a peculiar socio-coding occurs, which forms the personality and develops personality culture. Via interaction of personality and the totality of education subjects, the subject projections of the student's personality culture is formed.

The service culture of a student's personality is a complicated and intricately structured phenomenon, which in the research requires a system-approach. The most important bases of the personality culture's development are factors of ontological, epistemological and axiological nature.

The ontological basis of student's- the future hospitality manager's personality service culture, which comprises two components: disciplines of education contexts (subject content of the study course „Service Culture") and its organizational support (methodology and organization of education). The first one includes a program of study, methodological study materials of various levels (means of studies, methodological study complexes, methodological literature etc). The organizational component is an expanded complex, which ensures the study process within a corresponding discipline: normative documents of education system determining the model of the education process; forms and types of education work.

The epistemological basis of student's personality service culture include the cognitive component of competence related with the acquisition of content of the study course „Service Culture" becoming apparent in service competence.

The axiological basis of service culture's education is to be found in the motivation of values formed during the study process. As axiological basis can be mentioned the orientation of work values of students' education forming during the study process, attitude of student's motivation, assessing perception of reality.



Source: Research of the author: I.Kulisha

Fig. 2. Didactic study model „Service Culture” for development of future hospitality managers’ service culture

Didactic principles

The observation of principles within the study process of service culture is a vital precondition of didactic efficiency of the studies. “Didactic principles of higher education establishments- the strategy of pedagogic activity- put forward requirements for the organization and implementation of university’s study process. The more precisely they are formulated, the more completely it is possible to model the cooperation of the student and teaching staff in order to achieve the best result (Žogla, 2001, 28-33). In the science and practice of pedagogy continuous searches of study regularities occur,

discovery of new principles. Principles ensure that university lecturers and students observe the sequence of process' stages, they interact and cooperate. Seeing as the principles form based on laws and regularities, among them there are such principles, which are common to the organization of study process of varies types of education establishments.

Studies in the process of the future HMSC development are based upon the following didactic principles: cohesion principle of education, development and upbringing, principle of systemicness and scientificness, cohesion principle of theory and practice, principle of dialogue, principle of visuality, principle of students' creative activity, principle of activity, harmonization principle of various study forms, depending on the objectives, content of methods of studies, stability principle of study results.

The principles brought forward to the study process are observed together, they all mutually complement one another. In studies of service culture as the leading principle the author puts forward the *principle of dialogue*.

Table 2 displays the connection of the main components of the study process with the didactic principles.

Table 2 Connection of the main components of the study process with didactic principles
(according to D.Albrehta , 2001, 39-40)

Component of study process	Didactic principles
Goals and objectives of studies	Cohesion principle of education, development and upbringing
Content of studies	Principle of systemicness and scientificness Cohesion principle of theory and practice
Methods of studies and corresponding means	Principle of dialogue Principle of visuality Principle of students' creative self-dependence
Forms of study organization	Harmonization principle of various study forms, depending on the objectives, content of methods of studies
Result of studies	Stability principle of study results

Source: reasearch of the author I.Kulisha

Didactic principles determine the content, forms and methods of study work.

Content of the didactic study model

In order to develop the service culture, hospitality managers (HM) must have an understanding of its conception and the main mechanisms, which impact the process of service and the level of culture. In this connection an essential component of the didactic model becomes the education content of future hospitality manager's service culture (HMSC).

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The term “study content” in pedagogic literature is closely related to the concept of education content. L.Zukovs (Žukovs, 1994, 47) explains the concept “study content” briefly: “Study content is the content of education transformed in the process of education, but in its turn “education content” is the system of knowledge, skills and abilities, the culture level of interests, abilities, mind and emotions, which a person must be given during the process of one’s studies and independent life”. A.Spona (Špona, 1996, 4) indicates that the content of education is “knowledge, skills, abilities, attitudes, habits, which in the process of activity form into values. Things, facts, occurrences experienced by a man as essential to oneself and furthering the development of one’s personality, are pedagogic values”.

For the future HM the education content of service culture means a range of specific knowledge, skills and attitudes of service culture. However the answer to the question “What to teach?” must foresee not only an acquisition of socio-cultural experience, but should also ensure the development of the student’s personality.

The education content of the future HM’s service culture:

- must be orientated towards the development of the student’s personality;
- must provide a high level of general and professional culture, integration of personality within the national and world culture (a detailed research of a world level experience in field of tourism and hospitality);
- must ensure the formation of professional competence;
- must facilitate a mutual understanding and cooperation among people and nations independently of national or ethnic affiliation (acquisition of foreign cultures and traditions and development of a tolerant attitude towards the guest’s culture).

The education content of hospitality manager’s service culture becomes apparent as a classified totality of equivalent and mutually related aspects (ethical, aesthetic, organizational, psychological), which furthers a qualified realization of a manager’s activity in connection with completion of production functions in hospitality companies.

Study forms, methods and materials

In order to solve the main tasks of the mentioned courses- to give students the knowledge, skills and attitudes of service culture in general, introducing them to the concepts, essence, goals, tasks and structure of service culture, an application of the following study methods is offered:

- **Informatively-developing-** with the help of which students obtain information in a prepared way- lecturer’s input (lecture, narration, explanation, conversation) or independently studying text books, means of study. Applying this method a development of memory is ensured.
- **Problem solving-** foresees an active participation of students in solving problems, which are formulated by lecturers in a form of a cognitive tasks. A method like this enables to find solutions for tasks.
- **Project- research-** a way of achieving the didactic goal, where students in details develop the problem put forward. Method foresees an application of the acquired theoretical knowledge, research data and experimental work in development of the specific product and its defence in the process of presentation and discussions, it develops thinking.

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- Communicatively-interactive- foresees development of verbal communication. Method ensures an active interaction of subjects, based on obtainment of knowledge with means of conscious experience and understanding. Acquisition of practical skills occurs.

In order to implement the created model practically, the author has determined the following organization forms of students' study work:

- lectures (problem lecture, dialogue lecture, lecture as a press conference);
- seminars (special seminars– about issues, which are difficult to understand and acquire; project seminar– preparation and presentation of problematic matters);
- practical lectures (interactive, communication games; task “Unknown Guest”; communication via *Skype* and *Windows Messenger*; competitions; study trips);
- independent work outside the class (work with literature; work with informative data bases; lecturer's website; *e-portfolio*);
- practical activities (business games and others, imitating the professional and civic activity of a manager, mini compositions, solving of searching tasks) (Kuliša, 2009, 114-128).

As means of study in the examined model “Service Culture” the author has chosen: study books (study means, study expenses, collections of normative documents, dictionaries, special literature, data base), didactic materials (tests of study and control; situation tasks, production situations for analysis; scenarios of business games), visual means (laboratory with work inventory and equipment); informative materials in supplement to audio-visual study means (video recordings, video films, materials of e-studies) (Kuliša, 2009b, 34-40).

The most effective methods influencing the development of service culture in circumstances of a higher education establishment, in the author's opinion, are lectures of a problem and dialogue nature.

CONCLUSIONS

The conceptual principles of the didactic study model's development of the future HMSC are grounded on researches in such generally pedagogic approaches as humanistic, culturological and competence.

The goal of HM education becomes the development of the future HMSC, acquiring competences of service culture, which create circumstances for the personality culture's self-development.

Studies in the process of the future HMSC development are grounded on the following didactic principles: cohesion principle of education, development and upbringing, principle of systemicness and scientificness, cohesion principle of theory and practice, dialogue principle, visuality principle, principle of students' creative activity, harmonization principle of various types of study forms, depending on the objectives, content of methods of studies, stability principle of study results.

In order to provide students- the future HM with knowledge, skills and attitudes of service culture, an application of active study methods is offered.

The model “Service Culture” is based on a totality of equivalent aspects of the service culture (ethical, aesthetic, organizationally technological, psychological), which is classified and correlated.

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Application of the didactic study model enables a possibility of foreseeing the pedagogic process, which would ensure an excellent preparation of HM.

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