The PI44 business model: innovation, hospitality management, education with people training and disney philosophy for entertainment organizations

El modelo de negocio de PI44: innovación, gestión de la hospitalidad, educación con formación de personas y filosofía disney para organizaciones de entretenimiento

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ABSTRACT

This study proposed to integrate the constructs business model, corporate university and entertainment with bases in the Disney experience. Professionals with relevant academic and market experience were interviewed. Subsequently, analysis was performed with Bardin's orientation (1977). Viewed from the categories of Muehlhausen (2015), the study presents an integrative model called PI44 as its principle result which is simple and applicable to Brazilian reality. The new business model for corporate universities of Brazilian theme parks PI44 brings direct benefit to tourism development, in that it proves to be useful for employees, customers, shareholders and other stakeholders. The variables of organizational culture, consistency in detail and playful learning experience stood out in the final outcome of the study. These variables will be testing in many entertainment sectors.

Keywords: Hospitality management, Business model. Entertainment.

RESUMEN

Este estudio se propuso integrar los constructos modelo de negocio, universidad corporativa y entretenimiento con bases en la experiencia Disney. Se entrevistó a profesionales con experiencia académica y de mercado relevantes. Posteriormente, se realizó el análisis con la orientación de Bardin (1977). Visto desde las categorías de Muehlhausen (2015), el estudio presenta como resultado principal un modelo integrador denominado PI44, que es simple y aplicable a la realidad brasileña. El nuevo modelo de negocio para las universidades corporativas de los parques temáticos brasileños PI44 trae un beneficio directo para el desarrollo del turismo, en la medida en que demuestra ser útil para los empleados, clientes, accionistas y otras partes interesadas. Las variables de cultura organizacional, consistencia en los detalles y experiencia de aprendizaje lúdico se destacaron en el resultado final del estudio. Estas variables se pondrán a prueba en muchos sectores del entretenimiento.

Palabras clave: Gestión de la hostelería, Modelo de negocio. Entretenimiento.

1 INTRODUCTION

This article is the result of a doctoral research, an opportunity to create new knowledge in the current Brazilian reality through the use of three themes and a body of research. The themes are: business

models, corporate education (that references Disney University), and hospitality management (with a focus on corporate hospitality), and the body of research is centered on Brazilian theme parks. The project generates a business model for training centers or corporate universities for Brazilian theme parks (a model that's currently lacking in Brazil). The constructs: (1) corporate education, (2) corporate hospitality and (3) Disney training and development philosophy were unified. My basis in the literature was from Silva (2014) for corporate education in the Brazilian context; Castelli and Castelli (2010) for corporate hospitality; and Lipp (2013) for the philosophy of Disney University.

These variables from the three principle references compose the pillar of variables constructed for a corporate university business model for theme parks in Brazil that sought to better understand *how a business model for a corporate university for Brazilian theme parks could be*. The theme "business model in corporate education and hospitality" because that businesses have increasingly come to recognize the importance of education for their teams' development, done both to strengthen the abilities of their employees and to increase competitive advantage. The inclusion of corporate education as so-called training centers (TC) and/or corporate universities (CU) was also an important vector.

Disney University is an orienting force as it has produced results in its educational programs, with a culture that's directed to learning with entertainment and hospitality and related to the *corporate hospitality* theme. According to Lipp (2013), Disney has decades of experience that present strength and work efficiency. The management of corporate education is primordial there in promoting variables like security, cleanliness, and friendly customer relations. Lipp notes that, for Disney University's founder Prof. Van France, a happy team makes for a happy show.

With relevance to this study, a model that deals with a new culture was obtained- the learning process for Brazilian theme parks. When referring to learning competencies, it's important to remember the valuable contribution of a motivational model that makes it possible to overcome challenges and improve processes in and around the workplace. Thus, for the integration of the study's constructs, a multidisciplinary solution was generated for theme parks that choose to adopt this model in the future since there's a tendency for the beneficiaries (especially the collaborators) to be professionally valued when executing the model.

2 METHODOLOGICAL PROCEDURES

In the first phase of methodological procedures, theoretical analysis of business models and theoretical-documentary analysis of corporate education, hospitality, and the Disney philosophy made it possible to elaborate the collection and analysis instruments in phase two and the orientation instruments in phase three. In the first phase, theories from Silva (2014), Castelli and Castelli (2010) and Lipp (2013)

were considered the theoretical tripod of the study. As a result, they were also considered as the sources of documental analysis for the study.

In the second phase, in-depth interviews were conducted or questionnaires given to experts in education, hospitality, and/or entertainment. In this stage, the respondents were chosen based on their experience in their respective areas, and their profiles were then drawn:

a) Respondent 1- 75 years old, Doctor of Psychology, 46 years experience in education, hospitality, and entertainment, with a vision that training is necessary first and foremost for businesses, as it's an opportunity to get to know the trainee and provide him/her with the company's best;

b) Respondent 2- 51 years old, Doctor of Psychology, 25 years experience in education, hospitality, and entertainment, with a deep knowledge of the Disney philosophy;

C) Respondent 3 - 76 years old, specialist in the Swiss hotel school, 40 years of experience in education and hospitality, was the creator of the first school of hotel and tourism studies in Brazil with more than 13 books published in the field, received the Jabuti Award, the largest literary award in Brazil;

D) Respondent 4 - 37 years old, Master in tourist destination planning, 20 years of experience in entertainment, experience in Disney practices and their application to the Natal Luz festival in Gramado-RS;

E) Respondent 5 - 60 years old, specialist in quality with hospitality, 11 years of experience in hospitality with national recognition in providing customer-oriented services;

F) Respondent 6 - 48 years old, Master in business management focused on the culture of excellence, 20 years of experience in education and entertainment, was the founding leader of the first corporate university for soccer clubs in Brazil;

G) Respondent 7 - 32 years old, specialist in personnel management with a focus on social intelligence, 11 years of experience in executive education, a team leader representing a large educational institution in Brazil;

H) Respondent 8 - 63 years old, specialist in teaching methods, 34 years of experience in higher education, was the social responsibility team leader in the service area at the Brazilian Service Institution;

I) Respondent 9 - 50 years old, Doctor in education, 20 years of experience in executive education, leader of teams and courses on personnel management at a leading teaching institution in Brazil;

J) Respondent 10 - 48 years old, specialist in personnel management, 25 years of service experience focused on hospitality, a team leader with the vision that working should bring people health.

In the second phase I chose to register content in two ways: 1) in person (with an in-depth interview), noting the information obtained and 2) through an email questionnaire.

Using content analysis with techniques proposed by Bardin (1977), a categorical analysis was performed to prioritize the content of the responses. The results were then searched for meanings that could reaffirm the theory and foster construction of a corporate university business model, according to the format suggested by Muehlhausen (2015) – which was phase three. A guided data collection with the experts and another guide made the analysis of their content possible. The data analysis period began after collecting the data from the respondents in the second phase. In the third phase, a corporate university model was created for theme parks in Brazil, based on the content collected from phases one and two and the inclusion of the factors for the construction of the business model was supported by Muehlhausen (2015).

As research operation resources, a technical guarantee research quality was ensured by validating the categories and variables of the data collection instruments, and analysis under five professors with postdoctoral degrees from Florida Christian University, when qualifying and defending the thesis in July of 2016 and, referential orientation based in Vergara (2006), Muehlhausen (2015), Silva (2014), Castelli and Castelli (2010) and Lipp (2013). Vergara's proposal (2006) in "Research Projects and Reports in Administration" was the procedure that classified this study. There she presented two basic criteria, regarding the ends and the means. As for the ends, research was qualitative; the means were bibliographical, documentary and field research. Muehlhausen's (2015) proposal in "Business Models" was cited as the basis for the construction of the structured business model. That proposal, allied with Silva's proposal (2014) in the Brazilian Corporate University of Gastronomy, were the references that base from which to complete the general objective. Castelli and Castelli (2010) supported the field of hospitality and Lipp (2013), the Disney example. Personal resources (access to the research field) - Data related to the study were theoretical-documentary for the themes (in the first phase) and primary (in the second phase) with the experts.

3 THEORY

According to Muehlhausen (2015), a business model does not directly refer to a business plan but rather a method that is used to acquire customers, serve them, and make money doing so. This process usually breaks down into the logical flow of a business model, bringing a strategic context to the business and sketching out rules and imperatives.

The view on business models presented herein adds strategic discussions to businesses about both process and structure so that executives understand the model's role. In this sense, it allows companies a differentiated view.

3.1 BUSINESS MODEL LOGIC AND TYPOLOGIES

Offer, monetization, and sustainability are the essential central points for building a business model (Muehlhausen 2015). With regard to the *offer of a business model*, he refers to market attractiveness and a unique value proposition. With *monetization*, he refers to a form of sales performance and a form of profit. Regarding *sustainability*, it is imperative to contemplate competitive advantage, innovation, methods for avoiding pitfalls, and elegant exit strategies.

Table 1 presents variables that need to be analyzed in the logical flow for constructing a business model.

Table 1 - Variables in the logical flow for a business model

Key Factor	Points to be dealt with	Variables
Offer	Market Attractiveness	General market attractiveness
		Attractiveness of a specific market niche
		The best segment of clients
	Proposal of a singular value	Scope of a singular value proposal
		Specification of the singular value proposal
		Relationship of the proposal with clients
Monetization	Profit Model	How to make money with the product
	Model of sales performance	Relationship between marketing and effective sales
Sustainability	A present competitive advantage	Creating a significant advantage
	Innovation factor	Faster and better innovation than the competition
	Avoiding pitfalls	Risks that could affect the model
	Elegant Exit	Selling the business in a significant way

Source: Muehlhausen (2015).

3.2 VARIABLES IN A BUSINESS MODEL

A business model needs to result in a product that clients want and will buy when offered. The intention in creating the offer is to attract clientele, as with a powerful offer that's aimed at the right market. For this to happen, industry, niche attractiveness, and customer attractiveness need to be combined in the offer. For Muehlhausen (2015), an industry is the category or broadest definition of business whereas an industry niche is a specific segment of the market that is to be met. Customer attractiveness relates to serving a specific person or organization.

A unique value proposition comes from the concept of a unique marketing proposition that was initially proposed to meet a unique business, versus that of the competition. Afterwards, in relation to a singular value proposition, benefits derived from customers would be included.

Monetization is directly related to sales performance, to transform customers' needs or desires into profit for the company. For this to happen, one must have a product with a superior margin that addresses the variables of accessibility, brand, convenience, desire, feelings, registered resources/ patents, status,

and an effective value chain. Profit margins will be determined by the efficiency employed in these factors. Other factors may also increase the possibility of increased profit margins, especially in more crowded markets. These factors are related, for example, to the control of the distribution channel, being the first to act, having focus and courage, being innovative, choosing a strategic location, and the characteristic itself. It is understood that monetization in a business model must provide a set of proven and replicable elements sufficient for generating actual sales, thus providing profit.

Innovating and avoiding pitfalls are key elements of sustainability, capable of generating competitive advantage or an "elegant exit." For business models, innovation does not mean the invention of a new drug or technology, for example. Any company has the capacity to innovate, which they balance with the need to innovate. This is the innovation factor. From this perspective, "innovation is any enhancement to the business model" and an intelligent way to work on sustainability issues with innovation through research and development (R&D).

Having pitfalls in the business model does not mean that business is bad. The best strategy is to anticipate problems and make the right decisions. Muehlhausen (2015) suggests annual business model planning with critical thinking, analyzing all variables.

3.3 CORPORATE UNIVERSITY WITH HOSPITALITY

Corporate Universities (CUs) were created with the purpose of merging two approaches: to develop conceptual and ideological components related to conceptual learning in different professional categories, i.e. ways of being and thinking, as well as related operational and technological operational learning, that is, the way things are done (EBOLI, 2014).

If the CU is considered *as a process*, it allows for the understanding that people enter it for qualification and leave with a new vision of the company. Additionally if the CU makes multiple forms of learning possible, they offer a more comprehensive environment in the context of the organization. CUs are the result of an evolution in an organization's training and development sector, which includes not only employees and managers but also outside shareholders such as local colleges and universities (NOI, 2015).

To integrate hospitality into a CU model, one must understand what encompasses a hospitable action. Organizations that work with hospitality have better efficiency when customer-led training occurs (RO; CHEN, 2011). Hospitality consists of a voluntary action of receiving, hosting, feeding, entertaining and bidding farewell to visitors, through a hospitable attitude and the availability of appropriate environments.

Five components must be considered: hospitality as a voluntary action; hospitality as the exercise of acts of receiving, hosting, feeding, entertaining and bidding farewell; hospitality as a hospitable attitude; hospitality as the availability of appropriate environments and, finally, hospitality as an occurrence taking place in different spaces (CASTELLI; CASTELLI, 2010).

Depending on the corporate environment, receiving means receiving visitors well, hosting means welcoming visitors (bringing them inside the establishment), food means offering food and drink options, entertaining means opportunizing moments of insertion and inclusion and bidding farewell means keeping doors open for return visits.

Another important finding are the attributes of hospitality that are related to a hospitable attitude and allow for the practice of coexistence, respect, courtesy, tolerance, generosity, solidarity, harmony and a spirit of service (CASTELLI; CASTELLI, 2010).

Hospitality is also capable of adding value to business' strategic platforms (CASTELLI; CASTELLI, 2010). This is possible if techniques (attitudes and tools) are adopted that can lead to a paradigm of hospitality in the management process and in differentiated employee training.

For a business model with hospitality, it's commercial domain that makes it possible to identify specific activities that will make carrying out initiatives in the CU with interested parties possible, offering alternatives in training practices.

3.4 ATTRIBUTES OF HOSPITALITY

For a CU model that considers hospitality as one of the pillars of management, an understanding of existing characteristics is emphasized. Eight attributes, highlighted in the table below, served as guidelines for the construction of the new model of CU in Brazilian parks that resulted in PI-44.

Table 2 - Attributes of Hospitality

ATTRIBUTE	UNDERSTANDING AND RESULT
Coexistence	Marks the beginning of processes of approximation and knowledge in new relationships. There are two relationships: 1) regards duration of permanence: being temporary, seasonal or permanent 2) intensity: being participative (with simple involvement), in communion (with commitment, engagement) or in celebration (with strong emotions, where the heart speaks louder than reason).
Respect	Attention to respect for others, with a reduction in differences that cause conflicts. Significant for coexistence, with attention to respecting cultures, traditions, religious beliefs, and other differing factors.
Courtesy	Delicacy, attention, care, entertainment, civility and reverence. This set of gestures needs to be exercised in the practice of hospitality.
Tolerance	People have different points of view (however small some differences may be), therefore the exercise of tolerance is fundamental for coexistence.
Generosity	People need to act with hospitality. This attribute, in its material and spiritual greatness, has dimensions of prodigality contributing to coexistence. Generosity can occur at various times, especially in small everyday gestures.
Solidarity	Understanding adversities facilitates a union of interests, empathies, and group objectives, providing unity. It builds the morale of mutual support.
Harmony	Inclusion of harmonious and friendly environments regardless of creeds and cultures. Characterized by the condition of peace, and essential for consolidation of the hospitality process. Such peace is usually the result of a truce, reduction, or elimination of conflicts and should be encouraged at all times.
Spirit of Service	To be helped by someone who is willing to serve you. This should be a gift, not subservience. One of the main aspects to obtain spirit of service is enjoying what one does, and it's a presupposition for doing a job well done that will result in satisfaction and personal fulfillment. One feels honored and proud in the greatness of serving.

Source: Adapted from Castelli and Castelli (2010).

3.5 DISNEY UNIVERSITY: A REFERENCE IN EDUCATION AND HOSPITALITY

Disney University is one of the main references to consider as an example for constructing a CU model for Brazilian theme parks. Disney University was founded and led by Van France at the request of Walter Elias Disney. Lipp (2013) addressed some strategies used by DU that were important for the contribution and construction of the model in the next chapter. It is worth mentioning that, according to Halling (2013), the Disney service management model has become a solution for companies around the world and is considered a truly open, respectable, and leading library in this area. Organizations have hired Disney for many service oriented training sessions (HALLING, 2013).

According to Lipp (2013), Walt's dream was to create the most joyous place on Earth by offering a unique family entertainment experience. On the other side was Van, tasked with creating the same environment as Walt but through a training experience for employees: Disney University. Next we see Figure 1, representative of Disney University, as presented at the Orlando Campus in Florida, USA.

Figure 1 - Disney University in Orlando

Source: Alton (2014).

Cunningham and Souki (2010); Lipp (2013); Cockrell (2013); Nader (2014), Oliveira (2016) agree that Disney, in order to create a magical environment there are four key values: safety, courtesy, show and efficiency. These values are the SCSE model (Table 3) and must be fulfilled in order (LIPP, 2013).

Table 3 – The Safety, Courtesy, Show, and Efficiency model

VALUES	APPLICATION
#1 Safety (S)	Guideline applied to both guests and cast members. Cast members usually need to protect the guests from themselves. A guest that crosses main street may be completely oblivious to an immense horse which could come out of nowhere, or guests distracted by the beautiful architecture of the park can walk into a light post.
#2 Courtesy (C)	Courtesy means that every member of the cast knows the value of the smile on his/her face and the tone of his/her voice to captivate guests. Never pointing fingers or scowling.
#3 Show (S)	Includes well-kept rides, attractions, and facilities with well-presented cast members to ensure a great show.
#4 Efficiency (E)	Refers to the number of guests attending the attractions, restaurants and shops. Compliance with the first three directives guarantees the sustainability of this value.

Source: adapted from Lipp (2013).

In the relaxed atmosphere of DU there is music, fun, Mickey posters, and very clean bathrooms. Any class there aims to make all experiences an introduction to the Disney spectacle. The idea is to replicate the same environment that should be offered at all theme parks and resorts, with an emphasis on friendliness, cleanliness and safety (LIPP, 2013).

With so much popularity and so many companies around the world wanting to learn how Disney maintains management efficiency in such a wide range of areas, DU extrapolated to the outside world and the Disney Institute (DI) was created in 1986. Its programs teach DU strategies with the Disney philosophy for organizations and people willing to turn dreams into reality. Unlike DU, which offers training exclusively for employees, the DI is only for the external public (DISNEY INSTITUTE, 2011).

Experiences of international enchantment with Disney occur in the application of hospitality concepts (SILVA, 2013). In addition to providing this understanding, Disney has proved adaptable elsewhere in the world, which is a major factor in justifying its applicability worldwide whether through parks or other businesses that people or companies have an interest in adapting and improving.

The Matusitz researchers (2011) who proved the success of the adaptation of Hong Kong Disney Park by taking into account a different cultural perspective from the American one and Nader (2014) record how Disney's philosophy can compose a variety of performances in various business models in different countries.

Cast members' success in Disney's parks is possible thanks to DU. Disney understands that in order to create and maintain its great show and high levels of hospitality, a long process of recruitment and selection must take place even before any contact with DU. In this process, the environment and culture of the company is reflected in a fun and educational environment.

4 CONTENT ANALYSIS

4.1 EXPERT ANALYSIS

One of the main tasks of researchers in the field of administration is to convert data into knowledge.

Organizing data sets into a summary is required, and should include a synthesis and description. With the categories presented, an interpretation is made to verify the consistency of the data collected, making the interviewees' opinions understandable (HAIR, 2003).

Interpretation is obtained by analyzing content that has been divided into categories according to analogous regroupings. Investigating themes among the different possibilities of categorization is fast and effective, a technique proposed by Bardin (1977, p. 147).

In the second phase of the survey, experts in education, hospitality and/or entertainment substantiated the required categories in depth. Though the respondents were under no obligation to answer all the questions, they answered almost all of the questions.

Education category

Some of the following answers to the questions in the **education category**:

1) What should be included as fundamental in a corporate university business model based on hospitality and entertainment?

"I honestly believe in the inclusion of values such as humility, justice, and compassion. These are the keys to any business endeavor, regardless of the business' focus. (Respondent 1)

"I believe that all companies should include their guiding values in corporate training. I also believe that companies should do specific training for customer service, as do Zappos and Starbucks for example. I do not think a company has to avoid learning from its competitors". (Respondent 2)

"Fostering the culture of hospitality is a signal of the question at hand. I believe that the great revolution in services will take place insofar as the organization incorporates the hospitality paradigm into its management. A bold and innovative paradigm. A paradigm that fosters the culture of hospitality, leading employees to act with a hospitable attitude. A highly energetic attitude and base for excellence of the organizational climate and unique client experiences". (Respondent 3)

"Knowledge of how to care for people. Park goers need to be carefree and for this, the park needs to provide security through its employees". (Respondent 10)

- Content analysis of question 1, education category: values, specific training for caring for people, fostering the culture of hospitality, innovation, and quality in services are key elements that should be included and fundamental in a CU business model based in hospitality and entertainment.

2) How can a corporate university be sustainable in social, economic and environmental variables?

"There is only one way, and it's at the top of the pyramid: understanding the importance of education. I always remember a message from the Dean of Harvard University. When asked if the university's courses weren't perhaps too expensive, he replied that if education was expensive, imagine the price of ignorance". (Respondent 3)

"In economic matters, allocating less value to marketing and more value to employee training. In sustainability, it is important to open courses for outsiders to bring extra income". (Respondent 5)

"Social: integrate publics from different economic classes, offer opportunities for people in need, and translate the interests of interested parties. Economic: reduction of costs with quality certification. Environmental: concern about infrastructure, caring about use of resources, such as air conditioning for example, which can be reduced". (Respondent 6)

"Social: ethics, relationships with other institutions and society; Economic: profitability, continuity of repurchase, it can't be a project and has to be something continuous; Environmental: to be in accordance with the most evolved environmental precepts". (Respondent 7)

- Content analysis of question 2, education category: Here, social, economic, and environmental variables are key elements: in social variables: preservation of culture, integration of different publics, relationships with other institutions, corporate social responsibility and community involvement; in economic variables: opening courses for the external public with the purpose of bringing in extra income, reducing costs with quality certification, continuity of programs and, in environmental variables: concern

for an infrastructure that does not waste resources, is in accordance with the most evolved environmental precepts, and education for conscious consumption, mainly in the use of water and energy.

3) What means can the organization practice to promote the connectivity and perpetuity of the corporate university?

“Communication is the key. The idea of bringing people with proper training from outside the company is an important factor for the success of any company. The corporate university should undertake any necessary training to ensure the success of each person. If the individual is not successful, the company won’t be either”. (Respondent 1)

“Connectivity: mapping of several areas; Perpetuity: promoting the culture of its heroes”. (Respondent 7)

“Connectivity: Inviting people involved with the entertainment business and having them train collaborators periodically, beginning with receptivity”. (Respondent 8)

- **Content analysis of question 3, education category:** The key elements of an organization's ability to promote connectivity are: adequate communication of the internal environment and its shareholders, intelligence development centers, mapping of various areas, inviting people who are involved in the area of entertainment to join the CU, promoting systematic encounters with those involved (in person or online) and having a learning philosophy. For perpetuity, education of company values is interpreted as essential. Not tolerating amateurism, promoting the culture of your heroes, and devising systematic planning for self-sustainability.

4) What benefits should a participant receive upon entering a corporate university?

“S/He will notice a greater stability in the company that will provide a more solid curriculum and a differential”. (Respondent 5)

“Various. 1st) A personal career development track, 2nd) Being involved with things that happen in the company, 3rd) A potential environment for many other universities, 4th) Being able to study with the most playful focus possible”. (Respondent 6)

To help in the development of the institution and, as a professional, to expand one’s knowledge as a human being”. (Respondent 7)

- **Content analysis of question 4, education category:** "With regard to the benefits that a participant should receive when entering a CU, key elements of mention are: team recognition, understanding of the company culture, the probability of greater stability, a path to personal career development, a possible environment with other institutions, being able to study in a playful way, extending knowledge as a human being, and time to deepen in the context of the work environment".

Hospitality category

The experts gave some the following answers to the questions in the **hospitality category**:

1) What are the characteristics or factors that can lead to the creation of harmonious environments for the development of employees, customers, suppliers and investors?

“A detailed understanding of the organizational culture with a focus on emotion. This starts with the selection of employees. What the company expects needs to be taught from the very first training session. Therefore, one should hire for personality and not for the résumé. The right person will be able to absorb the training needed to fill the right position. This is true for the creation of harmony”. (Respondent 1)

“A respectful environment for employees, capable of providing better conditions in which to perform their activities, such as cafeterias and rest rooms. Customers, suppliers, and investors are very visual, and one must have a higher level of quality in the environment to serve these people”. (Respondent 4)

“The integration between all those involved and the valuing of intellectual capital without discriminating against anyone. Diversity of ideas and collective construction are fundamental in this process, which is team-oriented”. (Respondent 9)

- **Content analysis of question 1, hospitality category:** Organizational culture with a focus on emotion, training for a hospitable attitude with healthy coexistence, transparency, clear contracts, investment in quality of life at the workplace and an organizational environment, a layout that prioritizes well-being - and lastly but not least - moments of integration between people that permit moments of interrelation all make up the *modus vivendi* of a company.

2) How can activities in the organization be developed that are in synch with the common good?

“Building a culture with a responsible mentality and healthy practices, such as community responsibility”. (Respondent 4)

“Clear, visual communication with people oriented towards prevention”. (Respondent 5)

“Listening to all the people who will directly or indirectly be involved in the process, to build the project from the real needs perceived by who really matters. To leave the office and experience the daily life of employees, managers and users”. (Respondent 9)

- **Content analysis of question 2, hospitality category:** key elements for the common good are: open dialog through a round table and focus groups, clear and visual communication, an organizational culture based on ethics and community responsibility, promoting alternatives that listen to all those who are involved in the process, and putting oneself in the position of colleagues and clients.

3) What kind of activities form a global team member that shares with others?

“Employees must be motivated and engaged in training. Engagement will provide sharing with colleagues”. (Respondent 1)

“I think companies should be more open to sharing their knowledge through learning with other companies. I had the opportunity to get to know Silicon Valley and I could understand why the people who work there are more open to discussing their dreams... it’s part of what makes them successful”. (Respondent 2)

“Activities that develop a sense of cooperation, such as experiences and dynamics, diminishing competition among colleagues”. (Respondent 5)

- **Content analysis of question 3, hospitality category:** key elements to form a global member that shares with others: engagement in training, sharing of knowledge through learning with other companies, changing approaches, mutuality, reciprocity, receiving and giving back, a sense of cooperation, encouragement of sports programs, the development of empathy, social intelligence and mentoring, the availability of digital platforms like online portals and distance education.

Entertainment category

1) “It takes a happy team to make a happy show”. What do you understand this phrase to mean for a training center or corporate university?

“The real meaning is that it works every time attention to detail is enhanced and involvement is more than just that of the university leader and management team”. (Respondent 1)

“This phrase should be in corporate culture. If employees don’t understand the company’s proposal, it will be very difficult for them to produce a happy show”. (Respondent 2)

“A team is happy to the extent that they understand that serving is not subservience. On the contrary, it is an act of greatness. Once this distinction is understood and the collaborator incorporates attributes of hospitality into his/her actions, s/he becomes a happy person. A collaborator with the kind of aura that transmits brightness and light. A beloved collaborator! These ingredients will generate splendid actions, whether in interfacing with people or in the shows themselves”. (Respondent 3)

“It’s fundamental. If you are happy with what you do, consequently you transmit that happiness to other people”. (Respondent 8)

“It’s necessary to touch the hearts of the people, because only when an individual is emotionally involved with the idea will s/he help to transform it into a reality”. (Respondent 9)

- Content analysis of question 1, entertainment category: In a CU, a happy team does a good job. The following key elements are needed: continuous improvement of consistency in detail, understanding that serving is not subservience but an act of greatness, emotional balance, building pride for what CU workers do for employees' lives, the development of the good of the team, that everything done touches the hearts of all those involved.

2) How does one create a business model for a corporate university based on hospitality and entertainment?

“The basics are that everything is formed in organizational culture and all training should work towards the alignment of that culture”. (Respondent 1)

“I would say through storytelling based on the company’s founder. This is one way, but of course there are others”. (Respondent 2)

“By including the qualification of human resources and acting with a hospitable attitude in the model. Also, including the formation of a structure with an atmosphere conducive to the well-being of all involved and excellence in services”. (Respondent 3)

- Content analysis of question 2, entertainment category: These are the key elements to create a business model for a CU that’s based on hospitality and entertainment: organizational culture alignment, knowledge of clientele, training all human resources with a hospitable attitude, optimization when innovating permanently, a model of receptiveness of all those involved, caring for others, the use and creation of ever-present symbols, storytelling about the founder or the experience of a hero, self-sustaining programs, and engaged leadership.

3) What is the main standard to be followed at a CU for theme parks with relation to employees, customers and investors?

“Consistency throughout the operationalization of training processes”. (Respondent 3)

“Collaborators need to like receiving people. Clients need to be informed by the company about the park’s services. Investors must integrate with what is happening in the park, in all aspects”. (Respondent 4)

“Employees with good salaries and career assurance, customers with a quality product that is sure to surprise, and investors through financial stability”. (Respondent 5)

- Content analysis of question 3, entertainment category: The following are interpreted as key elements for standards to be followed in a CU for theme parks: attention to detail, consistency in the operationalization of training processes, searching for empathy, quality in services, socio-environmental

responsibility, sharing of ideas with the external public, employees who like to receive and treat people properly, clients who are well informed by the company about the services of the park, and investors who are well informed about the performance of all areas of the park.

After content analysis by Bardin's criteria (1977), we proceed to the interpretation of which key elements will become variables in the Business Model of a CU for Brazilian theme parks.

4.2 VARIABLES OF THE CU BUSINESS MODEL IN BRAZILIAN THEME PARKS

The new model expands the environment for a CU through a simplified representation and includes an interpretation derived from the content analysis performed in the previous subchapter to create a new model, a new vision.

The variables of human comfort, emotion, cultural adaptation, structure and layout, and construction of citizenship were previously explained with the appropriate references and productivity, corporate governance, continuing education, transparency, and customer service were also added to Business Model PI44. These variables will be explained in sequence, including the theory of those scientists who dealt with them in recent surveys in international journals.

Table 4 - New variables or adaptations for the model

ADAPTATIONS OF VARIABLES FOR THE NEW MODEL	ORIGEN
Human Comfort	Lisboa (2010)
Emotion	Li, Kung, and Wang (2012) Cury (2015)
Cultural Adaptation	Matusitz (2011)
Structure and Layout	Accor Académie (2016)
Construction of Citizenship	Monteiro (2016) Silva (2014)
Productivity	This study's qualifying committee, in July of 2016.
Corporate Governance	
Continued Education	
Transparence	
Customer Service	
Constructing Interpersonal Relationships	Content analysis of the research, that transformed key elements into new variables for the model, in September of 2016.
Organizational Culture	
Integration Management	
Consistency in Detail	
A Playful Learning Experience	

Source: Dal Maso (2016).

4.3 THE PI44 BUSINESS MODEL

Based on the theoretical-documentary research of the constructs of Silva (2014) for corporate education, of Castelli and Castelli (2010) for hospitality and of Lipp (2013) for entertainment, on additional references that support *the constructs*, complimentary references and finally on *content analysis* of the interviews with new variables that were elected, "Model PI44" is presented. PI44 comes from the

words park and *integration*, with 44 variables to be applied integrally, and was guided by the “Hotel California Model” as discussed in the theoretic review.

In figure 2, the PI44 Business Model is demonstrated:

Source: Dal Maso (2016).

The PI44 Business Model process aims to guide and achieve adequacy in the organizational development of people at a TC or CU for theme parks in Brazil that is profitable and sustainable. This model takes on successive stages of learning for all its variables, i.e. all the proposed variables need to be in constant adaptation and evolution. In this construction of a continuous process of maturation, with close relations between the variables presented, the goal is to reach a compatible standard that the clients of a globalized world demand.

In PI44, employees must be prepared to serve a market that oscillates in diverse cultures. To this end, teachers need to be collaborators in the parks that have worked there and have experience in several areas, with renewed training and practice that’s proven to be necessary knowledge in entertainment. This way they can provide educational programs oriented to enable people who will serve a demanding public.

The following can be considered as the main target audiences who can benefit from PI44: Workers in general who perform activities in the parks; Investors who have certain resources with alternatives to

new business; Suppliers who supply products and services for carrying out park activities; and, finally, Customers, who are consumers moving from one place to another in search of positive experiences.

PI44's educational programs require continuous monitoring of the learning that's taking place in students and teachers alike. The sponsorship given to these programs by Brazilian parks should be given high priority, since preparing talented employees represents a fundamental condition for the continuous improvement of services.

Brazilian parks that adopt the PI44 Model need to understand the teaching adaptation for CUs, as the programs will be destined mainly to less ambitious operational employees and/or those that are not sufficiently endowed for the continuation of more complex studies. In this sense, it emphasizes the effective interdepartmental cooperation and a combination of efforts.

A development plan with the PI44 model for Brazilian theme park CUs, or any other plan that may attempt to replace it in the coming years, must presuppose a rapid transformation in educational processes. It is well known that one cannot resort exclusively to the criterion of education as a form of investment, since education must be included with other areas of knowledge specific to hospitality and entertainment.

There is an urgent need to better define the participation and specific training of interested parties in TCs or CUs for Brazilian theme parks. Only then, with a degree of flexibility, can certain programs be established for the right people and established in a diversified way, so that they correspond to the work to be done while simultaneously enriching the park's cultural heritage.

As evidence, I conclude that a TC or CU of the PI44 Model defines and guides an administrative infrastructure that, among other activities, is in charge of promoting long-term planning. To do this, one will have to rely on the collaboration of all faculty and executives, as well as specialists who are familiar with the theme of training and personnel development.

Furthermore, theme park TC or CU management should understand hospitality and entertainment experts with the intent of producing an order of potentialities for the selection of courses for a more specific determination of the projects, materials, and necessary points for carrying out such a program.

The PI44 Business Model is focused on promoting focused training for an organization's internal environment. However, if the internal environment has programs that are capable of sustaining external capacities, an in-depth analysis should be carried out by the company since the focus of PI44 is to create collaborators who inspire transformation in the reality in which they operate. An external objective can also be met, provided that this initial premise is respected.

Just as the CUs of Brazilian parks must be imaginative and creative, they must also assimilate new techniques or methods, experiment with them and, if necessary, incorporate them into their collections.

The essence of the "PI44 Model" assumes, as an analysis, the effectiveness of integrating technological capacity into the administrative decision-making process. This integration is done by using high performance teams that can manifest skills and are capable of assimilating meaningful information and analyzing it against educational programs, subprograms, or program elements that participants can then practice when interacting with clients and other interested parties.

5 CONCLUSION

The PI44 business model proposed results from work developed at Florida Christian University. Added to this model were the updated variables of other constructs that deal with the factors of education, hospitality and entertainment. These factors were amplified by the research respondents' (the experts') contributions to the construction of PI44.

The theories documented in the bibliography formed the base for the content analysis variables, which was complemented by references of research published in international journals.

This project was validated by five teachers with relevant academic experiences, the experts' answers were selected, and new variables of a new model were presented: productivity, corporate governance, continuing education, transparency, customer service, interpersonal relationship building, culture organizational skills, integration management, consistency in detail, and playful learning experience. These variables were further elaborated by recent studies in their respective areas. The 44 variables that were applied to the model were grouped by Muehlhausen's categories of supply, sustainability and monetization.

Among the aspects that were analyzed, some have stood out with greater intensity, especially three: organizational culture, consistency in details, and playful learning experience. All three are vital for the construction of a TC or a CU for Brazilian theme parks.

Organizational culture has a strong relationship with leadership and promotes the orientation of an organization's scope, policies, motivations and consequences. Consistency in detail contributes significantly, presenting itself as one of the entertainment industry's major determinants as it relates to the search for a differential, the unexpected. Experiences of playful learning are positively related as a method of generating knowledge for CUs, creating the possibility of "learning to learn".

It is relevant to include variables that provide a learning experience that's based on coexistence, mutual respect, courtesy, providing human comfort, and caring for emotions. These variables can bring a new paradigm for TCs and CUs in the Brazilian context, since principle-based learning is more likely to obtain healthy results for those involved.

As potential paths for the future continuation of this research, researchers interested in business models, education, hospitality, and entertainment are recommended to take a specific focus and deepen the variables of organizational culture, consistency in detail, and playful learning experience. It is understood that the simple application of these variables proposes actions and management techniques i.e. work tools.

There is a great deal of room for understanding the relationship of these variables in TCs and CUs in Brazil, undoubtedly within the structuring of new CUs for Brazilian parks or also for other service organizations such as hospitals, public services, air and land transport companies, and others.

The PI44 Model fully promotes the development of TCs or CUs in theme parks in Brazil, especially with regard to the educational planning of their programs and the inclusion of hospitality and entertainment variables (and their interdependence).

Through the emergence of TCs and CUs, I highly emphasize what training and development can do for small, medium, and large parks in in Brazil. Any investments that parks make now to create a new vision of guidance, especially for their employees, will be rewarded in the future with the return of customers.

For many years Brazilian parks had their business management models, each in its own context. With this project I hope to contribute so that these companies can reassess their methods and include the possibility of a new model of TC or CU in their business environment, or perhaps join with other professionals and entities to raise intellectual capital.

I hope that the PI44 business model for TCs and CUs, which was intended to serve theme parks in my country, can be used in other realities. I also hope that its significant variables of education, hospitality, and entertainment promote the development of employees, investors, suppliers, and principal interested parties in the field of entertainment.

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