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'Short of a Picnic?'

Reconsidering sandwich-programmes in cruise education

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Teesside University

CRS Cruise Research Society

Stenden
Real World Learning
25 YEARS International Hospitality Management

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BACKGROUND – SANDWICH PROGRAMMES IN TOURISM AND CRUISES

Some Critical views

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Research Questions

Does it make sense to include a compulsory internships in a tourism & cruise programme's curriculum?

What are the factors determining internship perceptions / satisfaction?

How do those perceptions differ amongst the different stakeholders?

?

?

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Literature review: Understanding the 'Sandwich's Ingredients'

	Key Findings	Reference
PLACEMENTS	• Phenomenon: Placement students declining • Obstacles: Frustration of getting an internship during recession times, lack of: understanding of the value of work experience, drive and determination • Proposition: Expectation management, encouragement and communication on the benefits of internships	Aggett, M.& Busby, G. (2011). Opting out of internship: Perceptions of hospitality, tourism and events management undergraduates at a British university, Journal of Hospitality, Leisure, Sport and Tourism Education. Vol. 10, No. 1. 10(1), 106 – 113
	• Placement Advantages for students: Competence-building & understanding (Transfer to study programme), improved employability • Placement Advantages for employers: Flexible human resource and low pay. • Placement Challenge: Harmonise student / study requirements & employer benefits	Busby, G. Brunt, P. & Baber, S. (1997). Tourism sandwich placements: an Appraisal. Tourism Management, Vol. 18, No. 2, pp. 105-110
TOURISM STUDENTS	Tourism-student employer challenges: • Limited recognition of formal tourism education by tourism employers • Preference of work-experience over formal degree Tourism-student education challenges: • Untraditional career ambitions (emphasis on job autonomy, pleasant life style, and job permanence) • Practice-focused Learning style (Concrete rather than abstract, and active rather than reflective)	Zagonari (2009): Balancing tourism education and training, International Journal of Hospitality Management 28: 2–9
	Tourism students' expectation-reality mismatch: • Freshers = no real understanding of the types of work available and employment conditions in the industry • Insufficient orientation provided by academic staff	Richardson, S. (2010). Tourism and hospitality students' perceptions of a career in the industry: A comparison of domestic (Australian) students and international students studying in Australia. Journal of Hospitality and Tourism Management, 17, 1–11
	'Studies as tourism' vs. 'tourism as studies': • Primary criterion for PG programme choice is geographical location • International students -> a country's natural attributes are the most important factor followed by aspects such as the education system	Ruhanen, L., & McLennan, C.J (2010). 'Location, location, location' — The relative importance of country, institution and program: A study of tourism postgraduate students, 17, 44–52
	Negative image of tourism employment: • Exposure to the tourism industry -> negative attitudes (low wages and limited career progression) • Growing disenchantment of young people (esp. in hospitality) • Image worsening	Getz, D. (1994). Students' work experiences, perceptions and attitudes towards careers in hospitality and tourism: a longitudinal case study in Spey Valley, Scotland. Int. J. Hospitality Management. 13(1): 25-37

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Cruise Management Students' Evaluation of their Internships Programme – Internship Disconnect?

"Programme and Internship… What programme!?"

	Overall Evaluation of Internship		Study Programme Fit		Future Career Fit		Supervision Quality	
Satisfied / Good	135	**76%**	39	22%	51	29%	123	**69%**
OK / Neutral	34	19%	26	15%	24	14%	26	15%
Not Satisfied / Not Good	8	5%	12	7%	9	5%	17	10%
Not Included / Mentioned	0	0%	100	**56%**	93	**53%**	11	6%
TOTAL	***177***	***100%***	***177***	***100%***	***177***	***100%***	***177***	***100%***

"Satisfaction correlates with future career fit and supervision quality"

Correlation Table

		Overall Evaluation of the Internship	Study Programme Fit	Future Career Fit	Supervision Quality
Overall Evaluation of the Internship	Pearson Correlation	1	,001	**,194****	**,351****
	Sig. (2-tailed)		,986	,010	,000
	N	177	177	177	177
Study Programme Fit	Pearson Correlation	,001	1	-,003	,040
	Sig. (2-tailed)	,986		,971	,597
	N	177	177	177	177
Future Career Fit	Pearson Correlation	**,194****	-,003	1	,090
	Sig. (2-tailed)	,010	,971		,234
	N	177	177	177	177
Supervision Quality	Pearson Correlation	**,351****	,040	,090	1
	Sig. (2-tailed)	,000	,597	,234	
	N	177	177	177	177

**. Correlation is significant at the 0.01 level (2-tailed).

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RESEARCH METHODOLOGY & FINDINGS

General Morphological Analysis (GMA)

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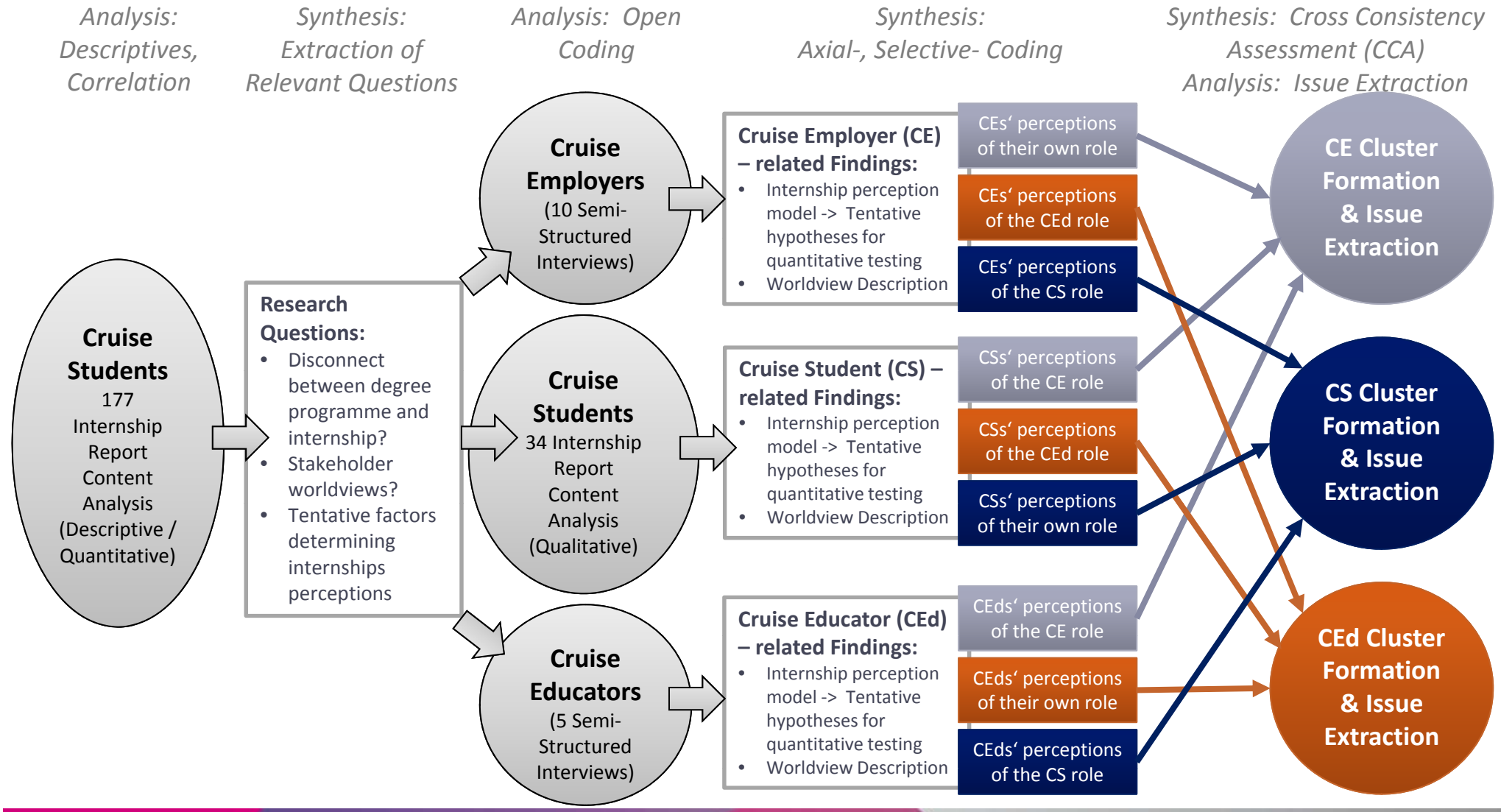
Research Design Concept: General Morphological Analysis (GMA)*



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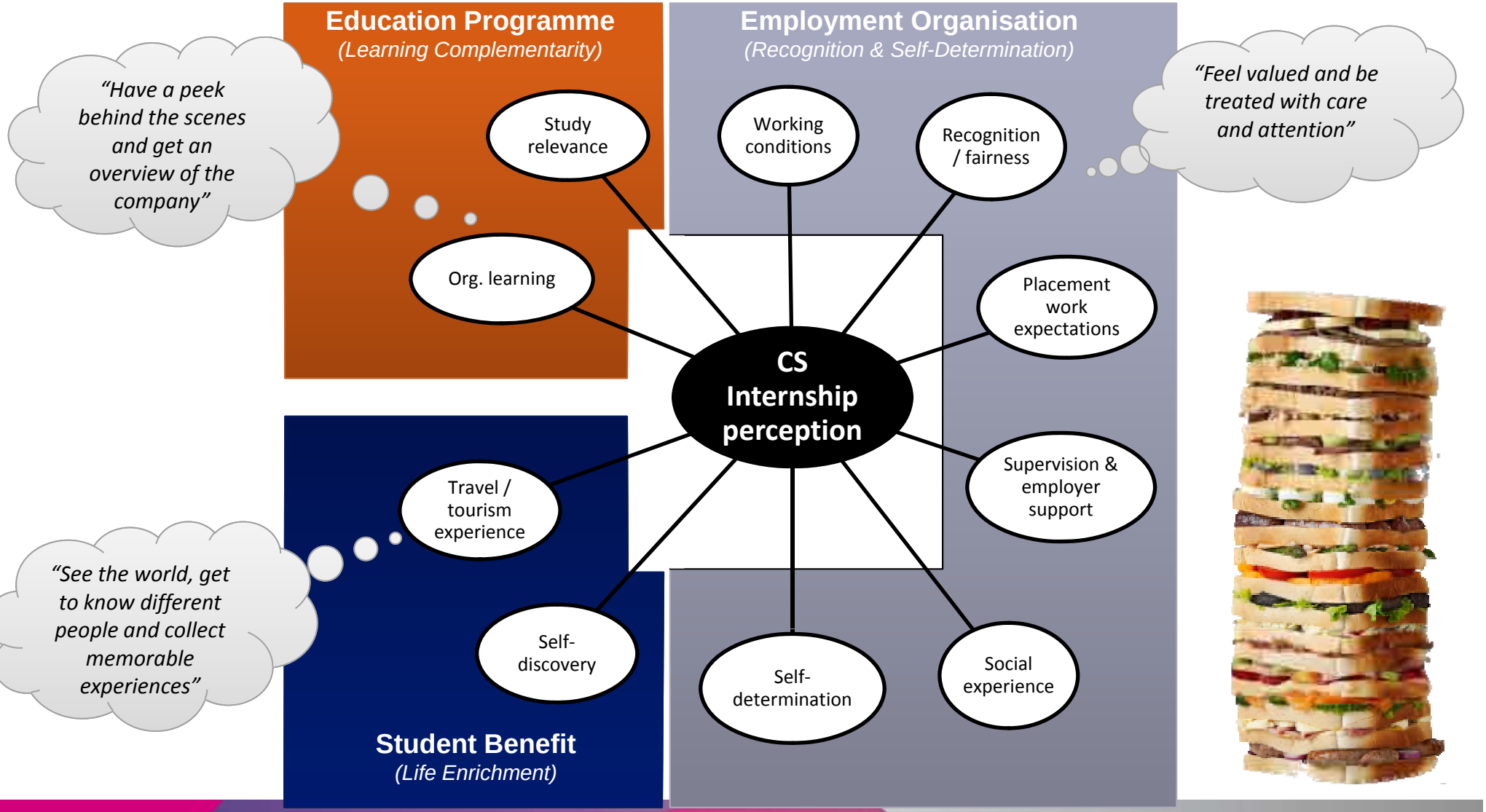
* Ritchey, T. (1998). General Morphological Analysis: A general method for non-quantified modeling. presented at the 16th Euro-Conference on Operational Analysis, Brussels

Cruise Students' Perspective: "The world is my oyster… and I am the pearl"



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Cruise Students' Perspective
Indicative Codes

"Regardless the qualification a decent way of treating others and keeping to commitments forms the basis of trust"

"For me the main criterion for choosing an internship was: Get out of Bremerhaven, get out of Germany"

"I learned to handle problems and emergencies creatively and on my own. The fast changing team challenged my flexibility and self-motivation. At the same time I experienced to work within an hierarchy"

"As I was not able to do an internship on board a cruise vessel as to gain ship-related experience, I consider my 6th semester as a partial failure and waste of time "

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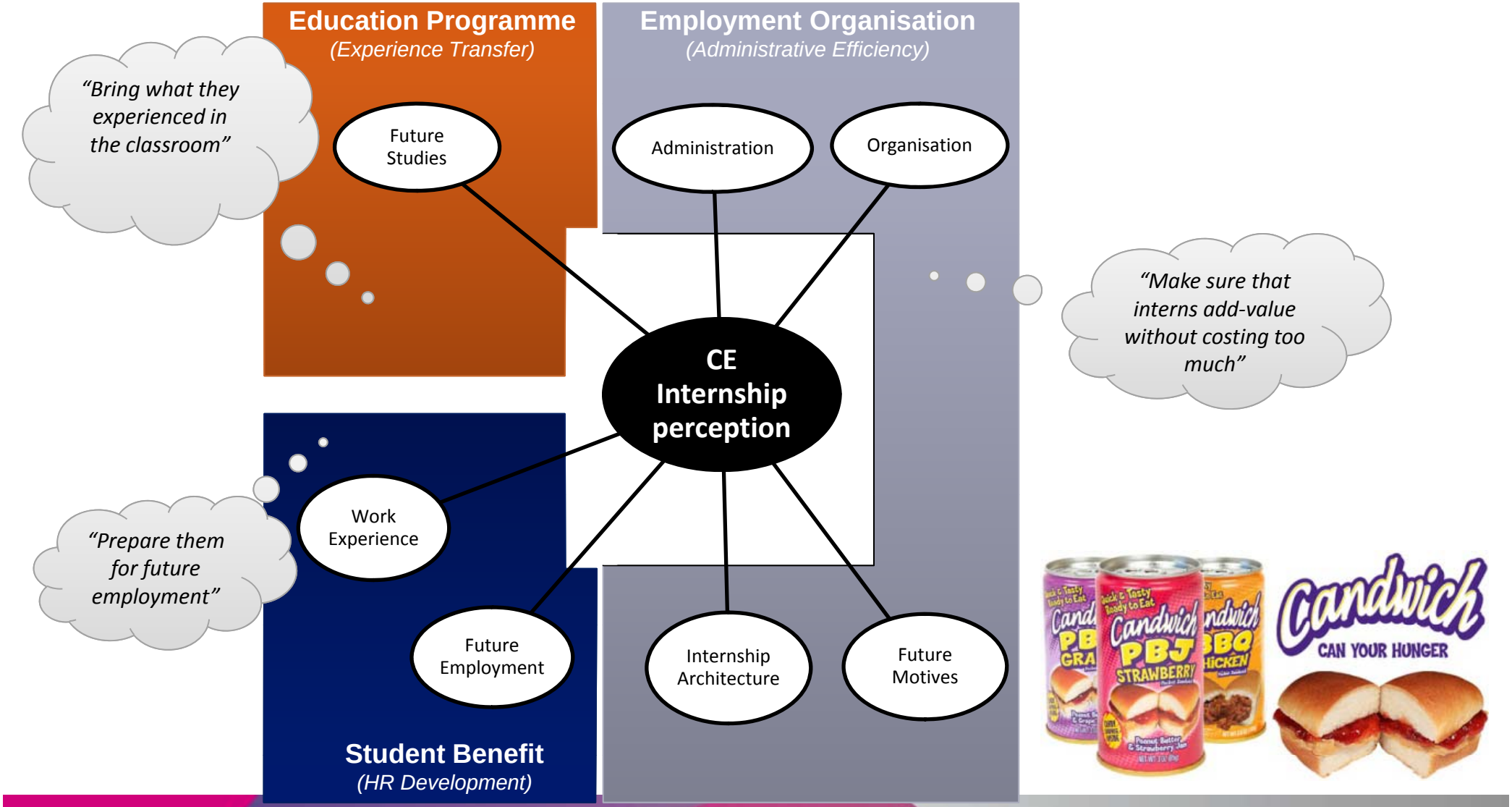
Cruise Employers' Perspective
"Internships are investments… that should pay off!"



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Cruise Employers' Perspective
Indicative Codes

"Interns are our future employees."

"Internships are win-win situations."

"It is important for students to get practical experience in real life organisations."

"We would like to employ more interns (...) Timing is difficult, while we receive 30 applications for summer, we only receive 3 for winter."

"We need to find the right balance between give-and-take."

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Cruise Educators' Perspective
"What is good for the programme is good for the students"

"It is a must for any cruise study programme"

Education Programme
(Institutional Promotion)

Reputation

Class Work

Internship Management

Programme Attractiveness

Employment Organisation
(Moral Duty)

"Companies are obliged to support and contribute to the education of the future worker generation"

CEd Internship perception

Future Employment

Social Experience

Work Experience

Career Fit

Student Benefit
(Competence Development & Employability)

"It adds to their CV and they get to learn what cannot be taught in the classroom"

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Cruise Educators' Perspective
Indicative Codes

"We felt that Internships were essential, because firstly they drew in applicants to the degree."

"When they finish their internship they are able to extract so much more from their experiences in the class room, it brings more issues on the table and enhances class work."

"If we show that we have qualified students the reputation of the program raises among employers."

" The point I have made and I want to reinforce is that this (supervision) is a critical part of the curriculum. You need a person devoted to this full-time. Otherwise it won´t work."

"There is a strong relationship between good internship and starting a career right after graduation."

"Undoubtedly students benefit greatly from internship, they are different people when they come back, really tuned-into professional life."

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IMPLICATIONS & DISCUSSION

Cross Consistency Assessment (CCA): Comparing Worldviews

"The world is my oyster… And I am the pearl"

"Internships are investments… that should pay off!"

"What is good for the programme is good for the students"

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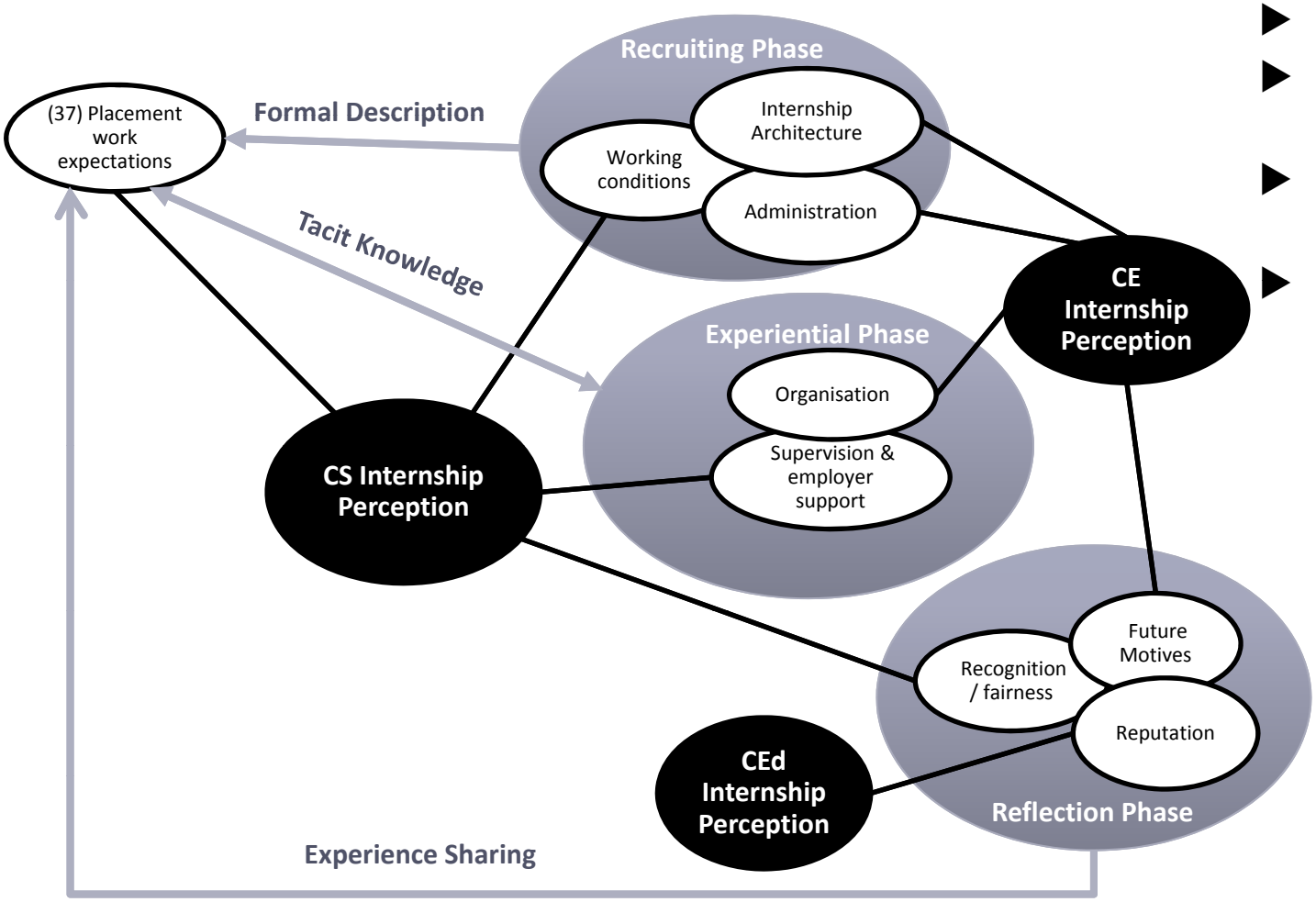
Employment Organisation Perceptions: CCA: Indentifying Clusters & Recommendations



- CE, CS: High level of convergence
- CEd: Medium level of convergence
- CSF = Ongoing management of placement work expectations
- Recommendations:
  - Recruiting phase (Brief job description vs. rich job content)
  - Experiential phase (Regular communication between CEs-CEds-CSs)
  - Reflection Phase (Formalised 9-way feedback mechanisms)

Reflective Questions:

- Where should the responsibility for an internship description lie?
- To what extent do employers see internships as part of their CSR activities?

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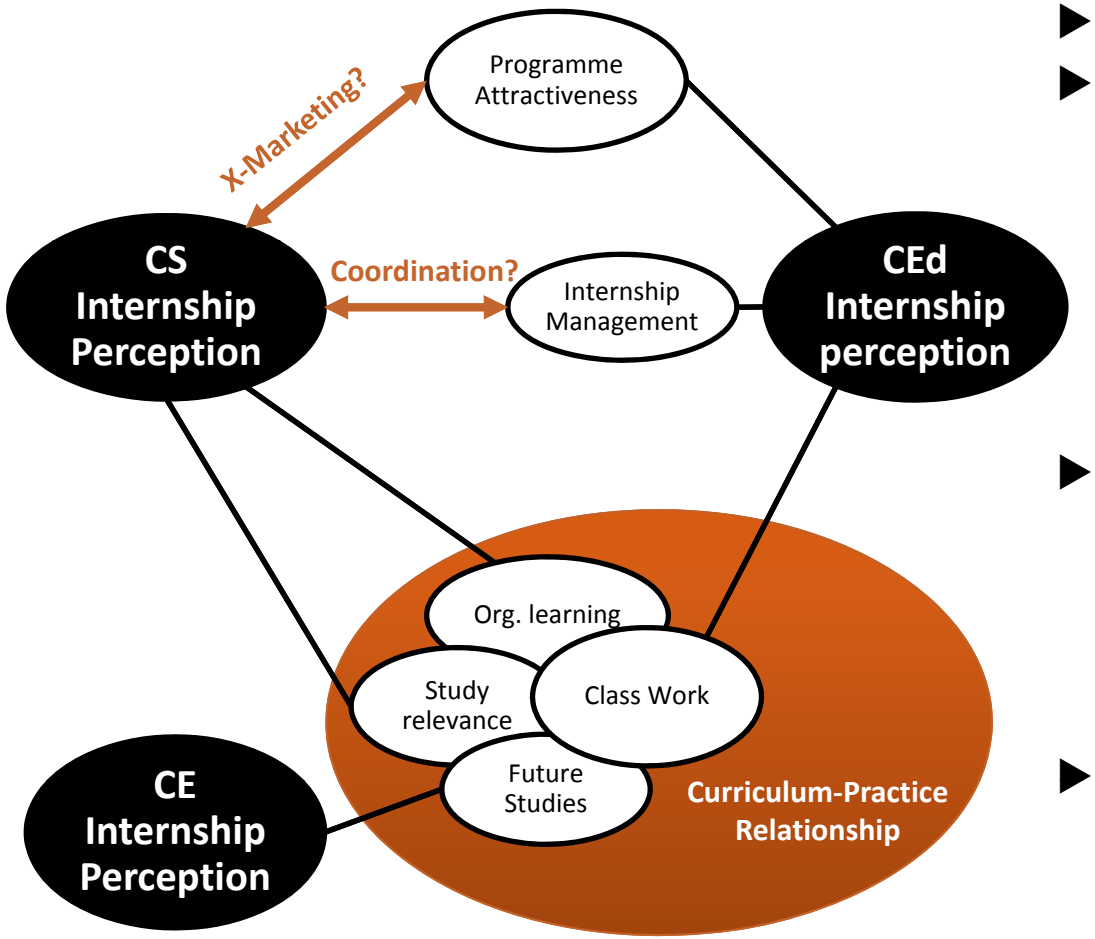
Education Programme Perceptions: CCA: Indentifying Clusters & Recommendations



- CE,CS: High level of convergence
- CEd: Low level of convergence
- CSF = Clarification of the 'Curriculum-Practice' Relationship
  - Complementarity vs. Substitution Continuum
    - *Is the internship an extra ingredient to the student's CV? Or are there synergies intended?*
  - Vocational training vs. Formal academic education
    - *Does the internship serve the programme or visa versa?*
- Recommendations:
  - Internship management coordination (Formalised partnerships, common conceptualisation and standards)
  - Cross-Marketing (Visibility and promotion of partners by both sides)
- Reflective Questions:
  - Should a programme contain an internship at all?
  - And if it does, when should it take place (Before the study as an entry requirement, Mid-study, or at the end as a transitional point))

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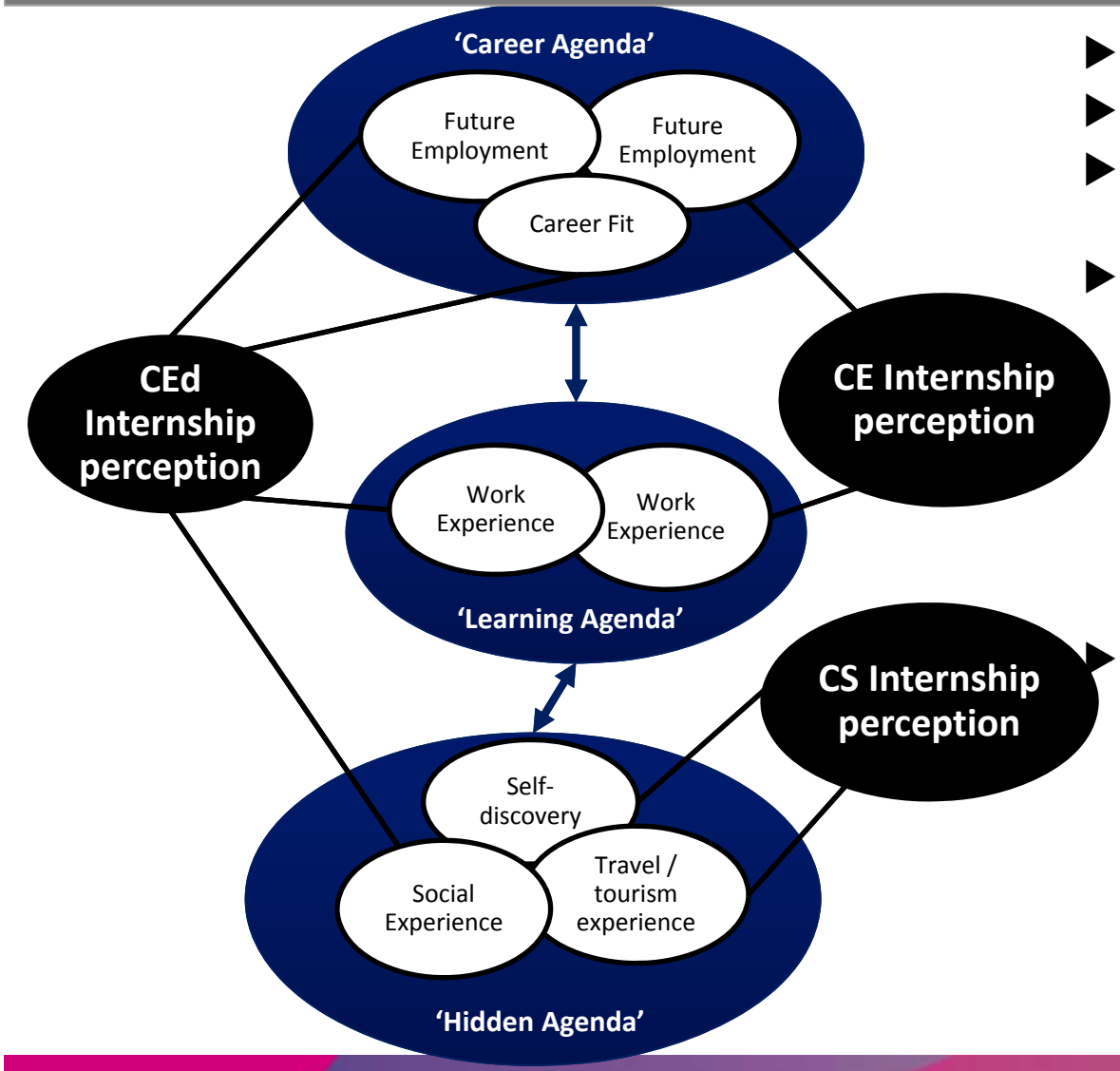
Student Perceptions:
CCA: Indentifying Clusters & Recommendations



- CEd, CE: High level of convergence
- CS: Low degree of convergence
- CSF = Formalisation and alignment of career-, learning-, and hidden-agendas
- Recommendations:
  - Set and communicate standards related to work-life balance on board for interns
  - 360 degree evaluation (incl. Students scoring employers, employers grading students' internships)
  - 'Internship fun factor' Award (tourism & cruises are about fun after all…)
- Reflective Questions:
  - Do internships really help the career of students or the bottom line of employers?
  - Is the actual 'psychological contract': "I work for free, to have fun"?

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CONCLUSIONS & CONTRIBUTION

"Research as a Club Sandwich"

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CCA Summary

	On Students		On Education Programme		On Employment Organisation	
	Cluster Description	Relevant Axial Codes	Cluster Description	Relevant Axial Codes	Cluster Description	Relevant Axial Codes
Cruise Students	Hidden Agenda	• Tourism / Travel Experience • Self-Discovery	Curriculum – Practice	• Study Relevance • Org. Learning	Recruiting Phase	• Working Conditions
					Experiential Phase	• Supervision & Employer Support
					Reflection Phase	• Recognition / Fairness
					Expectation Formation	• Placement Work Expectations
Cruise Employers	Career Agenda	• Future Employment	Curriculum – Practice	• Future Studies	Recruiting Phase	• Intern. Architecture • Administration
	Learning Agenda	• Work Experience			Experiential Phase	• Organisation
					Reflection Phase	• Future Motives
Cruise Educators	Career Agenda	• Future Employment • Career Fit	Curriculum – Practice	• Class Work	Reflection Phase	• Reputation
	Learning Agenda	• Work Experience	Coordination	• Internship Management		
	Hidden Agenda	• Social Experience	Co-Marketing	• Programme Attractiveness		

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Conclusion & Research Contribution

- Methodological contribution:
  - Cruise context specific application of the GMA Approach:
    - *'Totality research' – Help discover new relationships or configurations, which may not be so evident (Ritchey, 1998)*
    - *Current research primarily focuses on students' perceptions / worldview (and when other worldviews are considered it is usually the employer's)*
- Research / theoretical contribution:
  - Tentative models of internship perceptions (cruise-students, cruise-employers and cruise-educators) -> Input for quantitative validation
  - Reflective questions -> Trigger for further research
- Professional contribution:
  - Recommendations for improvement of internship satisfaction for all the 'ham-holders' involved

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