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**INTERNSHIP DESIGN AND ITS IMPACT ON SATISFACTION, INTRINSIC
MOTIVATION AND STUDENT CAREER CHOICES**

by

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A thesis submitted to the University of Plymouth
in partial fulfilment for the degree of

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Plymouth Business School

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INTERNSHIP DESIGN AND ITS IMPACT ON SATISFACTION, INTRINSIC MOTIVATION AND STUDENT CAREER CHOICES

ABSTRACT

This study examines the role experiential education, in the form of internships, plays in the professional development of Hospitality and Tourism Management students. Through an appraisal of the literature, it outlines the many benefits available to direct and indirect stakeholders through the facilitation of a structured, work based learning experience.

In particular, it analyses the internship through an evaluation of job design by applying both Hackman and Oldham's (1975a) Job Characteristics Model (JCM) and developing a proposed intern's version of that model. The outcomes demonstrate that dimensions of the work undertaken do contribute significantly to an individual's satisfaction and intrinsic motivation with the proposed intern's model offering improved R^2 coefficients, over the original JCM, by using different predictive variables.

The study further sub-divides the sample by examining the findings by cohort and emphasis area. This affords the opportunity to identify specific recommendations on internship design that provides maximum utility to the student participant and the facilitators of the work experience. To this end, the results offer a series of recommended job dimensions for various service industry destinations including the need for increased task significance and feedback from agents for tourism students, opportunities for an autonomous work environment for event planners, exposure to a variety of skills for lodging professionals and feedback from the job for food and

beverage students. By designing internships in this way, opportunities for enriched work are created for students at the case-study university.

The study also examines the role classroom education plays in underpinning the internship experience and finds that while this assists students in observing many of the topics and theories discussed in a theoretical setting, the experiential component of the learning enhances their education through the development of new skills and competencies not previously taught.

Overall, this study offers a unique contribution to the existing body of knowledge on experiential education and its impact on worker/job satisfaction and intrinsic motivation.

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List of Abbreviations

ASET	Association of Sandwich Education and Training
AO	Affective Outcomes
CJD	Core Job Dimensions
CPS	Critical Psychological States
DOT	Dictionary of Occupational Titles
DSUG	Degree Seeking Undergraduate
DWO	Dealing with Others
ELM	Experiential Learning Model
ELT	Experiential Learning Theory
EMW	Experienced Meaningfulness of the Work
ERW	Experienced Responsibility of the Work
FFA	Feedback from Agents
FFJ	Feedback from the Job
FREC	Faculty Research Ethics Committee
GNS	Growth Needs Strength
GPA	Grade Point Average
GRS	Growth Satisfaction
GS	General Satisfaction
GVSU	Grand Valley State University
HRRC	Human Research Review Committee
HTM	Hospitality and Tourism Management
ICHRIE	International Council on Hotel, Restaurant and Institutional Education
ITS	Industrial Training System

IWM	Internal Work Motivation
JCM	Job Characteristics Model
JDS	Job Diagnostic Survey
KOR	Knowledge of Results
LSI	Learning Style Inventory
MLR	Multiple Linear Regression
MPS	Motivating Potential Score
MSQ	Minnesota Satisfaction Questionnaire
NACE	National Association of Colleges and Employers
NSSE	National Survey of Student Engagement
PPMC	Pearson's Product Moment Coefficient
RISE	Research into Sandwich Education Report
R ²	R-Square
SPSS	Statistical Package for the Social Sciences
SV	Skill Variety
SWE	Supervised Work Experience
TA	Task Autonomy
TI	Task Identity
TS	Task Significance
QAA	Quality Assurance Agency
UK	United Kingdom
UMIST	University of Manchester Institute of Science and Technology
USA	United States of America

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AUTHOR'S DECLARATION

At no time during the registration for the degree of Doctor of Philosophy have I been registered for any other University award without prior agreement of the Graduate Committee.

I declare that this thesis has been composed by myself unless otherwise stated. All quotations have been distinguished by quotation marks and the work of other authors has been acknowledged by means of references.

In completing this thesis, the developing research findings have been presented at two different conferences related to hospitality and tourism education. The content of which varied along with the desired learning outcomes for conference participants.

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Signed.....

Date.....

Chapter One

Introduction, Research Aims, and Rationale

Introduction

Internships as an experiential learning tool are an important component of hospitality and tourism management (HTM) education (Busby and Gibson, 2010). Research by a plethora of authors (Busby, 2005; Busby *et al.*, 1997; Coco, 2000; Knouse and Fontenot, 2008; Lam and Ching, 2007; Leslie, 1991; Leslie and Richardson, 2000; McMahon and Quinn, 1995; Mulcahy, 1999; Petrillose and Montgomery, 1998; Walo, 2001; Walmsley *et al.*, 2006; Zopiatis, 2007) declares the many benefits enjoyed by stakeholders in various aspects of the service industries. Providing an opportunity for students to learn more about their chosen vocation with real world experience offers advantages beyond those typically offered by traditional classroom instruction (Coco, 2000; Van Hoof, 2000, Walo, 2001; Zopiatis, 2007). In addition, according to Dewey (1938) and other experiential education theorists (Freire, 1993; Hahn, 1954; Kolb, 1994; Kraft, 1986; Mezirow, 1997; Rogers, 1995) deeper levels of learning can be realised when the education is grounded in experience that affords opportunities for active reflection by the participant.

This marriage of classroom learning and industry application has great appeal to students (D'Abate *et al.*, 2009; Knouse *et al.*, 1999; Van Hoof, 2000; Walo, 2001; Zopiatis, 2007) and allows employers to recruit to positions with greater levels of confidence (Knouse, *et al.*, 1999; Knouse and Fontenot, 2008; Walo, 2001; Zopiatis, 2007). In addition, according to Nelson and Dopson (1999:58), 'curriculum relevancy to industry needs is one of the top strategic concerns in hospitality education' so educators also recognise the many benefits of aligning their programmes with

industry partnerships, through internships, to maximise the currency of the qualifications awarded. However, simply facilitating experiential learning in the form of an internship may not guarantee success unless consideration is given to the process and potential outcomes. For each of the aforementioned stakeholders to truly attain the benefits of the experience, research into the design of the internship is required in order to yield maximum utility for all. To this end, this research is structured to examine the role of internship design and its impact on intrinsic motivation and student satisfaction levels. The rationale for concentrating this study on the experience of higher education students is discussed, in detail, in the Literature Review (Chapter Two) that follows. However, simply stated, if an experiential educational experience is made positive for students, inherently, other involved stakeholders will benefit. This occurs through increased commitment towards their careers (thus minimising turnover rates and skill shortage challenges experienced by HTM employers) and better understanding of the academic knowledge discussed in the classroom results in improved academic performance and reduced dropout rates (Blair and Millea, 2004; Bowes and Harvey, 1999; Hauck *et al.*, 2000; Little and Harvey, 2006; Mandilaras, 2004; Mendez 2008).

The purpose of this introductory chapter is to present an overview of the thesis. In doing so, it will operationalize the concepts associated with the research design and demonstrate how these can be transformed into empirical research (Bridgeman, 1982). To this end, insights into the background of the study are presented along with an outline of the problem faced. Once this justification is established, the chapter identifies gaps in the current literature and presents both a framework for bridging these gaps through the project's aims and research objectives. Finally, it

offers a rationale for both the theoretical and practical contributions made by the study upon its conclusion.

1.1. Background to the Study

In the increasingly competitive environment for higher education, where the marketing of programmes and attraction of students to vocationally orientated degrees has taken on greater importance in recent years, the task of bridging the gap between knowledge and practical application lies with education leaders and teaching staff (Kuh, 2008; Lefever, 1989; Lefever and Withiam, 1998; Shortt, 1992). While many educators, operating within their own administrative strategies, seek the most cost effective experiences for their students, some are investing significant time and resources in facilitating the very best learning outcomes available for their students. As a result, these institutions are being recognised in a plethora of reports produced through the Quality Assurance Agency (QAA) in the UK and various other accrediting bodies throughout the world.

In the United States (US), where the context of this study is housed, Indiana University annually publishes a report called the National Survey of Student Engagement (NSSE). This is the product of a research team at the university who reach out to all accredited, Bachelor's degree awarding higher education institutions in the US to survey students on their experiences within an undergraduate education setting. The results are compiled in an annual report that highlights much of what students seek in their professional development and learning at university. Since its inception in 2000, 1493 institutions have participated in the process eliciting responses from more than 2.7 million students, see NSEE Report. (2009) Retrieved 21 January 2010, from http://nsse.iub.edu/NSSE_2009_Results

The release of the 2009 and 2010 NSSE reports provide additional and compelling evidence that students benefit from a number of 'high impact' experiences during their tenure at university. The report assesses the level of student engagement obtained through a combination of curriculum and faculty led learning activities including learning communities, undergraduate research, problem based activities, service learning and internships. The final report submitted for evaluation, translates these findings into five benchmark categories which address areas such as the level of academic challenge, active and collaborative learning, student-faculty interaction, a supportive campus environment and enriching educational experiences. These benchmarks serve as an important tool for student engagement and clearly take on more importance as they are used extensively by educators (to seek ways for improving the student experience) and potential college bound students who value a pedagogy which results in a higher level of commitment to their studies and learning outcomes, see NSEE Report. (2009) Retrieved 21 January 2010, from http://nsse.iub.edu/NSSE_2009_Results

One of the key objectives of the NSSE report is to demonstrate how these experiences; translate to higher levels of learning and development. This intent serves as another example of how educators seek new and different ways to not only add value to their student's educational development but to make greater relevance of their learning experiences. This shift in orientation toward a new style of pedagogy, where engaging the student through different learning methods, is nothing new. John Dewey, the American philosopher and psychologist, offered numerous criticisms to the traditional education system back in the 1920's and 30's challenging its shortcomings in fully developing the potential of the learner. His work outlines that the knowledge driven approach of traditional education is, alone, a

limiting concept and his inclusion of student's actual experiences creates a concept he called 'progressive education' (Dewey, 1938). This notion of progressive education was the catalyst for other researchers and educators that followed including Hahn and Freire, each building on Dewey's work and developing these ideas further with experiential education at the heart of their research (Itin, 1999; Kolb, 1984).

As a vehicle for student engagement, experiential educational is a key component of the NSSE benchmark on enriching educational experiences. The findings outlined in both the 2009 and 2010 reports support the observations made by a plethora of theorists (Dewey, Freire, Hahn, Kolb, Lewin, Mezirow and Rogers) that delve specifically into the practice of experiential learning as a teaching and learning tool and advocate its role and contribution in both the workplace and an educational setting. Since its publication, education administrators and teaching staff have taken greater notice of this publication and are now re-visiting their teaching and learning strategies accordingly to facilitate these high impact learning experiences (Kuh, 2008). When examining the findings shared in both the NSSE reports and Kuh's (2008) insights into high impact learning experiences, it's clear to see that the recommendations proposed are not isolated simply to the US. Although the research is conducted on students attending institutions of higher learning in America, the examples discussed and the recommendations offered are transferable throughout all countries where similarities in culture prevail.

In the UK, the higher education system has seen much transformation over the last 20 years. The 1990's were particularly a decade of change where a number of policies were proposed and introduced into higher education. These commenced

with changes in education legislation introduced by the Further and Higher Education Act 1992, where the need for more responsive, accountable leadership allowed many institutions to revisit their strategic plans and thus consider, amongst other things, a series of alternative teaching and learning strategies. In addition, an intensive review of higher education was undertaken through the publication of the National Committee of Inquiry into Higher Education Report, 1997 (often referred to as the Dearing Report). This comprehensive account of the state of higher education in the UK offers numerous recommendations concerning the funding, expansion, and maintenance of academic standards and addresses strategies for widening participation, the development of sub degrees and the inclusion of a more experienced based curriculum.

1.2. Statement of the Problem

Whilst experiential learning is clearly a concept that translates across numerous academic fields and cultures, its emergence as a learning and development tool in the HTM industries is taking on greater importance (Busby and Gibson, 2010). This prominence is due, in part; to the growth in both the provision of HTM courses and the role future graduates play in the continued growth and success of the industry. The most common form of experiential learning that manifests in the education and work environments of service industry students is the internship. A review of published research and industry related articles across a number of fields (construction, financial services, retailing, nursing, engineering, marketing, adult education) points clearly to the positive aspects of internship participation for graduate and undergraduate students.

When investigating these benefits further, it is clear that the experience becomes more valuable when the career choice of the students is underpinned by a need for sound vocational training, such as the field of HTM (Steffes, 2004). Sigala and Baum's (2003) study into trends and issues in tourism and hospitality higher education reinforces this by stating that a complementary learning paradigm is needed to develop information literacy and knowledge management skills through a variety of teaching techniques. Baum (1990) had earlier outlined that students need to be multi-skilled to allow them to be adaptable to the changing work environment, and that needs to be viewed as a process, not an end product. This was not to imply that many institutions had not considered or included this before, it merely suggests that as industry competition increases and hospitality education evolves, a greater emphasis on practical skill development and applied management competencies is needed by all providers if they are to compete for funding by the respective government bodies, address skill shortages and support a growing industry desperately in need of educated graduates to fill management positions.

This issue over industry skill shortages and support from higher education graduates prompted an additional study by Baum (2002) which addresses the skills debate specifically within the hospitality industry. Viewing the issue from four different perspectives 'the nature of work and skills in hospitality; de-skilling within the hospitality workplace; the technical/generic skills debate within hospitality and skills and the education/training process in hospitality' (Baum, 2002:343), one of the conclusions focuses on the need for continuous investment in the education and training process. Other studies (Christou, 2000; Tas, 1988; Raybould and Wilkins, 2005) examine the expectations of graduates by potential future employers and draw

similar conclusions, thus confirming support for education and industry to work closer together to address some of the inherent challenges that still prevail.

The hospitality and tourism industries have historically faced their own challenges with transient labour, skill shortages and productivity issues (Baum, 1990, 2002; 2006; Chen and Choi, 2007; Hinkin and Tracey, 2000; Lashley, 2011; Pfeffer, 1994; Sigala *et al.*, 2004). Despite recent economic downturns and recessionary pressures, the industry is showing signs of recovery and is predicted by some to continue an upward trajectory of growth throughout many service sectors (US Bureau of Labour Statistics, 2007; People 1st, 2010, UNWTO, 2011). With this growth comes an increasingly important need to develop appropriate human resource strategies that place each organisation on a strong foundation for sustainable business success and to build competitive advantages. As consumers return in increased numbers to the market, employers need to address historical concerns relating to staffing issues with particular emphasis on talent management, reducing turnover rates and the development and retention of human assets (Barron, 2008; Baum, 2008; Watson, 2008). Furthermore, attention must be placed on changing the negative stereotypes that surround the industry if, combined with the above, employers are to lower costs, improve standards and widen the available labour pool for recruiting future managers and staff (Luna-Arocas and Camps, 2007, Poulston, 2008; US Bureau of Labor Statistics career guide to industries, 2010-11).

What becomes paramount is a dependence on attracting workers from a variety of different sources to the industry to fill these vacancies as they arise. The hospitality and tourism industries have long enjoyed a youthful profile (HTF report, 2006; US Bureau of Labor Statistics career guide to industries, 2010-11; Whiteford and Nolan,

2007) and one of the obvious target segments for future recruitment is university students and graduates pursuing a degree in the field of HTM. By developing and strengthening relationships between key stakeholders, employers, educators and students can all be beneficiaries of an exercise in experiential learning that yields tremendous opportunities for those involved.

1.3. Gaps in the Literature

In the literature review (Chapter Two) that follows, theories and concepts of experiential education are examined along with their role as an important learning tool for the development of practical skills and competencies in students. As a result of this review, it specifically applies these theories and concepts to the field of HTM and investigates the role and structure of educational internships as a learning tool for the effective preparation and retention of graduates. Experiential education can take many forms and has been recognised by theorists (Dewey, 1938; Kolb, 1984; Lewin, 1951; Hahn, 1954; Rogers, 1995) as a professional development tool that adds significant value to the learning experience of students. Rather than address all types of experiential education and learning, for the purpose of this research, the area of work based internships has been selected as a suitable vehicle for offering students an opportunity to apply the academic theories learnt in the classroom to the practice of industry. Through a synthesis of prior studies, it is clear that the theories and concepts of learning through experience date back many years with the first formal cooperative education programme launched at the University of Cincinnati, USA at the turn of the twentieth century (Kraft and Sakofs, 1986). According to Brewer (1990), these may have been influenced by the development of sandwich programmes in UK universities during the 1840's and while they appear to be

making a resurgence of late in mainstream education (Kuh, 2008), according to Sovilla and Varty, (2004), there is still much work to do.

Prior studies into the internship process address a number of topics including stakeholder benefits (Busby, 2005; Busby *et al.*, 1997; Coco, 2000; Knouse and Fontenot, 2008; Lam and Ching, 2007; Leslie, 1991; Leslie and Richardson, 2000; McMahon and Quinn, 1995; Mulcahy, 1999; Petrillose and Montgomery, 1998; Walo, 2001; Walmsley *et al.*, 2006; Zopiatis, 2007), overseas experiences by UK students (Busby, 2005; Busby and Gibson, 2010; Gibson and Busby, 2009), career intentions (Busby, 2003; Kusluvan *et al.*, 2003), links to educational curriculum (Blair and Millea, 2004; Petrillose and Montgomery, 1998; Van Hoof, 2000), perceptions verses expectations (Callanan and Benzing, 2004; Coco, 2000; Lam and Ching, 2007; Patterson and George, 2001; Scambach and Dirks, 2002; Waryszak, 1999, 2000), development of management competencies (Christou, 2000; Petrillose and Montgomery, 1998; McMullin, 1998 cited in Walo, 2001; Tas, 1988; Walo, 2001), first job upon graduation (Bowes and Harvey 1999; Coco, 2000; Clark, 2003, Hauck *et al.*, 2000; Little and Harvey 2006; Mandilaras 2004; Mendez, 2008; Waryszak 1999, 2000); faculty internships (Harris and Zhou, 2004), recruiters expectations and perceptions (Downey and Deveau, 1988; Harkinson *et al.*, 2010), why students opt out of internships (Aggett and Busby, 2011), maximising the learning experience (McMahon and Quinn, 1995; Mulcahy, 1999), improvements in academic performance (Blair and Millea, 2004; Bowes and Harvey 1999; Hauck *et al.*, 2000; Little and Harvey 2006; Mandilaras 2004; Mendez, 2008) and structure/design (Divine *et al.*, 2007).

Since Sovilla and Varty's (2004) original claims above, it can be seen that increased attention has been given to studies associated with the internship process and its connections to HR practice (Hughes and Rog, 2008; Nankervis and Debrah, 1995; Tracey *et al.*, 2008). However, the literature is still lacking a focus on the design of these experiences with a view to measuring satisfaction and motivational outcomes in students (D'Abate *et al.*, 2009; Divine *et al.*, 2007; Feldman and Weitz, 1990; Narayanan *et al.*, 2010; Paulins, 2006; Rothman 2003, 2007). Each author suggests that literature pertaining to measuring effectiveness and satisfaction levels through their internships, whether related to HTM or other service industries, is sparse and in need of empirical research.

Although limited studies have been conducted on the design of internships and their effectiveness (D'Abate *et al.*, 2009; Divine *et al.*, 2007; Feldman and Weitz, 1990; Narayanan *et al.*, 2010; Paulins, 2006), the literature is replete with research on job design and subsequent satisfaction levels in regular workers (Hackman and Lawler, 1971; Hackman *et al.*, 1975b; Hackman and Oldham 1975a, 1976, 1980; Lawler *et al.*, 1973; Oldham *et al.*, 1976, 1991; Turner and Lawrence, 1965). These studies provide strong connections with intrinsic outcomes (Chiang and Jong, 2008; Deery, 2008, Deci, 1975; Thomas, 2009) and claim that a job that is designed well results in positive impacts on worker satisfaction and motivational levels. In a paper published in the *Journal of Applied Psychology*, Hackman and Oldham (1975a) propose a Job Characteristics Model (JCM) for use in measuring satisfaction and motivational outcomes as a result of job design. The model has been widely researched including application to the hospitality and tourism industries in a number of different contexts (Lee-Ross 1993; 1995; 1996; 1998a; 1998b; 1999; 2002; 2005). Although tested against regular workers in a variety of settings, Hackman and Oldham's JCM

(1975a) has seen limited application to the design of internships (D'Abate *et al.*, 2009; Narayanan *et al.*, 2010, Paulins, 2006; Rothman, 2003, 2007) and even less when setting in the context of hospitality and tourism management internships (Nelson, 1994).

Having demonstrated a significant gap in the published research on this topic, the purpose of this study is to investigate the role internships play in the educational development of undergraduate students pursuing a career in HTM. It specifically examines the relationship between the design of these experiences and the subsequent impact on a student's satisfaction, intrinsic motivation and proposed academic/career choices. In addition, it further establishes a theoretical foundation for the inclusion of experiential learning as a key tool in the development of professional education in the HTM field and addresses the specific aims and objectives below:

1.4. Research Aims and Objectives

Aim One:

To appraise the likely benefits and drawbacks associated with experiential learning to stakeholders within the tourism and hospitality management environs.

Aim Two:

To test the applicability of Hackman and Oldham's (1975a) Job Characteristic Model as a measurement tool for assessing the value of students' internship experiences.

- **Research Objective One:** To what extent do the Core Job Dimensions of an internship contribute to the Critical Psychological States proposed by Hackman and Oldham?
- **Research Objective Two:** To what extent do the Critical Psychological States experienced by students act as mediators between the Core Job Dimensions and the Affective satisfaction/motivational Outcomes?

Aim Three:

Examine the relationship between job design characteristics (experienced through work based internships) and perceived student satisfaction/motivational levels based on internship class and emphasis area.

- **Research Objective Three:** Does the relationship between Core Job Dimensions and satisfaction/motivational levels differ by internship class?

- **Research Objective Four:** Does the relationship between Core Job Dimensions and satisfaction/motivational levels differ by emphasis area?

Aim Four:

Examine how influential experiential learning experiences are on the contribution to a students' educational development in the field of Hospitality and Tourism Management.

- **Research Objective Five:** To what extent do internships enhance the classroom knowledge and educational development of Hospitality and Tourism Management students?

Aim Five:

Determine how influential internships experiences are on future decisions students make about their academic/career choices.

- **Research Objective Six:** To what extent does an internship experience influence a student's academic/career choices?

1.5. Theoretical and Practical Contributions

In completing this study, the research adds both a theoretical and practical contribution to the subject area. As identified above (Section 1.3, Page 9), the literature is sparse in terms of examining internship design within a HTM context and even fewer studies exist where the application of Hackman and Oldham's (1975a) JCM have been empirically applied to internships. Therefore, it is envisaged that completing this study offers the following contributions:

1.5.1. Theoretical Contributions

- Complete an updated, comprehensive appraisal of the benefits and drawbacks of the internship process within the hospitality and tourism industries. This thesis will synthesise a number of studies over the last twenty years and summarise the many benefits available to all vested stakeholders.
- Offer a unique study that empirically tests an accepted theoretical framework (Hackman and Oldham's 1975a JCM) which is subsequently applied to a growing and important sector of higher education. The thesis satisfies an under researched area in the field of HTM education and provides subject specific insights for educators and industry practitioners to work in concert to design the most effective experiential learning experience for students.
- Propose a new job design framework based on a modified version of Hackman and Oldham's (1975a) JCM for the specific use with student interns pursuing a career in HTM at the case-study university.
- Advance the existing knowledge and literature on the role of job design as a facilitator of satisfaction and intrinsic motivation in HTM workers.
- Provide opportunities for further research in the area of internship design and its impact on satisfaction and intrinsic motivation.

1.5.2. Practical Contributions

- Offer valuable insights into the work preferences, motivation influences and satisfaction drivers of HTM students. This study will provide sound guidelines on the preferences for internship design that can be applied specifically at the case-study university in the USA but used generally by other institutions that facilitate HTM internships.
- Provide prospective employers with a detailed insight into how to effectively design work based experiences that yield the maximum benefit for students resulting in improved retention, higher motivational levels, appropriate skill development and enhanced loyalty.
- Investigate the relationship between classroom learning and experiential education with a view to providing insights for best practice to the case-study university for future consideration.

1.6. Structure of the Thesis

Chapter Two of this study undertakes a thorough examination of the literature associated with experiential education and more specifically the internship process. It reviews work by educational theorists whose pioneering studies on learning styles laid the foundation for the experiential education movement to evolve. In addition, it conducts a comprehensive synthesis of prior research on the benefits and drawbacks of internships for all stakeholders concerned. The final stage of this chapter evaluates research on intrinsic motivation, job design and worker satisfaction with a view to identifying gaps that exist in the current body of literature and justifies the need for this study.

Following the review of the literature, Chapter Three presents the Conceptual Framework for the thesis. Within this chapter, work relating to Hackman and Oldham's (1975a) JCM is examined with insights being offered to the components of the model that result in the measurement of satisfaction and motivational outcomes. In particular, evolving from the literature review and an examination of the JCM, the specific research objectives for the thesis are re-presented and justified offering further direction to the study. These research objectives align with the overarching aims of the project and provide meaningful inferences for the conclusions and recommendations to evolve.

Once the Conceptual Framework is presented, the following chapter (Chapter Four) justifies the research methods adopted for the study. In particular, it argues for a mixed methods research design where the quantitative data analysis, generated by an appropriate data collection instrument, is supported by statistical testing. The results produced by these analytical methods are complemented by quantitative research in the form of student focus groups in order to add a richer and more insightful interpretation of the findings.

Due to the specific nature of the research objectives posed in the conceptual framework, Chapters Five through Eight address these separately in order to offer an in-depth exploration of the findings by integrating the statistical outcomes with discussion and insights from the qualitative methods (focus groups). As part of the presentation of these results, Chapter Six re-examines Research Objectives One and Two with a view to modifying Hackman and Oldham's (1975a) JCM in order to explore different outcomes and create an internship specific job design model.

Chapter Nine concludes the study and offer recommendations, limitations and suggestions for further research. Figure 1.1 offers a visual overview for the structure of the thesis.

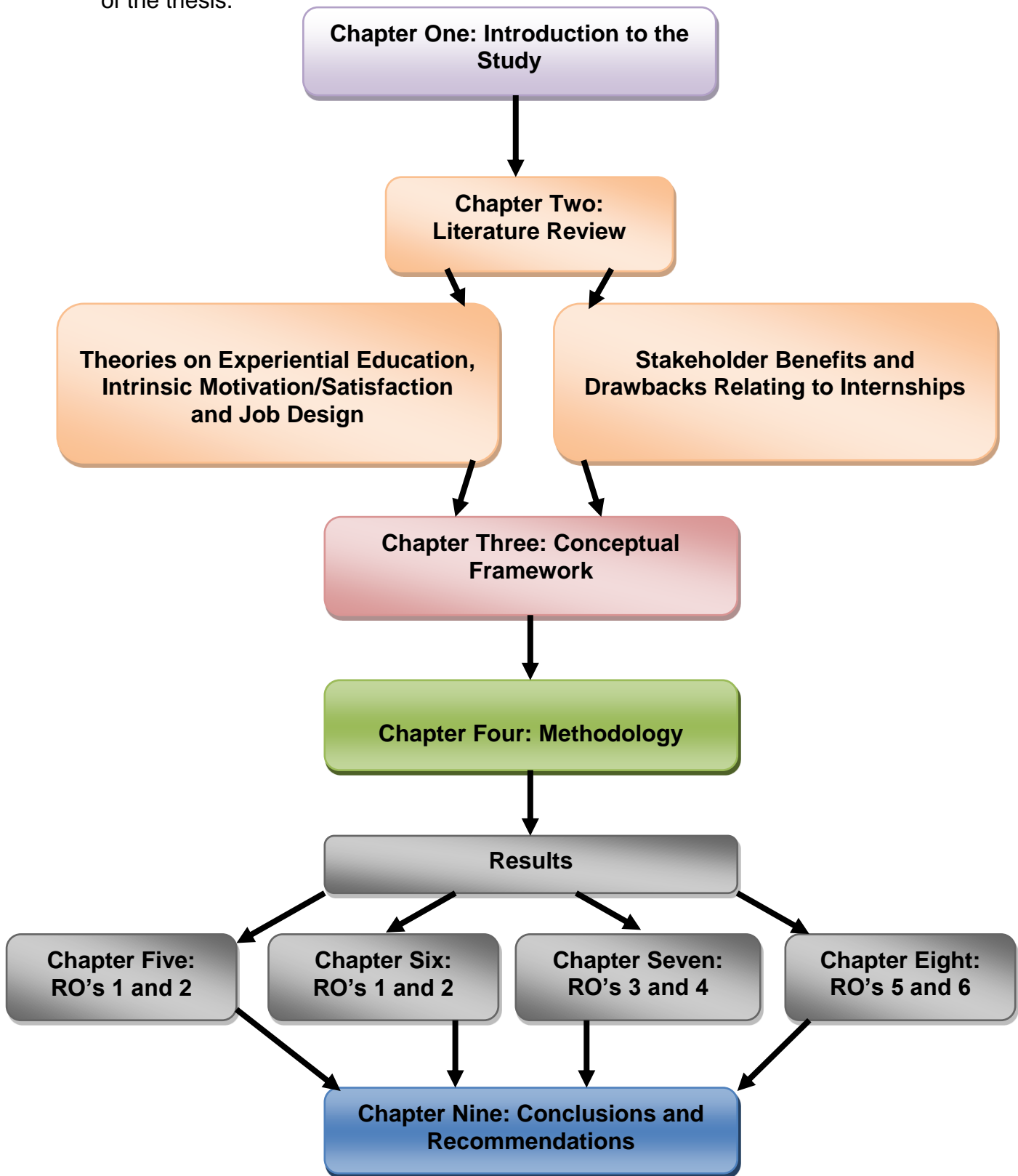


Figure 1.1: A Visual Overview of the Thesis' Structure

Chapter Summary

This chapter offers an overview of the study by presenting some of the inherent challenges faced by industry and education stakeholders. It demonstrates a niche for this research by identifying gaps in the current body of published material and offers a rationale for the theoretical and practical contributions that will evolve. In addition, it presents a number of aims and research objectives that offer direction to the thesis. The following chapter outlines the literature that pertains to the concept of learning through practise. It specifically addresses the contributions made by educational theorists and focuses on how the design of these experiential learning experiences impact the satisfaction levels of student interns in a HTM programme.

Chapter Two

Literature Review

Introduction

According to Schunk (1991), no definition of learning is uniformly accepted by theorists, researchers and educational practitioners. While many definitions are offered, the essential characteristics seem to reflect an enduring change in behaviour or the capacity to behave in a way which results from practice or other forms of experience. Isemonger and Sheppard (2003:196) state that 'There is empirical support for the rather obvious position that learning in a manner consistent with one's learning style produces better results than otherwise'. Therefore, it is clear to suggest that knowing a student's learning preference is the first step towards greater educational productivity. However, in his article entitled the "The Learning Theory Jungle", Minter (2011) suggests personalising the education process isn't always that easy as he offers educators insights into the myriad of pedagogical approaches outlined in the theory. While he surmises that understanding the nuances of each is helpful, as many not only overlap, but have their fair share of proponents and critics, he also offers that "these theories have not established significant validity from the research sector to say that there is one set of major theories that are generalizable across student-learning environments at the college level" (Minter, 2011: 2).

It is further argued that learning is a process involving cognitive, emotional, and environmental influences (Illeris, 2001) and over the years a number of authors have documented their findings on these learning processes into three broad frameworks, namely, Behaviourism, Cognitivism and Constructivism. In order to understand the

experiential education approach which underpins this research, it is important to first contextualise this within the theories of these frameworks.

Behaviourism

Within this framework, learning is considered the acquisition of new behaviour through a process of conditioning. It is often associated with the work of Pavlov, B.F Skinner, Thorndike, and Watson and Guthrie. The process of conditioning occurs when actions result in positive reinforcement which will naturally have a tendency to strengthen behaviours as the learner is rewarded for their achievements. Likewise punishment discourages repetition of certain behavioural actions that are contrary to the desired learning outcomes. As behaviourists view learning as a process of change, educators design the learning environment in order to stimulate responses from students around behavioural objectives, competency-based education, skill development and training. In the classroom, many students strive to attain positive feelings about their performance from instructors and peers through feedback. As part of the behaviourist approach, students avoid behaviours they associate with unpleasantness and develop habitual behaviours from those that are repeated often (Parkay and Hass, 2000).

Behaviourists believe that we are products of our environmental influences and these will shape and manipulate our behaviour. When there is a change or interruption in our environment, then there will be a change in behaviour.

Cognitivism

Cognitivism as an educational framework garnered support during the 1960's as dissatisfaction with the inadequacies of behaviourism led many psychologists to

explore alternatives. Their discontent with the behavioural perspective was that studies showed that individuals tend to organise and make sense of the information they learn and thus contributed to a paradigm shift from a scientific or reductionist view of human behaviour to a non-reductionist or naturalism standpoint.

Learning as a mental process resonated with other proposed learning perspectives such as Gestalt theory. Gestaltism was popular amongst German academics during the 1920s and proposes that the operational principle of the brain is holistic, parallel, and analogue, with self-organising tendencies; or, that the whole is greater than the sum of its parts. It is this approach to holistic learning, by considering cognitive, emotional and environmental influences that offers many similarities with the process of experiential education. One of the more familiar proponents of Gestaltism was Kurt Lewin whose Field Theory tests further confirmed the value of learning through the consideration of many differing influences.

Another prominent cognitive psychologist was Jean Piaget whose teachings helped shape how the modern classroom is run today. Piaget's genetic epistemology or the study of the development of knowledge concentrated on the nature of thought and more specifically, the development of thinking. He proposed that intellect controls every aspect of development from emotional, to social and moral. His theories claimed that intelligence is shaped by experience and is a product of both a person and his/her interactions with their environment. It was this emphasis on environmental influences and experiences that led Piaget, Dewey and others to examine human behaviour and learning from another framework, namely, Constructivism.

Constructivism

According to Brooks and Brooks (1999:4), “Constructivism is a philosophy of learning based on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in.” Constructivism views learning as a process in which the student will develop or construct new ideas based upon current and past knowledge or experience. It has its roots in Philosophy (Dewey), Cognitive Psychology (Piaget; Bruner) and Social Interactionism (Vygotsky) and through this learners apply critical thinking skills such as application, analysis and reasoning to existing knowledge resulting in a new and improved understanding of concepts. Compared to traditional methods, the Constructivist view purports that through this active, social process, learners discover principles for themselves based on their prior knowledge and thus develop improved understanding through a process of contextualisation.

Aspects of Constructivism can be found in many areas of education including self-directed and transformational learning and the experiential learning process. Experiential learning is an ideal vehicle for students to develop themselves further by building upon existing knowledge previously attained in the classroom.

Due to the number of topics addressed in this study which underpin the research aims and objectives, this Literature Review is split into four parts. The first examines publications and key research in the area of experiential education and provides a foundation for the study by offering a historical perspective on the process of teaching and learning. In doing so, it presents insights into the origins of experiential education and discusses the work of academics and theorists whose plethora of research has shaped the way experiential education is disseminated today. In the

second part, this Literature Review moves on to focus specifically on the benefits and drawbacks of internships as one of the key tools for the creation and facilitation of the experiential learning process. As a result, internships are placed at the study's centre and it is demonstrated that in order for these perceived benefits (and minor drawbacks) to be realised, many factors such as worker (student) motivation, satisfaction and job (internship) design needs consideration. Following this, part three of the review provides a more detailed examination of these factors with specific attention placed on how prior studies have been used to measure motivation and satisfaction outcomes in HTM workers.

Meanwhile, the fourth and final part examines previous studies on internships with a view to linking the theories on experiential education, student internships, job design, satisfaction/motivation and stakeholder utility together thereby highlighting the research gap which currently exists when using internship design as a vehicle for measuring student motivation and satisfaction outcomes.

Figure 2.1 offers an overview of the Literature Review chapter and demonstrates how the four parts of this chapter hone in on identifying the gap in the research.

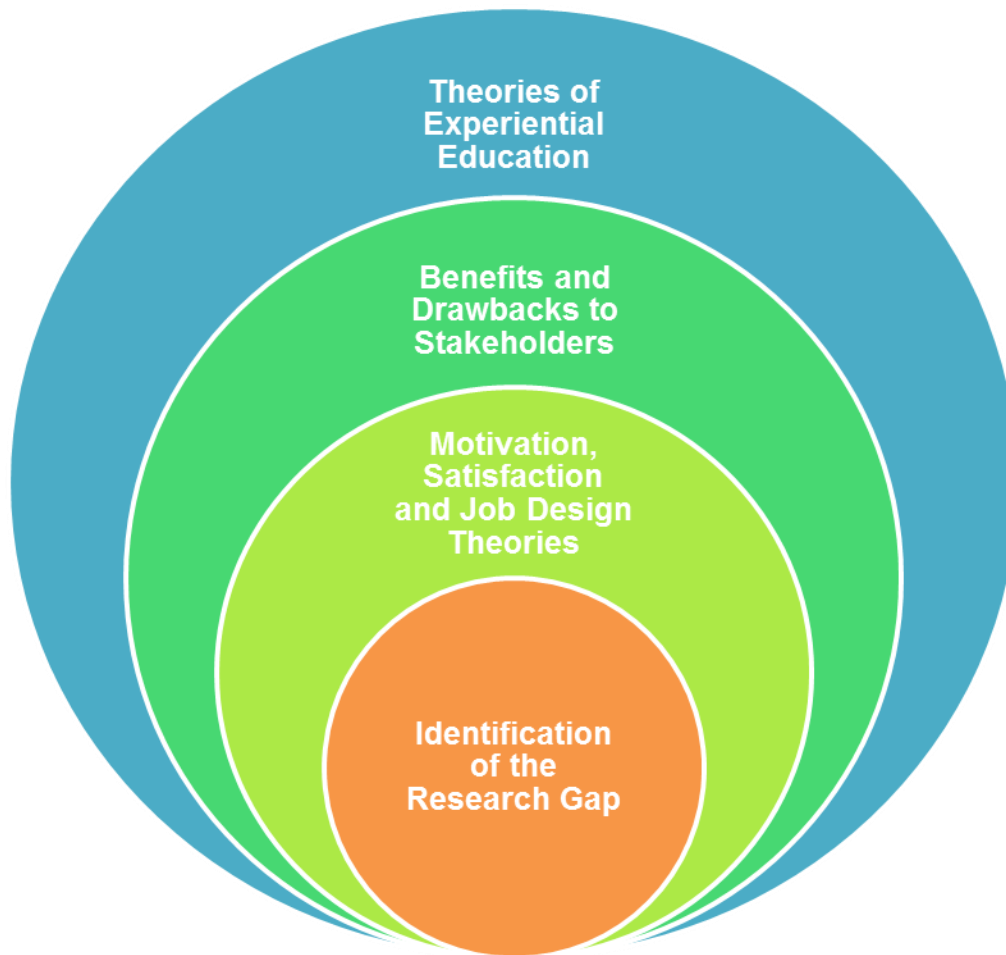


Figure 2.1: Structure of the Literature Review

2.1. **Part One - Defining Experiential Education and Experiential Learning**

According to Itin (1999:91) 'The nature of experiential learning is fairly well understood and agreed upon'. A review of the terms experiential education and experiential learning show that they are often used interchangeably when referring to the process of learning through practise (Kolb, 1976; 1984; Kraft, 1986). However, there have been attempts to more precisely define each term. For example, the Association of Experiential Education (1994:1 cited in Itin, 1999) claim 'Experiential education is a process through which a learner constructs knowledge, skill, and value from direct experience', whereas Chickering (1977:63) states that experiential

learning ‘...occurs when changes in judgements, feelings, knowledge or skill result for a particular person from living through an event or events’. Moreover, authors such as Itin (1999) outline distinctions between experiential education and experiential learning claiming they are different constructs and if conceptualised correctly, the distinctions identified allow for broader discussions and clearer communication that ‘should facilitate professional understanding’ (Itin, 1999:97). Despite these attempts, in reality, there appears to be little to separate them with respect to their key terms and purpose (Andresen *et al*, 1995). In fact, the similarities between them show that they both address behavioural change as a direct result of experience and prescribe an alternative approach to traditional didactic education. Thus, the terms are treated as one collective, interchangeable definition as the similarities appear to be far greater than the differences (Andresen *et al*, 1995).

2.2. Historical Overview of Experiential Education/Learning

The field of experiential learning is large, varied and dates back many years. Early references to learning through experience date back to philosophers and scholars like Aristotle (384 BC – 322 BC), Confucius (551 BC - 479 BC) and Bacon (c. 1214–1294). In their writing, each proposes the idea that knowledge should be complemented by experience and for centuries to follow, the concept of learning through practise evolved as psychologists, scientists and scholars incorporated these dictums into their work. From an industrialist’s perspective, workers from a variety of occupations used experiential learning in the form of apprenticeships to teach their trade. The experienced professionals within the workforce shared their knowledge and skills with newer, younger members of the team. This idea of passing down from generation to generation the skills required to perform the job

correctly served as a key foundation for the advancement of the Industrial Revolution (Steffes, 2004). These apprenticeships continued for decades and still today form the foundation of vocation education across the globe (Steffes, 2004).

In an educational setting, support for experiential learning is borne from the academic disciplines of psychology and sociology with the evolution of learning strategies through experience throughout the 20th century stemming from the work of Dewey, Lewin, Hahn, Freire, Mezirow, Kolb, and Rogers.

Perhaps the most prominent contributor is John Dewey whose work concentrates on the social aspect of learning. In his article '*My Pedagogic Creed*' first published in *The School Journal*, 1897, he explains that the process of education has two key sides, one psychological and one sociological with each being of equal importance. In his early work, Dewey explains that the psychological side is the foundation for our learning experiences and that as children we learn instincts that have the power to act as the starting point for all our future education experiences as we mature to adulthood. When discussing the sociological side, Dewey believes that knowledge of social conditions of civilization is necessary to understand the child's powers. Taken together, Dewey's theory suggests that if the psychological or sociological side is eliminated, then the process of education will not happen. Therefore, he contends that education must begin with psychological insight into the student's abilities, interests, and habits, and must then be translated into the equivalents of what they are capable of sociologically. In essence students are more motivated to learn when they can see and understand the relevance in a real world setting and often this occurs through interactions outside of a classroom. With this approach,

Dewey is considered by many as being the modern father of the experiential education movement (Neill, 2005).

Dewey's work during the 1920s and 1930s outlines that the knowledge driven approach of traditional education is, alone, a limiting concept and his inclusion of students' actual experiences creates a concept he called 'progressive education' (Dewey, 1938). This theory centres on complementing a traditional pedagogical approach to learning with the consideration of outside influences. Dewey recognises that individuals are exposed to a unique series of influencing factors from their interaction with the outside world and he proposes that the education process should recognise that individuals learn from each and every experience they encounter through a process of reflection (Itin, 1999). This idea of linking experience with reflection and understanding with action is, according to Itin (1999:92), 'in essence outlining the nature of experiential learning'.

Although considered 'progressive' at the time, Dewey is not without his critics. He endured many challenges to his theories by far right political groups and traditionalists and is viewed by some as an influential figure behind many problems that exist in the US educational system (Hirsch, Jr, 1987; Bloom, 1987). The detractors contest that Dewey's support of progressive education represents a significant shift in the philosophical pendulum, against traditional education methods. They imply that in his approach, freedom is the rule, with students being relatively unconstrained by the educator. Dewey's defence against his critics was recognition that freedom alone was not the solution. He suggests that learning needs both structure and order, and must be based on a clear theory of experience, not simply the whim of teachers or students.

Another influential philosophical voice in the field of education philosophy is Kurt Lewin who undertook numerous studies into action research, organisational development and, more importantly for this study, experiential learning. Lewin provides academia with a better understanding of human behaviour and learning styles. His approach to research is borne out of the Gestalt School of Psychology which proposes that the operational principle of the brain is holistic, parallel, and analogue, with self-organising tendencies; or, that the whole is greater than the sum of its parts. This school of thought led Lewin to underpin and refine many of his theories with empirical research which ultimately led to the creation of some of his most influential contributions. Lewin's work on organisational theory and development is plentiful but he is probably best known for his research on leadership styles, change management, force field theory, t-groups and the study of group dynamics. From all of Lewin's work possibly the two most relevant to the subject of experiential education are those on force field analysis and later his studies on group dynamics at the National Training Laboratories. In terms of the former, Lewin believes a number of factors (internal and external) can influence an individual's life and therefore their behaviour. He proposes that as people participate in many different social situations throughout their lives, such as family, church, work, or school, behaviour is represented as movements through these environments carrying both positive and negative influences driven by the individual's perceptions based on their underlying psychological needs (Daniels, 2003). He views the knowledge gained from these interactions as factors that influence the learning process and although he appears not to have called this 'experiential', he recognises that the influences of these environments undoubtedly are important to development (Lewin, 1951). Similarities with Lewin's field force analysis and experiential learning in the form of internships can be made where students shape their knowledge, skills

and behaviour as a result of the positive (and negative) interactions within the workplace.

In terms of the latter, having designed a series of tasks to measure group dynamics, Lewin and his team concluded that learning styles had a significant impact on how individuals respond to tasks. Empirical tests conducted on a group of adult learners showed that those individuals who learnt the tasks through practical application retained 75% of the material taught to them. When asked to teach the same task to other learners, that retention rate went up to 90%. In contrast, individuals who simply learnt the same tasks through memorisation, lecture and reading, are only able to retain 5-10% of the material. These experiments support the learning by doing concept which is prominent in the internship process and offer greater advocacy for the inclusion of this teaching and developmental tool in a vocationally driven curriculum such as HTM.

Unlike other areas of Lewin's work, which is criticised for its Gestalt base (Reid, 1981), the field theory tests are subject to less critique and scrutiny by his peers because the general concept of holistic and applied learning is seen as acceptable amongst members of the academic community (Reid, 1981). However, like many forms of empirical research, questions over the perceived lack of substance, rigour and whether it is 'real' research are still common (Reid, 1981).

While Dewey and Lewin's writings focused on US education systems and organisations, theorists like Kurt Hahn had a stronger orientation to the UK and to the development of adolescents (the subjects within this study). Hahn was a unique individual in the field of experiential learning (Kraft, 1986) and is revered by many as

one of the leading educators of the twentieth century. Kraft (1986:15) states, 'no discussion of the theory of experiential education would be complete without some recognition being given to Kurt Hahn, the founder of the Outward Bound movement'. Hahn's motivation for research into experiential learning came from a sense of disillusionment with how young adults were treated in society. He believed juveniles to be decent and moral individuals who were constantly corrupted by the society they lived in. He believed that a solution to this problem was to increase the opportunity, through education, for these individuals to demonstrate leadership qualities and learn from their own actions. To realise this goal, Hahn founded a number of schools (for example, Salem, 1920, Gordonstoun, 1934, and Outward Bound, 1941) and the Duke of Edinburgh Award Scheme (1954-56) that incorporated his philosophy of learning through experience (Flavin, 1996).

According to James (1995, cited in Warren *et al.*, 1995), Hahn's approach to experiential education focuses on four key elements. The first is that students (typically teenagers) use a plan to map out goals and areas of responsibility. Secondly, time management considerations are offered to ensure that the successful completion of tasks occurs within an appropriate level of time. Thirdly, challenging students is an important component of the process. By exposing students to varying degrees of perceived risk they are able to demonstrate their leadership qualities. Finally, the development of group dynamics to formulate a self-policing 'mini-community' would allow the students to share experiences and teach each other skills.

Paulo Freire, a Brazilian educationalist and author of the controversial book 'Pedagogy of the Oppressed' (1968), is another theorist who suggests alternative

learning styles for students and is the first author to seriously challenge the 'Banking Method' of education. The Banking Method is a traditional style of teaching still prominent today where the instructor deposits large amounts of information into the students' "empty" heads. Students are viewed as unfilled vaults and the teacher's role is to fill this space with vast amounts of knowledge necessary for completion of their academic courses. This type of learning style is usually executed through hours of lectures, multiple reading and theory based assignments. As a result, the students tend to remember facts but don't necessarily seek their meaning. Freire's suggestions for incorporating experience into the learning process reflect the thoughts of Dewey, Lewin and Hahn and while he is seen as an advocate for the School of Critical Pedagogy (Itin, 1999) his writing expresses similarities associated with the experiential education process including self-efficacy, learning from experience and the importance of the relationship between student and teacher.

Freire's work is significant in many ways not least because it encourages educators to explore other ways of teaching and learning. One individual influenced by Freire is Jack Mezirow who draws on Freire's criticism of the Banking Method and devises his own theory of Transformative Learning for adult learners. For over twenty years, Mezirow has conducted research in this area and suggests that learners can be transformed through a process of critical reflection. His theories are based on the premise that in order for adults to learn new skills, they need a reference (experience) from their past to relate to. Mezirow and Freire both emphasise that the key to successful learning lies in the way individuals utilise these past experiences. In their work, they speak of viewing learning as a series of stages that commences with an experience, continues with a process of reflection and concludes with an

appropriate action. The action itself later forms an additional concrete experience for future reference and when taken together creates a cycle of learning and reflection.

Another strong advocate for experiential learning is the American psychologist Carl Rogers who pioneered the Humanistic approach to Psychology in the 1950's. His work centres on the existence of two types of learning: cognitive (which Rogers refers to as meaningless) and experiential. In his research, he outlines a number of qualities afforded by experiential learning which concentrates on addressing the needs and wants of the learner. He claims that through their involvement, self-motivation and self-evaluation, the learner will experience personal change and growth. In addition, Rogers also emphasises the need for the process to be expedited correctly by the teacher. He recognises the teacher as an important facilitator who is essential in creating the right environment for learning to occur. The key elements of this include creating the right, positive learning environment where students can participate, control and direct the learning process, make the objectives of the learning clear, underpin the learning with the appropriate resources, balance intellectual and emotional components of the learning and finally, offer self-reflection and feedback as a learning tool. This approach to student learning where the individual is given both the autonomy to discover in a proactive way the knowledge/skills needed to succeed is an important part of the Humanistic approach to Psychology and is common in many higher education assessment settings.

The examination of learning styles and the role experiential education plays in the development of skills and knowledge in students has been the focus of research by David Kolb, another influential contributor to the field of experiential learning. Through studies undertaken in the 1970's, Kolb created a measuring tool for learning

styles which now underpins much experiential pedagogy and gave rise to the related term, used extensively today, Experiential Learning Theory (ELT). Kolb outlines both how people learn and how knowledge is gained and developed through practise. In support of this, he states that learning is ‘...the process whereby knowledge is created through the transformation of experience’ (Kolb, 1984:41). His initial writings conclude that each person has a unique way of processing information and retaining knowledge. From this, he advocates the need to explore different learning styles including those that evolve through practise. To support his conclusions, Kolb developed and published a model that is now extensively used by researchers when evaluating how students learn (Kayes, 2002).

The model, first published in 1984, proposes to determine where individual learning styles exist; Kolb called this his Learning Style Inventory (LSI). To support the LSI, Kolb also proposes an experiential learning cycle. He labelled it the Experiential Learning Model in order to emphasise the fact that people can also learn through experience. The modelling process begins with the student participating in a new learning experience, Kolb calls this concrete experience (CE). From this, the learner reflects on the task and studies the new experience from a variety of viewpoints. This observation and reflection (RO) stage then leads the student to stage three called abstract concepts and theories (AC) where the learner makes sense of the new learning by drawing on past and present experiences. Finally, Kolb suggests the student undertakes active experimentation (AE) where the information is synthesised and used in making decisions in new situations.

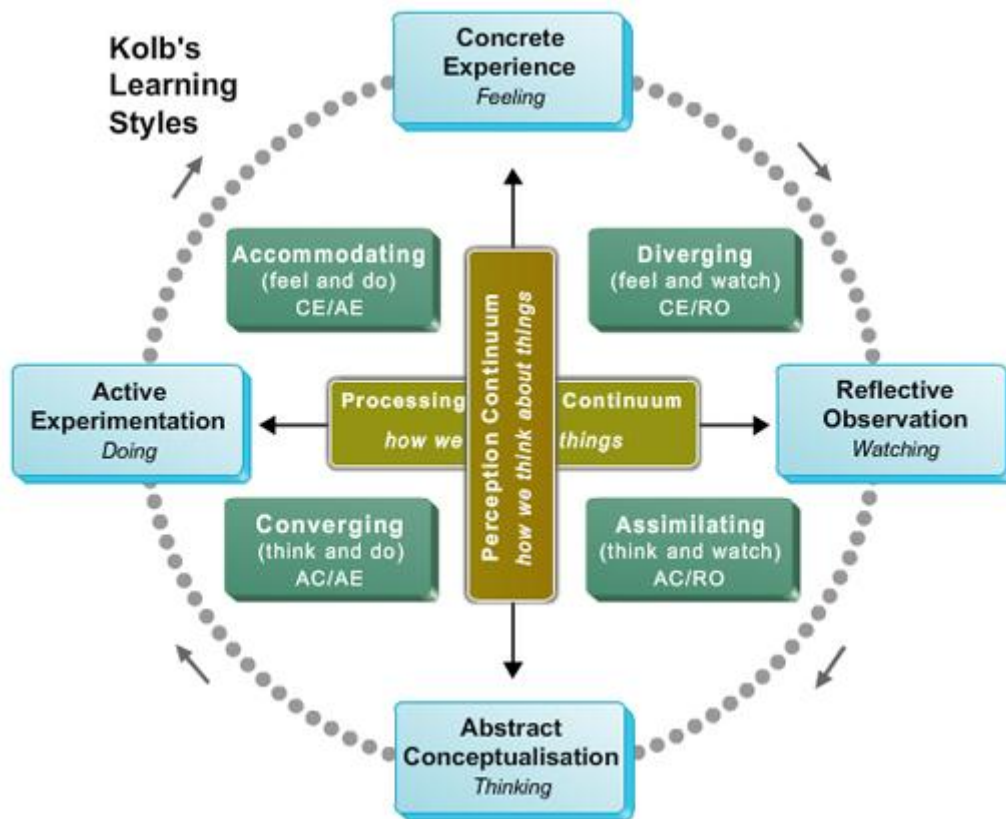


Figure 2.2: An Overview of Kolb's Learning Styles Model.

Kolb's Learning Style Model. (2010). Wordpress. Retrieved 21 January 2009, from <http://ruspat.wordpress.com/2010/12/05/investigating-learning-styles/>

The model is constructed around two, key axis which illustrates the two significant ways a student will learn. Firstly, the y axis plots how a student will be exposed to new learning and reflects how they will configure the information or experience in a meaningful way in order to start understanding it better. Secondly, the individual begins the process of actually understanding what that learning means. This process of transformation becomes unique based on the learning preferences of the student and ranges from engaging in the experience physically (active experimentation) to watching via demonstration (reflective observation) (Fielding, 1994). These four points are then plotted at right angles on Kolb's Experiential

Learning Model and a learning preference is identified. The determination of the learner's preference is based on which specific field or cluster of the model the learner's characteristics fall.

During his research in the 1970's, Kolb's LSI was administered on 800 managers and graduate students in management. Each was given four words to describe different abilities, and asked to rank the order in which they thought these words described themselves. Overwhelmingly, managers and students emphasised active experimentation for their dominant learning styles (Kolb, 1976). The majority of business students in the experiment fell into the 'accommodator' category. This indicates that individuals will find their greatest strength in actually doing things. In order to receive the most beneficial university experience, the accommodator must understand the learning style and enhance it with practise on reflective observation and abstract conceptualisation. The perceptive educator will be aware of these differences in learning behaviours and bring the real-world into the classroom. The work of Kolb has three key outcomes for consideration in this study. First, it recognises the individuality of learning styles and while the perception may suggest everyone will benefit from an experiential component to their learning; this may not be the case with all students and is duly noted. Secondly, the structure and nature of the internship process is an ideal vehicle for the transformation of learning described by Kolb (1976) where students can experience active experimentation by physically engaging in the work related tasks. Finally, students can also reinforce that learning through reflective observation where in addition to their own work, they are encouraged to observe how managers perform in their duties and develop their own management style.

According to Kayes (2002) in excess of 1,500 studies, refereed articles, dissertations and papers had been conducted on Kolb since 1971 and many more have followed which demonstrates the importance of his contribution to experiential learning. Some of those papers challenge the validity of his work particularly in the areas of empirical validation (Freedman and Scumpf, 1980; Smith 2001) and its theoretical limitations (Holman *et al.*, 1997; Reynolds, 1999; Rogers, 1995; Vince, 1998). In addition, his ELT has also been subjected to some scrutiny which has resulted in some modifications to his work over the years. Most notably; Smith (2001) offers six areas of concern stating 'It pays insufficient attention to the process of reflection (see Boud *et al.*, 1993); the claims made for the four different learning styles are extravagant (Jarvis 1987; Tennant 1997); the model takes very little account of different cultural experiences/conditions; the idea of stages or steps does not sit well with the reality of thinking (Dewey 1933); the empirical support for the model is weak (Jarvis 1987; Tennant 1997) and the relationship of learning processes to knowledge is problematic', Smith, 2001. Retrieved 21 January 2009, from <http://www.infed.org/biblio/b-explrn.htm>.

While Kolb's revisions in 1985 and again in 1999 appear to have addressed many of these earlier concerns especially when the LSI is used for self-diagnosis of individual learner preferences (Greer and Dunlap, 1997; Loo, 1999), unquestioning acceptance of its use in measuring student learning styles should be undertaken with caution.

Nevertheless, it is clear that the research undertaken by each of these theorists have a number of themes in common. They not only advocate for experiential education as an alternative or complement to other learning styles, but their findings are linked to the use of an experiential learning tool such as an internship as a vehicle for

achieving these desired outcomes. Some of the common themes proposed by these scholars (summarised in Table 2.1 in Appendix 1) include initial motivation by the student to learn, student involvement, learning through experience, learning in stages, self-efficacy, placing the instructor as a facilitator and a process of self-reflection/evaluation. Each of these is found in the facilitation of an internship and confirm its use as a vehicle for the delivery of experiential learning.

The characteristics outlined in table 2.1 (Appendix 1) offer many similarities with the internship process at the US University selected for this research. Students in Grand Valley State University's HTM programme must set initial goals and objectives before commencing an internship, they then monitor the completion of these goals and objectives in conjunction with their work supervisors (and class instructor) and finally they are required to reflect on their experiences with peers through 'community' online discussion boards where good and bad practice is shared. These approaches are in place to ensure the experiential learning experience follows a transaction process between educator and student which again reflect the ideology of progressive education (Itin, 1999).

Having offered both an insight into the work of major contributors in the field of experiential education and proposed an internship as an appropriate vehicle for the delivery of experiential learning, the second part of this chapter outlines the literature that examines the benefits and drawbacks associated with these experiences.

2.3. Part Two - Internships as an Experiential Learning Tool

While the insights offered above show support for the use of experiential education as a development tool for students; converting the philosophy into an outcome

requires the selection of an appropriate tool or process. Henry (1989) suggests eight different approaches to experiential learning which include project work, problem based, independent learning, personal development, action learning, prior learning, activity based and placement. Meanwhile recently, Kuh (2008) offers a monograph documenting evidence of a number of activities undertaken in the field of experiential education that provide a sound rationale for the improvement of student learning (and retention) when integrated into a higher education curriculum. These high impact practices include:

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects

When examining these methods in the context of the common themes that are borne out of the research by educational theorists in table 2.1 (Appendix 1), it is clear that the most appropriate method for delivering high impact, experiential learning experiences in a higher education, vocationally driven curriculum is the internship. If structured and facilitated correctly, a well-designed internship experience addresses each of these common themes including student involvement, learning through

experience, learning in stages, self-efficacy, placing the instructor as a facilitator and a process of self-reflection/evaluation.

2.3.1. An Overview of Internships

An internship has become a common part of the hospitality and tourism curriculum (Coco, 2000; Kay and DeVeau, 2003; Petrillose and Montgomery, 1998; Van Hoof, 2000). Its purpose is to provide a higher education student with the opportunity to observe how the theoretical knowledge and learning gained in a classroom can be applied to a practical, professional setting (Busby *et al.*, 1997; Knouse *et al.*, 1999; Van Hoof, 2000; Walo, 2001; Zopiatis, 2007). The desired result is to provide a greater understanding and appreciation of prior learning whilst nurturing a range of new skills to facilitate future competency development (Christou, 2000; Petrillose and Montgomery, 1998; McMullin, 1998 cited in Walo, 2001; Tas, 1988; Walo, 2001) and employment (Coco, 2000; Clark, 2003, Walo, 2001 and Waryszak 1999; 2000). When examining the study of experiential learning in a hospitality and tourism management (HTM) setting, it is important to clarify, for context, the variety of terms used to describe the process whereby a student gains further knowledge and skills through some form of practical experience. A search of related terms provides common examples such as internship, industrial placement, work based learning, cooperative education, field studies, service learning, practica, industrial training system (ITS) and supervised work experiences (SWE) (Busby, 2003a; Busby, 2005; Inui *et al.*, 2006; Leslie and Richardson, 2000; Waryszak, 1997). Each is grounded in the ethos of experiential learning and offers similar definition characteristics which purport the application of classroom learning through practise in a short term, supervised capacity (Busby, 2005; Collins, 2002; McMahon and Quinn, 1995).

Since the turn of the 20th century, internships began to appear within a higher education setting. Initially they were introduced as a source of financial support to students, but later as a more planned part of the curriculum designed to complement their knowledge with exposure to practical training (Brewer, 1990). According to Damonte and Vaden (1987 cited in Zopiatis, 2007), some of the first connections between experiential learning and hospitality education were proposed by the Cornell University, USA and outline the clear connection and benefits between educators and the involvement of industry professionals in the development of student skills. Although, in theory, the relationship between educators and industry leaders appears mutually beneficial, the facilitation has not always been smooth particularly when the debate centres on the approach taken by schools in preparing either specialists or generalists (Tribe, 2002). For years, academic institutions concentrated on a generalist approach where the educational focus of graduates is underpinned by theoretical driven subjects on a number of business related subjects.

As the model for HTM education has evolved, and greater recognition is made to the unique nature of service environments, an emphasis has been placed on the attainment of technical skills and applied management strategies through an array of practically driven classes. Pavesic and Brymer (1989) pose a number of related questions to employers regarding the best preparation of entry level managers and found a mix of polarised opinions. However, one key area that subscribers to both philosophies agree upon is that any professional work experience would play a key part in a future manager's education and thus any process where this can be achieved is to be embraced (Beggs *et al.*, 2008; Busby, 2003a; Busby and Gibson, 2010, Christou, 1999, 2000; Gibson and Busby, 2009; Lambert and Riegel, 1995; Morrison and O'Mahony, 2003; Pavesic and Brymer, 1989; Rimmington, 1999). In

his overview of the industry at the turn of the new millennium, Rimmington (1999) summarises many challenges facing hospitality management. Amongst issues in technology, quality assessment and research, he also outlines the importance of sound practical training in graduates as a vehicle for easing tension between employers and educational establishments. His comments are echoed by Busby (2003a), who further suggests that although there are a number of advantages afforded by this process; caution must be exercised in weighting these advantages and thus developing a framework which adds increased utility to all stakeholders.

Overall, there are three key stakeholders who enjoy many of the benefits associated with internships (Busby *et al.*, 1997; Busby, 2005; Coco, 2000; Downey and DeVeau, 1988; Lam and Ching, 2007; Leslie, 1991; Leslie and Richardson, 2000; McMahon and Quinn, 1995; Petrillose and Montgomery, 1998; Mulcahy, 1999; Walo, 2001; Walmsley *et al.*, 2006; Zopiatis, 2007). Coco (2000:44) summarises this as 'Internships are a win-win situation for everyone, and the synergistic effect of the relationship among student, host company, and university benefits all participating parties'. However, further research suggests that these benefits can be much wider reaching and other stakeholders beyond the students, the employers and the academic institutions, can also gain from the experience. Ellis and Moon, (1998a cited in Busby, 2005) discusses these additional beneficiaries and outlines less obvious, indirect stakeholders which include industry related professions, the local, geographical community within which the intern studies or works and on a grander scale, the state, nation or country where the intern resides (see figure 2.3). The recognition of these broader stakeholders is important as these are seen as crucial to the outcomes of the progressive education movement proposed by Dewey and Hahn where they suggest improved education and learning in individuals would

result in greater citizenship and improved benefits to communities. Clearly these broader outcomes are applicable to all industries that facilitate internships including hospitality and tourism.

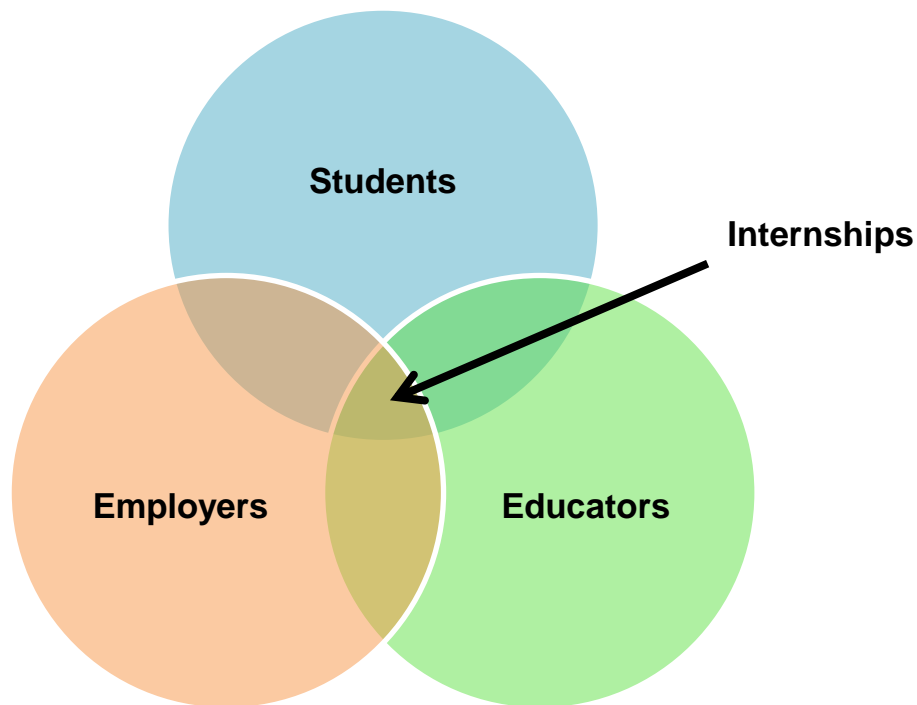


Figure 2.3: The Connections between the Three Primary Stakeholders Involved in the Internship Process.

2.3.2. Benefits to HTM Students

Clearly, in theory, the most obvious beneficiary of any kind of structured practical learning, linked to career advancements and training has to be the student at the centre of the internship. Busby *et al.* (1997), Busby (2003a; 2005), Blair and Millea (2004), Downey and DeVeau (1988), Lam and Ching (2007) Leslie (1991) Leslie and Richardson (2000) McMahon and Quinn (1995) Petrillose and Montgomery (1998) Mulcahy (1999) Walo (2001) Walmsley *et al.* (2006) and Zopiatis (2007) have documented research in this area for decades, and although the environment of higher education has evolved over the years, the contributions of internships and

particularly their structure appear to have remained unchanged (Bourner and Elleker 1993a,1998; Divine *et al.*, 2007; Jenkins, 2001, Leslie and Richardson, 2000).

For students, the motivation for participation in an internship experience is driven by a need for practical skill development (Baum, 2002, 2006; Baum and Ogers, 2001; Leslie, 1991; Busby *et al.*, 1997; Petrillose and Montgomery, 1998; Knouse, *et al.*, 1999; Walmsley *et al.*, 2006; Zopiatis, 2007) the potential for enhanced academic performance (Blair and Millea, 2004; Bowes and Harvey, 1999; Hauck *et al.*, 2000; Little and Harvey, 2006; Mandilaras 2004 and Mendez 2008) and the employment prospects it affords (Busby and Gibson, 2010; Gibson and Busby, 2009; Bullock *et al.*, 2009; Coco, 2000; Clark, 2003, Inui *et al.*, 2006; Waryszak 1999, 2000). These typically come from employers who recognise that a graduate who has both the theoretical knowledge and practical skills, to complement their learning, can complete tasks better and thus learn their vocation faster and perform better in the classroom. This allows the employer to recruit to positions with greater confidence and potentially increases student opportunities for rapid promotion and professional development (Coco, 2000; Clark, 2003, Inui *et al.*, 2006; Knouse, *et al.*, 1999; Walo, 2001; Waryszak 1999; 2000; Zopiatis, 2007).

In addition, many studies show the combination of both practical skills and theoretical knowledge provides increased opportunities for individuals to enter the industry at a higher employment level (Blair and Millea, 2004; Coco, 2000; Clark, 2003, Harkinson *et al.*, 2010; Kusluvan *et al.*, 2003; Ladkin, 2000; Waryszak 1999; 2000). A 2009 survey conducted in the United States by the National Association of Colleges and Employers (NACE) reinforces this premise that student participation in

internships or cooperative education programmes is the unequalled way to increase employability upon graduation (NACE, 2009).

Additional opportunities for enhancing post-graduation employment prospects are proposed by Coco (2000). In a paper titled, 'Internships: A try before you buy arrangement', the author proposes that further advantages can be realised by undertaking an internship with one organisation and then re-joining their employment upon graduation. The research further suggests that these can potentially prove more beneficial as an expeditious understanding of the workplace, the job responsibilities, and the organisational culture can positively impact productivity levels. Similar findings relating to interns returning to their employers upon graduation is found by Busby and Gibson (2010), and Gibson and Busby (2009). Coco (2000) further suggests that insights into an employee's work ethic, attitude and technical competencies can be assessed first hand over an extended time period rather than through subjective judgements made during an interview. Further support to this is offered through a survey, reported by the Association of Sandwich Education and Training (ASET), undertaken by the University of Manchester and UMIST in 2004 into the benefits of work placements (internships). The report's findings show that: '69% of students were offered graduate jobs, 80% of employers' recruited placement students with the primary aim of attracting them back to permanent jobs, and 40% of annual graduate intake from these employers consisted of former placement students, see Association of Sandwich Education and Training. (2007). Retrieved 1 November 2010, from <http://www.asetonline.org/benefits.htm>

Steffes (2004) supports these conclusions further by demonstrating that students who complete an internship related to their field of study are employed earlier, paid

more, had greater levels of job satisfaction and are given greater responsibility than those who did not. The direct impact on starting salaries is typically a key priority to financially challenged graduates and similar conclusions relating to improved rates of pay have been found by Knouse, *et al.* (1999), Gardener *et al.* (1992) and Wessels and Pumphrey, (1996 cited in Blair and Millea, 2004). In addition, Blair and Millea's (2004) own findings propose that applying the experiences gained through employment (facilitated, in part, via an internship) improve student retention rates, enhance their academic involvement and raise their GPA scores. They also suggest in education systems where the curriculum is less prescribed (US model); motivated students are able to shorten the time needed to complete their studies. These findings replicate similar conclusions presented by Van Gyn *et al.* (1997) and Lindermeier, (1967 both cited in Blair and Millea, 2004).

An additional finding proposed by Blair and Millea's (2004) study recognises increased maturity in student attitudes. The potential to grow as an individual as a result of exposure to internships is a common intangible characteristic which complements others found in different studies. Examples include: noticeable increases in student confidence levels (Knouse, *et al.*,1999; Walo, 2001; Zopiatis, 2007), self-awareness (Waryszak, 1999; 2000), improved social skills (Wilson, 1974 and Gillin *et al.*, 1984 cited in Waryszak, 2000) better communication skills and exposure to teamwork (Butler, 1991; Walo, 2001), improved decision- making (Ford and Lebruto, 1995; Walo, 2001), time management and interviewing practice (Knouse, *et al.*,1999) development of individual potential (Watson, 1992 in Lam and Ching, 2006) and networking opportunities (Zopiatis, 2007).

The ability to enhance networking opportunities is a fundamental role in assisting students or graduates with their career choices. Further findings concluded from research into student benefits suggest the internship provides an ideal opportunity to assess their own abilities as they relate to their desired career path. According to Jones (2003) although it is vital for students to build a curriculum vitae and show potential employers that they have the ability to succeed, it is equally important to determine if the career path they selected is right for them (Coco, 2000).

An internship, in theory, allows them to determine this and inform their decision-making prior to graduation. This becomes more important with the variety and breadth of career choices afforded by the hospitality and tourism management industries. The benefits of this 'try before you buy' concept are further proposed by a number of authors (Coco, 2000; Daugherty, 2002; Neuman, 1999 in Lam and Ching, 2007; Scott, 1992; Waryszak, 1999, 2000; and Zopiatis, 2007) each suggesting that it benefits both the employee and employer who can save money and productivity costs by not recruiting graduates into a profession which they may leave after a short period of time. Lefever (1989, 1998) reinforces this point by outlining that internships give students the knowledge to make appropriate job choices as they graduate university. The realistic view established during the work experience allows students an insight into what to expect with a career in this type of service environment. Finally, Mulcahy's (1998), study into the effective facilitation of work placements in European hospitality establishments suggests that in addition to creating a career opportunity, internships also provide an excellent opportunity to resolve the vicious circle of experience verses qualifications which has long been a frustration for graduates entering the profession.

However, for a student, it is the professional growth and development that occurs as a result of their internship (Christou, 1999, 2000; Walo, 2001). Possibly one of the most important benefits for them is to complement classroom teaching by developing sound, contemporary practical skills (Baum, 2002, Baum, 2006; Leslie, 1991; Busby *et al.*, 1997; Petrillose and Montgomery, 1998; Knouse, *et al.*, 1999; Walmsley *et al.*, 2006; Zopiatis, 2007). Walo, (2001) supports this and furthermore outlines that previous studies have shown (Knight, 1984 cited in Walo, 2001; Jauhari, 2006; Lebruto and Murray, 1994; Petrillose and Montgomery, 1998; McMullin, 1998; Tas, 1988) that internships help in developing management competencies. These skills are an intricate part of the educational development of students and the findings of these studies illustrate that students gain far more than just practical skill development through internships.

In a study commissioned by the Association of Sandwich Education and Training (ASET), in conjunction with the University of Leicester, Mendez (2008) reveals that students undertaking a sandwich course (where an internship is a required component) perform better academically. Undertaken on engineering students, the study concludes that a student is 4.6% more likely to achieve a first and 6% more likely to receive a 2.1 in their degree classification when benchmarked against their non-placement peers undertaking regular three-year degrees. This rise in academic standards is attributed to students returning to the university with greater maturity levels, more self-confidence and self-discipline which all had a positive impact on their studies. Researchers at ASET also suggest that the skills and contacts built up during the time away, lead to an increase in full- time job opportunities upon graduation. These findings are further supported by Blair and Millea, (2004); Bowes and Harvey (1999); Hauck *et al.* (2000); Little and Harvey (2006) and Mandilaras

(2004) who all find that work placements have a positive impacts on academic performance and graduate employment.

Table 2.2 summarising the literature that pertains to student benefits can be found in appendix two and clearly shows that the utility afforded to students through an effectively designed internship is plentiful. However, as indicated earlier in this chapter, the benefits aren't simply limited to students but also support industry needs. As this study is set within the context of the US hospitality industry, the discussion will focus on employers that operate within that environment.

2.3.3. Benefits to HTM Employers

It is well documented that the hospitality and tourism industry is an important part of the United States (US) economy. In the US, there are approximately 64,300 hotels, 546,300 food and beverage outlets and 125,500 sites of recreation and tourism interest to suit many different needs and budgets (US Bureau of Labor Statistics career guide to industries, 2010-11). Collectively, these account for approximately 13.5 million jobs which represent approximately 10% of the employed workforce. Forecasts indicate that between 2008 and 2018 growth will occur in all sectors of the industry ranging in scale from 5% in the lodging sector to 15% in the tourism and recreation areas as rising incomes and increased demand for travel and related services increases (US Bureau of Labor Statistics career guide to industries, 2010-11).

To accommodate this growth and keep pace with an industry that will inevitably rebound from the recessionary pressures of late, attention needs to be placed on the management and development of the workforce. A report published in the UK by People 1st (2006), entitled 'Skill needs assessment for the hospitality, leisure, travel and tourism sector', claims that issues such as increased competition, a shortage of qualified and skilled staff, low morale and alarmingly high levels of labour turnover are all areas to be addressed if the quality and general level of service within HTM organisations is to be enhanced to meet consumer expectations in the future. The findings of this report document many examples and recommendations that are also applicable to the US situation and should be taken into consideration as the markets recover from recent recessionary conditions, see Smith Travel Research. (2011). Retrieved 27 June 2011, from <http://www.strglobal.com/>.

For employers, again in theory, the benefits of internships appear numerous. As the industry rebounds in light of the growth projections outlined above, the involvement of student workers, through internships, has greater appeal. In addition to addressing the short term challenges of recruitment, employers have a vested interest in the development of personnel to grow with their businesses and are using the internship as a vehicle for this process (Coco, 2000). As a result, the skills and competencies of these future employees become increasingly important. Strauss (1999) canvasses a number of hospitality employers and finds that leadership, management skills, diversity coaching and internships are actively sought by these employers when asked what they wish educators would teach within a higher education environment. The 1998 educator's conference held by CHRIE (now ICHRIE International Council on Hotel, Restaurant and Institutional Education) found employers and educators discussing the foundations important to students' future

success. The findings point to the need for practical experience as the most beneficial way for students to fully understand the issues and challenges of the hospitality industry but additionally give a greater insight into the competence requirements to underpin these experiences. Interestingly, in an earlier publication, Young (1998 cited in Sigala and Baum, 2003) outlines that employers are looking beyond simply qualifications alone in their selection practices as new types of knowledge and skills are expected from graduates including information literacy. As a source for developing this balanced skill set of theoretical knowledge and practical skills, employers are increasingly turning to educational providers to assist in developing these requirements and thus the relationship between these stakeholders is perceived to be closer than ever (Busby et al., 1997; Busby and Gibson, 2010; Evans, 2001; Lefever and Withian, 1998).

Leslie's (1991) research reviews how internships help personnel managers shape strategy and develop new policies and practices. He claims students entering the workforce, having completed a placement experience, are beneficial to the organisation in areas such as recruitment, training and the reduction of labour turnover. This increase in retention rates is echoed by Zopiatis, 2007 and other authors (Coco, 2000; Neuman, 1999 in Lam and Ching, 2007; Scott, 1992; Waryszak, 1999; 2000). Daugherty (2002) further supports this by claiming that the sneak peak approach by students testing their fondness of the industry (through an internship) can reap longer term benefits in reduced migration and turnover rates. Busby *et al.* (1997) undertake an appraisal of 'sandwich programmes' in the field of tourism to identify the type of skills profile and development needs required by employers from their trainee interns. As part of the study, they outline some of the benefits experienced by employers which include the generation of new ideas, the

ability to identify/screen future employees, and offer that an internship also helps assist with flexibility in the workforce due to demand patterns. Busby *et al.* (1997) citing Shepherd (1993), further suggests that interns afford employers the ability to obtain a 'low cost employee'. Morrow, (1995, cited in Coco, 2000) reinforces these suggestions by proposing that internships save organisations money in fringe benefits, as they release full- time employees to concentrate on other tasks, and act as a vehicle to evaluate and cultivate future employees.

For many organisations, the attraction of a flexible workforce at a relatively low cost has great appeal (Zopiatis, 2007). Mulcahy (1998) argues that the three key stakeholders (students, employers and educators) involved in internships each have their own agenda and prioritise the benefits accordingly. However, when it comes to employers, he sees the internship as an opportunity to source inexpensive labour on a regular basis that can be developed and used to fill skill shortages experienced by the employer. This presumption is supported by other authors including Leslie (1991), Waryszak (1999; 2000) and Zopiatis (2007). Two other findings common in these studies suggest that internships provide the opportunity for employers to enhance the image of the industry by exposing the student to a structured training experience that motivates them to continue in their development of career objectives, and secondly the experience provides an opportunity to mentor the next generation of managers (Mulcahy, 1998).

According to the National Association of Colleges and Employers (NACE), a US based non-profit organisation, the number of internships rose by 73% over a 14 year period (1998-2006) to approximately 2.5 million annually (NACE Report, 2010). Of the 235 participants in their survey for 2010, 87% of organisations offered formal

internship or co-op programmes. Of these, 83% cited the hiring of students as their primary source of supply to their full time positions and over 53% converted these interns into full time positions upon their graduation (National Association of Colleges and Employers. (2010). Internships and Co-op Survey. Retrieved 30 June 2011, from http://cdc.dept.kutztown.edu/PDFs/2010_Internship_Brief.pdf.

However, while the benefits outlined by the NACE and the authors above clearly paint a positive picture for a mutually beneficial relationship between employer and student, the reality for some students can be much different. As the current labour market has become increasingly competitive due to the recent economic conditions, the number of unpaid internships is on the rise (Sands, 2010) as students are willing to trade off pay and compensation for opportunity and experience. This not only has class implications, allowing only those that can afford to work without pay to benefit from the opportunities, but also with unpaid internships come additional problems. Under US law, workers categorised as interns aren't given the same rights and protections by federal legislation relating to sexual harassment and discrimination. This has led to some commentators (Edwards and Hertel-Fernandez, 2010 cited in Sands, 2010:1) saying 'The current system of regulations governing internships must be reformed, both for the immediate protection of students' rights and also to maintain a strong and vibrant labor market that compensates all workers fairly'.

Supreme Court decisions modifying the 1938 Federal Labor Standards Act have started to address the issue of intern abuse by private-sector employers. According to Sands (2010:1), 'A six-part test set by federal labor officials on who qualifies as an intern/trainee requires that interns engage in educational training experiences, 'not displace regular employees,' that they 'work under close supervision' and that the

hiring company 'derives no immediate advantage from the activities of the [interns]'. These revisions and the strict enforcement that accompany them have placed many internship programmes in jeopardy of closure (Sands, 2010). As a result, a dichotomy exists for students as they seek appropriate work experience to complement their studies but may be subjected to less than fair treatment. According to Edwards and Hertel-Fernandez, (2010 cited in Sands, 2010:2) 'Students have a strong incentive to keep any reservations they may have about the legality of an internship to themselves...The crucial role of internships in obtaining later employment and the highly competitive market for placement means that no one student has an incentive to report their employer, even in cases of blatant abuses, since another student will readily work for free'. Similar circumstances have also recently appeared in the UK, where the Low Pay Commission, through the publication of their annual report, call for more effective enforcement of the minimum wage rules as many employers are defying the regulations by employing unpaid interns.

Despite these challenges, the support for internships is positive and many regional studies have been undertaken to address the perceived benefit of internships from an employer's perspective. These include Beggs *et al.* (2006; 2009) (USA), Busby *et al.* (1997), Busby, (1993a, 2003), Gibson and Busby (2009) (United Kingdom), Christou (1999; 2000) (Greece), Ju *et al.* (1998) (Korea), Jauhari (2006) (India), Walo (2001) (Australia), Harkinson (2004) (New Zealand), Jenkins, (2001) (Anglo-Dutch), Lam and Ching (2007) (China), and Zopiatis (2007) (Cyprus) and demonstrate the transferable nature of the findings across cultures. Each advocates both the need for increased vocational experience to assist employers in their business objectives as well as outlining some of the other benefits enjoyed by

employers. Another common theme in many of these studies suggests that employers believe that universities have the expectation to provide students with the knowledge and skills to be successful, but the employer involved in the facilitation of the training process also has a duty to place students where they can learn and should view them as an asset to be nurtured, rather than mistreated through lower pay rates, limited training or simply being 'thrown in at the deep end' (Walmsley *et al.*, 2006:364).

In a study conducted on internships in Cyprus, Zopiatis, (2007:73) outlines that stakeholders have different interpretations of the meaning and value placed on these work experiences and recommends that: 'Issues such as the internship's management, purpose, stakeholders' role and duties, and students' expectations must be revisited in an attempt to seek new innovative ways to promote a pedagogically sound experience, beneficial to all stakeholders involved'.

It's clear to see that once again the benefits afforded to employers are plentiful if the internship experience is organised and facilitated in an appropriate way. Table 2.3 in appendix three shows a summary of these benefits outlined through a review of the literature.

Having reviewed the research centring on employer perspectives and outlined the benefits enjoyed by organisations when they utilise interns, it is now also important to balance these with those perceived on the supply side, these being education institutions.

2.3.4. Benefits to HTM Educators

Academic administrators and more importantly the teaching staff in higher education institutions, play an important role in the preparation of graduates for the HTM industries. As decisions are made on curriculum content, assessment, teaching, learning strategies and retention rates, choices are often made regarding the most effective way of preparing the student for future employment. While Kuh (2008) and Kuh *et al.* (2005) are championing the benefits of high impact learning experiences and other strategies for successful teaching and learning, in a higher education setting, some of the research in this area highlights an increasing trend in the decline of internships being offered in some higher education settings (Aggett and Busby, 2011).

Decisions taken by academic administrators to review the structure of programmes and either remove internship requirements or allow students to voluntarily opt out are on the increase (Aggett and Busby, 2011; ASET, 2007; Bowen, 1996; Bullock *et al.*, 2009; Little and Harvey, 2006; Morgan, 2006; Rimmington, 1999; Walker and Ferguson, 2009). Reasons for this removal focus on both the perceived high administration costs associated with facilitating the process (ASET, 2007; Bowen, 1996; Rimmington, 1999) and student apathy towards the experience (Aggett and Busby, 2011; Bullock *et al.*, 2009, Little and Harvey 2006; Morgan 2006).

A study by the Association of Sandwich Education and Training (ASET, 2007), investigates funding initiatives provided by the Higher Education Funding Council for England (HEFCE) in the UK. They conclude that internships are on the decline by stating that only 29% of higher education students take a work placement in the UK compared to the European average of 55%. The Netherlands led the way of all

participating European countries with a placement rate of 86%. The ASET also advocate the benefits of work placements to all three key stakeholders and are working with industry and educators to make the provision of internships financially attractive and in some cases profitable to education providers, see Association of Sandwich Education and Training. (2007). Retrieved 1 November 2010, from <http://www.asetonline.org/benefits.htm>.

Also, in studies undertaken by Aggett and Busby (2011), Ball *et al.* (2006 cited in Aggett and Busby, 2011), Bullock *et al.* (2009), Little and Harvey (2006), Morgan (2006) and Walker and Ferguson, (2009) student apathy is found to result from not finding the right experience, not wishing to extend their studies further, issues over returning to an academic setting after an extended time in industry and frustration over the job seeking experience are all contributing to increased levels of students opting out of the experience. These kinds of decisions have led to increased discussions between industry and educators as to how to maximise the benefits available to each stakeholder in a more effective way and to also educate the students regarding the value of the experience despite the perceived obstacles (Aggett and Busby, 2011). While these research projects focus on work placements in the UK, the US is a slightly different experience. The internship component, if prescribed in the curriculum by the degree awarding university, is a mandatory part of the degree and exceptions to this rule are only allowed for non-traditional students who are returning to education as adult learners having accumulated sufficient work experience as part of their related careers. These students must apply for a waiver of this requirement and if successful, substitute the requirement with an additional academic class.

It has been noted in section 2.3.3 (Page 49) of this chapter that industry professionals assert that decision makers in higher education must appreciate the importance of practical training and recognise that it affords students increased employment opportunities (Blair and Millea, 2004; Coco, 2000; Clark, 2003, Harkinson *et al.*, 2010; Kusluvan *et al.*, 2003; Ladkin, 2000; Waryszak 1999; 2000). In education, the strategies for delivering the knowledge and concepts required of graduates revolve around a balance of theoretical and practical approaches. Whilst many educators advocate the need for theories and modelling of subject matter (Tribe, 1992, 2002), they must also recognise the unique skills required of graduates as they embark on a career in a practically orientated vocation (Busby and Fiedel, 2001; Busby, 2003; Busby and Gibson, 2010; Gibson and Busby, 2009; Inui *et al.*, 2006, Walmsley *et al.*, 2006; Walo, 2001). As a result, many educators have sought more interactive ways to develop some of the key skills and competencies required by industry partners including the development of communication skills, problem-solving techniques, managing diversity and some technical skills necessary for students to successfully operate within their vocation (Walo, 2001; Zopiatis, 2007).

Often strategies are employed to develop these through in-class presentations, case study analysis and other forms of applied learning. However, these are sometimes difficult to teach and develop within the theoretical setting of a classroom due to a perceived lack of relevance by the students (Dev, 1990). Therefore, it has been argued that students should be exposed to many of these situations through hands-on experiences within the industry in combination with the coursework and assessment strategies developed in a classroom environment (Kuh, 2008; Kuh *et al.*, 2005; Manzo and Kennedy; 1994). As such, the structure and design of internships differs depending on the type of courses a student is studying (Airey and Johnson,

1999; Edmonds, 1998; Inui *et al.*, 2006; Tribe, 2002). Although there may be a number of similarities in core and differences in elective curriculum content of a hospitality or tourism degree, when it comes to the facilitation of internships, the positions undertaken tend to overlap. As a result, educational institutions appear to approach the facilitation of internships from similar perspectives despite the differing career goals of the student.

Leslie and Richardson's (2000) study on the internship process implies that of the three stakeholders involved in the process, educators enjoy a lower number of benefits than students and employers. They conclude that academic institutions benefit from internships via increased industry contacts, input on course development and improved course provision. However, Busby, (2003:321) cautions against simply counting the advantages, and emphasises the need to give greater consideration to the weighting of these benefits when assessing the true value of these programmes.

Harris and Zhao (2004) focused on analysing the educators' views of an internship in an investigation of the experiences of HTM academic staff from US institutions who undertook industrial updates (internships) offered via ICHRIE, a non-profit organisation for HTM educators. In particular, they were interested in how educators perceive the value of these experiential learning processes when working back in the industry for an experience update. This annual exercise offers a clear way for facilitators of internships to experience, first hand, the benefits students and educators can gain. The article reviews skills developed and serves as a useful tool for comparing the experiences of experienced practitioners and academics with those of their younger graduates. Although the authors review the benefits of these

industrial updates, the study lacks an insight into how educators used the experience to influence change in the way internships may be structured for their own students.

The opportunity for teaching staff to undertake structured, industrial updates in this way is rare and the lack of motivation on behalf of some educators to pursue these has long been a criticism charged to academia (Walo, 2001). There has always been a perception from industry professionals that academic institutions aren't keeping abreast of developments in the field and more is needed to understand the competencies required of their graduates (Walo, 2001).

Sigala and Baum (2003) claim that developments in the higher education arena pose even greater challenges to a rigidly packaged, out of touch educational process as the landscape for universities evolves toward a more corporate philosophy driven by profit and subject to market forces. The need for a paradigm shift from pre-packaged presenters to facilitators of active learning is clearly necessary (Kuh, 2008, Kuh *et al.*, 2005) and encourages greater partnership building between the relevant stakeholders (Aggett and Busby, 2011; Weir and Smallman, 1998 in Sigala and Baum, 2003). Indeed the strong vocational ethos that permeates the curriculum in some areas of HTM lends itself to collaboration with industry as contemporary practices drive new areas of knowledge for graduates.

This idea of greater involvement between industry and academia has been highlighted by many of the studies reviewed for this chapter (ASET, 2007; Aggett and Busby, 2011; Ball *et al.*, 2006 cited in Aggett and Busby 2010; Blair and Millea, 2004; Bullock *et al.*, 2009; Lefever and Withiam, 1998; Leslie and Richardson, 2001; Little and Harvey, 2006; Morgan, 2006; Walker and Ferguson, 2009; Walo, 2001;

Zopitatis, 2007). Further benefits suggested by these authors include increased guest speaking opportunities (Lefever and Withiam, 1998), advisory board development and involvement (Lefever and Withiam, 1998; Zopitatis, 2007), collaborative research (Walo, 2001), contacts for field trips, job fairs and industrial visits (Zopitatis, 2007), assistance with recruitment to academic programmes (Lam and Ching, 2007), and mentoring (Zopitatis, 2007). In addition, Leslie (1991) identifies further advantages to this relationship and suggests that education institutions benefit from this experience through increased contacts with industry which assists in setting up site visits, helps with curriculum development, enhances tutors knowledge, experience, and awareness of contemporary developments and improves classroom discussions when students can relate the theory to practise.

When considering the criticisms or drawbacks to internships from an educator's perspective, according to Jenkins (2001) many of the issues centre on the structure, organisation and support mechanisms in place for educators to facilitate the experiences in a valuable way. As indicated earlier in this study, some administrators are attempting to look at the most cost effective way to facilitate this part of the curriculum and thus questions over structure, communication and general levels of support are highlighted as they are most affected by any cost saving measures. Bourner and Elleker (1993a, 1998), specifically review internship structure as part of their study on the development of action learning. Their findings examine outcomes from two different perspectives namely the academic supervisor and the placement (internships) coordinator and collectively, a number of key challenges are identified. These challenges include the perceived lack of value of a second visit by their tutors, procrastination by students over completing the academic coursework component, feelings of isolation and worries over the

disclosure of personal issues experienced during the work experience with their tutors. In addition, Bourner and Elleker (1993a, 1998), also identify a number of preventable reasons why some placements are unsuccessful. These include the timing of visits occurring too late which impact project work, the visits are brief and ineffective, the visits are too infrequent and finally many visits appear to lack a purpose. These insights are valuable to understanding the mind set of students in a higher education setting and are clearly transferable within education systems. However, it is also important to note that this research is undertaken on UK students where the model for internships differs from that of the US and thus these plus additional challenges may prevail.

When benchmarking the appropriate length and structure of internships devised by educators, Downey and Deveau, (1988) outline that 60% of employers thought students did not complete enough work experience (through internships) prior to graduation. These same employers suggest better co-ordination and documentation of experiences is needed to give improved direction to the experience. Other studies by Walo (2001), Harris and Zhao (2004), Walmsley (2009) and Zopiatis (2007) concur with these findings about the need for increased time spent on internships. With respect to the latter, there appears to be many regional variances on the structure and length of internships within US institutions as each answer to differing accrediting bodies. These structures typically stipulate a total number of hours to be completed (300-1000 based on the institution) broken down into shorter periods of time. In contrast, European universities tend to structure the experiences over extended periods of time, ranging from 12 - 48 weeks which are completed in their entirety (Busby, 2003a; Busby and Fiedel, 2001). The difference in structure and length can itself lead to a number of additional advantages and disadvantages for

each stakeholder, these include productivity levels, treatment of students by employers, investment in training, filling niches in the organisational structure and eradicating some of the issues relating to student apathy discussed earlier (Aggett and Busby, 2011; Bullock *et al.*, 2009, Little and Harvey 2006; Morgan 2006). Table 2.4 in appendix four again offers a summary of the benefits proposed to education institutions should they include an internship as part of their curriculum framework.

Having reviewed the benefits proposed by the internship process to the three key stakeholders involved with internships. The final part of this chapter section outlines the benefits enjoyed by indirect stakeholders who operate within the wider community.

2.3.5. Benefits to a State/Nation

According to Ellis and Moon (1998a) the proposed benefits offered to the nation are suggested from the 1985 Research into Sandwich Education Report (RISE) which infers a greater level of responsibility and citizenship is a reasonable, perceived outcome from an internship experience. By working within a structured environment, where the impressionable adult would develop both practical skills and character traits, the individual would presumably become more grounded and responsible due to their increased employability. Conjecture could then be offered that a more responsible, self-supporting citizen would have less impact on the crime and social welfare system of that country and is in keeping with the theories of Dewy and Hahn.

According to Busby (2005), these finding are given greater credibility with the publication of the Dearing Report (1997) which reviewed the future of higher education in the United Kingdom and recommended that 'The strongest single

message which we received from employers was the value of work experience'. (Dearing *et al*, 1997:136) and is discussed in the context of promoting improved citizenship.

2.3.6. Benefits to Communities

The obvious benefits of experiential learning and work internships are not always associated with broader stakeholders such as local communities and further publications (Ellis and Moon, 1998a) suggest that communities enjoy many potential benefits as a result of employment activities facilitated by local universities. Firstly, in a report on Experiential Learning in Higher Education: Linking Classroom and Community, Cantor (1990) suggests that cooperative partnerships between educators, students and their communities can create benefits including proactive economic development, better trained local employees and additionally create knowledge/technology transfer via business development consultation. Busby (2005) suggests that communities may also benefit from both the regeneration of areas, due to employment through 'spin off' businesses, and a minimisation of employment migration by qualified students being retained in the local community. These undoubtedly have a positive impact on the local economic multiplier by increasing the opportunities for economic reinvestment. A further benefit is that local businesses can fill seasonal vacancies and respond to the flexible nature of a student workforce allowing them to minimise employment costs when seeking to fill short term vacancies (Coco, 2000). This is particularly true under the US model where shorter more frequent internships are offered typically between May and September each year.

2.3.7. Benefits to Professions

In terms of other professions, the field of hospitality and tourism education has struggled over the years to justify itself as a reliable profession (Davidson, 2005). Davidson (2005) discusses some of the challenges the industry faces one of which is credibility. The role of an internship can assist in improving the perception of HTM education as a credible field by removing some of the myths and presenting itself as a viable vehicle for developing and practising transferable business management competencies (Walo, 2001) amongst local and professional communities.

Within the UK, the debate over educational structures and design has been on-going for decades with advocates from the traditional (liberal education) institutions and those of the newer (post 1992) vocationally orientated universities offering a voice on best practice for graduates (Busby, 2001; Go, 2005; Walmsley, 2009). Tribe (1992) also shares his thoughts on the respective positions and cautions each side about their approach. Clearly, preparing graduates with the right competencies is crucial for the profession and thus industry led organisations have a vested interest in steering curriculum change that has a more vocationally driven focus. Busby (2001) discusses Silver and Brennan's (1988) typology of tourism degrees and explains the variety of employment options available to graduates due to the transferable nature of the curriculum. Busby (2001) further discusses the role of professional bodies within the sector and claims that due to both fragmentation issues and sectorial requirements, it is difficult to have a single solution that would appease all.

More recently a movement for professional certification has taken place through some of these industry bodies with credit being given for individuals, who undertake

internships. Examples include the Institute of Hospitality in the UK and Certified Meeting Professional, Meeting Professionals International and the Professional Convention Management Association in the US. In addition, non-profit organisations such as the Association of Sandwich Education and Training (ASET) represent the interests of over 1300 students and placement coordinators at over 90 higher education institutions. Moreover, an increasing number of private organisations have set up to facilitate internship and externship opportunities for students and graduates to complement their studies with practical experiences. Many of these will concentrate on international destinations making them attractive for individuals to broaden their work experiences within other cultures. Whilst reviewing the numerous studies that investigate the impact of internships on students, employers, educators and other stakeholders, it is clear to see that the proposed benefits gained can significantly outweigh the potential drawbacks. Although some of these have been outlined already, it is important to continue to document these in order to fairly represent the variety of viewpoints proposed. Therefore, section 2.4 of this chapter provides an insight into studies that address the negative perceptions of the internship process.

2.4. Drawbacks with the Internship Process

One of the key disadvantages of internships which surfaces in the literature, relates to the need for students to have realistic expectations when they undertake their work based training. Often, without the luxury of first-hand experience, there is a disparate expectation between the student's own perceptions and the actuality of employment situations (Beggs *et al.*, 2008; Callanan and Benzing, 2004; Collins, 2002; Downey and DeVeau, 1988; Knouse *et al.*, 2000; Kusluvan and Kusluvan, 2000; Lam and Ching, 2007 Lefever and Withiam, 1998; Mabey 1986 in Orr *et al.*,

1992; Patterson and George, 2001; Waryszak, 1999, 2000; Zopiatis, 2007). These are typically borne out of comments by employers who reflect on the experience of students after the internship is complete. Studies by Barron and Maxwell (1993) Callan (1997), Jenkins (2001), Kusluvan *et al*, (2003), Patterson and George (2001), Purcell *et al*. (1999), Scambach and Dirks (2002), Waryszak (1999), Walmsley (2006), West and Jameson (1990) and Zopiatis (2007) each suggest that this mismatch in perception actually discourages students from pursuing a career in the field after graduation. These conclusions are supported further by Raybould and Wilkins (2005) who conduct a review of the expectations of 850 hospitality managers. Whilst recognising their study is limited to practising managers within the Australian hospitality industry, they identify significant gaps between the expectations of employers and those held by students. The study also identifies that educators are perceived to be investing too much time in developing conceptual and analytical skills whilst overlooking the need for competence based practical training and this could result in the creation of a negative perception.

Collins (2004) poses three important questions about expectations in education which centre upon:

- 1) What are the sector representatives' perceptions regarding the effectiveness of tourism education?
- 2) What are the current and graduate students' perceptions regarding the effectiveness of tourism education?
- 3) What recommendations can be made to improve the system?

The study concludes that there is, indeed, many mismatches in perceptions and those educators need to place greater attention to advancing technological integration, foreign language development and structured practical training.

Garavan and Morley (1997:157) also suggest educators need to be more involved in managing this issue by stating 'Universities have a major role to play in structuring the experiences of graduates in terms of the kind of work they can expect to perform, their pay and promotion prospects and degree of freedom and discretion they may have within an organisation'. Challenges regarding involvement and structure have been raised earlier (Bourner and Elleker, 1993a; 1998) but are further supported by Jenkins, (2001) who suggests that a poorly structured internship could result in increased student complaints over the utility of the experience and may result in higher dropout rates of graduates. The inconsistency and quality of internships is also a concern of Petrillose and Montgomery (1997) and Leslie (1991) who suggests that this often leads to a missed opportunity in realising the positive benefits that were originally anticipated. In his study, Leslie (1991) cautions that care must be taken to assign the student to the correct internship experience where the maximum benefits can occur and expectations have a better chance of being met. Jenkins (2001), building highlights an additional drawback that may be created by poorly managed internships. In a comparative study of Dutch and UK students findings suggest that the more exposure students had to the industry, the more likely they would be to consider dropping out and switching careers. The study tracks students at different stages of their hospitality education in two countries and found as they progressed each year, they became further disillusioned with their perception of the industry.

A final drawback proposed which contradicts some of the earlier work suggested by a number of authors on improvements in academic performance (Blair and Millea, 2004; Bowes and Harvey, 1999; Hauck *et al.*, 2000; Little and Harvey, 2006; Mandilaras 2004; Mendez 2008) is offered by Duignan (2005). He raises the issue over a lack of evidence supporting enhanced performance and actually suggests that students need time to adjust back into the educational environment post internship and that this transition can have negative impacts on academic performance. This suggested drawback of an adjustment period relating to academic performance also has some support from Bullock *et al.* (2009) and Walker and Ferguson (2009).

It is clear to see from the summary Table 2.5 in Appendix Five that the research into the internship process is vast and covers many different aspects, viewpoints, cultures and education systems. Thus it is fair to conclude that this learning tool has a valuable role to play in not only the education of students but also to serve the needs of other direct and indirect stakeholders. Whilst recognising that the process of internship is very personal to the student in terms of their own learning outcomes and styles, it is also important to note that the benefits outlined will only come to fruition as a result of the motivation and satisfaction levels attained as a direct result of the internship experience. It is through this consideration of motivation and satisfaction and specifically that obtained intrinsically as an outcome of the job/internship design that this Literature Review will examine further. The purpose is to show the gap that exists in the current literature and demonstrate how examining internship design will lead to improved satisfaction, motivation and attain the full array of the benefits previously outlined. Thus, part three of this chapter (section 2.5) first examines the theoretical contributions on motivation theory and its

connections to job/worker satisfaction before evaluating studies and research instruments that have been developed to apply these in an empirical way.

2.5. Part Three - Theories of Motivation in the Context of Job Satisfaction

Research into motivation, worker satisfaction and performance outcomes have a long established tradition in the academic field (Judge *et al.*, 2001; Lee-Ross 1998a). Studies into the effect on performance and changes to worker conditions were first highlighted by Elton Mayo's Hawthorne experiments during the 1920's and 30's. In their paper on a review of job performance and satisfaction, Judge *et al.* (2001) highlight the value of research in this area and went as far as referencing Landry (1989) by claiming it as the "Holy Grail" of industrial psychologists.

There are a variety of published books and journal articles available outlining both prescriptive and descriptive approaches to motivation, job performance and employee satisfaction. Inevitably, the work is linked within strategic human resource management practices and the approaches are often grouped with those of general motivational theories which have evolved over the years (Lundy and Cowley, 1996). In order to fully demonstrate the impact job design has on employee motivation and ultimately satisfaction levels, which are two of the overarching aims of this study, a scrutiny of work conducted by Maslow (1954) Hertzberg (1959), and Vroom (1964) offers many insights into the theories underpinning the satisfaction/motivation debate.

The key points to be drawn from these studies into human behaviour show that attention should be given to both the feelings of individuals and to designing appropriate systems for creating higher levels of worker motivation/ satisfaction to

manifest. The importance of these issues is particularly significant in labour-intensive organisations like the HTM industries where service interactions with guests potentially add value to the products being consumed (Riley, 1996). According to Mullins (2001), the complex and diverse nature of motivation can be categorised into three broad frameworks namely, economic rewards (which include pay and fringe benefits), social relationships (which encompasses all areas of group behaviour and interaction within the work environment) and intrinsic motivation (which derives from the actual nature of the work itself). These three broad frameworks could themselves provide the basis of individual research studies each analysing their impact on student satisfaction with internships. However, for the purpose of this thesis, where the focus is internship design and its impact on satisfaction/motivation levels, the factors relating to intrinsic motivation and its relationship with satisfaction will be reviewed in greater detail. To that end, studies undertaken in the field of HTM that have explored job/worker satisfaction derived from the nature of the work are examined in order to provide a foundation for the primary research findings which follows.

2.5.1. HTM Studies into Intrinsic Motivation and Worker/Job Satisfaction

One of the typical underlying principles driving motivation centres on the kind of rewards that are made available to employees through their work (Zopiatis, 2007). In most cases rewards are seen as extrinsic factors controlled by management or higher levels of the organisation. These tend to reflect a combination of both direct pay and indirect benefits (health insurance, holiday pay, discounts) viewed as a tangible expression of the employers' side of the contract, in return for a contribution of time, effort and skills. However, there are also the 'intrinsic' rewards such as

status, recognition, security, career development, feeling of self-worth and a sense of achievement and purpose (Deci, 1975). Since the organisation can clearly see the cost of the extrinsic rewards, they tend to focus more on them. However, research has demonstrated that the employee frequently attaches greater priority to intrinsic rewards, since they have a major bearing on their attitudes, feelings of satisfaction, motivation and their overall productivity (Chen and Choy, 2007; Deci, 1975; Kovach, 1995; Lawler III, 1971; Lundy and Cowley, 1996).

The link between worker attitudes and behavioural outcomes in the form of motivation and job satisfaction continues to be a common topic of research amongst academics (Harrison, *et al.*, 2006; Schleicher, *et al.*, 2004). According to Lam *et al.* (2001) studies into job satisfaction have been undertaken from a variety of perspectives and in each case the subject is defined differently. However, despite these inconsistent definitions, Ivancevich and Donnelly (1968, cited in Lam *et al.*, 2001) state that the similarities in these essentially say the same thing and the consensus is that job satisfaction is best described as having both cognitive (thoughts) and affective (feelings) character (Brief and Weiss, 2002). Smith *et al.* (1969:6) offer their own definition of job satisfaction as 'feelings or affective responses to facets of the (workplace) situation'.

The study of satisfaction in the workplace is important for two reasons. First, according to Mohr and Zoghi (2006:2), 'Job satisfaction has important economic impacts'. Lower levels of satisfaction in employees can lead to issues of tardiness and absenteeism (Pizam and Thornburg, 2000; Yang, 2010), lower work effort as a result of job variables (Lam *et al.*, 2001, Yang 2010) and higher turnover rates (Deery, 2008; Deery and Jago, 2002; Lam *et al.*, 2001; Pizam and Thornburg, 2000;

Yang, 2010) ultimately resulting in financial ramifications and impacts on productivity for the organisation. Secondly, according to Smith *et al*, (1969), the study of job satisfaction has inherent humanitarian value. While much of the prior research has concentrated on assessing the economic impacts of these outcomes, lesser attention has been given to addressing worker feelings through a process of job enrichment and satisfaction in the form of job design (Mohr and Zoghi, 2006).

Theories of job design and worker satisfaction stem from early studies by Taylor and his Scientific Management approach where the idea of specialisation in the work leads to advancements in economic efficiencies and labour productivity (Taylor, 1911). Herzberg *et al*. (1959) are one of the early researchers to examine this approach in an attempt to address some of the satisfaction issues that prevail regarding the mundane and boring nature of work systems under Taylorism. Since then, many other authors have sought to offer their own perspective on the role job design plays in promoting employee satisfaction (Fields, 2002). In terms of application to a HTM setting, a number of international studies have been conducted exploring the role of job concepts (which have associations with the design of the work) and their outcome consequences relating to job satisfaction. These include a study by Koseoglu *et al*. (2010) who empirically test the relationship between knowledge management, organisational communication, and job satisfaction using Structural Equation Modelling. While they assert the literature supports these relationships, their findings prove inconclusive when examining the perceptions on employees in five star hotels in Turkey.

In another study, Yang (2010) explores the impact of role ambiguity, conflict, burnout, socialisation, and autonomy on job satisfaction from a number of different

outcomes including absenteeism rates, work commitment, and staff turnover. Again, using Structural Equation Modelling the results show that role conflict, burnout, socialisation, and work autonomy significantly predict job satisfaction. Lam *et al.* (2002) undertook a study on 249 hotel workers in Hong Kong and were interested in tracking labour turnover rates. They investigated job and social factors on organisational commitment and intentions to leave employment. They find that training, family-gathering functions, selection of quality mentors, and job enrichment (created by an investigation of work redesign) are possible solutions to retain committed newcomers and reduce turnover rates.

Furthermore, Lam and Baum (2003) took some of the subjective norm findings in this prior study (Lam *et al.*, 2002) and examine them in the context of socialisation moderators. These moderators review expectations of new employees in terms of their benefits and workplace environment against job satisfaction and turnover intentions. Again centred on Chinese workers, where the authors recognise the existence of cultural differences, they conclude that subjective norms do interact on job satisfaction but are less evident on turnover intentions. Other work in the area of correlating work concepts to positive consequential outcomes in HTM operations include a paper by Smith *et al.* (1996) who investigate the impact employee commitment has on job satisfaction. By surveying over 7500 hospitality employees at 94 lodging properties, they are able to conclude that although linking satisfaction and commitment is a complex issue determined by a number of variables, they are able to demonstrate a significant correlation between the two activities. The work had built on that of Hoffman and Ingram (1992:3) who had previously demonstrated that in the service industries, 'overall job satisfaction is positively correlated with customer-oriented behavior. In addition, job satisfaction dimensions of work, co-

workers, supervision, and promotion are also found positively and significantly correlated with customer orientation'. This paper is important to this study as it provides evidence of the role co-workers, guests and supervisors play on influencing satisfaction. The impact of these stakeholders external to the student worker is important and will be discussed later in the study (Chapters Five and Six) as feedback received on their performance is considered by some authors (D'Abate *et al.*, 2009; Rothman 2007) to be a key component in determining satisfaction outcomes.

In 2003, Chiu and Francesco researched the impact of job satisfaction on employee commitment through their paper on dispositional traits and turnover intentions. Again based on the Chinese workers, their findings support those already proposed by other authors (Allen and Meyer, 1996; Lum *et al.*, 1998; Somers, 1995; Tett and Meyer, 1993) on western employees and confirm that an employee with higher satisfaction levels contributes positively to the goals of the organisation and is thus more committed. Moreover, an employee with low satisfaction is inclined to develop a behavioural intention to leave their employment.

Another international study in this area by Aksu and Aktas (2005) took the role of job satisfaction in hotel workers and applied it to managerial positions with 102 middle/upper level managers in Turkey. They present a total of six hypotheses to test covering how gender, age, education level, salary, department and years worked impact job satisfaction.

The findings of all these studies further demonstrate the value of assessing job/employee satisfaction outcomes as a measure of positive benefits for employers

and possibly interns. The common theme amongst them relates to the impact of satisfaction/motivation on turnover intentions. However, while many of these studies offer valuable insights into a number of concepts that may impact on satisfaction, few specifically address the subject of job design and its role in developing intrinsic motivation and job/employee satisfaction outcomes. Moreover, some have proposed formal measurement tools to examine worker/job satisfaction.

2.5.2. Measuring Job/Worker Satisfaction

In 'Taking the Measure of Work', Fields (2002) undertakes a comprehensive synthesis of the published studies relating to job design and worker satisfaction. The text offers an overview of a number of instruments devised for collecting data that have been used over the years to measure levels of employee satisfaction. A summary of these instruments is offered below:

2.5.2.1: The Overall Job Satisfaction Measure

Developed as part of the Michigan Organizational Assessment Questionnaire (MOAQ), Cammann *et al.* (1983) created a measure of Overall Job Satisfaction. In this measure, they seek responses from employees in three broad areas which are used to describe an employee's response to working in their specific job and organisation (Fields, 2002). The three areas addressed are obtained through responses on a 7 point Likert scale and scores are computed using an average of the following three items: 'All in all I am satisfied with my job, In general, I don't like my job (reverse scoring used) and In general, I like working here'. The strength of this measure is its length in comparison to others listed below. If using the instrument to obtain a cursory review of attitudes within an organisation, then its use

has merit. However, it is the brevity that also contributes to its main drawback as its use is limiting in probing deeper into the affective and cognitive components often associated with job satisfaction and worker motivation (Brief and Weiss, 2002).

Another measure used for the assessment of overall job satisfaction is Spector's (1985) Job Satisfaction Survey. This instrument contains a total of 36 items measuring 9 job facets including pay, promotion, supervision, benefits, contingent rewards, operating procedures, co-workers, nature of work and communication (Fields, 2002:14). When initially developed, it was specific to job satisfaction in human service, non-profit and public organisations but has since seen wider use but not in a HTM context.

2.5.2.2. The Job Descriptive Index

Originally developed by Smith *et al.* (1969), the Job Descriptive Index (JDI) consists of 72 items which examine five important facets of job satisfaction covering an array of intrinsic and extrinsic factors. These include: the work itself, employee pay and compensation, promotions, supervision and relationships with co-workers. Using a simple scale of yes, no or? for unsure responses, the index allows the user to determine an overall measure of worker satisfaction by summarising the outcome from each of the job facets. Revisions to this model have been made by Roznowski (1989) to include work atmosphere, job content and work technology and Balzer *et al.* (1997) who include a sixth facet addressing a job in general scale. This measure has seen some application in a HTM context where Tas *et al.* (1989) examines turnover intentions of full and part time restaurant workers and found no statistical significance between the satisfaction levels on the two groups when examining job facets of pay, supervision, and relationship with co-workers. Lam *et al.* (2001) also

used a modified version of the index to assess job satisfaction in hotel workers in Hong Kong.

The strengths of the JDI clearly point to identifying areas of an employee's job that have greater impact on satisfaction. Through the use of this measure, management are able to target action in these areas potentially reducing turnover rates and improving morale. In addition, the findings observed can show the effects of planned or unplanned changes in jobs (Balzer *et al.*, 1997).

2.5.2.3. The Job in General Scale

This instrument was developed by Ironson, *et al.*, (1989) and is intended to be used alone or in conjunction with Smith *et al.*'s (1969) JDI to 'assess global satisfaction independent from satisfaction with facets' (Fields, 2002: 9). The scale consists of 18 items including questions on organisational commitment, trust with management, fairness and turnover intentions which help evaluate a number of areas that may be associated with an employee's overall job satisfaction. By measuring overall satisfaction, this instrument addresses some of the challenges previously identified by the JDI on its own. Again using a simple scale of yes, no or? for unsure responses the Job in General Scale has been used in a number of areas (health services, accounting) but has yet to be empirically tested in the HTM environment in a comprehensive way.

2.5.2.4. The Minnesota Satisfaction Questionnaire

Another instrument used to measure a combination of intrinsic and extrinsic satisfaction factors is the Minnesota Satisfaction Questionnaire (MSQ). Developed by Weiss *et al.* (1967), the MSQ is a diagnostic tool developed as part of a work

assessment programme to ascertain insights of prospective applicants. The long form of the MSQ consists of 100 questions measuring 20 facets of work which determine satisfaction with 'ability, utilization, achievement, activity, advancement, authority, company policies and practices, compensation, co-workers, creativity, independence, moral values, recognition, responsibility, security, social service, social status, supervision-human relations, supervision-technical variety, and working conditions' (Fields, 2002:7). For research purposes, a shorter form was developed although Weiss *et al.* (1967) caution the user that the validity on this abbreviated version may be inferred from the validity of the long form. The shorter form consists of 20 questions (6 measuring extrinsic satisfaction, 12 measuring intrinsic and the remaining 2 addressing general work satisfaction) and collectively they offer an overall measure of worker satisfaction. The MSQ has also seen some empirical use in HTM environments with Hancer and George (2003) examining job satisfaction levels in restaurant employees and found only 24.2% (from a sample of 798) experienced high levels of job satisfaction. In terms of intrinsic or extrinsic job components, security is highest while compensation ranked the lowest of examined items. In conclusion, the authors also found significant differences in job satisfaction when examining subgroups of their sample including age, job tenure, job type and gender.

The advantages of the MSQ are that it is simple, quick and easy to administer and its limitations are few beyond the size in the large version and its brevity in the short. However, it concentrates more on the job facets rather than job design and when selecting a research instrument for assessing both job (internship) design and outcomes in the form of satisfaction and motivation, according to Parker and Wall (1998), few studies addressing these areas could be certified complete without

drawing on the work of Richard Hackman and his numerous research partners. In particular, his work during the 1970's on work redesign and job enrichment with Greg Oldham which gave rise to the creation of the Job Diagnostic Survey (JDS) and their Job Characteristics Model (JCM) (Hackman *et al.*, 1975b; Hackman and Oldham, 1975a; 1976; 1980; Oldham *et al.*, 1976).

2.5.2.5. The Job Characteristics Model and Job Diagnostic Survey

Hackman and Oldham (1975a; 1976; 1980) and Oldham *et al.* (1976) relate the attainment of intrinsic motivation and satisfaction outcomes with job design through their JCM. The origins of the research relating to the model are borne out of earlier work by Turner and Lawrence (1965) and Hackman and Lawler III (1971) who linked expectancy theories (Vroom, 1964) to motivation and performance. Strong links also exist between Hackman and Oldham (1975a) and Oldham *et al.*'s (1976) original studies on the JCM and Herzberg's (1959) pioneering research on job enrichment (motivation and hygiene factors) in the late fifties (Hackman and Oldham, 1980). The model offers an insight to a number of varying factors associated with work as well as addressing overall satisfaction and motivation. It specifically addresses 'internal work motivation', which mirrors Deci's (1975) description of intrinsic motivation and analyses links between the nature of a job through its Core Job Dimensions (CJD), an employee's experience of those characteristics called Critical Psychological States (CPS), and finally a measurement of Affective Outcomes (AO) in terms of motivation, satisfaction and performance. The model is valuable as it, not only, comprehensively analyses job design from an employee's perspective, but it also accommodates individual differences in their desire for personal growth and development relating it to Maslow's work on self-actualisation (Maslow, 1954).

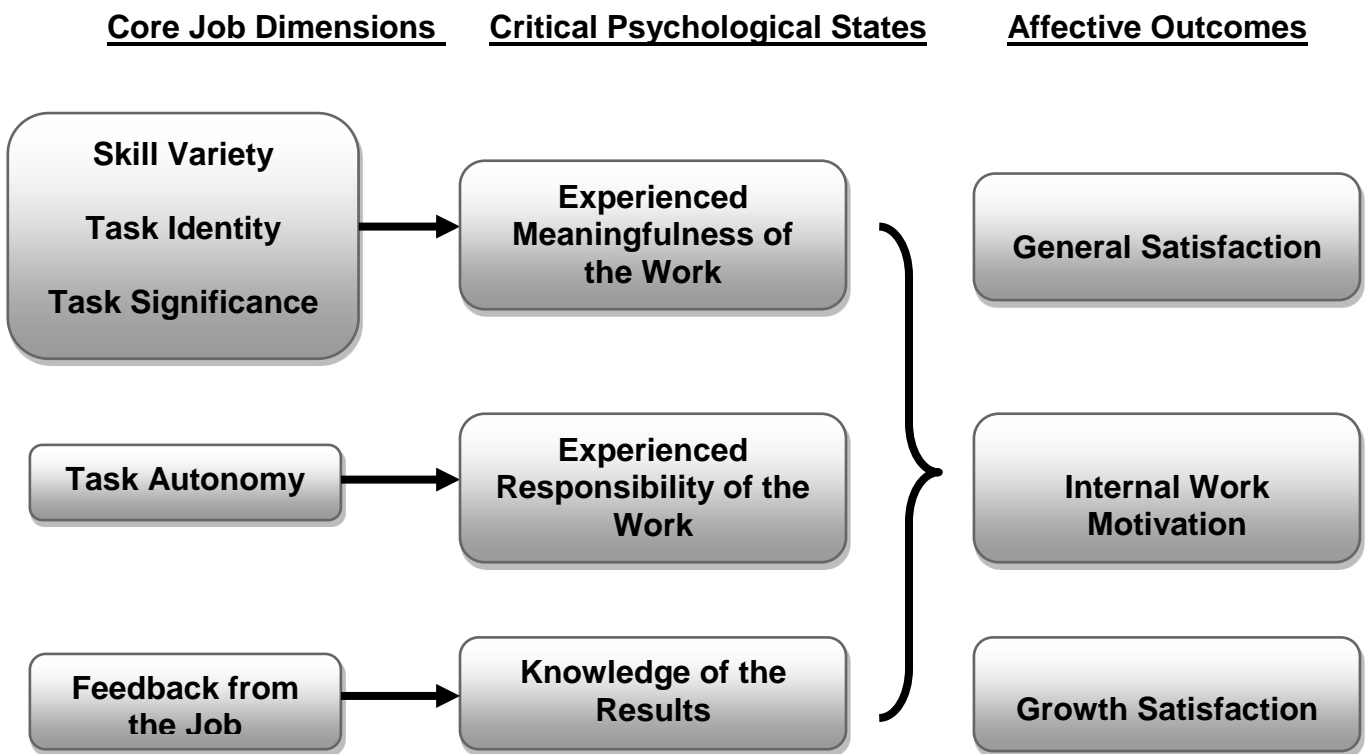


Figure 2.4: Hackman and Oldham's (1975a; 1980) Job Characteristics Model

For an employee to experience 'high internal motivation' it is argued (Behson *et al.*, 2000; Lee-Ross, 1993; 1995; 1996; 1998a; 1998b; 1999; 2002; 2005) that they must experience the CPS purported by Hackman and Oldham (1975a; 1976; 1980) and Oldham *et al.* (1976). In order to allow these states to foster the authors propose that each job, irrespective of the industry, will be made up of objective, measurable tasks that a worker needs to perform. It is through these characteristics or CJD, split into five headings (Skill Variety, Task Identity, Task Significance, Task Autonomy and Feedback from the Job), that employees experience the CPS (Experienced Meaningfulness of the Work, Experienced Responsibility of the Work and Knowledge of the Results) (Hackman and Oldham, 1975a, 1976; 1980).

The model is tested through the use of a Job Diagnostic Survey (JDS) which is a comprehensive questionnaire administered on incumbent workers to ascertain their

insights into the work they undertake. The questionnaire consists of 87 randomly distributed questions and is divided into eight sections. The JDS measures each stage of the model through an assessment of the CJD, their response to these dimensions which help determine personal and work outcomes (CPS) and finally the instrument provides insights into levels of satisfaction and intrinsic motivation experienced by the employee (AO). Collectively, the JCM and the JDS provide an opportunity to measure the satisfaction and motivation levels of workers and offer insights into how to re-design the work in an effort to increase these levels further. It is this that makes it an important tool for the use in this study for a number of reasons.

First, there are many similarities between the design of regular jobs and the work undertaken by interns as part of an experiential education experience, therefore, the theory can be applied to the measurement of these internship experiences in students without having to make significant adjustments to accommodate for different characteristics of the sample used within the study. Secondly, the findings can be used in a practical way to make positive adjustments (if necessary) to the experiential learning process thus resulting in greater utility in the future to all stakeholders identified in section 2.3 of this chapter (Page 35). Third, this data collection instrument addresses many of the drawbacks identified above in other measures as it takes into consideration both the affective, emotional and cognitive components of job satisfaction outcomes. Fourth, it is considered by some to be the most widely used theoretical approach to job design yet proposed and thus offers greater confidence to the thesis in terms of its reliability and validity (Hunt *et al.*, 1985; Parker and Wall, 1998); and finally it has been used empirically to measure

the job satisfaction levels and motivational outcomes on workers in the HTM industries (see Lee-Ross 1993; 1995; 1996; 1998a; 1998b; 1999; 2002; 2005).

Despite its many advantages to this study, because of its extensive use in research over the years, both the model and the diagnostic instrument have been subjected to some scrutiny and criticism, some of it by the authors themselves. These drawbacks include a lack of distinction between the CJD, validity of the scales on the JDS and inconsistencies in measuring model moderators. Each of these is considered further and discussed in detail in Chapter Three (Section 3.6, Page 112).

Having outlined a number of measurement instruments for the examination of worker/job satisfaction, the final part of this section of the Literature Review is to demonstrate the use of Hackman and Oldham's (1975a) JDS and JCM through their application in prior research studies related to the HTM industries.

2.6. Application of Hackman and Oldham's JDS and JCM to the HTM Industries

A review of related literature applying Hackman and Oldham's JDS and JCM in the context of HTM offers a limited number of empirically tested studies. Of the few prior, published studies available, the most prominent author is Lee-Ross (1993; 1995; 1996; 1998a; 1998b; 1999; 2002; 2005). Commencing with an article related to his PhD thesis in 1993, he has undertaken a number of studies on the practical application of the JDS and JCM on HTM service workers. His initial publication applies the work of Hackman and Oldham to motivation levels amongst seasonal hotel workers in the UK. The focus of this research is on the attitudes workers have

towards their jobs based on their hotel residency and work preferences and highlights the importance of the seasonal nature of the work.

Seasonal hotel workers and students share a number of similar traits particularly in how they view their role in an organisation. The most obvious being the temporary employment status afforded through seasonality or a prescribed work internship. In addition, the commitment and attitude of employers towards these workers will also have similarities particularly in how they approach training and development due to the transient nature of their employment. Lee-Ross (1998b) concludes that the JDS is a reliable instrument for use on hotel employees in the same way other worker groups had been used from industries previously tested by Oldham *et al.* (1979). Although Lee-Ross (1998a) does caution the reader that further testing would be prudent, he offers suggestions on how best to report results to practicing industry managers as well as some immediate situations where the tool could be utilised. Amongst these suggestions, he expresses some concerns of the utility of the full use of the JDS which lead to issues over its realistic practical value to managers. Due to its length (87 questions) and analysis procedures, he proposes instead that 'managers require something which is theoretically sound but can be easily distributed, and provides complete data sets for analysis' (Lee-Ross, 1998b:73). Along with these suggestions, he also offers some recommendations deemed appropriate for use in this study which include the use on new employees, a tool for measuring perceived behaviour over an extended employment time, to act as an informational exchange between hotels to review work conditions, and to facilitate an in depth study on worker motivation and productivity.

Since these publications (1998a; 1998b), Lee-Ross has completed other studies applying Hackman and Oldham's work within a HTM setting including a study into motivation amongst chefs in the UK (1999) chefs in private hospitals in Australia (2002), and a cross cultural comparison of job characteristics and internal motivation between workers in Mauritius and Australia (2005). All these studies offer greater validity to the use of the model within a service environment but do have some limitations in terms of the sample sizes used, the context of UK and Australia (rather than US workers), use on regular workers, not students and lacking in a detailed exploration of the inferences generated by the data. However, the application of the instruments, the use of a convenience sampling technique, reliability and validity tests reported and the types of contexts used (seasonal and other HTM workers), each add greater conviction to the use of this tool on HTM students undertaking internships in this study.

In addition to the application of the study on HTM workers, the research also seeks evidence that Hackman and Oldham's JCM can be used in an experiential learning context such as internships. To this point, the studies reviewed have each been applied to the satisfaction/motivation levels in regular workers so the concluding part of this chapter will examine studies where the JDS and JCM have been used on student interns.

2.7. Part Four - Internship Design Studies and the Application of Hackman and Oldham's JDS and JCM to Experiential Education

As previously addressed in this chapter (Section 2.3.2, Page 39), a synthesis of the literature that examines the internship experiences of students is plentiful. It appears to be a topic that has been addressed in a number of academic disciplines and the

commentary covers a number of areas including (but not limited to) practical skill development (Baum, 2002; Leslie, 1991; Busby *et al.*, 1997; Petrillose and Montgomery, 1998; Knouse, *et al.*, 1999; Walmsley *et al.*, 2006; Zopiatis, 2007) academic performance (Blair and Millea, 2004; Bowes and Harvey, 1999; Hauck *et al.*, 2000; Little and Harvey, 2006; Mandilaras 2004 and Mendez 2008) and the employment prospects it affords (Busby and Gibson, 2010; Gibson and Busby, 2009; Bullock *et al.*, 2009; Coco, 2000; Clark, 2003, Inui *et al.*, 2006; Waryszak 1999, 2000). However, the link between satisfaction/motivation levels and experiential learning, occurring as a result of the design of these internships, is less abundant particularly when applied within a HTM or service industry setting. Much of that prior research exploring a theoretical base on internship design has occurred in other academic areas (nursing, engineering, business studies) and without the use of an applied model such as Hackman and Oldham's JCM.

Narayanan *et al.* (2010) offer a review of these other studies covering theories of socialisation, learning and human resource management in relation to the facilitation of internships. In their findings, the authors are critical of the methodologies used in these prior studies as many have no data or a limited number of observational cases where inferences are made. Narayanan *et al.* (2010:62) state that 'Despite their popularity and extensive history, little is known about the effectiveness of internships'. The authors introduce their own model that views the effectiveness of internships from three stakeholder perspectives (student, educational institution and employer) where satisfaction is the key dependent variable. Using a process of Structured Equation Modelling, they show that satisfaction in business students is the result of three process constructs: Project Progress Feedback, the Faculty Advisor Role, and Student Learning. The outcomes of this study have implications

on the design of the internship (Project Progress Feedback), the feedback received from the employers or student's academic supervisors (Faculty Advisor Role) and finally, how motivated the student is to learn the skills/tasks associated with the job (Student Learning). Despite a lack of use of the Hackman and Oldham work, this study is useful as it addresses work design and has a number of connections back to the theories proposed by Dewey, Lewin, Hahn, Freire, Mezirow, and Rogers from an experiential learning perspective and will be used to confirm or reject some of the findings outlined in Chapters Five through Eight.

Lam and Ching's (2007) research on students studying in Hong Kong hotels uses focus groups to assess differences between internship expectations and actual experiences. Using a synthesis of previously published work by Waryszak, 1999, Kusluvan and Kusluvan, 2000 and Patterson and George, 2001, they examine a number of individual and work characteristics present in the internships that create these differences between actual and perceived expectations. In addition, they undertake an examination of overall internship satisfaction by using a single-item instrument developed by Van de Ven and Ferry (1980) before finally exploring socio-demographic data of respondents and measuring the outcomes. Their findings show that student's overall expectations regarding satisfaction levels are influenced by three key work characteristics. A strong sense of team spirit and involvement, autonomy in completing the work and support from superiors are all significant when predicting students' satisfaction towards their internships. This study is useful as it is undertaken on hotel management interns and has similarities with some of the CJD proposed by Hackman and Oldham (1975a) in their JCM particularly relating to the measure of autonomy.

Feldman and Weitz's (1990) study on factors leading to successful summer internship in retailing also analyses a combination of individual, interpersonal and organisational factors. Their research focuses on exploring the relationship between job characteristics and satisfaction outcomes. Two of their key findings, which have relevance to this study, suggest that design of the work and 'fit' with career planning, contribute to the positive development of these experiences. They also conclude that: '...very little work, theoretical or empirical, has been done on the factors which determine whether interns will view their internships as positive developmental experiences' (Feldman and Weitz, 1990:268).

Much of the application of Hackman and Oldham's work has been undertaken on business study students commencing with an article by Rothman (2003). By posing questions to a sample of business school students about their internship experiences, Rothman (2003) identifies their most and least favoured aspects. The qualitative study uses content analysis on the responses of 143 junior and senior students and concludes that work-related factors such as job characteristics, work environment characteristics, and contextual factors that influence job satisfaction also influence internship satisfaction. For these reasons, one of the conclusions drawn by Rothman (2003) suggests that Hackman and Oldham's (1975a) JCM is applicable for the analysis of internships. A further study by Rothman (2007) again uses content analysis on a larger sample size (345 business interns) asking how their employer could improve the internship experience for future students. The findings suggest that clarity of tasks, communication, assignment expectations, feedback, mentoring, exposure to other parts of the business, and respectful treatment could all help improve internship effectiveness and are consistent with prior research by Coco (2000) on internship benefits.

Paulins (2006) uses a modified version of Hackman and Oldham's (1975a) JDS to ascertain data that measures relationships between job characteristics, overall satisfaction and contributions toward career development in retail merchandising internships. The data analysis follows the framework of the JCM and finds that feedback from supervisors, task variety, feedback from the job, autonomy within the work environment and networking opportunities are all related to internship satisfaction. These findings are valuable as the methodology used in this study has similarities with that proposed in Chapter Four and the work environment within retailing has many similarities with the service environment that exist in HTM. Once again, by empirically testing the instruments on students, this study confirms the validity of the JDS as an appropriate tool for measuring internship satisfaction.

D'Abate *et al.*'s (2009) study has several similarities to the developing goals of this thesis. They survey 261 business studies students again using a modified version of Hackman and Oldham's (1975a) JDS. Their objective is to see how internships bridge the gap between classroom learning and the practice of business in an attempt to understand what aspects of an internship experience are most important. They conduct this by examining internships from three broad perspectives, job characteristics, work environment characteristics and contextual factors. Their findings, relate to the examination of job characteristics (using multiple linear regressions) and show that business interns value task significance and feedback as contributors to their satisfaction levels. Again, similarities in methodologies and populations investigated make this paper a valuable resource for inclusion in this study. Like others authors (Feldman and Weitz, 1990; Narayanan *et al.*, 2010), D'Abate *et al.* 2009, also confirm that there is a significant lack of research in this area by stating: 'The management literature is replete with theoretical frameworks

describing the antecedents and consequences of job satisfaction...Yet, when considering satisfaction in the specific context of internships, there are few approaches to draw upon' (D'Abate *et al.*, 2009:529).

2.8. Locating and Defining the Research Gap

Overall, the Literature Review reveals few studies that exist which investigate job design theory and worker/job satisfaction applying Hackman and Oldham's (1975a) JCM in a HTM context. When examining these using internships as an experiential education tool, the studies are particularly sparse. One exception is a PhD thesis by Nelson (1994) on the effects of job dimensions and supportive relationships on student satisfaction levels. Using an abbreviated version of Hackman and Oldham's (1975a) JDS, data from students attending five Midwestern universities in the United States was examined. The study reveals that students experience higher levels of satisfaction when their internships provide relevant work, some autonomy, and timely feedback (Nelson, 1994). Although only partly investigating the impact of internship design on satisfaction using Hackman and Oldham's (1975a) JDS, the value of this study demonstrates that the model can be applied empirically and undertaken on student interns within a HTM setting. In addition, this negligible example of prior research presents further justification for undertaking a research project in this area.

It is clear that although the topic of internships has been addressed by many authors, the research suggests that few studies have sought to examine job design as an intrinsic motivational and satisfaction factor obtained through an experiential learning experience like an internship. In particular, no study has sought to examine this area in detail using Hackman and Oldham's (1975a) JDS and JCM or further examined these concepts by internship class or emphasis area to observe any

distinctions between students following different career paths. Finally, no study has addressed connections to classroom learning and career outcomes as part of one comprehensive study.

Chapter Summary

The purpose of this chapter was to undertake a thorough review of the literature that pertains to the practice of experiential learning. By assessing the contributions offered by educators, psychologists and sociologists, the plethora of studies in academia are conclusive in suggesting that the process of learning, through practise, forms a key part in the development of an individual.

By dividing the review into four parts, evidence is provided which suggests that education encompasses many things beyond teaching and learning. It initially suggests that through the research of education theorists, experiential learning is a fundamental part of cognitive development and has many common characteristics that must be present to be fully effective. Its purpose is to allow the student to make sense of knowledge and theories gained, in a traditional way, by applying it within a situation of relevance to the learner. These contributors view experiential learning as a multidimensional process where an individual undertakes a series of stages in their learning experiences and isn't reliant on a theoretically driven style of learning.

The second part of the chapter provides the context for facilitating experiential education and specifically internships within an HTM education setting. In particular, it justifies the value of these experiences outlining the numerous benefits and drawbacks encountered by the varying stakeholders connected to internships. In its completion, it is clear to see the role internships play in enhancing the learning

process for HTM students and demonstrates how the benefits associated with a work based learning experience, outweigh the drawbacks. Thus it is fair to conclude that this learning tool has a valuable role to play in not only the education of students but also to serve the needs of other direct and indirect stakeholders.

The third part of this chapter outlines the incremental development in organisational theory with a specific consideration to a number of motivational and satisfaction theorists. It provides an insight into a variety of different perspectives and measurement tools on motivation and satisfaction that can be instrumental in understanding the benefits of effectively designed work. The research conducted by Hackman and Oldham (1975a; 1976; 1980) and Oldham *et al.* (1976) into job design is reviewed and proposed as a suitable theory to underpin the study. Finally, applications of Hackman and Oldham's (1975a; 1976; 1980) work are examined with particular connections made between internship experiences and worker satisfaction outcomes in both a HTM and service industry environment. This provides clear evidence that there are a limited number of studies associated with these important areas and thus offers further justification for a study of this nature.

In summary, the Literature Review has identified that although a variety of studies have been undertaken on the application of experiential learning in the HTM environment, there is little evidence to suggest that a study addressing the connection of job design and worker satisfaction levels in HTM student interns has been examined. Therefore, by underpinning this research with a sound academic framework from the literature, the result will be a significant contribution to our existing knowledge and understanding in this area. The outcomes of such a study would be advantageous to all the key stakeholders outlined in this chapter.

Having offered an overview of the literature that relates to experiential education, intrinsic satisfaction/motivation and work redesign, the following chapter will present the Conceptual Framework for the study.

Chapter Three

The Conceptual Framework

Introduction

The Introduction to this study (Chapter One) presents an overview of the thesis by outlining some of the inherent challenges faced by industry and education stakeholders with regard to the future supply of hospitality and tourism managers. In addition, it proposes that a possible solution to these challenges may lie in the form of nurturing students, at earlier stages of their career, through the education process. To that end, Chapter Two offers an examination of the historical development of the experiential education literature and presents a case for utilising student internships as a vehicle for the professional development of future managers within the industry. In doing so, it recognises the many beneficiaries of facilitating these internships as an experiential learning tool and implies that, in addition to creating a high impact learning experience for students (Kuh, 2008; Kuh, 2005 *et al.*), they may also be instrumental in alleviating some of the workforce issues relating to turnover rates, skill shortages and productivity that are present in many areas of the service industries.

The purpose of this chapter is to discuss, the conceptual framework which underpins this study. It draws together the findings presented in chapters one and two and demonstrates how the theories associated with experiential education, job design, motivation and satisfaction outcomes address this study's aims and objectives (Chapter One, Section 1.4, Page 13). The chapter commences by re-stating the purpose and aims of the thesis before discussing the concepts and ideas that underpin the research. According to Miles and

Huberman (1994:18), a conceptual framework 'explains either graphically, or in narrative form, the main things to be studied....and the presumed relationship among them'. Therefore, as the chapter evolves, it demonstrates how and why each of these concepts is important, and illustrates their contribution in providing an overarching framework for the study.

3.1. Study Purpose

The purpose of this study is to investigate the role internships play in the educational development of undergraduate students pursuing a career in Hospitality and Tourism Management (HTM). It specifically examines the relationship between the design of these work experiences, using Hackman and Oldham's (1975a) Job Characteristics Model (JCM) and Job Diagnostic Survey (JDS), and the subsequent impact on a student's intrinsic motivation and satisfaction levels. Its goal is to show if a relationship exists between these experiences and any subsequent changes in a student's attitude towards their satisfaction levels, education and/or career choices (positive or negative). In order to develop the conceptual framework, it is important to first re-present the aims of this thesis previously outlined in Chapter One as a reminder of the areas to be addressed.

Research Aims

1. To appraise the likely benefits and drawbacks associated with experiential learning to stakeholders within the tourism and hospitality management environs.

2. To test the applicability of Hackman and Oldham's (1975a) Job Characteristic Model as a measurement tool for assessing the value of students' internship experiences.
3. Examine the relationship between job design characteristics (experienced through work based internships) and perceived student satisfaction/motivation levels based on internship class and emphasis area.
4. Examine how influential experiential learning experiences are on the contribution to a students' educational development in the field of HTM.
5. Determine how influential internships experiences are on future decisions students make about their academic/career choices.

The purpose of the study outlined above proposes a number of key concepts that will be addressed in this research. Each of these will be examined in further detail and their contribution to the conceptual framework highlighted.

3.2. Experiential Education

As discussed in Chapter Two (Literature Review), experiential education can take numerous forms and has been recognised by many (e.g. Dewey, 1938; Freire, 1968; Lewin, 1951; Hahn, 1954; Kolb, 1984; Rogers, 1995) as a professional development tool that can add significant value to the learning experience of students. A summary of the research by these theorists (Table 2.1, Appendix 1), shows that a number of common characteristics present in the experiential education process help enrich the learning experiences of students. These characteristics include an initial

need by the student to want to learn, a need to design the experience so students are involved in the process (taking ownership of the learning), the creation of opportunities for learning by doing (the hands on learning style was proven to help students retain more information), the development of learning in stages (helps with retention and learning in manageable pieces), the need to create a sense of self-efficacy (a term used in psychology describing a learners confidence in their own ability), the importance of placing the instructor as a facilitator of the learning (to ensure maximum utility is achieved) and finally, to include a process of self-reflection/evaluation so the learning can be reinforced.

These scholars advocate for experiential education as an alternative or complement to other instructive methods and their research has evolved into the creation of a number of learning tools that are present in the higher education environment today (Kuh, 2008; Kuh *et al.*, 2005). Rather than addressing all types of experiential education, which can range in size and scope from a simple applied research project to a full cultural immersion experience obtained via studying in a foreign country, the review concentrates on the area of work based internships. This was selected as it has both the strongest associations between education, employers and the students and is seen as a suitable vehicle for offering students an opportunity to apply the academic theories learnt in the classroom to the practice of industry while developing the skills and competencies to succeed.

3.3. Internships

Through a synthesis of prior work, it is clear that through the development of internships as part of a higher education curriculum, there are many benefits to be enjoyed (Busby *et al.*, 1997; Busby, 2005; Busby and Gibson, 2010, Coco, 2000;

Downey and DeVeau, 1988; Gibson and Busby, 2009; Lam and Ching, 2007; Leslie, 1991; Leslie and Richardson, 2000; McMahon and Quinn, 1995; Petrillose and Montgomery, 1998; Mulcahy, 1999; Walo, 2001; Walmsley *et al.*, 2006; Zopiatis, 2007). These benefits are not isolated to individuals but spread to a number of stakeholders if expedited correctly and include students, employers, educators and numerous indirect stakeholders that live and work in the communities where the internships may occur (Ellis and Moon, 1998a cited in Busby, 2005). However, for the full benefits of these experiences to be realised, these internships need to be structured in such a way that they provide maximum benefit and all parties are satisfied (Bourner and Elleker 1993a, 1998; Divine *et al.*, 2007; Jenkins, 2001, Leslie and Richardson, 2000). Clearly, each stakeholder will have differing ways of measuring benefit and satisfaction, typically motivated by a number of tangible and intangible outcomes.

A thorough exploration of each of these is beyond the scope of this study so in order to narrow the focus of this research, the purpose of this thesis is twofold. First, it concentrates specifically on examining the intrinsic motivation and satisfaction levels experienced by students as a result of their internship experiences. This occurs through an assessment of their recent experiences in industry and allows for the identification of job characteristics that contribute towards positive affective outcomes. Secondly, it examines how relevant any prior theoretical knowledge gained in the classroom assists the process of experiential learning. Collectively, these two outcomes are analysed in the context of education and career choices as this research also examines the influence of internship design and classroom education on a student's desire to pursue a future in the HTM industries. By adopting this approach it is felt that should students experience high levels of

satisfaction/motivation from the experience, then undoubtedly the other stakeholders involved in the process will also indirectly benefit for many of the reasons outlined in Chapter Two.

In order for students to experience intrinsic motivation and satisfaction outcomes from this experiential learning process, it is important for their internships to be designed in such a way that they include components that offer value and importance to their learning experience (Hackman and Oldham, 1975a). Chapter Two has previously reviewed a number of research instruments (Hancer and George, 2003; Lam *et al.*, 2002; Lee-Ross 1993; 1995; 1996; 1998a; 1998b; 1999; 2002; 2005) and studies (Aksu and Aktas, 2005; Chiu and Francesco, 2003; Lam and Baum, 2003; Koseoglu *et al.*, 2010; Nelson, 1994; Smith *et al.*, 1996; Yang, 2010) that have approached the measurement of job satisfaction in a HTM context. While many describe the antecedents and consequences of job satisfaction, few address this topic from the perspective of job design through an investigation of actual job characteristics (D'Abate *et al.*, 2009). This process of identifying relationships between job characteristics and satisfaction/motivational outcomes are included as components of Hackman and Oldham's (1975a; 1976; 1980) Job Characteristics Model (JCM) which is discussed in more detail below.

3.4. Job Design, Motivational and Satisfaction Outcomes

A key text that underpins this study is "Work Redesign" by Hackman and Oldham, (1980) as it outlines a number of key models and theories used for analysing job design and enriching work. The conclusions offered outline, at great length, the possibilities that poor job design can contribute to high turnover rates and lower job satisfaction levels as employees become unchallenged and detached by their work.

Although the book makes few references to the service industries, its content and clarity have resonance to the hospitality and tourism environments. Since its publication, the text along with previous journal papers published by the authors on the subject (Lawler *et al.*, 1973; Hackman *et al.*, 1975b; Hackman and Oldham, 1975a; 1976; Oldham *et al.*, 1976) have been reviewed by many academics and are recognised as being a key contribution to the study of intrinsic motivation, job design and employee satisfaction (Parker and Wall, 1998; Robertson and Smith, 1985).

Hackman and Oldham's (1975a; 1975b; 1976; 1980; Oldham *et al.*, 1976) approach to motivation is based solely on job design as they focus their research on actual work that people perform in organisations. Their argument for improved job design is aimed at employers and the research has proven (Lee-Ross 1993; 1995; 1996; 1998a; 1998b; 1999; 2002; 2005) that by examining the makeup and design of an employees' job, it is possible to make recommendations and changes that can result in altering the way employees perceive their contribution to the organisation. They consider a more enriched employee will subsequently have different expectations in terms of satisfaction requirements from the job and will, therefore, improve performance in an attempt to satisfy these needs (Hackman and Oldham (1975a; 1976; 1980). The framework for developing this study into student satisfaction (borne out of the job design process) utilises a modified version of Hackman and Oldham's (1975a) JCM. This model has been tested empirically in studies related to the HTM industries (Lee-Ross 1993; 1995; 1996; 1998a; 1998b; 1999; 2002; 2005) and is considered by Parker and Wall (1998) to be the most widely used theoretical approach to job design proposed. Therefore, its inclusion as a framework for this study offers greater confidence in terms of its reliability and validity.

This model offers an insight to a number of factors associated with work and will be adapted to reflect the experiences of student interns. Through a series of questions asked via Hackman and Oldham's (1975a; 1976; 1980) Job Diagnostic Survey (JDS), the model maps answers relating to the respondents work experiences and ultimately measures both internal work motivation and satisfaction (general and growth) outcomes. Its purpose is to analyse links between the nature of a job (internship) through its Core Job Dimensions (CJD), to observe an employee's experience of those characteristics called the Critical Psychological States (CPS), before finally presenting a measurement of Affective Outcomes (AO) in terms of motivation, satisfaction and performance. In order to demonstrate how each of these three stages will contribute to this study and show their connections to experiential education, they will be outlined in more detail below.

3.4.1. The Core Job Dimensions

Any job undertaken has a number of duties and responsibilities that provide the foundation for a job description. As incumbent workers undertake these tasks on a daily basis, their performance is typically measured by employers on the success of the outcomes. According to Hackman and Oldham (1975a: 161-162), these attributes can be grouped into five CJD:

- (i) 'Skill Variety** - The degree to which a job requires a variety of different activities in carrying out the work, which involve the use of a number of different skills and talents of the employee

- (ii) **Task Identity** - The degree to which the job requires completion of a "whole" and identifiable piece of work - that is, doing a job from beginning to end with a visible outcome

- (iii) **Task Significance** - The degree to which the job has a substantial impact on the lives or work of other people - whether in the immediate organization or in the external environment

- (iv) **Task Autonomy** - The degree to which the job provides substantial freedom, independence, and discretion to the employee in scheduling the work and in determining the procedures to be used in carrying it out : and

- (v) **Feedback from the Job Itself** - The degree to which carrying out the work activities required by the job results in the employee obtaining direct and clear information about the effectiveness of his or her performance.'

In addition to these five CJD, Hackman and Oldham (1975a) also propose two further dimensions which they suggest are useful in understanding jobs and employees' reaction to them. These additional attributes are considered to be more reflective of the work environment rather than job characteristics and are offered to supplement information provided by the other dimensions. Hackman and Oldham (1975a:162) offer these as:

Feedback from Agents - The degree to which the employee receives clear information about his or her performance from supervisors or from co-workers; and

Dealing with Others - The degree to which the job requires the employee to work closely with other people in carrying out the work activities (including dealings with other organization members and with external organizational "clients.').'

These CJD serve as an important part of the experiential learning process as many of the characteristics identified by education theorists (Chapter Two, Section 2.2, Page 26) are present in an internship experience. For example, as students undertake the duties and responsibilities related to their internship, the skills and knowledge developed through these tasks, interactions with co-workers/guests and direction from supervisors will all drive learning outcomes. This process of involvement and learning through experience will develop higher levels of self-efficacy in students over the duration of their time with employers and as familiarity with their work environment and job role improves, so will their productivity levels and confidence. Further, in the right employment situation, this should lead to an increase in responsibilities (staged learning) that will, in turn, increase the amount of skill variety, task identity, task significance, autonomy and feedback the student attains. The feedback will take many forms but will occur from the job itself and, again, through interactions with co-workers, guests, supervisors and class instructors. According to Hackman and Oldham (1975a, 1976, 1980), the purpose of these CJD is to foster the emergence of three CPS which are detailed in stage two of the JCM.

3.4.2. The Critical Psychological States

These psychological states are critical in the process of affecting a worker's motivation and satisfaction outcomes from their job (Hackman and Oldham, 1975a; 1980). The authors argue that the greater the presence of these conditions, the

more workers will feel good about themselves when they perform well in their jobs.

Hackman and Oldham (1975a:162) describe the CPS as:

‘Experienced Meaningfulness of the Work - The degree to which the employee experiences the job as one which is generally meaningful, valuable, and worthwhile.

Experienced Responsibility for Work Outcomes - The degree to which the employee feels personally accountable and responsible for the results of the work he or she does; and

Knowledge of Results - The degree to which the employee knows and understands, on a continuous basis, how effectively he or she is performing the job.’

The model postulates that an individual worker experiences these CPS when they learn (Knowledge of Results - KOR) that they personally (Experienced Responsibility of the Work - EMW) performed well on a task that they care about (Experienced Meaningfulness of the Work - ERW). Hackman and Oldham (1975a; 1980) claim that this connection between CJD and CPS leads to a self-perpetuating cycle of work motivation as these internal rewards are reinforced each and every time the employee does well in their job. Should performance fall short of these expectations, the worker will inherently try harder to regain the reinforcement and rewards previously experienced. This cycle will continue to drive the employee until the CPS are no longer experienced as a result of the CJD present in the work or until the worker no longer values their presence as a result of good performance. This would then indicate an appropriate time for job redesign (Hackman and Oldham, 1975a; 1980).

Hackman and Oldham's (1975a; 1976; 1980) JCM shows that the CJD that lead to EMW are obtained by the presence of Skill Variety (SV), Task Identity (TI) and Task Significance (TS). This implies that a worker will see their contribution as meaningful if they are exposed to a number of different tasks where they can demonstrate and enhance their skills and abilities (rather than completing a single repetitive task). In addition, they will be able to identify the extent of their contribution in the context of the organisation's goals and recognise the significance of their contribution in achieving those goals within a wider external environment. In order for these CPS to occur, all these CJD need to manifest from the work undertaken but don't need to be present in equal quantities (Hackman and Oldham, 1980). ERW is experienced through Task Autonomy (TA) and is a reflection of the trust placed in the worker to undertake parts or complete tasks on behalf of the organisation. This trust typically stems from the level of personal accountability a worker places in their work (Renn and Vandenberg, 1995). KOR is obtained via feedback. In the JCM, Hackman and Oldham (1975a) see this in the form of Feedback from the Job (FFJ) where a worker may receive signals regarding good performance simply by carrying out the tasks. For example, a chef producing a dish will follow a recipe card or standard operating procedure and plate a dish for service in the restaurant. He/she will know through both taste and a visual check that he/she has performed the job correctly. This may be further confirmed later through feedback received from supervisors, co-workers or guests (all considered Feedback from Agents - FFA) in the form of praise.

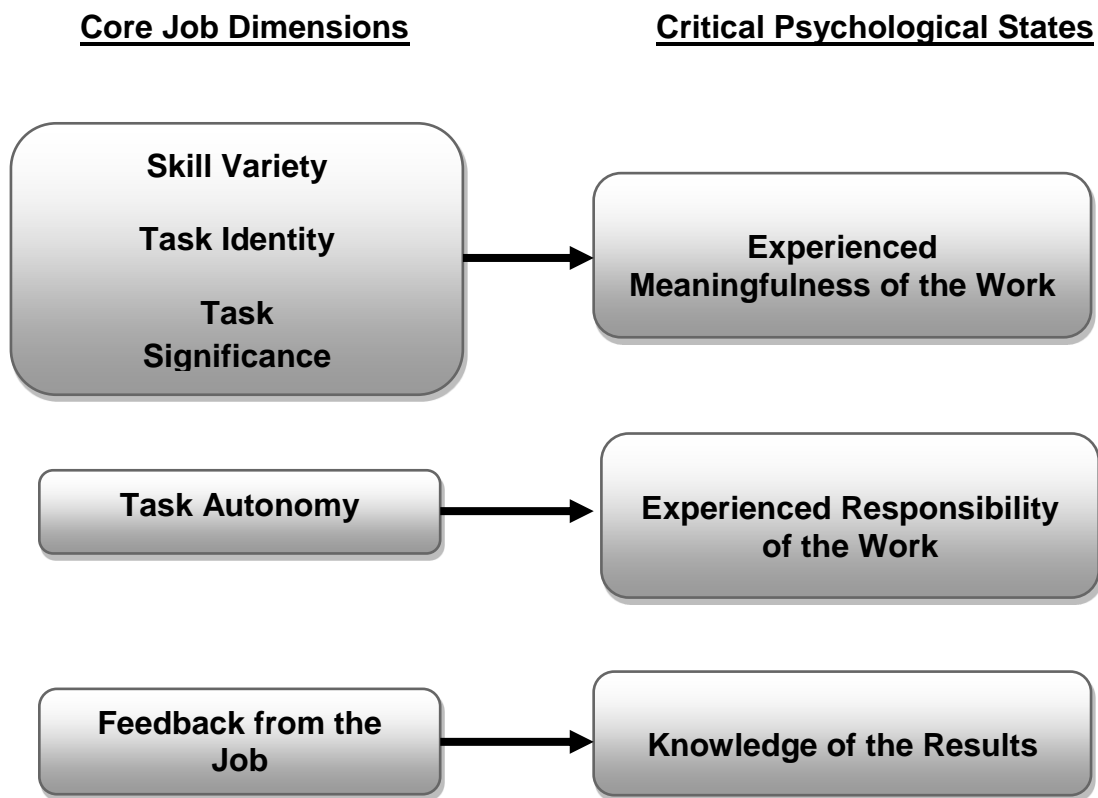


Figure 3.1: Excerpt from Hackman and Oldham's (1975a) JCM Showing How the First Two Stages of the Model are Related

Linking the CPS to the theories of experiential education again involve many of the common characteristics identified by the educational theorists. As the CJD evolve into these internal rewards, students emulate the motivation to learn, achieve much of that learning through experience gained from undertaking the job, are involved in the learning process and develop self-efficacy through the attainment of both EMW and ERW. In addition, KOR imparts a process of self-reflection, increased motivation to learn and form a piece of a staged learning process as more responsibility is given to students who excel in their roles. KOR is also a stage where the class instructor is involved in the process, at a greater level, as a facilitator of the learning. This occurs through a series of performance evaluations (conducted by the employer), where the outcomes are shared with the class instructor. The

student's on-going development is discussed and assessed in terms of their original learning objectives which are pre-determined before the experience commences. Progress towards these goals as a result of the performance evaluations (KOR) is an essential part of the self-reflection and staged learning education process which are again identified as key characteristics of the experiential education process in (Chapter Two, Section 2.2, Page 26)

Once attained, these three CPS are then seen to determine a number of work and personal outcomes and therefore form a pivotal link between the CJD and satisfaction/motivation outcomes (Renn and Vandenberg, 1995).

3.4.3. The Affective Outcomes

In the original JCM proposed by Hackman and Oldham (1975a), the personal and work outcomes produced as a result of the CPS include high internal work motivation (intrinsic motivation), high-quality work performance, high satisfaction with the work, and low absenteeism and turnover. The inclusion of these specified outcomes are based on Hackman and Oldham's understanding of the literature relating to work consequences proposed by Blauner (1964) and Walker and Guest (1952) (cited in Oldman and Hackman, 2005) which suggest that the design of work has consequences for both the happiness of workers (satisfaction) and impacts on their withdrawal from the workplace (absenteeism and turnover). The inclusion of high internal work motivation (IWM) as an affective outcome is borne out of the work of Hackman and Lawler (1971) who first introduced the concept in their work on employee reactions to job characteristics and found it useful in interpreting their findings about job effects (Oldman and Hackman, 2005). Hackman and Oldham (1975a:162) describe internal work motivation as: The degree to which the

employee is *self-motivated* to perform effectively on the job—that is, the employee experiences positive internal feelings when working effectively on the job, and negative internal feelings when doing poorly.’

The JCM posits that high levels of IWM is dependent on the presence of the CPS and through a process of inevitable revisions to the model taken by the authors over the years (in response to their critics), their final iteration places greater emphasis on IWM as the pivotal outcome variable in the model (Hackman and Oldham, 1980). Other changes made since its original presentation in the *Journal of Applied Psychology* (1975a) include incorporating two additional moderating variables, knowledge and skill, and context satisfaction (pay and job security) into the model. These, along with growth need strength, act as moderators between the CJD and the CPS (stage one) or between these and the AO (stage two). In essence, these moderators reflect behavioural patterns or personality traits in the worker in response to the design of their job and allow for individual differences that may be present in worker attitudes. Other changes in the revised version of the JCM include the reduction of absenteeism and turnover as a central outcome of well-designed work (Hackman and Oldham, 1980).

The revised version, which will be the one adopted for use in this study, therefore includes IWM as a core AO along with general satisfaction – GS (an overall measure of the degree to which the employee is happy and satisfied with the job) and growth satisfaction - GRS (satisfaction with opportunities for self-enhancement on the job). This revised version serves the aims of this research well as it allows for the measurement of both satisfaction and motivational outcomes in workers (students)

without detracting from these by examining impacts of absenteeism and contextual factors.

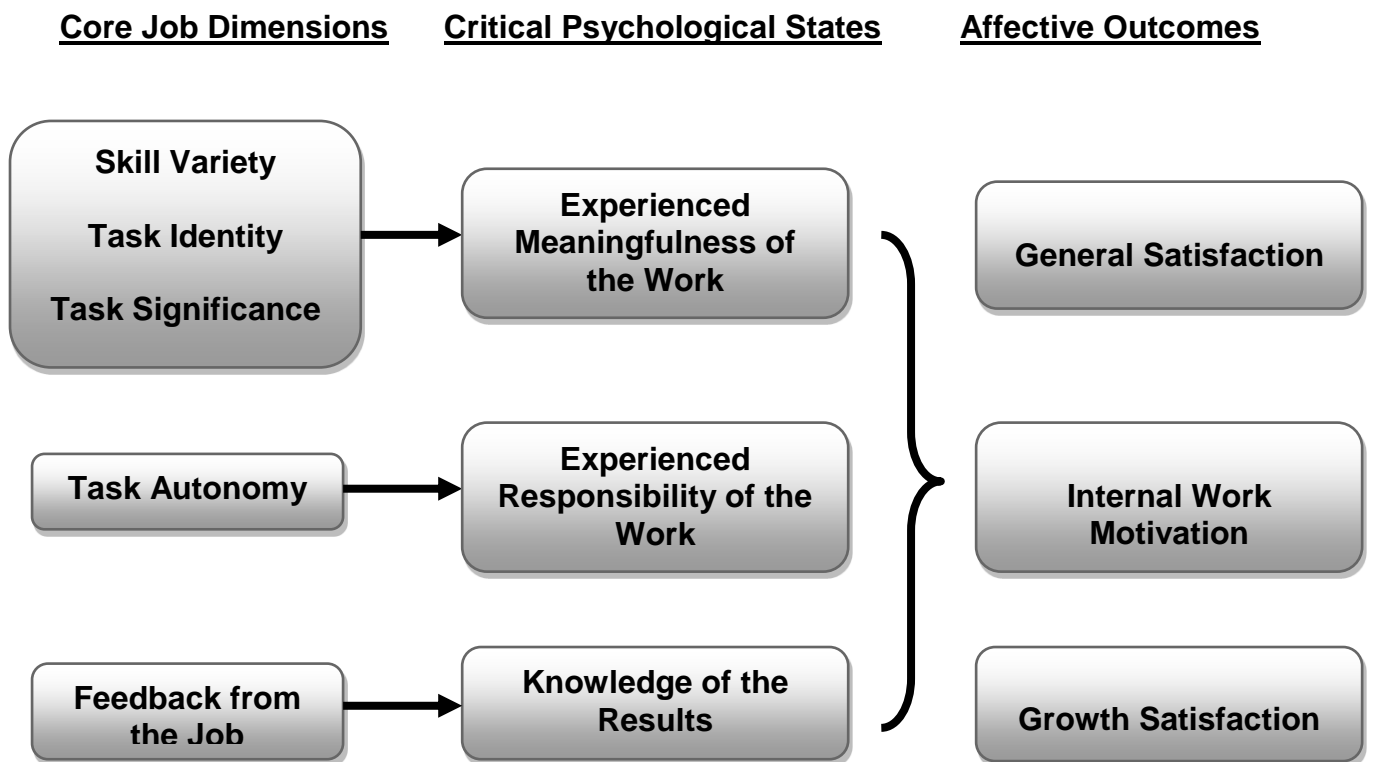


Figure 3.2: Hackman and Oldham's (1980) Job Characteristics Model

In order to generate data that will be used to inform the research of the presence of these dimensions and outcomes, the use of an appropriate instrument is offered and discussed below.

3.5. The Job Diagnostic Survey (JDS)

The research tool used by Hackman and Oldham (1975a; 1976; 1980) and Oldman *et al.* (1976) for obtaining information relevant for their JCM is a detailed questionnaire called the Job Diagnostic Survey (JDS). The survey has two intended uses. The first is to allow managers to diagnose existing jobs providing information

on the key components that underpin any significant action taken to redesign work. This opportunity to review existing work allows for more proactive decision making and can assist in understanding the most effective way to proceed with change in the workplace. The model allows researchers to pinpoint which part of a job is leading to lower levels of satisfaction/motivation and therefore action can be taken to address this during a redesign process. The second use, proposed by the authors (1975a; 1976; 1980), is to reflect and evaluate the effects of work redesign in an attempt to assess the impact on the workforce after change has occurred. Each of these uses allows the researcher to understand an employee's internal motivation and the impact job design has on them, their work and general levels of wellbeing in the workplace. For the purpose of this study, a modified version of the JDS will be used to examine the design of internship experiences with a view to identifying factors that impact satisfaction and motivation.

The modified JDS used in this study will consist of 103 questions that are split into nine sections (slightly more than the original JDS) each designed to provide information on the job characteristics and subsequent feelings of satisfaction and motivation amongst respondent's jobs. Each element of the survey addresses a different dimension the employee may experience during the course of their work and attempts to extract maximum information on job characteristics and subsequent psychological states and outcomes.

3.5.1. Stage 1 - Core Job Dimensions

Sections one and two on the JDS set out to establish the presence of the CJD in a student's internship. As previously outlined (Section 3.4.1, Page 101), these dimensions consist of Skill Variety (SV), Task Identity (TI), Task Significance (TS),

Task Autonomy (TA) and Feedback from the Job (FFJ) and provide the foundations for the JCM. In completing the questionnaire, the student answers according to a rating scale ranging from 1-7. The higher the rating awarded the greater the presence of that characteristic in their work. The outcome of the scores awarded to each question are used for analysis in the study but can also be collated to calculate a Motivating Potential Score (MPS) for each of the respondents using a formula that provides 'a single summary index of the degree to which the objective characteristics of the job will prompt high internal work motivation' (Hackman and Oldham 1980:81). For this study, due to the proposed size and scope of the existing aims and objectives, a decision was taken to omit a detailed investigation of these MPS scores. However, the data collected will be used for further research on completion of this thesis.

3.5.2. Stage 2 - Critical Psychological States

The aim of sections three and five on the modified JDS is to partly analyse the presence of the three CPS and are measured in two ways. First, the respondents are asked to consider a number of statements that may relate to their own internship experiences whilst carrying out the job. Secondly, students are made to consider the work of their co-workers and are asked to report on how accurate a number of statements are in describing their feelings towards the job. Each of the three constructs are measured both directly (section three) and indirectly, via projective-type items (section five). The scores are reliant on the responses given in sections one and two as according to Hackman and Oldham (1975a; 1976; 1980), the CPS will only be induced when each of the CJD are present in the employee's work. Therefore, a low score for any of the core dimensions should lead to a change in the individual's experience of the CPS.

3.5.3. Stage 3 - Affective Outcomes

The third and final stage of Hackman and Oldham's modified JCM (1980) is the measurement of outcomes. These outcomes are present as a result of the characteristics of a job and the employee's psychological state experienced, and is measured through sections three, four and five on the JDS. In the survey, the outcomes being considered are GS, GRS and IWM. This section offers the researcher an opportunity to establish a student's personal opinions relating to their internship rather than simply feedback on the actual job characteristics themselves. This again acts as an indicator to the presence and effectiveness of the experiential education process. The first two constructs are measured both directly (section three) and indirectly (section five) with GRS being measured only directly through questions posed in section four. The affective outcomes can be used as a measure of how content a student was in their work. An enriched internship would be indicated by high scores in satisfaction both from a general or growth perspective and, therefore, contribute to high internal motivation.

3.6. Cautionary Considerations for the JCM and JDS

According to Hackman and Oldham (1980) when analysing the outcomes generated by the JDS a pattern of relationships tend to arise regarding the five CJD. The characteristics identified in a worker's job do not tend to be independent of each other. When a job is high in a particular CJD, such as SV, it typically tends to be high in others, for example, TA and/or feedback. 'The positive inter-correlations among the job characteristics may reflect problems in how they are measured in the JDS. Or it may be that most 'good' jobs really are good in many ways, and jobs that are

poorly designed tend to be low on most or all the job characteristics'. (Hackman and Oldham, 1980:313)

This concern is further supported by other academic contributors including Dunham *et al.* (1977), Cordery and Sevastos (1993) and Parker and Wall (1998). They concur with Hackman and Oldham (1980) about the lack of distinction between these core dimensions and question whether they are, in reality, actual independent components of a job. In addition, they caution the researcher that evidence may suggest that a respondent may also not perceive these characteristics individually (Parker and Wall, 1998). Studies examining these issues further offer two possible explanations regarding these inconsistencies. The first is based on the characteristics of the respondents completing the JDS, they suggest that age, education and job experience will contribute positively to how the respondents complete the surveys as they have a greater ability to distinguish between the job components and will offer more meaningful insights to the research (Fried and Ferris, 1986). For the purpose of this study, this drawback isn't perceived to be a problem as the majority of students in the sample will have similar demographic characteristics (age, education and work experience) and should approach the interpretation of their work from a similar perspective and thus greater levels of consistency in the findings will be observed. Secondly, Parker and Wall (1998) outline a justification through their own research and claim some of the issues arise from the design of the JDS itself, particularly in how insights from respondents are achieved.

'Others have attributed the inconsistencies to method factors, notably the presence of positive and negatively worded items in the Job Diagnostic Survey (Harvey, Billings, and Nilan, 1985; Idaszak and Drasgow, 1987). In several

studies, a revised Job Diagnostic Survey has shown to fit the priori factor structure better than the original scales’.

(Parker and Wall, 1998:14)

There was for a time a debate within the academic community regarding the validity of the scales used on the JDS (Fried, 1991; Fried and Ferris, 1986; Parker and Wall, 1998). This was particularly relevant to the areas of work context satisfactions and growth need strength which are two additional measures observed by the JDS. The analysis of work context satisfaction is only briefly visited by the JDS and it is recommended that if the focus of an organisation’s study is to review satisfaction within the workplace, then more comprehensive studies are available like the Job Descriptive Index by Smith, *et al.* (1969) (Parker and Wall, 1998). The issue of growth need strength (GNS) is important to the job enrichment study but current evidence regarding the validity of the GNS measure is ‘scattered and inconsistent’ (Hackman and Oldham, 1980:314). As a result questions are posed as to whether GNS actually makes a difference in how people approach their work and respond to the job. This is due to a number of applications of the JDS producing different conclusions, some agreeing with the theory others not (Parker and Wall, 1998).

The work context factors proposed by Hackman and Oldham include pay, job security, satisfaction with co-workers and satisfaction with supervisors (Hackman and Oldham, 1978) and while this study will certainly address these factors in relation to the impact these have on the satisfaction outcomes of students, their importance is less in comparison to the design of the work itself. This is because, work context factors such as pay and job security aren’t perceived to be primary drivers of internship selection as students know prior to commencing the experience

whether the work is paid (or not) and at what level. In addition, job security for the most part is a non-factor as students (and employers) know the relationship is only temporary due to the 300-400 hours prescribed by the case university in this study. The role of co-workers and supervisors does have greater impact on the student's experience in terms of their influential role in ensuring the experience is a positive one. Therefore, to address this shortcoming in the JDS, a mixed methods approach will be adopted in this study through focus groups to probe further into the relationship between these other work stakeholders.

The criticism of measuring the strength of growth needs of workers is again something that is essential but carries lesser importance when applying the research to non-permanent workers like students. As identified earlier in this study (Chapter Two, Section 2.3.2, Page 43), some of the primary benefits for students from an internship are the ability to develop both professionally (skill and personal development) and academically. Their inherent growth needs are assumed when entering university as part of their decision to embark on a course of higher education study and although these growth needs can be measured further through the JDS (in relation to their practical experiences), the insights, while valuable, aren't the central focus of this thesis and will be proposed as an area of further research should issues arise.

Another criticism of Hackman and Oldham's (1975a; 1976; 1980) work relates to stage two of the JCM, the role of the CPS. The JCM specifically outlines a link between the characteristics present in a job and the effective outcomes generated through the CPS (see Figure 3.2, Page 109). However, other researchers have found that some job characteristics relate to different CPS than those proposed by

the original authors and thus question the validity of this stage of the model (Fried and Ferris, 1987; Johns *et al.*, 1992). Indeed further investigation of the literature suggests that some authors believe that these CPS are in fact unnecessary and have ignored them by simply looking at the direct relationship between the CJD and the AO (Hogan and Martel, 1987; Parker and Wall, 1998; Wall, *et al.*, 1978). In Fried and Ferris' (1987) meta-analysis of 76 studies on the JCM, only eight had examined the full model including the CPS. Although their findings suggest that the inclusion of the CPS is important, they are unable to make any definitive conclusions due to the small number of studies that tested the entire model. A further meta-analysis conducted by Behson and Eddy (2000:1) suggest that by 2000 the number had only risen to thirteen but still concluded that , 'while the two-stage model demonstrates adequate fit to the data, information on the critical psychological states is important for both theoretical and practical reasons'.

Choosing to omit parts of the original JCM without a proper rationale can lead to invalid conclusions drawn from the data. In a study that is driven by offering practical value to stakeholders, these interpretive outcomes are important for offering sound recommendations at the end of the thesis and any incorrect inferences being taken on behalf of employers or educators can result in a negative impact on an organisation's resources. Should the results of this study show differing CPS being correlated to the job dimensions then this would be a valuable finding in the context of the student sample used. As a result, the advice offered by Renn and Vandenberg (1995:280) will be heeded: 'Virtually no empirical evidence has accumulated supporting the practice of excluding the CPS from tests of the theory. The practice of excluding the mediating role appears to have occurred without empirical or theoretical justification'.

Finally, some minor concerns surround the study's' accuracy. With any kind of survey, the researcher is heavily reliant on the respondent's honesty in providing correct answers. The JDS can be easily falsified as people supply answers to the questions they believe to be correct rather than based on their actual feelings and impressions (Parker and Wall, 1998). Although every effort will be exercised in obtaining honest and candid responses from the student sample, when analysing the findings and preparing the eventual conclusions drawn from the study, like any empirical research, these must be viewed with a degree of caution. Despite these cautionary considerations, the use of both a modified version (to reflect its use on students) of the JDS and the JCM can be utilised in a constructive way to ascertain insights into student's perceptions of their internship experiences and how these may translate into satisfaction/motivational outcomes.

3.7. Variations on the JDS

Despite some of the criticisms and cautionary considerations offered towards the JDS, the general context of the original JDS survey, proposed by the authors, will be used as the foundation for the primary research data collection as the benefits outweigh the drawbacks. This will be done by administering a number of revised JDS questionnaires on students undertaking internships, through the case-study university, at different stages of their course requirements. As indicated earlier (Section 3.5, Page 105), the decision to develop the JDS surveys, while maintaining much of the 'tried and tested' (Hunt *et al.*, 1985; Parker and Wall, 1998) Hackman and Oldham contributions, is to offer an individual contribution to the material while enhancing the existing research by applying the theories to a different stakeholder (students and their internship experiences). To this end, the framework of their conceptual model (JCM) remains identical but changes will be made to parts of the

JDS by re-wording many of the questions to be more specific to internship experiences rather than work in general. In doing this, it is important to ensure the context remains the same in trying to ascertain feedback from students on the structure of their jobs (internships) including the job characteristics present in their work, attainment of the CPS and the subsequent outcomes.

In addition to following the JCM proposed by Hackman and Oldham (1980), incorporating changes applicable to an internship context, three additional areas of study are examined through the use of the modified JDS.

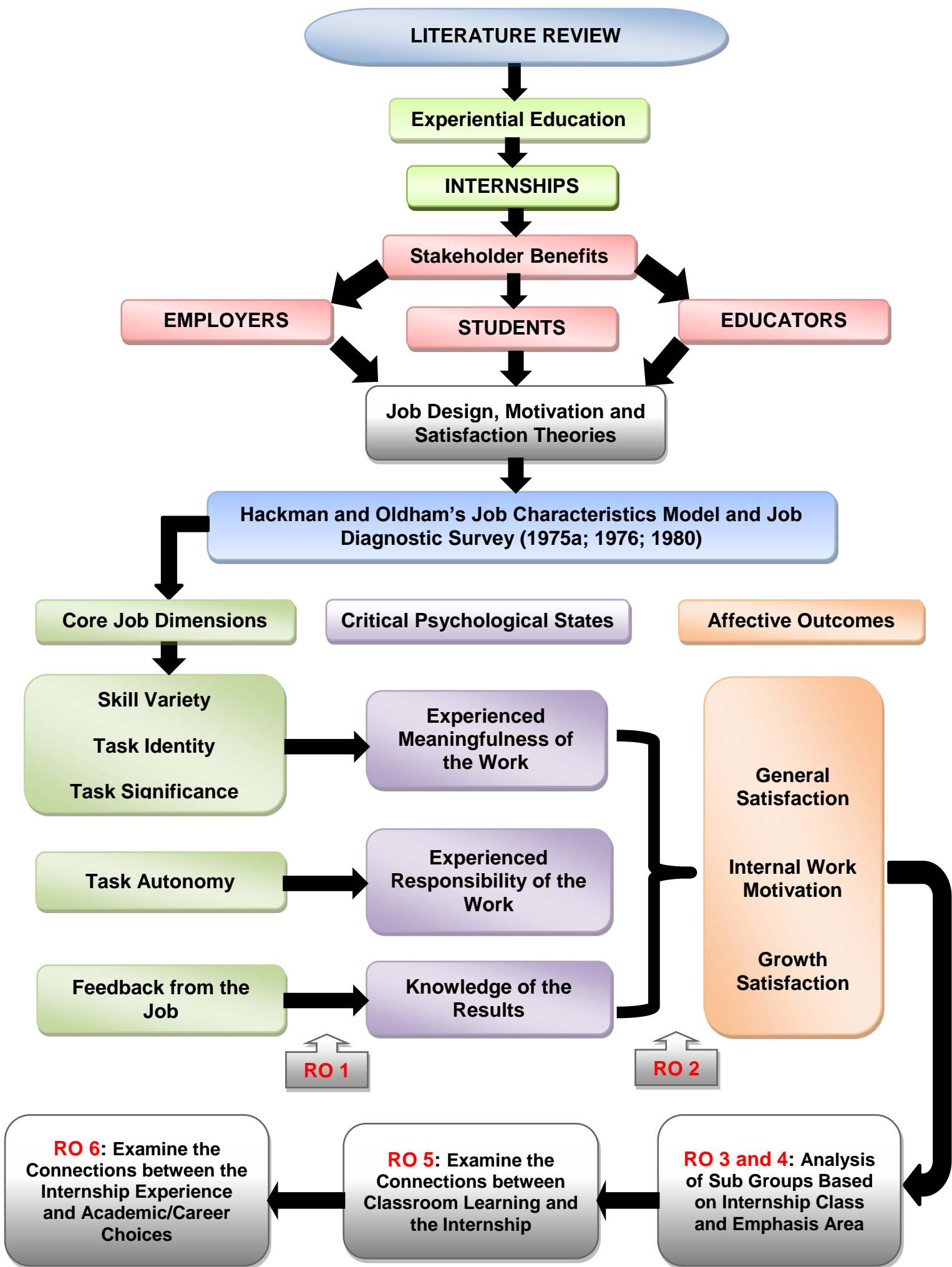
Alongside the examination of the impacts of internship design on the whole sample group, this study also investigates in-depth differences that may occur between the sample's sub groups. The intention is to probe further into the data generated by the JDS and seek any correlations, and/or associations that may exist that may better explain which CJD are favoured by students based on both internship class and emphasis area. By determining these factors, conclusions can be drawn that may suggest that the inclusion of these characteristics, as an outcome of internship design, will have greater impact on their satisfaction/motivation levels. As such, this examination also provides an opportunity to address one of the main drawbacks of internships (Chapter Two, Section 2.4, Page 66) which highlights strong support that there is a constant mismatch in expectations between the student and other stakeholders when undertaking the experience (Downey and DeVeau, 1988; Knouse *et al.*, 2000; Kusluvan and Kusluvan, 2000; Lam and Ching, 2007 Lefever and Withiam, 1998; Mabey 1986 in Orr *et al.*, 1992; Patterson and George, 2001; Waryszak, 1999, 2000; Zopiatis, 2007).

Furthermore, the extent to which experiential learning experiences contribute to a students' educational development in the field of HTM is analysed. In Chapter Two (Section 2.2, Page 26) the literature examining the scholarly contributions of educational theorists highlights many characteristics that are present in the internship process. These theorists propose experiential education as a complementary teaching style (Dewey, Freire; Hahn; Kolb; Lewin, Meizarow, and Rogers) to that of a traditional classroom setting. Therefore, the study also examines student's responses to these field experiences and analyses how they complement the theoretical knowledge previously gained in the classroom (Busby, 2005; Collins, 2002; Knouse *et al.*, 1999; McMahon and Quinn, 1995; Petrillose and Montgomery, 1998; Van Hoof, 2000; Walo, 2001 and Zopiatis, 2007) to see if holistically, they contribute to the professional development of HTM graduates.

A final variation captured in the modified version of the JDS investigates how the completion of an internship impacts student outcomes from an academic/career choice perspective. Again, the literature in Chapter Two (Section 2.3.2, Page 43) evidences strong support that a key benefit of the internship process is improved employment opportunities upon graduation (Blair and Millea, 2004; Bowes and Harvey, 1999; Clark, 2003; Coco, 2000; Gibson and Busby, 2009; Hauck *et al.*, 2000; Inui *et al.*, 2006; Kusluvan *et al.*, 2003; Ladkin, 2000; Little and Harvey, 2006; Mandilaras, 2004; Mendez, 2008; Steffes, 2004; Walmsley *et al.*, 2006; Waryszak, 1999, 2000). In addition, other authors (Coco, 2000:41) call the internship a 'try before you buy' process which allows the student an opportunity to see if the career path selected is appropriate for them. To this end, this research aim examines students' reactions to their internship experiences and documents the outcomes on their future career intentions.

As a result, additional sections are added to the modified JDS in order to provide feedback on whether a student's internship experiences are also addressing these outcomes. A copy of the revised JDS used in the study can be found in appendix 6. Having presented an overview of the key areas that require attention as a result of this research, it becomes increasingly clear that an empirical study which explores experiential education in the form of well-designed internships will yield results that can inform academics, industry practitioners and students and help alleviate some of the on-going challenges faced by HTM organisations and HR professionals into the future.

Figure 3.3: A Visual Overview of the Conceptual Framework



3.8. The Research Objectives

The development of the Conceptual Framework illustrated above allows the research to follow a similar approach to that used by Hackman and Oldham (1975a; 1976; 1980) by using their theoretical framework and applying it to the experiences of student interns. By developing the structure in this way, it enables the research to posit objectives that will guide the fieldwork and address the aims of the thesis. The outcomes of these objectives will arise through a process of primary research and will be answered in the results chapters (Five through Eight). As can be seen in Figure 3.3 above, this study poses and answers six research objectives. Each of these is outlined below.

Research Objective One:

To what extent do the Core Job Dimensions of an internship contribute to the Critical Psychological States proposed by Hackman and Oldham?

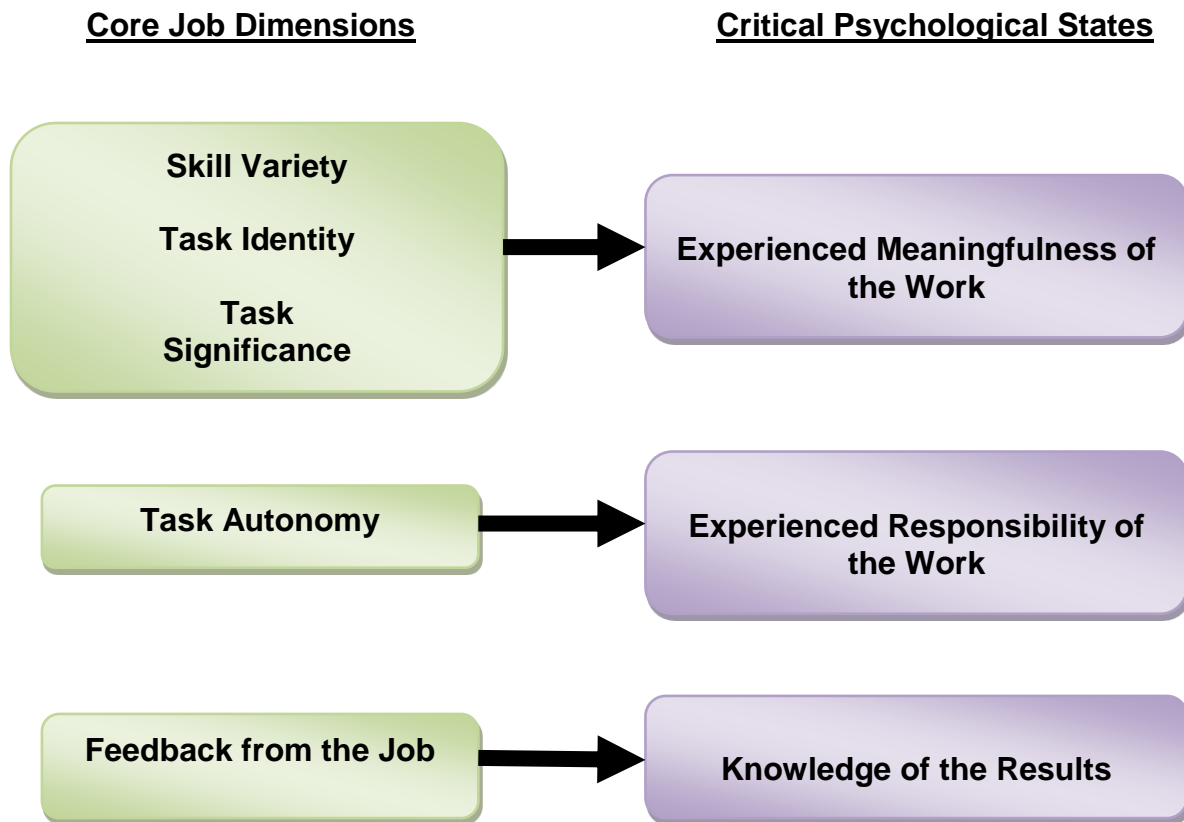


Figure 3.4: Visual Overview of Research Objective One

The first research objective examines the relationship between the CJD and the CPS as per Hackman and Oldham's JCM (1975a; 1976; 1980). Using a process of multiple linear regression (which is discussed in Chapter Four), the CJD will be used as independent variables (predictors) of the dependent variables (CPS). This will provide insights into the opinions of students regarding how influential the CJD are on inducing the CPS.

Research Objective Two:

To what extent do the Critical Psychological States experienced by students act as mediators between the Core Job Dimensions and the Affective satisfaction/ motivational Outcomes?

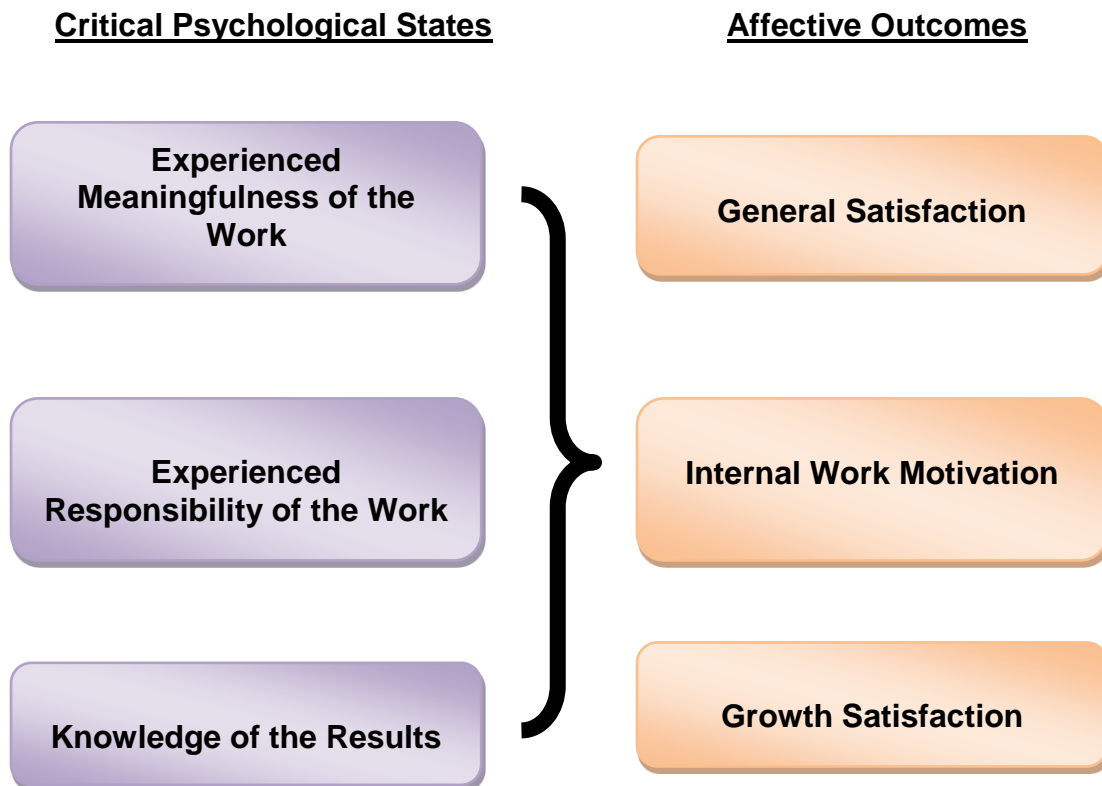


Figure 3.5: Visual Overview of Research Objective Two

In a similar approach to the first research objective, a process of linear regression is used with the CPS acting as predictors of the AO of satisfaction (general and growth) and IWM. However, in supporting the pursuit for developing an original piece of research it is important to note that, when reviewing papers on satisfaction and motivational outcomes in the Literature Review (Chapter Two), it became clear that each of these studies concentrated only on ‘regular’ workers in paid professions which covered a plethora of occupations (both blue and white collar jobs). Further

examination of the research raised questions about how these may differ from the perspectives favoured by HTM students pursuing internships. It could be assumed that at this stage of their career development, students (interns) may well have different motivations to those of regular workers and thus their outcomes may not be considered the same as 'regular' workers who have different needs/wants from their work situations. Therefore, as the research evolves, in addition to following the proven methodology and running tests in SPSS that mirror Hackman and Oldham's revised JCM (1980), the thesis will also seek an opportunity to observe if different results are unearthed if an alternative approach is taken towards the development of the model that may specifically reflect the behaviour of interns.

Thus, an additional set of tests will be run for these first two research objectives (and discussed in Chapter Six) that include all the CJD (including feedback from agents and dealing with others) to see if these become better predictors of the CPS and AO. By adopting this revised approach, it is anticipated that a new model for intern's job design could be created that applies specifically to the motivation of HTM students at the case university.

This revised methodological approach will also present opportunities for further research beyond this study. If the results of these tests prove successful, they can be tested again on other samples of HTM students at other institutions following different internship structures.

Research Objective Three:

Does the relationship between Core Job Dimensions and satisfaction/motivational levels differ by internship class?

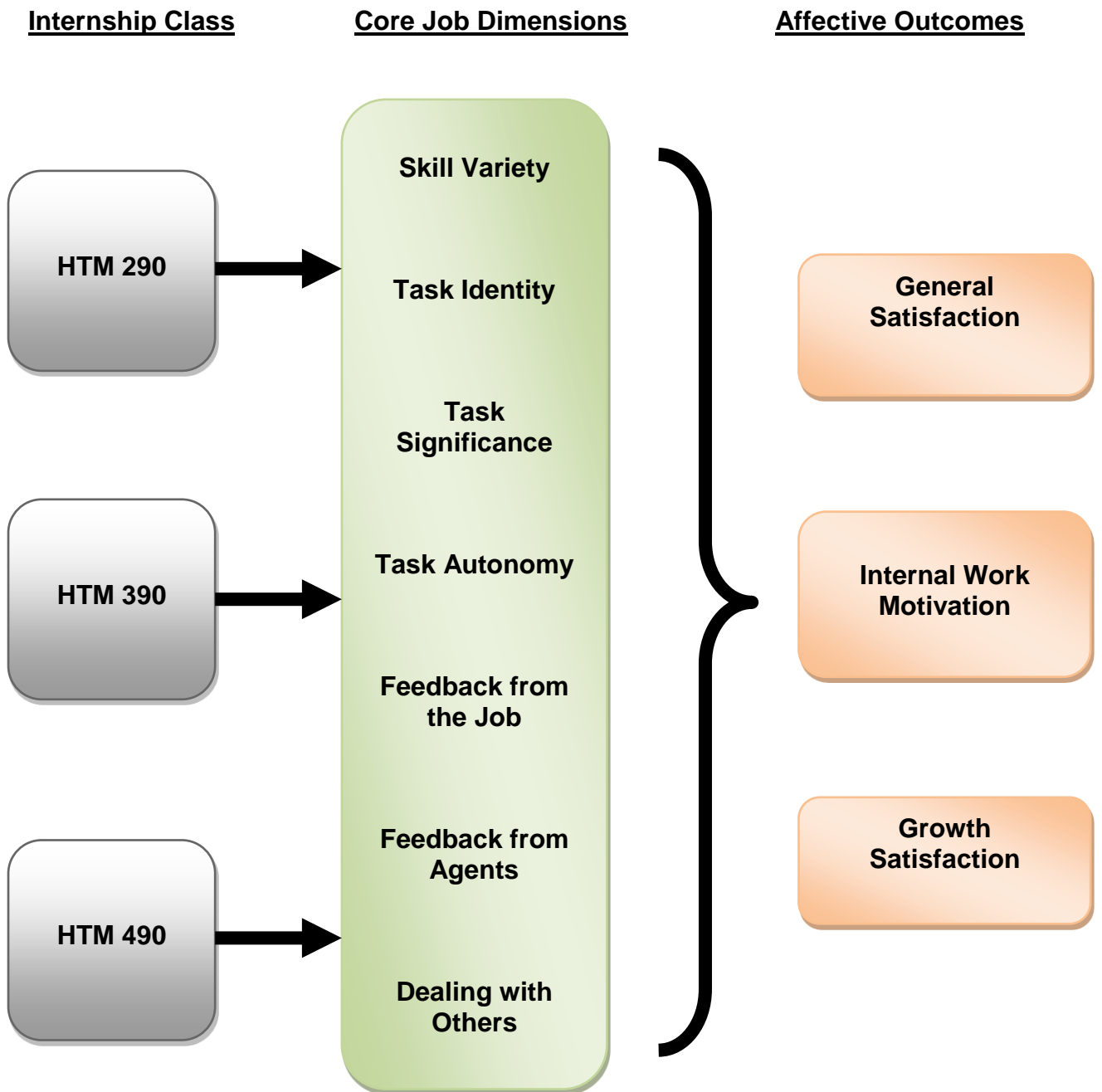


Figure 3.6: Visual Overview of Research Objective Three

See appendix 7 for a description of the internship classes taken at the case-study university (HTM 290, 390 and 490).

In addition to taking these two approaches with the study sample from the case university's students (research objectives one and two), the thesis also intends to probe deeper into the findings to seek out any inferences that may be applicable to sub-sets within this group. Therefore, two additional research objectives (three and four) divide the sample by internship class and emphasis area and investigate any differences using the statistical process of Multiple Linear Regression (discussed further in Chapter Four). The purpose of this is to see if any findings are specific to either a cohort of students undertaking their internship at an early or more advanced stage of their educational careers or if one particular occupational sub set (food and beverage, lodging, meeting and event management or tourism) shows specific characteristics that differ from the rest of the sample. This allows specific recommendations to be made at the end of the study which will direct employers in designing internship experiences that can maximise the satisfaction/motivational levels for those particular groups.

Research Objective Four:

Does the relationship between Core Job Dimensions and satisfaction/motivational levels differ by emphasis area?

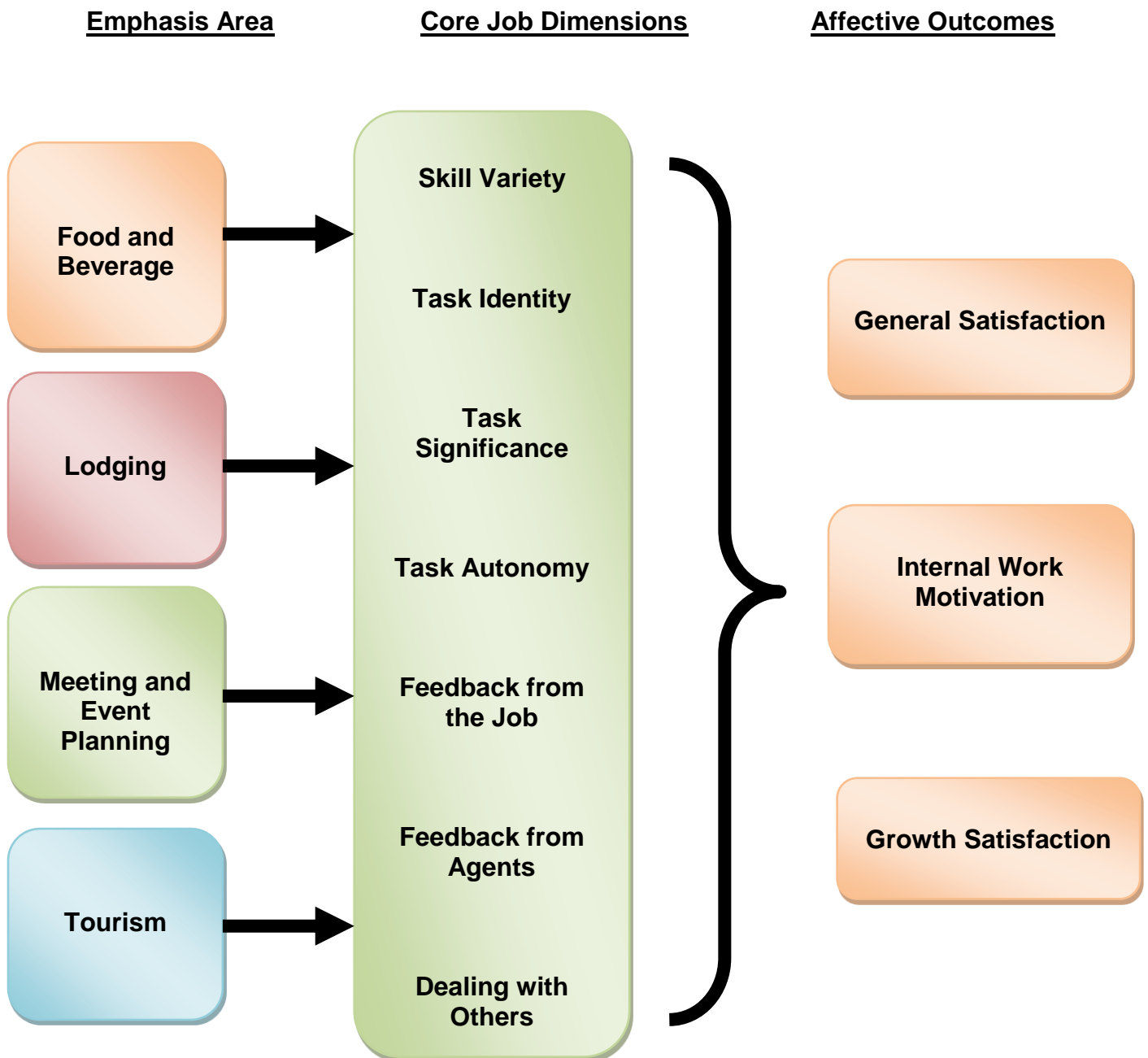


Figure 3.7: Visual Overview of Research Objective Four

See appendix 8 for a description of the emphasis areas offered at the case-study university.

Research Objective Five:

To what extent do internships enhance the classroom knowledge and educational development of HTM students?

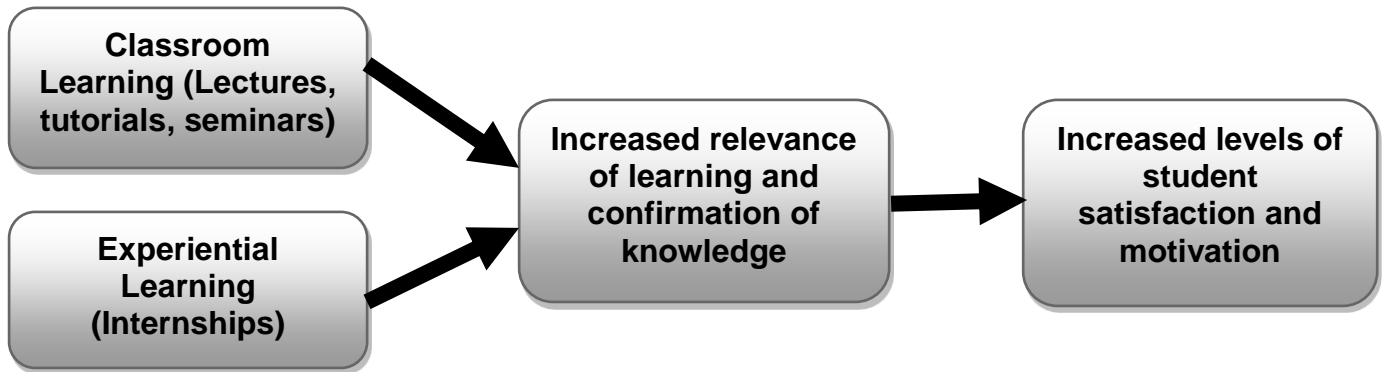


Figure 3.8: Visual Overview of Research Objective Five

The final two research objectives posed for this study are of particular importance to educators and employers. In an appraisal of internships presented in Chapter Two (Section 2.3, Page 38), it is clear that in addition to students benefiting from these experiences, two other key stakeholders have a vested interest in the eventual outcomes. With that in mind, additional sections of the JDS were developed that are used to measure feedback from interns in two ways. The first is a measure of their application of education knowledge and academic performance. According to a number of authors, a successfully facilitated internship can reap many benefits relating to the application of theory to practice (Busby, 2005; Collins, 2002; Knouse *et al.*, 1999; McMahon and Quinn, 1995; Petrillose and Montgomery, 1998; Van Hoof, 2000; Walo, 2001; Zopiatis, 2007) while others propose that this has even greater utility in terms of their academic performance (Blair and Millea, 2004; Bowes and Harvey, 1999; Hauck *et al.*, 2000; Little and Harvey, 2006; Mandilaras 2004; Mendez 2008). Therefore, questions are posed in section eight of the JDS that will

help determine the effectiveness and connections between classroom and experiential learning.

Research Objective Six:

To what extent does an internship experience influence a student’s academic/career choices?

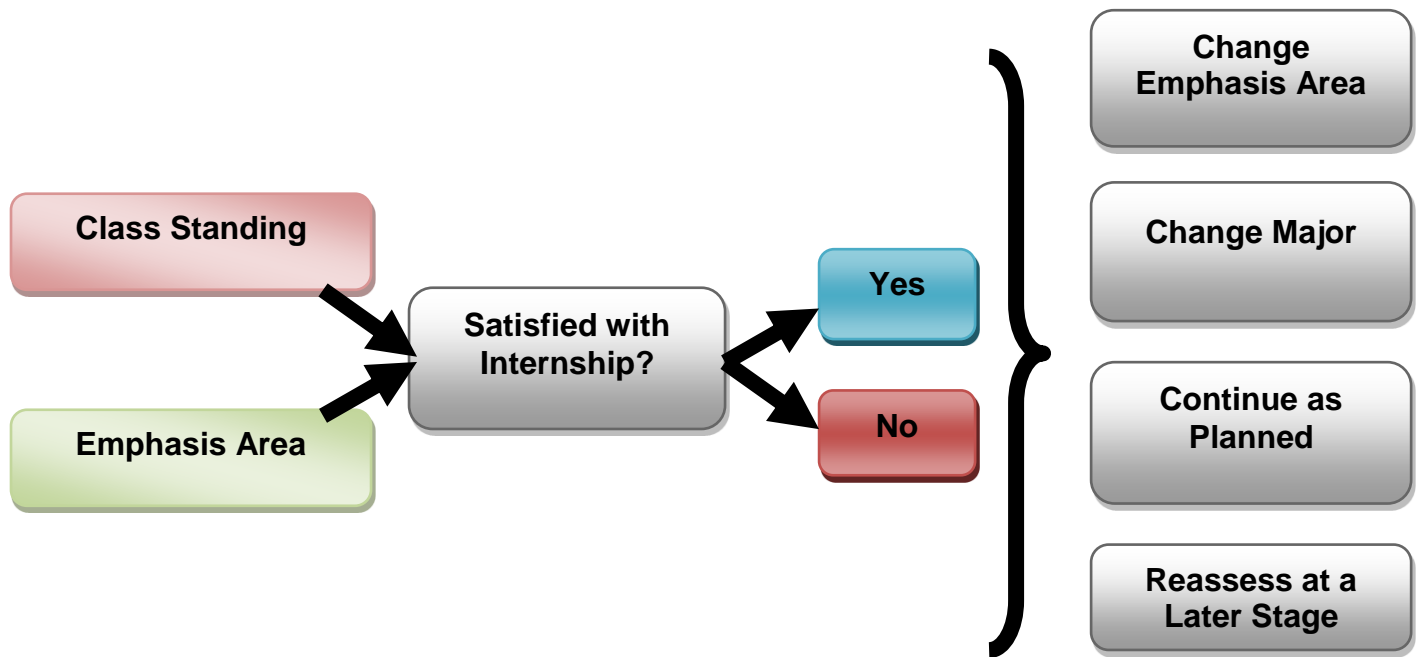


Figure 3.9: Visual Overview of Research Objective Six

The second way feedback from the students is to be measured centres on their desire (or not) to continue to pursue a first destination career in the HTM related industries. The goal is to ascertain whether the internship confirms their decision to follow a career in this area or maybe has them question whether the service industries are an appropriate for them. The rationale for this stems back to external environmental issues discussed in Chapter One where it is documented that the HTM industries still struggle with issues over skill shortages, high turnover, productivity challenges and negative perceptions. The study will examine any relationships between the internship experiences and future professional decisions to see what factors may be influencing (positive or negative) their career choices. This will allow for specific direction to be offered in Chapter Nine (Conclusions and Recommendations).

In addition, as previous research objectives will allow analysis to take place via the individual emphasis areas, this approach will also be adopted to see if certain career tracks present more successes/challenges than others. Again, this will help inform the conclusions and recommendations.

Chapter Summary

The purpose of this chapter is to present an overview of the Conceptual Framework for the study. In doing so, it utilises the findings of the Literature Review to formulate a number of overarching aims and objectives for the study which enable comprehensive insights to be gained into the design of effective internships. Thus, this study employs a modified version of both Hackman and Oldham's (1975a) JDS and their JCM (1980) to measure the motivation and satisfaction outcomes from a sample of HTM students at the case university. In addition, it explores a number of other outcomes including relationships between learning in the classroom and experiential education (in the form of internships) as well as examining the influences of these experiences on a student's career choice.

Having outlined the Conceptual Framework, the following chapter provides a detailed insight into the research methodology that will be used to address the aims and research objectives posed for this study.

Chapter Four

Research Methodology

Introduction

The purpose of this chapter is to discuss and justify the methods selected to facilitate the empirical research for this study. It commences by providing an overview of the research paradigms considered, before offering a justification as to which specific approach is selected to address the thesis' aims and objectives. In doing so, the chapter examines the data collection methods utilised for undertaking the primary research and delineates the validity of these methods explaining how each contribute toward the findings and research objectives posed in Chapter One. The Methodology concludes by outlining any perceived problems in the research and discusses how these problems will be addressed.

Through an extensive review of the literature associated with experiential education (Chapter Two), it is clear to see that if managed correctly, the process of learning through practice (in the form of internships) can have significant benefits to a number of direct and indirect stakeholders. Specifically, this inquiry will be conducted through the perceptions of students, who are purported by many (Busby *et al.*, 1997; Busby, 2005; Coco, 2000; Leslie, 1991; Leslie and Richardson, 2000; Petrillose and Montgomery, 1998; Mulcahy, 1999; Walo, 2001; Zopiatis, 2007) as the primary beneficiaries of professionally facilitated internships.

There are a number of ways to assess these experiences to determine how successful they may be. In a similar way to the examination of regular workers, employers have to work with students to identify a number of cause and effect

scenarios to understand what drives low motivation, satisfaction and unplanned labour turnover in their operations. Although recognising there are a number of reasons why students may become disillusioned with their work and possibly question their career choices, this thesis will hone in on the design of their work and specifically the job characteristics they experience as part of their internship. Their perceptions of these job characteristics will be reviewed in the context of how they impact personal satisfaction/motivational levels and ultimately influence conclusions drawn on the value of the internship in the wider learning and career development process. Therefore, in order to provide clarity and direction to the research that underpins this study, the methodology will be charged with addressing the five aims of this thesis:

Research Aims

- To appraise the likely benefits and drawbacks associated with experiential learning to stakeholders within the tourism and hospitality management environs.
- To test the applicability of Hackman and Oldham's (1975a) job characteristic model as a measurement tool for assessing the value of students' internship experiences.
- Examine the relationship between job design characteristics (experienced through work based internships) and perceived student satisfaction/motivation levels based on internship class and emphasis area.

- Examine how influential experiential learning experiences are on the contribution to a students' educational development in the field of HTM.
- Determine how influential internships experiences are on future decisions students make about their academic/career choices.

Prior to examining and selecting the appropriate research and data collection techniques for this thesis, it is important to first offer an overview of the methodological framework which underpins the study. According to Brotherton (2008), before embarking on a process of data collection, a strategy or methodology for that research should be formalised in order to outline, for the reader, which methods will be needed to deliver on these aims of the project. Guba and Lincoln (1994), suggest this process starts with understanding the basic beliefs that define a particular research paradigm.

4.1. Research Paradigms

There are a number of proposed paradigms which have an established record in the field of social science (Kim, 2003). According to Winberg (1997:14), a paradigm is 'The collective set of attitudes, values, beliefs, procedures and techniques that create a framework of understanding through which theoretical explanations are formed.' Understanding the context of the paradigm and using this knowledge in the creation of a methodological framework is essential to support the researcher in developing different methods and outcomes which will eventually support the project's aims (Winberg, 1997). The strengths and drawbacks of each are a perennial debate amongst academics as each function with a different set of assumptions (Roberts, 2002). Researchers have long argued for the merits of each

dependant on their socialised worldview and will offer cautionary advice to ensure their colleagues consider all options before embarking on their studies (Deshpande, 1983)

Traditionally, the use of quantitative and qualitative research methods in education, social and behavioural science research is grounded in the exploration of two paradigms founded on different ontological and epistemological understandings (Anderson and Arsenault, 1998; Capurro, 2000). However, since the early 1960s, Oakley (2000, cited in Roberts, 2002) suggests a debate started over the proposed integration of these methods which has never been comprehensively resolved. The arguments for each side concentrate on the differing elucidation by advocates of essentially the same fundamental perspective. That is, “What is the most appropriate way to design and conduct research?” Purists from each side have emerged promoting their doctrine as the best and only way to conduct research and dismissing any notion that both quantitative and qualitative methods can be combined harmoniously. However, Smith and Heshius (1986) are strong proponents for ending the debate about mixing the methods as they argue fiercely that the two approaches should be considered incompatible. Roberts (2002) addresses the debate between purists and pragmatists and concludes that a softening of opinion is occurring in academic circles which have resulted in an increase in popularity of a mixed methods approach to research.

Guba and Lincoln (1994) advise the researcher to consider different ontological and epistemological questions when considering quantitative and qualitative methods within a research paradigm. In doing so, they explore and employ a variety of data collection tools which help inform the conclusions of the research through the

specific paradigm and methods adopted. Below is an overview of these three, now common, research paradigms considered for this thesis.

4.1.1. Positivism

Associated with quantitative research methods, the assumption of the positivism paradigm is to develop theories and models that seek objective explanations of relationships between occurrences. The ontological basis of positivism is characterised by the notion that only one truth exists and there must be an objective way of finding it (Guba and Lincoln, 1994). According to Cohen *et al.* (2003), it follows a process of reductionism and is deterministic in nature where the purpose is to identify cause and affect scenarios in order to make objective predictions. Underpinned by mathematical and statistical modelling, the process of measurement is a key characteristic of quantitative research and the positivism doctrine to explain if experiences or relationships, expressed through data analysis, can be identified and measured to support the theories of the research proposed.

The assumption within this paradigm is to end with a predictive outcome in the field of study. In the positivism paradigm, the epistemological basis is somewhat limited by the ontology as the relationship between the researcher and the participants must be objective. Quantitative modes of inquiry within positivism commence typically with a hypothesis or theory (research objectives) which need testing. The research is conducted using formal instruments and through experimentation, a deductive component analysis takes place. The data generated is reduced to quantifiable measurements and the findings are empirically tested to then either accept or reject against the original hypothesis (hypothesis or null hypothesis testing). This

paradigm has great adherence and use within the natural and health sciences where objective outcomes of research are a focal point (Denzin and Lincoln, 1994).

In a study of this nature, quantitative methods will be used to support the research objectives posed but due to the potential infinite number of research designs, it can be challenging to undertake pure experimental research (as outlined in the principles of positivism) due to the many influencing external factors on a student's perception of their learning experiences. This is a common scenario for researchers in the social sciences so a number of adaptations have evolved in the form of quasi or non-experimental research (Yin, 1993). Researchers have argued that if discovering casual relationships is the key to experimental research, then these modified versions seem appropriate as they tend to use the same subjects and processes but involve purposive groups. From an outcomes perspective, quasi or non-experimental research utilises analysis and application in order to compensate for the lack of control variables (Yin, 1993). For a summary of the strengths and weaknesses associated with quantitative research methods, Johnson and Onwuegbuzie (2004) offer an overview which can be found in table 4.1(Appendix 9).

4.1.2. Naturalistic

A review of a number of textbooks on research design offers a variety of terms relating to this paradigm, (see Brotherton, 2008; Field, 2009; Gonzalez, 2009; Marshall and Rossman, 1999; Saunders *et al.*, 2007; Shavelson, 1996; Veal, 2006) these include non-positivists, phenomenology and interpretive. Like the positivism paradigm, this concept has a number of central qualities which differentiate it from the axioms of its rival. While positivism is based on an ontological perspective utilising quantitative research methods to concentrate on the analysis of numerical

data to examine objective realities, the naturalistic paradigm employs qualitative methods to socially construct those same realities (Spurin, 2011). Driven by the process rather than outcomes, the naturalistic paradigm is associated with inductive rather than deductive approaches. These methods place the researcher as the key instrument in the data gathering process and the outcomes produced are often more complex, subjective and slightly harder to measure objectively (Mays and Pope, 1995). Although the methods of data collection and analysis differ within the paradigms, the findings generated can still be used to indicate predictive outcomes (in a similar way to quantitative method) and some consider them valuable by illuminating the social science world from an interactive, interpretative or humanistic perspective (Bell, 2005, Nash, 2002). Through the contributions offered by Bell (2005) and Nash (2002) it can be offered that qualitative methods assist the research by producing a number of outcomes and realities. Its value in the naturalistic paradigm is paramount as it reveals individual experiences and perceptions, ascertained through research, which collectively create viewpoints to interpret the world (Marshall and Rossman, 1999).

Another key distinction between these methods is the interpretation of the outcomes. While quantitative techniques seek consensus, usually obtained through statistical analysis, the qualitative methods are more complex and often result in pluralistic conclusions. There has been a long, sometimes heated, debate over which of these methods is the dominant paradigm and with these discussions, there develops a lot of common misconceptions (Roberts, 2002). One of those misconceptions is that quantitative and qualitative research cannot be undertaken together as each displays polarised characteristics, and thus they should never be able to coexist (Lincoln and Guba, 1985). However, others including Deshpande (1983), Marshall and Rossman

(1999) and Patton (2002), advocate that these seemingly incompatible research methods are transferable across the paradigms and thus can be combined as the benefits and drawbacks of each can be compensated by the other. As a result, the growth in popularity of mixed methods research design has occurred in recent years (Johnston and Onwuegbuzie, 2004). Table 4.2 (Appendix 10) provides a summary of the strengths and weaknesses of qualitative research methods offered by Johnson and Onwuegbuzie, 2004).

4.1.3. Mixed-Methods

According to Johnson and Onwuegbuzie (2004) mixed methods research is now recognised as an acceptable third research paradigm for consideration. Although no consistent term has been offered to name this combined approach, the use of multiple strategies to enhance construct validity is gaining in popularity and as the name would suggest, it incorporates a combination of both quantitative and qualitative research methods (Creswell, 2003; Ivankova *et al.*, 2006; Tashakkori and Teddlie, 2003). Johnston and Onwuegbuzie (2004) also suggest that it is a practical and logical alternative to allow researchers to move away from the dogma that manifests in the paradigm wars of the past.

They contend that this approach allows opportunities to answer research questions from a variety of different ways thus removing the constraints imposed by a single quantitative or qualitative approach. They summarise a mixed methods approach as 'an expansive and creative form of research, not a limiting form of research. It is inclusive, pluralistic, and complementary, and it suggests that researchers take an eclectic approach to method selection and the thinking about and conduct of research' (Johnston and Onwuegbuzie, 2004:4).

However, for a researcher to maximise the potential of a mixed method strategy, it is important to understand the respective strengths and weaknesses of quantitative and qualitative data collection (Johnston and Onwuegbuzie, 2004). By identifying these, the researcher can select the most appropriate tool that not only complements the research question but also offers greater conviction to the data collected while minimising the impacts of any perceived weaknesses on the validity of the study (Green, *et al.*, 1989; Tashakkori and Teddlie, 1998) 'When used in combination, quantitative and qualitative methods complement each other and allow for a more robust analysis, taking advantage of the strengths of each' (Ivankova *et al.*, 2006:3).

Table 4.3 summarising the strengths and weaknesses of a mixed methods approach can be found in appendix 11. Understanding the benefits and drawbacks of a paradigm and their contrasting concepts and methods is important in designing good research (Johnston and Onwuegbuzie, 2004). However, the involvement of the researcher in achieving outcomes is also in need of consideration along with the value, reliability and transparency of the process (Philips, 1993). To that end, good mixed method research requires the consideration of both objectivity and subjectivity as the research design evolves in order to support the ethos of the positivism and naturalistic paradigms (Spurin, 2011).

4.1.4. Objectivity and Subjectivity

According to Spurin (2011:17), 'objectivity is exterior to the mind and independent of the attitudes of any individual.' Hegelund (2005) further suggests objectivity is not influenced by personal feelings or opinions when considering facts and representing them and Kvale (1996) proposes that objectivity should be dependable knowledge, checked, controlled and undistorted by personal bias and prejudice. Anderson and

Arsenault (1998), offer that much of the educational research conducted in the past has been grounded in a positivist approach where conditions can be controlled and replicated. May (2001) argues that the goal of scientific research (positivism) has to be objectivity but this can only be achieved if values are kept out. By undertaking a mixed methods approach objectivity is sought through the use of statistical analysis in presenting and interpreting the quantitative data. However, while this brings an objective perspective to the research questions posed and examined, it is considered limiting in its ability to offer an in-depth examination of human beings and their behaviour (Crossan, 2003).

This is an important point and key in that this research examines education but from a social science perspective where the opinions of students is paramount in measuring the impact of experiential education on satisfaction/motivation levels. Therefore, combining this positivist approach of objectivity with the characteristics of a naturalist paradigm, the second stage of a mixed methodology allows for the exploration of these characteristics through the use of qualitative methods.

In contrast to the notion of objectivity, subjectivity has its foundations in the naturalistic paradigm. A review of dictionary resources defines subjectivity as 'influenced by or derived from personal taste or opinion lacking impartiality' (Chambers, 1994:1717) inferring that subjectivity has close connections to the individual (researcher and participant) and their own set of values, tastes and influences on the research process. Quantitative methods tend to elicit subjectivity as they are used to describe 'people's personal experiences of phenomena as they are situated and embedded in local contexts' (Johnston and Onwuegbuzie, 2004:20). This understanding and connection to the subject is considered an advantage by

Spurin (2011:18) in that it is 'necessary in order to appreciate, acknowledge and analyse underlying meanings'. This is also offered by Cohen *et al.* (2003) who claim that understanding these meanings rather than just the observable facts (which are at the foundation of positivism) are a significant step in the research process.

Indeed, the use of individual or small group interviews/meetings to explore the meanings and context behind quantitative data findings can help inform or support the research process through practical application. Spurin (2011:18) states that 'how something is said rather than what is said during an interview can convey much more meaning, and silence can indicate a reaction to something and speak louder than chosen words.' Silverman (2006:46) also argues this appreciation of meaning from a reliability perspective as he claims that interpretation 'may be gravely weakened by a failure to note apparently trivial, but often crucial, pauses, overlaps or body movements.'

However, Capurro (2000) suggests there are inherent difficulties in social science research as typically the researcher(s) shares their world with those under investigation and often making sense of the findings is undertaken from their own frame of reference. This leads to criticism from the positivists over the degree of subjectivity that influences the outcomes of the research and thus makes it more challenging to duplicate the study when different individuals interpret the results. Etherington (2006 cited in Spurin, 2011), claims that true objectivity is hard to achieve as he believes that researchers develop an awareness of their own thoughts, feelings, culture and environment when designing their research and gathering data even if adopting a positivistic approach.

Therefore, by considering the notions of objectivity and subjectivity, it is important to consider that true objectivity may not be fully achievable in social science research (Spurin, 2011). However, in order to come close to the rigour that is required of good research, the aim is to be as objective as possible thus limiting the influence (and bias) of the researcher on the outcomes (Spurin, 2011). The epistemological stance brought to the study by the researcher should be seen as an important contribution as it assists in understanding and interpreting the subject under examination (Spurin, 2011). To this end, the thesis will embrace these conventions as it approaches both the quantitative and qualitative analysis and addresses the research objectives posed in Chapter One.

4.1.5. Mixed Method Sequential Explanatory Design

A number of different research designs are offered using the mixed method paradigm in an attempt to aid the researcher in reaching their goals. Ivankova *et al.* (2006), explore some of the work undertaken by Tashakkori and Teddlie (2003), who critique more than forty different mixed method research designs through a review of the literature. In similar work, Creswell *et al.* (2003), identify six common methods which are categorised into concurrent and sequential designs. These include concurrent triangulation, nested and transformative along with sequential explanatory, exploratory, and transformative. After reviewing these approaches, the mixed method sequential explanatory design approach will be used for this thesis and is discussed below.

The mixed-methods explanatory design method is characterised by a two phased approach to the methodology. According to Creswell (2003) it commences with a quantitative approach where a more objective (numeric) development of the data can

occur allowing the researcher to consider follow up strategies in an attempt to unearth some of the underlying reasons for the conclusions obtained. The second phase is to undertake a process of qualitative research where the data previously obtained can be explained further by extracting from the participants a more detailed insight into their view/perspective (Creswell 2003; Rossman and Wilson 1985; Tashakkori and Teddlie 1998).

Creswell (2003) suggests the initial approach to this research design should commence with a consideration of the priority or weight given to each of the quantitative and qualitative data collection methods, secondly, the sequence of the data collection and analysis should be determined. Under the explanatory sequence design, this results in the quantitative data being generated first with inferences leading to the development of an appropriate qualitative approach. The final stage of the sequential method is to ensure the two methods are connected. According to Morse (1991 cited in Ivankova *et al.*, 2006) this type of mixed method research design can provide significant advantages as it allows the opportunity to follow up on any unexpected results that may have generated from the quantitative study.

For this study, the quantitative data will be collected through a modified version of Hackman and Oldham's Job Diagnostic Survey (JDS) with the results being analysed by a number of statistical procedures. By adopting this approach first, the statistically significant outcomes will provide insights into the characteristics of a student's internship that influence (positively or negatively) their satisfaction and motivation outcomes. This will then allow for a qualitative approach to be employed in the form of focus groups where an in-depth exploration of opinions and perceptions that impact these outcomes can be obtained from student participants.

This sequential approach will allow for a greater understanding of the context within which the outcomes of the quantitative data can be interpreted and represents a distinct advantage over other research approaches (Creswell *et al.*, 2003, Ivankova *et al.*, 2006; Tashakkori and Teddlie 1998).

Having outlined some of the characteristics that underpin the research approach and offered a justification for the selection of a mixed methods approach, this section of the methodology discusses the types of data collection methods that are selected for use in the study.

4.2. Methods of Data Collection

4.2.1. Secondary Research

An extensive literature review was undertaken prior to commencing the empirical research to assist in developing a conceptual framework for the study. This involves the review and analysis of previous research papers, books, articles and websites on the subject of experiential education, worker motivation and job satisfaction. Much of this secondary research is collated from the libraries at Grand Valley State University, USA, The Grand Rapids Public Library, USA and The University of Plymouth. In addition, a quantity of interlibrary loans and reference documents were obtained from libraries in the USA. Much of the online secondary research for this thesis occurred through Grand Valley State University's HTM Complete electronic database and the Plymouth University student intranet where a number of other electronic journals were accessed through the Emerald libraries and Science Direct databases. Given the evidence offered through these sources and presented in the Literature Review (Chapter Two), it is clear that experiential learning techniques

such as student internships have a significant impact on a number of beneficiaries. By completing this process, the first research aim of this thesis is addressed which seeks to appraise the likely benefits and drawbacks associated with experiential learning to stakeholders within the tourism and hospitality management environs and can be found in Chapter Two (Section 2.3- 2.4, Pages 38-70).

Having developed the literary foundations of the research, the conceptual framework, the aims and research objectives, and an appropriate research design, the next step is to evaluate and select the most effective primary research techniques that will follow the research design and conceptual framework and ultimately underpin the findings in Chapters Five through Eight.

4.2.2. Primary Research

The primary research for this project is a key component to its success as the basis of the results and findings are derived from feelings, emotions and beliefs of students in response to their internship experiences. By reviewing and selecting a number of different primary research techniques (through the sequential mixed methods approach), it is felt that a sound foundation can be established to generate appropriate data that will address the aims and research objectives of the thesis. As each method has distinct advantages and disadvantages, it is felt that a combination will provide increased 'added value' to the research as well as accommodating any shortfalls identified by some of the methods selected if used independently (Bell, 2005). Therefore, through an appraisal of a number of methods for analysing job design, the thesis faced a choice of creating a unique measurement instrument or adopting/adapting an existing tool.

In the Literature Review (Chapter Two, Section 2.5, Page 70), presented earlier in the study, an examination of existing data collection instruments was undertaken that have each been used previously in the assessment of worker satisfaction (Fields, 2002). After an examination of the merits of each, in conjunction with the aims and desired outcomes for the study, the Job Diagnostic Survey (JDS) by Hackman and Oldham (1975a; 1976; 1980) was selected.

Hackman and Oldham (1975a; 1976; 1980) have previously evaluated the effectiveness of their JDS as a tool for gathering data and measuring intrinsic satisfaction/motivation in workers. As their research had been undertaken back in the 1970s on 6930 employees who worked on 876 different jobs in 56 US organisations, it is felt that an opportunity was present to not only re-test some of the findings of this work but to evolve the instrument by applying it to the role of student interns in a university HTM programme. The original research had concentrated on a broad range of occupations including manufacturing, clerical staff, professional or technical workers and management identified by the dictionary of occupational titles (DOT). Although there were some workers identified from the service industry, it was unclear in this classification whether these worked in hospitality and or tourism operations. Therefore, in order to address the aims of this thesis, a decision was taken to adopt the original JDS and modify the line of questions to student internship experiences as this was identified, in the literature review, as a gap in the body of knowledge currently published. To this end, under the mixed method sequential design, the research will commence by applying a quantitative approach to the data collection by designing a questionnaire that would generate the necessary numeric data which could be tested for its statistical reliability and validity. Once results were analysed and tested for their significance and inferences, the researcher could utilise

qualitative techniques to follow up with subjects to further examine the findings. As mentioned previously, this could be undertaken through the use of focus groups.

4.2.2.1. Questionnaires

A questionnaire is selected for gathering the primary research data as it provides a number of distinct advantages over other methods of data collection (Veal, 2006). Its merits are discussed in numerous research publications reviewed for this study (Brotherton, 2008; Field, 2009; Gonzalez, 2009; Marshall and Rossman, 1999; Saunders *et al.*, 2007; Shavelson, 1996; Veal, 2006) but include cost effectiveness, speed, ease of analysis (with the use of computer software), familiarity for respondents to complete as they are a tool experienced in everyday life and they reduce bias (if structured and facilitated correctly).

The Conceptual Framework for this study centres on the work of Hackman and Oldham's (1975a; 1976; 1980) JCM and the subsequent data collection tool for obtaining data leading to inferences on that model. As discussed in the Literature Review (Chapter Two), the JDS is widely used as a vehicle for analysing job design (both inside and outside of the hospitality and tourism sectors) and helps provide, for the researcher, a deeper awareness of the levels of motivation, satisfaction and work context experienced by employees. Although other authors (Cammann *et al.*, 1983; Spector, 1985; Smith *et al.*, 1969) propose alternative tools for the analysis of worker satisfaction using structured observations and perceptions of job attributes, the inclusion of Hackman and Oldham's instruments in this work was primarily determined by its previous successful application to other studies assessing the impact of job design on intrinsic satisfaction/motivation in hospitality workers or students (D'Abate *et al.*, 2009; Lee-Ross, 1993; 1995; 1996; 1998a; 1998b; 1999;

2002; 2005; Nelson, 1994; Paulins, 2006, Rothman 2003, 2007). Utilising a previously tried and tested method of data collection, considered by Hunt *et al.* (1985) to be reliable and valid, to base this research upon instils confidence that results generated through the use of this instrument will be accurate reflections of a respondent's attitudes, beliefs and characteristics.

In conducting this research, the study builds upon the strengths of the original JDS by expanding the instrument to address internship drawbacks (Chapter Two, Section 2.4, Page 66) and to orientate its usefulness further to address other research questions posed. Details pertaining to the JDS are outlined in the Conceptual Framework (Chapter Three, Section 2.5.2.5, Page 80) where its justification as an appropriate research tool for this study has been made.

4.3. Validity and Reliability

Before proceeding with a strategy for sampling and pilot testing the modified JDS, it is important to ensure that the instrument is tested for both validity and reliability (Brotherton, 2008). For any research project, testing the validity of a measure is a logical first step before determining its reliability, as should the test prove inaccurate, then the value and reliability of the measurement tool would itself be subject to criticism and would undermine any results/conclusions drawn later. Therefore, the first stage in this process is to determine the accuracy of the revised JDS.

4.3.1. Content Validity

According to Anastasi and Urbina (1997:114), content validity is 'the systematic examination of the test content to determine whether it covers a representative sample of the behaviour domain to be measured.' There are a number of options

that can assist in determining content validity. In its simplest form, the concept of face validity is used to make a judgement on whether the JDS is a sound measure for delivering the desired outcomes in a study. However, this tends to rely on the prior experience of the researcher (or the person making the judgement) and can be subject to error and bias in the case of a novice researcher. A more robust measure is to utilise the input from a group of experts who can assist in determining whether the test specifications and the selection of content will be appropriate to include in the data collection methods, thus unearthing the desired findings (Rubio, *et al.*, 2003).

A number of authors (Gable and Wolf, 1993; Lynn, 1986; Rubio *et al.*, 2003) suggest that a small team of content experts should be used and range from a minimum of three to a maximum of twenty when seeking input on content accuracy. Therefore, in order to continue with a rigorous research design, the proposed primary data collection instrument was distributed to eight individuals who have prior knowledge and experience in completing studies of this magnitude. The 'panel' of experts included individuals who have either experience in supervising PhD research and or had knowledge of the data analysis methods which will follow the collection of the primary data. Each person (beyond the thesis supervisors at the University of Plymouth) was sent a cover letter explaining the goal of the research, a copy of the questionnaire, a copy of the informed consent form and an insight into the study model (including the aims and research objectives). Each was asked to review the materials in terms of relevance and clarity and share any concerns they perceived. In reality, the content validity process resulted in almost the development of an additional stage to the pilot testing process that was to follow. By having a team of experts review the survey, they were able to offer some sound advice on changes

that were necessary to make the instrument more effective when distributed on students. In addition, they were able to highlight some minor typing errors that had occurred when developing the instrument, which would typically be drawn out through the initial pilot testing exercise.

The process of content validity can be approached in a number of ways with more sophisticated methods that ask the reviewers to complete a questionnaire documenting their responses to the research instrument (Davis, 1992). These can then be transposed into a content validity index (CVI) and a number of statistical calculations (means or sample t-tests) can be undertaken to prove validity from a quantitative perspective. However, for this study, as the foundation of the JDS has been extensively used on other studies, it was deemed appropriate to seek less formal feedback which concentrated more on the modifications made to the instrument.

4.3.2. Modifications Addressed by Content Validity

Overall, the feedback received was very positive with many of the reviewers commenting on the depth and breadth of data that would be generated by this survey. As the foundation of the survey is based on Hackman and Oldham's (1975a) original JDS, the approach to developing insights into the CJD, CPS and the AO is strongly supported in the literature and thus wasn't raised as a concern by the review group. Some issues that were identified include:

- One whole question from section one of Hackman and Oldham's original JDS had been omitted. This was an important omission to discover as it was one

of the criteria that fed into the calculation of the Motivating Potential Score (MPS).

- One of the explanatory notes on the Likert scale for section 3 was typed incorrectly creating polarised responses to those that would have been intended by the student completing the survey.
- Some suggestions were made on the use of vocabulary to make understanding a little easier and the correction of some minor typographical errors were observed.
- Two suggestions were made, in the interest of brevity, to omit some sections of the JDS that generated information that may not be directly relevant to the aims and objectives of this research. These suggestions were to firstly omit the section which explored 'feedback from the work itself' as this was intended by the authors (Hackman and Oldham) to develop insights into the need for work redesign rather than work as education. In addition, another reviewer observed that questions related to job security may not be a goal or motivator to short term student internships.

These were all logical suggestions and valuable to the development of a pilot test which would follow. The comments relating to the omission of specific questions were weighed against the cost (in terms of extending the instrument) verses benefit of leaving them in. It was decided that although these may extend the time taken to undertake the survey by a minute or two and the results gained from these sections may not be fully utilised in this study, it is the intention of the author to undertake

further research in this area in the near future and thus these may be considerations that may factor into a different research design. As a result, they were not omitted from the survey.

4.3.3. Reliability

Having undertaken the initial tests on face and content validity that relate to the JDS data collection tool and determined that the revised measure would provide an accurate reflection of reality (Brotherton, 2008); it then became important to test the measure for reliability. Common definitions of reliability suggest that its purpose is to seek to outline the consistency associated with the data collection tool when it is used over a period of time, with the same subject groups, under the same conditions (Joppe, 2000).

According to Brotherton (2008), determining the reliability of a measure can be accomplished in two ways. The first is to adopt a measure that has been successfully used in other studies where the author(s) have demonstrated its value and reliability by developing appropriate results. Over the years, as increased interest in the design and re-design of work has become more important, researchers from a number of disciplines have sought to test and re-test the reliability of Hackman and Oldham's (1975a) JCM and the accompanying JDS. Although some of these studies suggest minor modifications and improvements to the model, the positive indications proposed through empirical tests in education (Lawrence, 2004; Van Dick *et al.*, 2001), penal facilities (McDowall-Chittenden, 2002), retail students (Feldman and Weitz, 1990; Paulins, 2006), hospital workers (Lee-Ross, 1999), hotel workers (Lee-Ross, 1993, 1998a, 1998b, 2002, 2005) and

business studies students (D'Abate *et al.*, 2009; Rothman 2003, 2007) all indicate its reliability as a measurement tool.

According to Brotherton (2008), the second determination of reliability can be achieved through a process of statistical analysis. In addition to the observational evaluations outlined above, a number of other authors have sought to test their research instruments (to determine reliability) by using a plethora of more sophisticated quantitative methods. The recommendation in many research methods texts (Brotherton, 2008; Field, 2009; Gonzalez, 2009; Saunders *et al.*, 2007; Shavelson, 1996; Veal, 2006) suggests that internal reliability tests should be undertaken on the primary research data collection instrument at the pilot study stage, before using it in a much broader capacity in the full study. By testing the reliability of smaller data sets, it is possible to determine if consistent results are produced and thus conclusions can be made that the measures are, indeed, reliable (Brotherton, 2008).

Although the JDS has previously been empirically tested in other studies, the modifications made to the survey (as a result of the conceptual framework, research design and content validity), led to the exploration of additional reliability tests in order to enhance the rigor within this study. The textbooks, journal articles and web resources dedicated to the area of quantitative analysis and statistical testing typically offer the reader insights into a number of methods used to estimate reliability. After review, it was determined that the internal consistency reliability test is the most appropriate way to proceed based on the design of this study. Further examination of these methods (split-half adjusted, Kuder-Richardson formula 20 (K-R20) and Cronbach's alpha coefficient) was undertaken to determine the most

appropriate reliability test for this project. Due to its prior use by both Hackman and Oldham (1975a) and other authors (Lee-Ross, 1993; 1995; 1996; 1998a; 1998b; 1999; 2002) Cronbach's alpha coefficient was selected and is discussed in detail in Section 4.10.2.1, Page 167 of this methodology. Once a decision was taken to subject the JDS to a second stage reliability test (using Cronbach's alpha coefficients), the modifications were made to the data collection instrument, based on the outcomes of the content and face validity tests. However, the statistical reliability tests can only be run after the pilot study has generated a quantitative data set to analyse.

Having outlined the rationale for the use of a modified JDS in the first phase of this study, it is now important to present insights into the makeup and characteristics of the population that will be used to conduct the research. In addition, some background to the university that will be used as a case study is also offered.

4.4. Population and Sampling

According to Kane (1985:90) 'A population is a group in which all the individuals or items are singled out for study. It often happens that the group is so large that to study everyone would be impractical because it is too expensive and too time consuming.' As Kane (1985) suggests, the process of conducting research can be very expensive and time consuming. In completing this study, the primary objective is to produce reliable conclusions that have value to the stakeholders engaged in the process of internships and experiential learning. The most logical and realistic way to complete this is through a process of sampling. Therefore, throughout the design of this methodology, careful consideration is given to the study of the population and

the eventual sample size selected in order to achieve the desired outcomes in a timely, rigorous and cost effective way.

One of the initial issues encountered with the study is determining a representative population. In Chapter Two of this thesis, it was identified that the structure and requirements of internships, including duration, work hours required and stage of degree program offered, vary between institutions across the world. These significantly differing variables make it challenging to apply any inferences found from the study to the general population of higher education HTM students. Therefore, due to the disparate nature of these requirements, the study will concentrate its focus on a localised population that will provide uniform, meaningful results to immediate stakeholders while identifying many outcome characteristics that will be helpful to others for further research. Making this decision is critical as any sampling that follows (from this population) will be seen as representative and should allow the acknowledgement of any potential bias from the outset. This is a key factor in determining a case study approach to the research findings.

4.5. Rationale for a Case Study Approach

To address issues raised over time, cost management, uniformity, and meaningfulness of results, a single US based university is to be used as a case study. This will allow the research to have a clear focus to investigate the characteristics of a specific internship programme and will therefore be considered the population for this study. The decision to frame the research in this way is due to it being the researcher's place of employment and thus affords many opportunities for time conservation and access to students through the qualitative research that would follow. In addition, the similarities that abound in the structure of this group's

experimental learning component will allow inferences to be made to other programmes facilitated in US universities which may not be identical but will undoubtedly have a number of common design characteristics.

The history of case study research (along with other qualitative methods) has seen greater acceptance over the years as researchers began to question the limitations of quantitative methods as the only proven method for inferences on a population (Tellis, 1997). With the introduction of Strauss and Glaser's (1967 cited in Tellis, 1997) concept of 'grounded theory' and a number of other well regarded studies, the popularity of the method began to increase within a number of disciplines. Seen as a useful tool for empirical inquiry, a case study allows the researcher to undertake a systematic, in-depth investigation into a smaller population or event and allows for a richer, understanding of a problem or occurrence by outlining specific characteristics that may not be reflective in broader studies. Through the use of data collection (and analytical) methods, a case study can be used to test a hypothesis or observe behaviour within that population offering insights that can lead to conclusions or further research opportunities (Hakim, 1987; Yin, 1993). In addition, case studies can be a valuable tool to highlight relationships that are inter-connected within a particular social setting and commentators suggest they should be used to investigate a contemporary phenomenon within its real life context (Denscombe, 1998; Hakim, 1987; Yin, 1993; 1994).

Clearly, with any type of research method, there will be limitations and those charged to the case study method, by sceptics, concentrate on the argument that if the research is developed around a single group or case, this limits the possibilities of making inferences on the broader population. In addition, by taking such a

microscopic approach to a problem or situation raises a number of potential questions over bias are developed in the findings (Robson, 1993). However, authors such as Simons (1980); Yin (1993), Hamel *et al.* (1994) and Stake (1995) have published a number of books and articles defending these arguments by purporting the value of this technique providing the parameters of the study are established and the rigor within which the case is developed are appropriate. In addition, Yin (1994) suggests that case studies should also be used for the purposes of theory testing and theory building. Therefore, when considering the nature of this study and the challenges relating to the disparate design and execution of internship experiences between universities throughout the world, it would seem logical that a case study is an appropriate tool for presenting the findings of this empirical inquiry.

4.6. Sampling

In order for the study's research outcomes to be representative of the population, an appropriate sample size must be selected to minimise bias and allow sound inferences of the findings (Brotherton, 2008). There are many different types of sampling strategies proposed in the plethora of texts on the subject, a review of these led to a consideration of a stratified cluster sample approach to this localised population as it offers the most appropriate method based on the aims and objectives of the thesis. This approach falls under the heading of a non-random sampling strategy and has a number of advantages and drawbacks (Curtis *et al.*, 2000). One of the drawbacks with a convenience or purposive sample of this nature is that it will ultimately yield bias as the respondents selected will not be representative of the wider population (all higher education hospitality and tourism management students). Although the method has greater support within a qualitative research paradigm (Marshall and Rossman, 1999), its inclusion in this

study is appropriate as the presentation of the findings will be offered in the form of a single case study.

By adopting this strategy, it is important for the research to consider both the confidence interval and the confidence level of the sample in the context of the wider population. This involves processing some statistical tests through software such as the Statistical Package for the Social Sciences (SPSS) and determining whether the inferences of the sample can be considered representative of the wider population. A discussion on the concept of confidence as an inferential statistic is discussed later in this chapter (Section 4.12.2, Page 184).

The conviction for the inclusion of non-random sampling is generated through a review of the work offered by Curtis *et al.* (2000), and their development of Miles and Hubermann's (1994) evaluative criteria attributes in relation to purposive sampling strategies. In their work, Curtis *et al.* (2000) list a number of characteristics that should act as guidelines when developing an appropriate sampling scheme:

- 'The sampling strategy should stem logically from the conceptual framework as well as from the research questions being addressed by the study.'

The satisfaction of this guideline is evident as the conceptual framework of this study develops a rationale for the value of experiential learning and specifically internships in higher education HTM programmes. In order to address the key research objectives, the viewpoint of students participating are necessary to observe their perceptions regarding workplace design and its impact on satisfaction/motivation outcomes.

- ‘The sample should be able to generate a thorough database on the type of phenomena under study.’

The sample selected (GVSU HTM students) will generate a body of rich data which will be invaluable for studying the impacts of internship design on satisfaction/motivation levels and address the research objectives outlined. In addition, it will have multiple uses for educators who share similar characteristics with the sample group (age, internship frequency, class standing). As identified earlier in this study (Chapter Two, Section 2.3, Page 38), the benefits to all stakeholders are significant and the findings will lead to the enhancement of these experiences for future students, employers and educators.

- ‘The sample should at least allow the possibility of drawing clear inferences from the data; the sample should allow for credible explanations.’

By adopting a reliable and valid research instrument in the form of Hackman and Oldham’s (1975a) JCM and JDS, the research is able to draw inferences from the findings that relate to any cause/affect scenarios. The conclusions will be made regarding the effectiveness/ineffectiveness of the experiences.

- ‘The sampling strategy must be ethical.’

In order to undertake any kind of primary research activity that involves human subjects in the USA, the researcher is required to comply with a number of federal regulations designed to protect the rights of individual participants. At GVSU, the process of monitoring human subject research is undertaken by the Human

Research Review Committee (HRRC). This is a standing committee of academics voted by their peers representing each college within the university. The research cannot commence until approval has been granted and this was received on 19th May, 2009. A copy of the approval letter can be found in appendix 12.

In addition to approval from the host university, permission was also sought from the University of Plymouth's Faculty Research Ethics Committee (FREC). Similar to GVSU, this process involves the completion of an application form outlining the type of research that was to take place offering specific insights to the treatment and protection of human subjects. Ethics guidelines set out by the university were reviewed in consultation with the Director of Studies and approval was granted by the FREC on 9th October, 2009. A copy of the approval notification can be found in Appendix 13.

- 'The sampling plan should be feasible.'

As indicated above, this is a key consideration at the outset of the research with particular attention being placed on the selection of respondents in terms of cost, timing, accessibility and bias. Having determined in the Literature Review (Chapter Two) that there is a disparate structure to facilitating work based internships at a state, national and international level, the findings of this research are to be concentrated specifically on a case university (GVSU). If the outcomes were intended to be representative of the wider population (Higher education students undertaking HTM internships) then further research is required. However, this isn't the intention of this study. It is for these reasons that a convenience, non-random sampling technique is considered the most appropriate for this study.

4.7. Pilot Testing

The purpose of a pilot test is to afford the researcher an opportunity to trial run the data collection tools on a smaller group before undertaking the full survey on the identified sample (Veal, 2006). This is a vital, sometimes underutilised stage, in the research process as it serves a number of purposes beyond the wording of questions. The pilot test itself was undertaken on 31 students within GVSU's HTM programme. This represented approximately 6.2% of the student population (n=499) enrolled in the academic major during the fall semester 2009. According to Veal (2006), the pilot survey offers the researcher nine distinct advantages and these are addressed below with insights into how these considerations were incorporated into the initial pilot testing of the research instruments for this study.

1. Test Questionnaire Wording

As the JDS was the primary data collection tool used for this study, it clearly had a history of being administered, in its original format, to workers from a variety of different occupations. This would imply that the reliability as a data collection tool had been verified by other authors. However, in order to make the content more specific to student interns, a number of the questions were changed and/or reworded to reflect the work based learning that would take place on an internship. Having undertaken the pilot study on a group of HTM students in the US, an observation was that the vocabulary used on some of the questions was not always clear. This was somewhat surprising as the original JDS was written for American workers so there was an assumption that the language used would be appropriate for an American audience. Some minor changes to the use of vocabulary had already been made in response to suggestions by the expert group who reviewed the survey in advance to provide content validity. However, some further, minor

changes were made which included an explanation of the term autonomy along with one or two other minor word substitutions.

2. Test Questioning Sequence

The JDS is set up to extract specific information on the worker's jobs and each of the sections plays its role in ascertaining information that is eventually used to draw conclusions on a worker's CJD (sections one and two), their CPS (sections three and five), their AO (sections three, four and five), their context satisfactions (section four) and finally their growth needs (sections six and seven). When converting the JDS to a tool that would provide information on student internships, it was felt unnecessary to make any sequential changes and the pilot testing proved that the questions and the outcomes they provided didn't hinder the information gathering exercise.

3. Test Questionnaire Layout

The questionnaire was originally intended to be proctored via an online survey collection tool but after experiencing a number of issues over layout and formatting, it was decided that a more traditional approach would be adopted in a hard copy, format. The layout for this was set up in easy to follow sections which mirrored that of Hackman and Oldham's original JDS (1975a) but with minor modifications to suit this study's aims and objectives.

4. Familiarity with respondents

According to Veal (2006), it is beneficial to have an understanding of the respondents who will be involved in generating the primary data for a research project. By taking time to consider this during the pilot testing, the researcher can use the knowledge gained to make changes to the main survey and thus avoid any issues that could impact the eventual design and execution. One of the advantages of undertaking a human subject's review prior to conducting research is that due

consideration is given to the desired respondents of the study before any distribution of surveys is undertaken. Initially, this commences as a consideration towards the ethical impact of the line of questioning but later moves to the sample and their desirability for the type of research. By undertaking the primary data collection on a sample of students from the researcher's own workplace, an added advantage was realised as there is immediate familiarity with the characteristics of the student population. This increased insight allowed for a process of customisation on the development of the research instrument but also offered insights into the most appropriate timing and improved access so a larger, more reflective, response rate could be achieved.

5. Field Test Arrangements

In a study of this nature, there was initially no need to employ the help of field test agents to carry out the main survey as the use of an online instrument was considered most appropriate with regard to cost and time constraints. However, once a decision was taken to abandon this approach due to the complexities of the JDS online, the use of field agents was undertaken to collect data. These individuals were utilised in order to avoid bias and illicit an honest and candid response from students about internship experiences. Following the pilot survey, an opportunity to obtain feedback from the field agents was taken in order to gain insights on timing and ease of completion so as not to hamper students in the main survey. This was important as if the time commitment was unreasonable and issues over a lack of instruction prevailed, respondents may be likely to give up part way through thus affecting the eventual response rates.

6. Train and Test Fieldworkers

Three field test workers were employed to collect the data. A training session was held lasting approximately 60 minutes where the research aims, methodology and

use of the JDS were explained in detail. If students experienced an issue or question that arose from undertaking the survey, the field agents were in a position where they would be available to address those concerns in the classroom or contact the researcher via telephone. A debriefing session was held after the pilot test was undertaken so concerns raised could be addressed as a small group before the main study surveys were administered.

7. Estimate Response Time

On completion of the pilot study with the test group, it was noted that the average time to complete the questionnaire was 18 minutes with some students taking the most time over section seven where they are asked to indicate which of two jobs they would prefer (Growth Needs Strength assessment). Some thought was given to reducing the number of questions to speed up the process but in conversations with the pilot group and field agents after the testing, it was concluded that the time taken to complete the study didn't feel that long and wasn't considered unreasonable.

8. Estimate Interview Time

Once again, for the initial phase of the data collection, interviews were not a part of the primary research strategy. Once the data had been collected and analysed, the study would follow up with a select number of students in the form of a focus group. These participants were invited as they had previously indicated (via the JDS survey) a willingness to offer further insights to their experiences. Further information about the justification for including this quantitative research method is detailed later in this chapter (Section 4.11.1, Page 178).

9. Test Analysis Procedures

On the advice of Veal (2006), the final stage of the pilot testing considerations is to test the data analysis procedures. This recommendation provides an opportunity to use the completed questionnaires, generated through the pilot study, and test the

usefulness of the data analysis techniques considered for this study. By taking the completed surveys (n=31) and testing their validity in a trial run situation, opportunities exist to identify any potential issues that may arise at advanced stages of the study, thus saving time and resources.

The statistical testing procedures undertaken on the pilot results include a comparison of measures such as correlations of CJD to CPS and AO and some linear regression models in SPSS. This allowed an opportunity to see if all relevant information required to run these calculations were present in the survey. In addition, reliability tests were examined through the use of Cronbach's alpha coefficient (Section 4.10.2.1, Page 171). The outcomes of these identified some issues with low alpha coefficients relating to task significance and dealing with others meaning that students weren't answering some questions in a consistent way. After discussions with some student participants from the pilot sample, some of the wording was changed to clarify the objective of the questions relating to these CJD in order to obtain a higher reliability coefficient in the main survey. This resulted in the use of bold font on parts of the questions to ensure respondents read the intention of the question correctly and their answers were uniform across the range of questions relating to measuring the job characteristics of their internships. Other statistical tests run involved multiple linear regression models to observe the impacts independent variables (Core Job Dimensions) had on dependent variables (Critical Psychological States and Affective Outcomes).

The pilot test was conducted in a classroom with two separate groups of students (n=31) where the researcher and field agents could offer some context to the study before distributing the surveys. This was a deliberate strategy so verbal feedback

could be given immediately and issues identified. In addition to a couple of minor concerns raised over use of words, vocabulary, and reliability of responses, the two main issues identified from the pilot test were:

- Better instructional guidance was required for those students who had already completed an internship ensuring their responses were orientated to the one experience rather than a combination of those already undertaken.
- Further guidance would be required to those students whose internship rotated around multiple departments so they could be instructed to offer a general perception of their overall experience rather than have it isolated to just one role within their employment.

These both seemed logical and important changes to assist the student answer the questions with a greater clarity and uniformity. Once these had been addressed, the second round of pilot testing was undertaken on another small group of students in a classroom setting (n=12). These students contained 3 individuals from the original test cohort along with 9 subjects who were undertaking the survey for the first time. Although unplanned, this worked out very well as it allowed those who were taking this for the second time, an opportunity to comment on the improvements made. The second pilot test process was completed smoothly and resulted in only one minor suggestion to the modified JDS. This recommendation centred on providing a brief description for some of the management competencies (outlined on page 18 of the survey – see Appendix 6) to ensure students, who may be unfamiliar with the terms, responded appropriately. The change was made and it was concluded that no further pilot testing was required. To that end, preparations were made to

commence the process of proctoring the survey to members of GVSU's HTM student body over a period of approximately 9 months.

4.8. Distributing the Modified Job Diagnostic Surveys

Due to the length of the modified JDS and in order to maintain a consistent approach to administering the questionnaires, Field Agents will be used to distribute these personally to student groups where context to the research can be shared before respondents submit their answers. Undertaking the pilot studies in this way had been useful and the results generated had been without incident. This strategy also allows for clarification should questions arise from the student body as they complete their answers. In addition, as the researcher held the role of Department Head within GVSU's HTM programme, further considerations were given to potential bias that may result in the responses if the questionnaires were distributed personally. It was feared that students may not be as candid in their answers (even though it could be completed anonymously) and would mask issues by answering in a more favourable way. In total, 42 course sections of the HTM programme at Grand Valley State University were visited during the fall, 2009 and winter, 2010 semesters.

4.9. Data Analysis Techniques

Research design is a key consideration in the development of a project of this nature. It connects each of the component parts together by demonstrating how these will work in unison to address the thesis' aims and objectives posed. Having previously considered research paradigms (Section 4.1, Page 135), data collection methods (Section 4.2, Page 146) and sampling (Section 4.6, Page 159), the final consideration to an effective research design is to review (and justify) the measures and treatments for which the data collected will be analysed. This process

commences after the pilot tests are undertaken to ensure the methods selected assist in developing both the research aims/objectives and to provide inferences that will inform the conclusions presented later in this study (Chapter Nine).

As a mixed methodology has been selected for data collection and analysis, a justification of both the quantitative and qualitative approaches is offered:

4.10. Quantitative Data Analysis Methods

4.10.1. Descriptive Statistics

The purpose of descriptive statistics is to set the research into context by offering an overview of the sample make up. This section, which is outlined at the beginning of Chapter Five, Page 189, offers a tabulated overview of the background information on the participants who completed the survey and thus contribute towards the research findings. As the population of this study is focussed on HTM students from the case-study university, the tables offer insights into gender breakdown, mean age of participants, degree standing, type of internship undertaken and a breakdown of emphasis areas. These areas are selected for inclusion as they provide a number of different opportunities for examining any inferences found later in the study by sub groups within the sample. This is particularly relevant when addressing Aim Three in this thesis and answering Research Objectives Three and Four which specifically examine the impact internship design has on a student's satisfaction/motivation levels by internship class and emphasis area. Once the descriptive statistics are presented and context is offered to the sample of the population, the data will be subjected to reliability tests.

4.10.2. Test for Reliability

4.10.2.1. Cronbach's Alpha Coefficient

As mentioned earlier in this methods chapter (section 4.3.3, Page 154), a significant test of the value of a research instrument is its reliability (Brotherton, 2008; Veal, 2006). On further review of the literature relating to reliability statistical assessment, it was observed that a frequently utilised test for measuring internal consistency reliability in the Social Sciences is the Cronbach Alpha Coefficient. Proposed in 1951 by Lee Cronbach, the alpha coefficient was developed as an extension of the KR-20 (Kuder and Richardson, 1937), which has limitations in its application as it works with survey results that produce dichotomous scoring. Hence, the advantage of the Cronbach alpha coefficient (and one of the key reasons for its selection) is that, like K-R20 it can be used to measure simple right and wrong responses but it also has the added benefit of being used in studies where responses are weighted.

The intention of an internal consistency reliability measure like Coefficient alpha is to review a respondent's answers to different questions posed within a survey which are all intended to determine a single, outcome characteristic. As in the case of the modified JDS, there are a number of questions contained throughout that ask the students to think about the characteristics of their work (internships). The goal is to pose a number of these questions related to that characteristic throughout the survey in the hope that similar, consistent responses are obtained from them. For example, in determining the amount of skill variety (a CJD), the modified JDS asks students to indicate the amount of this characteristic present in their internship in three different parts of the survey. Therefore, by running a reliability analysis (Coefficient alpha) in the SPSS software, consistency in a student's responses can be identified and thus conclusions relating to reliability can be inferred.

In reality, students may offer slightly different responses when asked about the presence of these characteristics in their work. However, the internal consistency reliability calculation seeks to measure the degree of variability (the smaller the better) or the amount of correlation between these responses and will help determine the level of reliability and thus the value of the results. On review, experts in this area will offer a range of accepted values of reliability between 0.6 and 1.0, meaning if an alpha coefficient for a set of test scores is 0.8, this would be interpreted as being 80% reliable and therefore considered a satisfactory scale of reliability (Brotherton, 2008).

In work undertaken on job characteristics research using Hackman and Oldham's (1975a) JCM, Fields (2002) summarises the work of a number of authors including Munz, *et al.* (1996); Renn and Vandenberg (1995); Siegall and McDonald (1995); and Tabor and Taylor (1990). In this summary, he outlines how the studies had tested the reliability of the model using the coefficient alpha test (Fields, 2002:78). The values for each of the different CJD from these studies is summarised in table 4.4.

<u>Core Job Dimension</u>	<u>Coefficient Alpha Ranges</u>
SKILL VARIETY	.65 - .78
TASK IDENTITY	.74 - .83
TASK SIGNIFICANCE	.72 - .83
AUTONOMY	.68 - .77
FEEDBACK	.65 - .81

Table 4.4: A Summary of Acceptable Alpha Coefficients Generated by Authors
Applying Hackman and Oldham's (1975a) JDS

<u>Core Job Dimensions</u>	<u>Cronbach's Alpha Coefficient</u>
(n=31)	
Skill Variety	0.762
Task Identity	0.699
Task Significance	0.074
Autonomy	0.704
Feedback from the Job	0.801
Feedback from Agents	0.865
Dealing with Others	0.598

Table 4.5: An Overview of the Cronbach's Alpha Coefficient for Students
Participating in the Pilot Testing (n=31)

By establishing that the majority of the responses are reliable (with the exception of task significance and dealing with others) and incorporating changes to the

instrument to promote more reliable responses in the full survey, the third stage for testing the quantitative data analysis procedures is to run tests that offer inferences on the design of the job and the subsequent motivational levels of the student sample.

4.10.3. Inferential Statistics

Inferential statistics are a variety of calculations that can be employed on a data set to determine how reliable the conclusions drawn from the research are reflective of the whole population (Brotherton, 2008, Veal, 2006). These calculations are an important part of a quantitative approach to the thesis as they allow deductions to be made from the outcomes that will inevitably inform the results and eventual conclusions presented at the end of the project. As the primary research for this study will be administered on a sample of the population (not all students in GVSU's HTM programme), it is important that as conclusions are made, confidence in these outcomes is vital if they are deemed representative of the entire population.

4.10.3.1. Confidence Intervals

Confidence is a key measurement in research projects (Brotherton, 2008; Field, 2009; Veal, 2006). As the data is collected, the findings have to convince others (the readers of the research) that there is a high likelihood (probability) the data is accurate and reflective of the wider population. Quantitatively, this is best expressed in percentage terms. Therefore, if the study claims that data collected has a 100% confidence level, it would be assumed that the same results will be achieved each and every time the study was conducted. However, according to Brotherton (2008), there is always some potential error in research work and thus confidence levels of 95% are typically considered the minimum acceptable. This would imply that the

probability of the findings being inaccurate is only 5% and thus would appear to be strong. For the purpose of this study, a minimum 95% confidence benchmark is set for all outcomes considered significant. This is represented by $\rho \leq 0.05$. However, on occasion when the probability is higher at 99%, it will be represented by $\rho \leq 0.01$.

4.10.3.2. Pearson's Product Moment Coefficient

Pearson's Product Moment Coefficient (PPMC) is a measure of correlation and will be used as an initial calculation on the data set to quantify both the strength (+/- 0.5 - 1.0 = strong, +/- 0.3 - 0.5 = moderate and +/- 0.1 - 0.3 = weak) and direction ($\rho > 0$ = positive relationship, $\rho < 0$ = negative relationship and $\rho = 0$ indicates nonexistence of any relationship) of relationships between variables in the JCM. These will be examined individually as each research objective is posed and addressed in Chapters Five through Eight. In statistics, two variables are said to be correlated if change in one variable is simultaneously accompanied by a change in the other (Choudhury, 2009). PPMC is commonly used in research that seeks to examine relationships between independent and dependent variables but should not be confused with causation. According to Steinberg (2010:419), the purpose of correlation is to indicate there is a relationship between these variables but 'it does *not* explain which variable, if either, caused the relationship.' This change in direction can be either in the same or reverse direction indicating a positive or negative relationship between the two variables. The coefficient is calculated by the ratio of how much the two variables change together (known as the covariance) and the product of their standard deviations.

4.10.3.3. Multiple Linear Regression

First used by Pearson in 1908, Linear Regression or Multiple Linear Regression (MLR) is a statistical technique used to model the relationship between a dependent variable and one or more independent variables. Its use concentrates on using several of these independent (explanatory) variables and mathematically predicts the value of the dependent (response) variable. The distinction between simple linear and multiple linear regressions is based on the number of predictors used to determine the response variable. The relationship created by the model is demonstrated in the form of a straight line (linear) that best approximates the data points. MLR is seen as a valuable tool for use in this study as the research objectives are presented to seek the relationship between the design of an internship through the examination of the CJD (independent variables) and their impact on worker satisfaction/motivation (made up of CPS and AO (dependent variables)). This technique is particularly important when addressing Research Objectives One through Four and is discussed in greater detail in Chapters Five through Seven.

Once the MLR equations are run in SPSS, the outputs will be checked for their predictive ability. To that end, the coefficient of determination (R^2) will be examined which details the amount of variance in the dependent variable that can be explained by the model. The closer the R^2 is to 1, the better the model and its predictive ability (Choudhury, 2009). It is noted that there are a number of similarities between the use of MLR and a correlation coefficient like Pearson's r (PPMC). However, the key consideration for inclusion and use of these measures was that unlike regression, correlation makes no distinction between independent and dependent variables. As Hackman and Oldham's JCM proposed a linear progression from the core job dimensions through the moderating critical psychological states to eventual

satisfaction and motivational outcomes, the use of these techniques was deemed valuable to test each of the research questions presented.

4.10.3.4. Chi-Square

This final quantitative method of data analysis will be applied to address Research Objectives Five and Six (Chapter Eight) when appropriate. These questions seek to examine how the student's internship relates to their educational development (classroom knowledge) and their career choices. According to Choudhury (2009) this test is appropriate for both large and small samples depending on the context of the research design. There are several types of approaches to this with the most common being the Pearson Chi-Square test which allows the researcher to test the independence of two categorical variables. The objective of the test is to check if any significant differences are observed between the expected and actual results taken from a research sample. If significant differences do occur, it allows the researcher to examine whether these have occurred by chance or if there is another factor affecting the results.

4.11. Qualitative Data Analysis Methods

As discussed earlier in this chapter (Section 4.1.5, Page 144), a mixed method sequential design to the research is adopted that will commence with the distribution and quantitative analysis of the modified JDS. As part of the sequential explanatory design, this will then be followed by the use of qualitative methods in the form of focus groups. Having offered a rationale for the adoption of the quantitative data collection tools in the previous section of this chapter (Section 4.10, Page 170), the final phase of this methodology is to justify the inclusion of the qualitative methods and specifically justify focus groups as a vehicle to probe deeper into the outcomes

unearthed by the statistic procedures and address some of the difficulties associated with the adoption of just a positivistic approach to the research.

4.11.1. Focus Groups

Quantitative data when tested, compared and retested can provide interesting and useful generalisations about a population (Brotherton, 2008). The outcomes allow researchers to make confident predictions about human behaviour (and other research subjects) based on the findings of the mathematical models (Crossan, 2003). While these clearly infer an objective viewpoint, grounded in the Positivism paradigm, on their own, they lack the opportunity to place these outcomes in the context of many influencing factors inherent in human behaviour. Focus groups, on the other hand, can provide trustworthy generalisations about human behaviour but set within the Naturalistic paradigm (Fern, 2001) and act as a complementary tool within a mixed methods research design.

Denscombe (1998) describes a focus group as a small collection of individuals convened by a researcher to explore attitudes, perceptions and ideas about a non-sensitive, non-controversial topic. They are one of several methodological tools used to validate information obtained from a study sample. In a mixed methods approach, they are frequently becoming more popular as a complementary methodology to quantitative data analysis (Fenn, 2001). Wilson points out (1997:214) that '... focus groups not only give us access to certain kinds of qualitative phenomena that are poorly studied with other methods, but also represent an important tool for breaking down narrow methodological barriers'. Similar to an interview, focus groups allow the researcher to ask questions and gauge not only the responses but also some

important insights into non-verbal communication from participants (Silverman, 2006; Spurin, 2011).

The ability to select participants from the research sample creates more confidence that the information gained through the group setting will be a collective reflection of that part of the population (each displaying similar characteristics), allowing greater conviction to any inferences made at a later stage (Kruger, 2002). The success of a focus group is one that provides a comfortable environment for participants to share their views and experiences. By empowering interviewees to speak openly about their views, this leads to greater involvement from others and provides richer, more candid insights for the researcher to draw from (Kruger, 2002; Lindlof and Taylor, 2002). Additional advantages of this approach include cost and time efficiencies as respondents can be questioned in small groups. This allows the researcher an opportunity to gather a great deal of information in one or two meetings without the expense of time or money to travel to numerous destinations to facilitate group responses (Kruger, 2002).

Again, like any research method, there are drawbacks and this is also true of focus groups. However, by raising awareness in advance, these can be accommodated during both the research design and the data collection processes. The key disadvantage with adopting focus groups relates to the inherent nature of group dynamics. In order to conduct this part of the data collection process with students, it involves grouping them together in a setting which in itself can lead to influences on their behaviour. In this study, which will place them in a classroom setting with peers, it is anticipated that as the discussion evolves about the quality of their internship experiences and the impact it may/may not have had on their

satisfaction/motivation and career choices, the concept of 'groupthink' may become apparent. Groupthink is a term associated with membership of a group where in order to reach consensus (by avoiding conflict), participants have a tendency to agree with opinions of group members with strong views or personalities. This can result in limiting the benefits of the focus group as individual opinions, ideas, and creativity are potentially lost (Whyte, 1989).

An additional drawback is that of subjectivity where the researcher may impart their own views and ideas onto the participants resulting in an increase of bias in the outcomes. Therefore, careful consideration will be given to this and other potential social norms as the focus groups are conducted.

4.11.1.2. Selection of Participants

In determining the membership of the focus group, references will be made to the JDS completed in the first phase of the data collection process. In the surveys, the very last question in section nine allows respondents to volunteer their contact information if they would be willing to participate in a follow up focus group meeting. From the 339 valid surveys included in the research 143 students (42.2%) indicated they would be willing to assist in phase two of the data collection. This high response rate is attributed to the strong, professional relationship the teaching staff at GVSU have with students in the HTM programme and while this is an advantage in obtaining their participation, consideration of this characteristic is also required when undertaking the focus group discussions so bias in responses is minimised as well as limiting candour in the views shared.

To attempt to undertake focus groups with all these students will undoubtedly offer a valuable insight into the opinions of the student body. However, it will also eradicate the time efficiency benefit proposed by using this method discussed above. Therefore, a simple purposeful sampling strategy will be employed where a subset of the student population will be selected to participate in the interviews. The purpose of this technique is to create an environment where all 'willing' respondents would be grouped based on two criteria being their internship class (HTM 290, 390 or 490) and their emphasis (Food and Beverage, Lodging, Tourism and Meeting and Event Planning). Table 4.6 summarises the breakdown of these groups.

Emphasis Area	Internship Course Number				Total (n=139)
	HTM 290	HTM 390	HTM 490		
Food and Beverage	7	2	4	13	
Lodging	16	17	25	58	
Meeting and Event Planning	21	12	15	48	
Tourism	6	5	9	20	

Table 4.6: An Outline of the Number of Students from Each Internship Class that Volunteered to Participate in the Focus Groups

Upon review of the data and predicting that actual participation rates from students may be less than initially proposed (as some students will have graduated before the focus groups are conducted and others may have time conflicts with the scheduled meetings), some further modifications were made to the selection of participants.

According to Kruger and Casey (2000) an effective focus group should have a minimum of 10-12 participants and they suggest researchers should invite between 20-25 people with similar characteristics to each session to achieve that number. Therefore, it was decided that 11 focus group meetings would be conducted in order to maintain both the integrity of the research and to ascertain data that would still be reflective of the students' opinions. Table 4.7 outlines the breakdown of focus group participants.

Emphasis Area	# of Students Invited	Actual # of Students	# of Focus Groups	Participant Membership
Food and Beverage	13	14	1	Combined - HTM 290, 390 and 490
Lodging	58	46	5	3 individual meetings with respective cohorts (HTM 290, 390 490) and 2 combined groups.
Tourism	20	17	1	Combined - HTM 290, 390 and 490
Meetings and Events	48	43	4	3 individual meetings with respective cohorts (HTM 290, 390 490) and 1 combined group.

Table 4.7: An Overview of the Focus Groups Conducted for the Research

The rationale to divide the groups in this way provides opportunities for students working in similar roles within similar organisations to share their view of that sector of the industry.

4.12. Conducting the Focus Groups

The focus groups will be undertaken over a 7 week period throughout September and October, 2010. They had originally been planned during the summer months but as many students would be absent from the university working on a new internship, this may result in a lower participation rate. Therefore, they would be moved to the beginning of the new semester. Invitations were send out to e-mail addresses of students who had indicated an intention to participate in this activity. These students were identified by their response to question seven on section nine of the modified JDS when they were originally conducted earlier in the academic year. Students were asked to indicate in advance their availability so contingency plans could be made if numbers were perceived to be lower than expected. Due to the timing of these focus groups, some minor issues with students were apparent as the times clashed with scheduled classes for some and others, as previously mentioned, had already graduated a semester earlier.

4.12.1. Format of the Focus Groups

The format undertaken for administering the focus groups mirrored the guidelines proposed by Kruger (2002). These included covering areas such as a proper welcome/introduction, an overview of how the results would be used, why the participants had been selected and some further insights into the creation of an appropriate environment for candid discussion.

A copy of the guidelines used for administering the focus groups can be found in appendix 14.

4.12.2. Questions Posed in the Focus Groups

The line of questions posed at the focus group will mirror the initial research objectives for the study. Therefore, they will concentrate on obtaining insights into the presence of CJD, CPS and the impact on their satisfaction/motivational outcomes. Further questions will be asked relating to internship expectations, influence of the internship on career choices and the role classroom education plays in preparing them for success. In addition, cohort specific questions will be posed that are borne out of the quantitative analysis of the modified JDS (stage one of the mixed method sequential design process). These questions will focus on any inferences made in that data allowing the researcher an opportunity to investigate reasons behind the statistical outcomes. For example, after the surveys were completed it was clear that many students undertaking HTM 290 were motivated by the need for the job to have more task significance. Asking students pursuing their first internship (HTM 290) why this may have occurred allows for a greater understanding of their needs in addition to its impact on their satisfaction/motivation levels. A summary of the questions posed for each focus group can also be found in appendix 14.

4.13. Research Limitations

As this methodological framework develops, the study will adhere to the rigors and objectivity that is inherent in good research. However, with a project of this nature, there are times when occasional stages of the research need closer monitoring and attention. This is a key factor to consider in preserving the academic integrity of the

work and ultimately to offer greater conviction to the conclusions presented in Chapter Nine. An outline of those considerations is offered below:

4.13.1. Subjectivity and Bias

The topic associated with this research has its foundation in the social sciences. As a result, there will be a tendency to favour the naturalistic paradigm due to the study of sociology and human behaviour. One of the criticisms of this paradigm, and particularly its use in this field, is that neither the subject nor the researcher can remain objective. This is due, in part; to the researcher being 'concerned with understanding human behaviour from the actor's own frame of reference' (Deshpande, 1983:103) and thus both the data collection process and the eventual conclusions drawn may be subject to the researcher's own bias (Deshpande, 1983; Mehra, 2002).

'A researcher's personal beliefs and values are reflected not only in the choice of methodology and interpretation of findings, but also in the choice of a research topic. In other words, what we believe in determines what we want to study. Traditional positivist research paradigm has taught us to believe that what we are studying often has no personal significance. Or, that the only reason driving our research is intellectual curiosity (which is a valid reason on its own). But more often than not, we have our personal beliefs and views about a topic - either in support of one side of the argument, or on the social, cultural, political sub-texts that seem to guide the development of the argument.'

Mehra. (2002). Retrieved 27 December 2009, from <http://www.nova.edu/ssss/QR/QR7-1/mehra.html>

Marshall and Rossman (1999) add that researchers have begun to challenge some of the historic assumptions regarding neutrality and claim that all research is in some form, interpretive. Recognising this potential bias at the outset is valuable and is not only noted as a limitation to the research but partly underpinned the decision to adopt a mixed methods approach and include more objectivity in the research design.

4.13.2. Recognition of the Limited Outcomes for this Research

From the outset, it has been noted that the development and administration of student internships is disparate between universities, regions, education systems, and accrediting bodies, both on a national and international level. Attempting to find a model of best practice that can be uniformly applied to students and educators is impossible due to the infinite number of variables that may influence the outcomes. Therefore, developing a research design which can offer some inferences to a wider population is a challenging prospect due to the perceived limited, applicable outcomes. Cohen *et al.* (2000) offer an important point regarding the validity of research. They question how, through a process of external validity, the results of one piece of research are made representative and applicable to other situations without the bias and subjectivity imparted by the researcher (internal validity). As the findings will be generated and presented in a case study situation, it's clear that opportunities for external validity are limited and while this isn't the fault of the research design, it's simply the nature of a case study approach (Yin, 1993). All efforts will be made to limit issues previously raised over subjectivity and bias in order to present a rigorous, objective approach to the findings that will have significant value to the case institution but additionally will provide useful insights for others to examine.

Clearly, the motivation behind this project is driven by a need to contribute to the limited body of research in this area and address the research gap that exists. In addition, as an educator and former practitioner, the researcher is of the opinion that much is needed to facilitate this experiential learning experience in a more constructive way so the full stakeholder benefits, outlined in Chapter Two, can be realised. As a result, there is a great deal of confidence that this study will offer tremendous value to students, educators and employers alike irrespective of the internship structure, length or country within which they are facilitated. This is referred to as theoretical generalisation and as Sim (1998:350) clearly points out, this is where 'The data gained from a particular study provide theoretical insights which possess a sufficient degree of generality or universality to allow their projection to other contexts or situations which are comparable to that of the original study'.

Chapter Summary

In summary, this chapter offers an insight and justification of the variety of research methods and data analysis tools used in completing this project. It proposes a research design that incorporates both primary and secondary methods drawing on a combined mixed method research paradigm. Each part of the methodology is carefully selected to develop information that will be used to address the research aims and objectives for this thesis. To the end, the research design will develop a set of findings that will provide a clear impression of students' feelings about their internships and the subsequent levels of internal motivation, satisfaction insights and career decisions that ensue.

The following chapter will provide a detailed insight into the results of the data analysis and commence the process of addressing the research objectives.

Chapter Five

An Examination of Hackman and Oldham's (1975a) Job Characteristics Model

Introduction - Overview of the Results Chapters

The purpose of this chapter is to present the results generated by the data collection methods previously proposed in Chapter Four. In order to accomplish this in a clear and concise way, they have been divided into four separate chapters in order to concentrate on the specific research objectives outlined in the Conceptual Framework (Chapter Three). As a result, the first two chapters (Chapters Five and Six) will address the impact the Core Job Dimensions (CJD) has on both the Critical Psychological States (CPS) and the Affective Outcomes (AO) of students' internship satisfaction and intrinsic motivation (Research Objectives One and Two). They utilise the Job Characteristics Model proposed by Hackman and Oldham, (1975a, 1976, 1980) and test its validity on student interns in Grand Valley State University's (GVSU) Hospitality and Tourism Management (HTM) programme.

The third results chapter (Chapter Seven) will mirror these first two but specifically applies the AO in relation to internship class and student emphasis areas (Research Objectives Three and Four). This will afford the opportunity to seek any specific characteristics displayed by these sub groups that may not have been evident when applying the theory to the wider population of GVSU interns in Chapters Five and Six. The fourth and final results chapter (Chapter Eight) then provides an holistic view of the student sample and addresses any links found between the student's internship experiences and connections to their classroom education and future career plans/goals (Research Objectives Five and Six).

Thus, the first part of this chapter commences with an overview of the university used in the case study. It specifically offers background information on the institution in addition to presenting a series of descriptive statistics and tables outlining the characteristics of the sample surveyed. The intention here is to provide insights into the student profile that comprise the case study sample by presenting data on their demographics, education preferences and internship type. The second part of the chapter examines the extent to which the CJD of an internship contribute to the CPS proposed by Hackman and Oldham (Research Objective One) and the extent to which the CPS experienced by students act as mediators between the core job dimensions and the affective satisfaction/motivational outcomes (Research Objective Two).

The information presented here is more specific to the internship experiences of the students and will address many components of Hackman and Oldham's (1975a) JCM. However, as part of the evolutionary component of this thesis, after analysing the initial results for Research Objectives One and Two, an additional series of tests are run, using a modified version of Hackman and Oldham's original (1975a)'s JCM in order to see if there are any different predictive variables that may be applicable to the development of a new model specifically for student interns. These results will be discussed separately in Chapter Six.

Throughout each of the results chapters, the thesis will provide a richer understanding of the findings by offering connections to other scholarly works through a discussion of the literature as well as integrating feedback obtained from the focus group sessions. These meetings were completed after the surveys were analysed for patterns and implications and the questions posed to the participants

were designed to offer more empirical support to the quantitative data findings produced through the SPSS software package. These qualitative research methods offer a richer insight into the student's perceptions on their experiential learning experiences and help formulate many of the conclusions and recommendations presented in Chapter Nine.

Having provided an overview of the how the results chapters will be structured, the following pages will offer an overview of the sample used for this study through a presentation of descriptive statistics and the finding of Research Objectives One and Two.

5.1. Case-Study Profile: Grand Valley State University

Grand Valley State is a comprehensive four-year public university located in the State of Michigan (MI), USA. It was chartered by the Michigan legislature in 1960 with just 226 students and 14 teaching staff on a single campus in Allendale. The ethos of the university is to deliver a strong liberal education for its students concentrating on high quality education, critical thinking, creative problem solving and cultural understanding. Today, the university offers over 200 programmes for study including 69 undergraduate majors and 26 graduate programmes.

One of those areas of study is Hospitality and Tourism Management (HTM). Since its inception in 1977, the HTM programme has experienced varied levels of growth. The initial cohort began with one full-time and one adjunct (part time) faculty member to serve 7 students. By 1981, the discipline had over 50 majors and grew to 115 by 1983. Over the next 18 years the number of students has fluctuated before beginning a rapid increase in growth in 2001 that continues today. In the last eight

academic years, the programme has experienced an extraordinary increase in numbers growing from approximately 150 students in 2003 to over 540 majors and 80 minors (April, 2011). HTM majors take a strong core of business classes such as statistics, accounting, marketing and business law. These courses are complemented by advanced courses in human resource management, financial analysis of hospitality entities, hospitality law, and hotel and food service operations management. With advisor approval, students select an area of emphasis from food service, lodging, tourism or meetings and events management and take additional courses that focus on that specific career track.

One of the strongest aspects of the HTM curriculum is a required sequence of internships totalling over 1,000 hours of structured educational work experience. These internships are undertaken by students at intervals throughout their education and are designed to underpin the academic studies with applied practical learning. The internship sequence is taken in three separate classes typically during a student's sophomore (2nd), junior (3rd) and senior (4th) years. Descriptions taken from the university course catalogue are offered in appendix 15.

At any given time, there are between 80 – 350 students enrolled in hospitality internships each academic semester who are supported by a full time internship coordinator who assists with placement, site visits, counselling and facilitation of the required academic components.

- **GVSU Student - Sample Overview**

A total of 339 Job Diagnostic Surveys (JDS) were distributed and returned between August, 2009 and May, 2010). The goal was to obtain a representative sample of

the total student population enrolled in GVSU’s HTM programme (n=499 as at April, 2010) with responses distributed across all three internships classes (HTM 290, 390 and 490). The following tables and discussion present an overview of the sample used within this study.

Type of Internship	Number of Responses Received	%	Male	Female
HTM 290	156	46.0%	35 (22%)	121 (78%)
HTM 390	110	32.4%	23 (21%)	87 (79%)
HTM 490	73	21.5%	22 (30%)	51 (70%)
TOTALS	339	100%	80 (24%)	259 (76%)

Table 5.1: Outlines the Breakdown of the Respondents from the Three Internship Classes Surveyed along with an Insight into the Gender of Participants

Of the 339 completed surveys used for this project, the gender breakdown reflects a 24% male and 76% female mix. These figures are benchmarked against data provided by the Office of Institutional Analysis at GVSU and represent a true reflection of the full population of GVSU HTM students enrolled in the program during the time the questionnaires were administered (n=499). The summary provided by the university indicates a gender breakdown of students enrolled in the major as 26% male and 74% female (Data accessed January, 2011).

5.2.1. Age Distribution of GVSU HTM Students

Age (n=339)	
Mean	22.78
Median	23.00
Standard Deviation	2.102
Min – Max	20-38

Table 5.2: Age of Students Enrolled in GVSU’s HTM Programme Participating in the Study

These age distributions are somewhat reflective of those of the wider HTM population at GVSU. Of the 499 full time undergraduate students enrolled in classes during the winter, 2010 semester, the mean age is 21.2 years old (GVSU’s Office of Institutional Analysis - data accessed January, 2011). However, this figure will incorporate a freshman class of 41 new students to the major who weren’t asked to participate in this study as they had yet to embark on any of the required internship classes.

5.2.2. Class Standing Distribution of GVSU HTM Students

Unlike the education system in the UK, the higher education framework in the United States categorises students based on their class standing. As there is no defined cohort system (beyond students undertaking a class together in a semester), students are flexible to undertake their educational studies at a pace most suited to

them. During their time at university, each student must select a major. This is seen as a specialised area of study which will represent a large percentage of their studies in their chosen career or educational field. There are four class standings: freshman (year one students: 0-24 credits complete), sophomore (Year two students: 25 -54 credits complete), junior (Year three students: 55-84 credits complete) and senior (final year students: 85+ credits complete). To graduate, a student must pass at least 120 credits in a variety of subject areas (some prescribed, some left to choice). The internships are designed to commence after a student's first academic year (approximately 24+ credits), hence there are no freshman (year one students) included in the sample.

Type of Internship	Sophomore	Junior	Senior	Total
HTM 290	11	56	89	156 (46%)
HTM 390	0	27	83	110 (32%)
HTM 490	0	3	70	73 (22%)
TOTALS	11 (4%)	86 (25%)	242 (71%)	339 (100%)

Table 5.3: Class Standing Distribution of Students Enrolled in each of the Internship Sections Participating in the Study

Due to enrolment patterns in the HTM major at GVSU, it is not uncommon for students to declare or switch their major after initially commencing another course of

study at the university. GVSU offers 78 undergraduate programmes to almost 25,000 students so inevitably students switch career tracks at different stages of their education as they become disinterested or disillusioned with a specific career path. Historical data suggests a large percentage of these late enrolments to the HTM programme come from either general business or is a degree seeking undergraduate (DSUG) who has undertaken a number of general education courses at GVSU but have been procrastinating on declaring a specific major. In support of this, data supplied by GVSU's Office of Institutional Analysis suggests on average, approximately 12% of students transfer into the major each year at advanced stages of their studies. This has been the trend for the previous three years leading up to this study. As a result, table 5.3 will reflect a large percentage of juniors and seniors populating the HTM 290 and 390 classes as they commence their internship components at later stages of their academic careers (as this will also include continuing students from previous years). However, although presenting this demographic background is important to understand the participants in the study, previous research investigating links between age and job satisfaction has actually found little support that it is a prominent factor (Ellickson, 2002; Iacocca *et al.*, 1995).

5.2.3. Emphasis Areas - Distribution of GVSU HTM Students

The rationale behind separating the student responses into their specific emphasis/concentration areas is done to offer opportunities to correlate certain motivational outcomes with specific career paths. Again, it is assumed that as the tasks associated with each of these jobs will differ, so will their perceptions of internship design and subsequent motivation. Therefore, a breakdown of emphasis type is offered below and a detailed discussion relating to these characteristics is offered in Chapter Seven which addresses Research Objective Four.

Type of Internship	Food and Beverage	Lodging	Tourism	Meeting and Event Planning	Other*	Totals
HTM 290	23	49	23	55	6	156 (46%)
HTM 390	20	38	11	37	4	110 (32%)
HTM 490	12	30	10	20	1	73 (22%)
TOTALS	55 (16%)	117 (35%)	44 (13%)	112 (33%)	11 (3%)	339 (100%)

Table 5.4: The Emphasis Area Distribution of Students Enrolled in each of the Internship Sections Participating in the Study

*The 'other' category represents students who either haven't declared an area of emphasis or are customising their own career track in areas like human resource management, hospitality marketing, club management, resort management, and adventure tourism. These students are omitted from the quantitative analysis as they are deemed outside of the four main areas for review and as the career paths were disparate and small (in sample size), it is felt little will be gained for the study from further analysis. Appendix 16 offers an overview/sample of the types of roles students would undertake for each of the emphasis areas included in the study.

Type of Internship	Food and Beverage	Lodging	Tourism	Meeting and Event Planning	Other	Totals
Sophomore	1	5	0	4	1	11 (3%)
Junior	17	27	7	30	5	86 (25%)
Senior	37	85	37	78	5	242 (71%)
TOTALS	55 (16%)	117 (35%)	44 (13%)	112 (33%)	11 (3%)	339 (100%)

Table 5.5: Class Standing of Students against their Emphasis Areas

Prior to any inferential statistics being calculated, the 339 surveys are entered into SPSS and the respective means for the CJD, CPS and the AO are calculated. This is done to provide a mean score for each independent variable that will later be used in predicting the impact on dependent variables through a process of linear regression. From a review of other studies using independent variables as predictors of dependent variables with regression analysis, this appears to be an acceptable practise (D'Abate *et al.*, 2009; Feldman and Weitz, 1990; Lee-Ross, 1996, 1998; Nelson, 1994) and also mirrors the methodology offered by Hackman

and Oldham (1975a, 1976, 1980) when they initially developed their research into job design.

- **Reliability Tests on the Data Set**

Having offered an insight into the sample used for this study, prior to any significant inferential statistics being calculated, it is important to test the completed surveys for reliability. This is an important stage as it offers a higher level of confidence that the results developed will be a true reflection of a student's behaviour and perceptions of their internship experiences. This is particularly important for this study as the data collection instrument (a modified version of the JDS) is long (90 questions) and any signs of fatigue demonstrated by students completing the survey need to be identified if they exist. As indicated in the Methodology (Chapter Four, Section 4.10.2.1, Page 171), the most appropriate measure used for this task is considered to be Cronbach's Alpha Coefficient as it works with survey results that produce dichotomous scoring and also has the added benefit of being used in studies where responses are weighted. In addition, this reliability technique has been used in a number of other studies where Hackman and Oldham's (1975a) JDS has been utilised as an instrument for the measurement of job satisfaction in both regular workers (some HTM) and interns (D'Abate *et al.*, 2009; Feldman and Weitz, 1990; Lee-Ross, 1996, 1998; Renn and Vandenburg, 1995; Siegall and McDonald, 1995).

The research methodology within this thesis (Chapter Four – Section 4.10.2.1, Page 171) offers some examples of acceptable alpha coefficients proposed from these prior studies using the JDS. These range from 0.65 to 0.83 for the CJD measures and support Hackman and Oldham's own alpha coefficients which fell between 0.59 and 0.78. On further review of acceptable alpha values, other authors recommend

acceptable values with alpha coefficients as low as 0.60 providing less than six inputs (responses to questions measuring consistency in the outcome) are used in developing the results (D'Abate *et al.*, 2009; Feldman and Weitz, 1990; Lee-Ross, 1996, 1998; Renn and Vandenburg, 1995; Siegall and McDonald, 1995). Lee-Ross (1998) conducted a study on the reliability and rationale of Hackman and Oldham's (1975a) JDS among seasonal hotel workers. His methodology includes the use of Cronbach Alpha as a measure of reliability. The reliabilities he obtained range from 0.89 (Growth Need Strength 'Would Like' format) to 0.42 (Dealing with Others) and when compared to those offered by Hackman and Oldham, he concludes they are reliable. On review of the reliabilities obtained for this study, many are similar or exceed those of both Lee-Ross, (1998) and Hackman and Oldham, (1975a, 1976; 1980) and nothing computed lower than 0.646.

Table 5.6 offers an insight into the internal consistency reliabilities of each of the scales measured by the JDS for this study. As discussed in the research methodology (Chapter Four – Section 4.10.2.1, Page 171), having experienced some minor issues with two scales (Task Significance and Dealing with Others) during the pilot study, it is important that each of the scales offers an alpha coefficient of approximately 0.60 at a confidence level of 95% (Cortina, 1993). As can be observed from table 5.6, the alpha coefficients range from a high of 0.91 for satisfaction with supervisors to a low of 0.65 for task identity. In addition, there are other measures that also fell slightly short of the thesis' desired 0.70 reliability scores. These included task significance, internal work motivation, job security and satisfaction with co-workers. Despite these lower scores, there is still confidence that the internal reliability is satisfactory considering both the age of the respondents

and the complexity of the survey that includes both direct and reverse scoring questions.

A review of Hackman and Oldham's own survey results undertaken on 658 workers on 62 jobs from 7 organisations also faced some minor challenges with reliability when measured for internal consistency with scale ranging from 0.88 for growth need strength 'would like' format to a low of 0.56 for satisfaction with co-workers. It is clear measures taken to address the low scores for task significance found during the pilot study have improved and although they didn't reach the desired benchmark goal of 0.70, they are markedly improved (0.07 in pilot study to 0.69 in the full study). As a result, it can be stated that the way students have completed the survey is deemed reliable and any conclusions drawn from the calculations will be considered appropriate for this sample of the GVSU HTM student population.

Core Job Dimensions	#	Alpha Coefficient	Hackman and Oldham's Original Study (1975a; 1976; 1980)
Skill Variety (SV)	3	0.79	0.71
Task Identity (TI)	3	0.65	0.59
Task Significance (TS)	3	0.69	0.66
Task Autonomy (TA)	3	0.76	0.66
Feedback from the Job (FFJ)	3	0.79	0.71
Feedback from Agents (FFA)	3	0.90	0.78
Dealing with Others (DWO)	3	0.74	0.59
Critical Psychological States			
Experienced Meaningfulness of the Work (EMW)	4	0.77	0.74
Experienced Responsibility of the Work (ERW)	6	0.74	0.72
Knowledge of Results (KOR)	4	0.75	0.76
Affective Outcomes			
General Satisfaction (GS)	5	0.82	0.76
Internal Work Motivation (IWM)	6	0.68	0.76
Growth Satisfaction (GRS)	4	0.83	0.84
Context Factors			
Job Security	2	0.68	0.62
Satisfaction with Pay	2	0.87	0.82
Satisfaction with Co-workers	3	0.66	0.56
Satisfaction with Supervisors	3	0.91	0.79

= the number of items/statements contained per factor

Table 5.6: Cronbach's Alpha Coefficients for the Student Sample Surveyed using the

JDS

- **Inferential Statistical Outcomes on GVSU HTM Student Sample**

In order to commence a process of compiling evidence to support the research objectives and to ultimately assist in addressing the overarching aims of this thesis, a number of statistical calculations need to be made on the data collected from the completed modified JDS. The presentation of these inferential statistics commences with tests undertaken on the entire sample obtained (n=339) followed by a breakdown of similar calculations on sub sets of student emphasis areas and internship classes, to test the specific research objectives posed on these sub groups (Chapter Seven).

Pearson's Product- Moment Correlation Coefficient (Pearson's r) is used on a number of occasions to measure the strength and direction of the linear relationship between two variables. These are observed from the mean scores generated in a variety of categories from the JDS. Subsequent multiple regression tests are then run using a combination of forced entry and forward stepwise elimination methods (when appropriate) to determine the linear relationships between the respective independent and dependent variables applicable to each research objective.

- **Process and Assumptions**

In order to generate the correlation and regression models, the completed JDS (n=339) are coded and entered into SPSS. Once included, mean figures for each of the CJD, CPS and AO are calculated following the guidelines proposed by Hackman and Oldham in their book Work Redesign (1980). These guidelines offer instructions on which questions feed into CJD, CPS and the AO outcomes, as well as reminding the researcher about reverse scoring questions. These mean figures are then used to create the respective models in SPSS. The software offers various selection

methods for linear regression. The initial approach to developing the models is undertaken using a forced entry method as Research Objective One requires that all independent variables are included as predictors for the dependent variables. This allows the study to duplicate the work of Hackman and Oldham (1975a) and follow the framework of their JCM using the GVSU HTM student sample. In addition, the thesis also seeks an alternative approach to examine any potential differences in the model when applying it to student interns. To this end, a forward stepwise selection method is used for this second set of tests. This method is elected as it systematically inserts each variable into the model and the programme either accepts or rejects the variable if it is deemed either statistically significant or isn't highly correlated with other variables already selected for inclusion in the model.

After running the regressions, SPSS produces outputs that contain all potential models which range in size from containing just one predictor to potentially all of the predictors. The rule of parsimony is used to select the appropriate model (Field, 2009) for inclusion in the tables and further analysis. As part of implementing this rule, to determine if an additional variable offers enough predictive power to the model, the study will seek at least a 3% increase in the adjusted R^2 (if more than one variable is included in the model). This is the researchers own rule for consistency based on influences gained from background reading a variety of texts on the subject and advice from colleagues in the Department of Statistics at GVSU. Where appropriate, for each of the regression models performed in this (and subsequent) chapters, a global and local significance test is performed to determine the appropriate model. The hypothesis for the global test helps to determine if the overall model is significant.

$$H_0: \beta_1 = \beta_2 = \dots = \beta_j = 0$$

H_A: At least one of the β_j's not equal to 0

where *j* is the number of predictors in the model

If the resulting p-value from the F statistic is less than .05, then the overall model is indeed useful. If the global test is significant, then the local test is used to make sure all independent variables in the model are significant predictors of the dependent variable with all the other predictors present in the model. The hypothesis considered for the local tests is as follows:

$$H_0: \beta_k = 0$$

$$H_A: \beta_k \neq 0$$

where *k* is the predictor in the model

If the p-value from the t statistic is less than .05 then the predictor is significant and remains in the model.

Whether using simple linear or multiple linear regressions, it is important to ensure that certain assumptions are met. According to Sheather (2009), first, the residuals must be independent. In this study, this is true since all the subjects (GVSU students) are independent of each other and completed their assessment of their internship individually. Next, the errors must have a common variance. This is checked using a residual plot, which is obtained from the SPSS outputs. When viewing these plots, the assumption is met if at least 95% of the residuals fall between -2 and 2. Finally, the errors need to be normally distributed with a mean equal to 0 and standard deviation equal to 1. Again, this is checked using SPSS and by examining the histograms of the residuals. Once all these assumptions are met,

the global and local tests can be performed formally, which will result in the generation and acceptance of the final model for analysis.

It is important to note that not all the models produced are multiple linear models. There are some that only have one predictor. Typically, when faced with a choice of models, it is recommended that the most appropriate model selected is that with a higher adjusted R^2 (when there is more than one variable included in the model) without too many variables used as predictors. Models with too many variables tend to be more complex and are often harder to interpret (Field, 2009, Sheather, 2009). Those that only produce one predictor in the model do not require global and local tests because the global test is the local test.

Having offered an overview of the process for the development of the models, along with an insight into the assumptions considered for selection, the final section of this chapter re-poses the first two research objectives for the study and offers a summary of the results found through the completion of correlation and regression analysis. In addition, the findings are interpreted, discussed and supported with references to the literature and student comments from the focus groups. It is important to note that throughout this part of the chapter (and the remaining research objectives addressed), although only a sample of the comments obtained from students are presented, they are deemed representative of the students who participated in the focus groups. A full summary of comments generated at these meetings is presented in appendix 17.

5.6: Research Objective One

To what extent do the Core Job Dimensions of an internship contribute to the Critical Psychological States proposed by Hackman and Oldham?

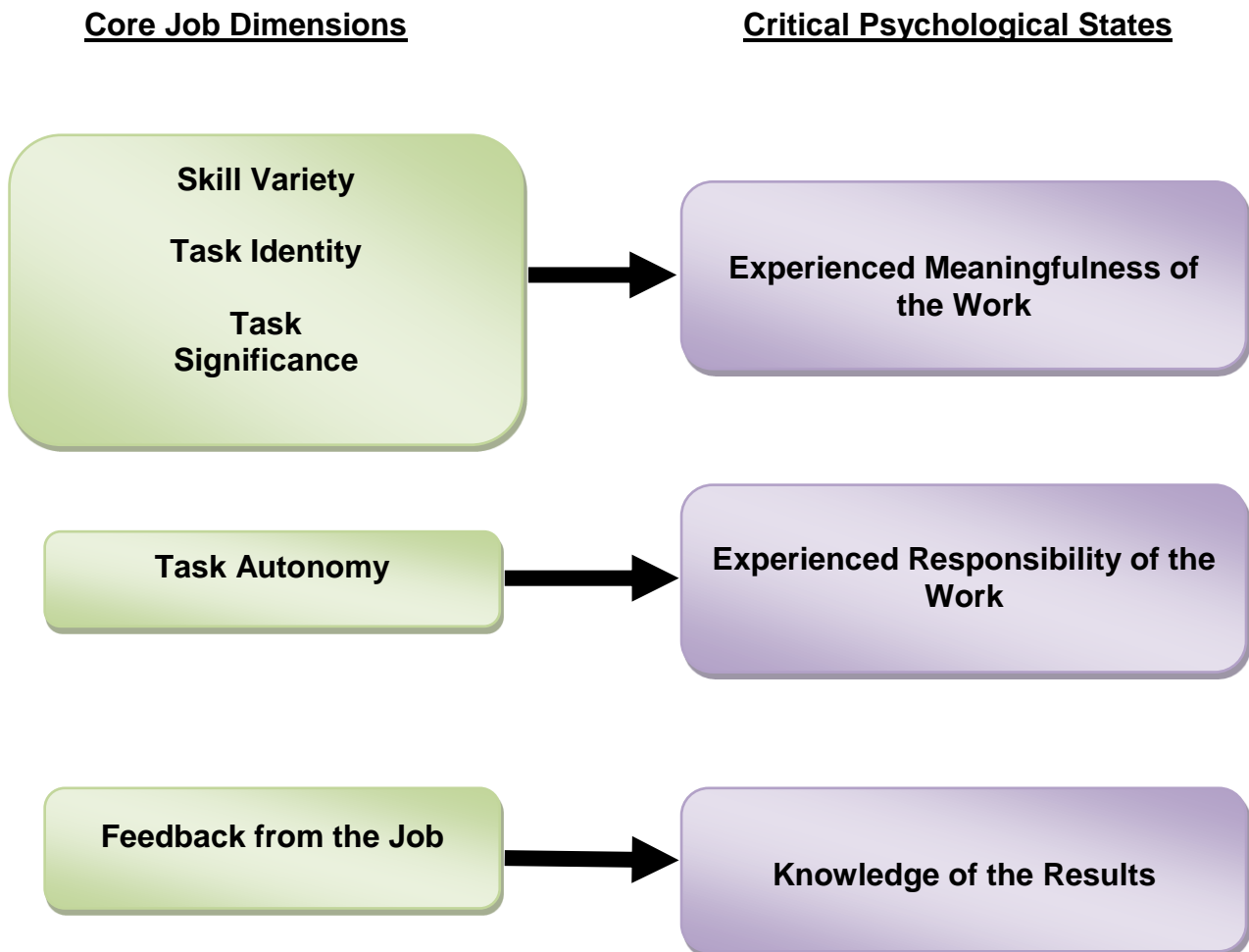


Figure 5.1: Visual Overview of Research Objective One

Variables		1	2	3	4	5	6	7	8	9
1	CJD - Skill Variety (SV)									
2	CJD - Task Identity (TI)	.351**								
3	CJD - Task Significance (TS)	.464**	.249**							
4	CJD – Task Autonomy (TA)	.509**	.397**	.441**						
5	CJD - Feedback from the Job (FFJ)	.338**	.430**	.345**	.447**					
6	CJD – Feedback from Agents (FFA)	.303**	.290**	.338**	.302**	.542**				
7	CJD – Dealing with Others (DWO)	.040	.158**	.385**	.173**	.232**	.257**			
8	CPS - Experienced Meaningfulness of the Work (EMW)	.555**	.265**	.530**	.480**	.390**	.450**	.283**		
9	CPS - Experienced Responsibility from the Work (ERW)	.316**	.259**	.324**	.507**	.402**	.289**	.229**	.698**	
10	CPS – Knowledge of the Results (KOR)	.184**	.266**	.204**	.277**	.494**	.649**	.197**	.465**	.474**
**Correlation is significant at the $p \leq 0.01$ level (one tailed)										

Table 5.7: Pearson's r Correlations of the Core Job Dimensions and the Critical Psychological States

Note abbreviations used for Core Job Dimensions and Critical Psychological States. These are used extensively in tables throughout this chapter and can also be found on Page xvii.

Table 5.7 displays PPMC for the seven CJD and the moderating CPS. It can be seen that all correlations are positive and considered significant at the 0.01 level with the exception of skill variety and its correlation to dealing with others. As the correlation between these two variables is not part of this research objective, this insignificant relationship can be ignored. The strength of the other correlations range from .698 – .158

Having established that the correlation coefficients are all positive (and in all but one case significant) between the CJD and the CPS, the next stage for this research objective is to run the regression models.

5.6.1. Development of the Models - JCM

As in previous studies, where Hackman and Oldham's model has been applied to the HTM industries and experiential education (D'Abate *et al.*, 2009; Lee-Ross, 1993, 1995, 1996, 1998a, 1998b, 1999, 2002, 2005; Paulins, 2006; Rothman, 2003, 2007), the initial goal is to explore the predictive nature of the independent variables (CJD) on the dependent variables (CPS). This uses the data collected from the student sample, through the completed JDS, and follows the modified format of the JCM proposed by Hackman and Oldham (1980) in their research (see appendix 18). Having run the data

and checked that all the assumptions (previously discussed in Section 5.5, Page 200) are met, table 5.8 offers a summary of the models selected from the SPSS outputs.

			Estimates of Partial Slopes						
Model (n = 339)	Dependent Variable	Model R ^{2**}	CJD- SV	CJD- TI	CJD- TS	CJD- TA	CJD- FFJ	CJD- FFA	CJD- DWO
JCM	CPS-EMW	.399	.479*	.069	.428*				
Hackman and Oldham	CPS-ERW	.257				.402*			
	CPS-KOR	.244					.504*		
*Significant at $p \leq 0.05$									

Table 5.8: Summary of Regression Models Predicting the Critical Psychological States using the Core Job Dimensions

**For simple models (where only one predictor is used) the value is the R², for multiple models the value is adjusted R².

Research Objective One asks: **To what extent do the Core Job Dimensions of an internship relate to the Critical Psychological States proposed by Hackman and Oldham?**

For each of the three models, it can be seen that the combination of the five independent variables results in an adjusted R² or R² of .399, .257 and .244. Each of

the independent variables used in the models are significant (with the exception of task identity in EMW) and while the coefficient of determination for the three models explain some of the variability for their respective CPS models, these require further examination.

5.6.2. Interpretation and Discussion CPS- Experienced Meaningfulness of the Work (EMW)

Hackman and Oldham's intention in evolving the Job Characteristics Model (from that earlier proposed by Turner and Lawrence, 1965 and Hackman and Lawler, 1971) was undertaken to support and develop the pioneering work on job enrichment (motivation-hygiene theory) by Herzberg in 1959 which addresses intrinsic motivation. Their job characteristics theory claims that individuals become more motivated in their work when their jobs are designed in such a way that an employee can experience these three CPS through intrinsic work conditions. Therefore, as this initial research objective is formulated, the goal is to observe the relationship between job dimensions (present in the student internship experiences) and the development of the CPS in the minds of the students. Hackman and Oldham (1975a:162) define experienced meaningfulness of the work (EMW) as 'The degree to which the employee experiences the job as one which is generally meaningful, valuable, and worthwhile.'

In creating the data presented in table 5.8 above, first, skill variety (SV), task identity (TI), and task significance (TS) are used in a forced entry multiple regression in order to comply with the JCM suggested by Hackman and Oldham (1975a). Unlike a stepwise modelling approach, all independent variables are kept in the SPSS output irrespective

of their significance or high correlations to other variables. The software returns a model containing only significant predictors SV and TS with an adjusted R^2 of .399. This suggests that 39.9% of the variation in the CPS EMW is explained by SV and TS. Interestingly, TI, which is proposed in the original JCM (1975a), isn't deemed a significant predictor from this student sample. The relative importance of each attribute is inferred from the standardised beta regression coefficients which explain the contribution of each CJD to the dependent CPS and from the correlation coefficients. These correlation coefficients outlined in table 5.8 show that the strongest independent variables related to EMW are also SV (.555) and TS (.530). Each of these and their proposed contribution are discussed below:

5.6.2.1. Skill Variety (SV)

Hackman and Oldham (1975a: 161), describe SV as 'The degree to which a job requires a variety of different activities in carrying out the work, which involve the use of a number of different skills and talents of the employee.' The presence of SV as a characteristic (.479) in the model suggests that students will respond positively (in terms of their EMW) to changes in the design of their internship if it offers an increased amount of skilled tasks they are instructed to complete. The model shows that for every single unit increase in SV, an employer could expect to see a .47.9% increase in a student's EMW (providing TS is held constant).

In addition to Hackman and Oldham's own research (1975a; 1976; 1980), previous studies (D'Abate *et al.*, 2009; Feldman and Weitz, 1990; Lee-Ross, 1993, 1995, 1996, 1998a, 1998b, 1999, 2002, 2005; Paulins, 2006; Rothman, 2003, 2007) relating to work

design in the service industries with students also confirmed SV as a key predictor of EMW. When considering how this outcome may relate to the sample of HTM students in GVSU's HTM programme, it would seem logical that SV is an important independent variable sought by students at this early stage of their professional development. It is expected that most students would utilise the training opportunity provided by the internship to broaden their experiences and skill set by being exposed to a number of new tasks to learn on the job.

The selection of a work experience that can provide greater levels of variety and skill development is supported by many authors to be a desired need of both students and regular workers (Baum, 2002; Baum and Ogers, 2001; Christou, 2000; Hai-Yan and Baum, 2006; Leslie, 1991; Busby *et al.*, 1997; Knouse, *et al.*, 1999; Petrillose and Montgomery, 1998; Phelan and Mills 2011; Walmsley *et al.*, 2006; Zopiatis, 2007). Baum and Ogers (2001) offer that Western European hotels, in response to changes in organisational structures, advocate the need for employees to be capable of multi-tasking and multi-skilled in a front office setting. These coupled with personal attributes are identified as key selection criteria for front office positions and lead to increased promotion opportunities.

A further study by Hai-Yan and Baum (2006) on front office employees in China proposes the value of skill development within the workforce. They conclude that the front office area lacks individuals with the right skills and further investment in this area (through training or qualifications) is needed. They identify the strength of the workforce in many hotels (included in the study) is only achieved via graduates from local tourism

colleges and professional schools who have previously undertaken some vocational training. This conclusion serves as a sound reminder of the important role internships play in the supply of future employees and managers.

In a paper related to challenges with qualified professionals in the conference industry, Phelan and Mills (2011) advocate the need for an increase in SV and development to occur. They claim that due to the high costs associated with recruitment in the industry, employers are hesitant to hire college students with limited work experience to convention management positions and suggest some of the key knowledge, skills and abilities students should develop in order to be successful.

As internships are seen as developmental in nature (D'Abate *et al.*, 2009; Feldman and Weitz, 1990; Paulins, 2006; Rothman, 2003, 2007), the exposure to new and varied skills in all aspects of their work will also have impacts on a student's self-efficacy which is proposed by many education theorists in Chapter Two (Dewey, 1938, Hahn, 1954, Friere, 1993, Mezirow, 1997 and Rogers, 1995) as a key component of experiential education. Further support to this, within an actual internship setting, is offered by Knouse, *et al.* (1999), Walo (2001) and Zopiatis (2007). Other skill development benefits, in addition to the specific technical skills enhanced include improved social skills (Wilson, 1974 and Gillin *et al.*, cited in Waryszak, 2000) better communication (Walo, 2001), improved decision-making (Ford and Lebruto, 1995; Walo, 2001), and development of individual potential (Watson, 1992 cited in Lam and Ching, 2006).

In addition, SV through a process of staged learning (Hahn, 1954) leads to an increase in management competency development (Christou, 2000; Petrillose and Montgomery, 1998; McMullin, 1998 cited in Walo, 2001; Tas, 1988; Walo, 2001) which for many students is a key outcome of the learning process as it adds value to their employability post-graduation (Busby and Gibson, 2010; Bullock *et al.*, 2009; Clark, 2003; Coco, 2000; Gibson and Busby, 2009; Inui *et al.*, 2006; NACE, 2009; Waryszak 1999; 2000).

Students confirmed the value of this characteristic in their internship experiences and shared insights in the focus groups into how the benefits of cross training, skill development and professional growth can be realised. Examples from the discussion include:

'...variety is a characteristic I value highly- doing the same job day in and day out doesn't benefit me at all- I love all the opportunities I've been given to cross train into other areas because not only do I get to gain new skills, but I gain a better understanding of how the entire operation works.'

(SP, HTM 390, Lodging Student, 2010)

'I place high value on job and skill variety. Having to do the same mundane tasks every day is rarely rewarding. With different jobs and tasks to perform there are more opportunities to learn and grow as an individual. I love to interact with clients and feel this would also be a necessity; simply sitting alone behind a desk is not something I would be satisfied with.'

(DM, HTM 390, Event Planning Student, 2010)

5.6.2.2. Task Identity (TI)

In addition to commenting on which independent variables were influential on each model, it was also interesting to note which of these variables is deemed insignificant in contributing to the CPS of EMW. Table 5.8 above shows that TI is not a significant predictor (from a quantitative analysis perspective) in terms of its contributions to the

EMW outcome model (0.69). Hackman and Oldham (1975a:161), describe TI as 'The degree to which the job requires completion of a "whole" and identifiable piece of work - that is, doing a job from beginning to end with a visible outcome.' Indeed, if a stepwise approach had been used in computing these SPSS outputs, TI would have been eliminated from the model summary altogether as in addition to it not being significant, it also appears to have a limited contribution due to its low coefficient of determination. In addition, the correlation matrix offered in table 5.7 shows that the relationship between TI and EMW is weak at .265 (Choudhury, 2009). An examination into why this has occurred is again addressed within the focus groups to investigate why it isn't considered as important (in the eyes of the students). The results from these are mixed with students agreeing that it is important to them but less so when placed in the context of other job characteristics. No student identified it as the most important characteristic at this stage of their careers but many indicate that they value the trait and would see it as a higher priority in their work post-graduation. Focus group examples supporting this include:

'Task identity is an important component of my job satisfaction but it sometimes gets lost in the prioritisation of my internship learning goals. I think that it is important to have it in your work because I feel as though it leads to a sense of satisfaction in your job when you see how your contribution counts. It also teaches the ability to take pride in your work and to successfully complete a task from start to finish. Task identity allows you to learn different portions of the event planning process and by identifying with these, you could potentially help make future events more successful.'

(JK, HTM 490, Event Planning Student, 2010)

'I think it is important to have task identity, and at least know what kind of role you play in the overall process. It gives you more of a sense of pride in your job because you know you are important. Also, you learn other aspects of the process that may help you in the future or that you may be more interested in.'

(EG, HTM 490, Event Planning Student, 2010)

D'Abate *et al.* (2009:536) also find indifference to this CJD within their sample of 303 introductory business students and suggest that due to limited time spent with employers, under the US higher education structure; this may have an adverse effect on a student's ability to fully appreciate their contributions within an organisation. They further suggest that 'A job characteristic such as task identity may not be applicable to many internship contexts, especially to ones where interns work on company projects that do not come to full completion during their relatively short-term internship experiences.' Renn and Vandenberg (1995) also cite issues observed in other studies relating to TI. They suggest that in their observations that this CJD has not always related well to EMW and instead has been found by some authors (Miner, 1980 cited in Renn and Vandenberg, 1995) to have the exact opposite effect. Other studies by Fried and Ferris (1987) and Johns *et al.* (1992) also find poor support to the inclusion of task identity on EMW. In their opinion, they suggest that it related better to ERW and KOR.

5.6.2.3. Task Significance (TS)

In addition to SV, the other independent variable contributing to the model for EMW is TS. The SPSS outcome summary suggests that for every single unit increase in task significance, an employer could expect to see a .428 (42.8%) increase in a student's EMW (providing the other predictor is held constant). Hackman and Oldham (1975a:161), describe TS as 'The degree to which the job has a substantial impact on the lives or work of other people - whether in the immediate organization or in the external environment.' In the wider context of job significance, this characteristic is becoming more prominent in today's economy as employees seek ways to undertake work that can benefit people and contribute to their societies (Colby *et al.*, 2001). These

considerations are linked to strategies relating to outreach and corporate social responsibility and many employers are facilitating ways to allow this to occur within their communities through good citizenship, service and/or fundraising activities.

However, unlike public servants, charities and other non-profit entities (which are often associated with this kind of work) , when placing this desire for TS from work in the context of the hospitality and tourism industries, it fails to create the same grand imaginary of advancing communities presented by these other vocations particularly within the commercial, for profit sectors. Nevertheless, students still place high value on the role they play in delivering high standards of service within their profession and have a strong need to feel their work as meaningful. It's clear from their feedback that the more they perceive their jobs to contain this type of characteristic, the higher the scores for experienced meaningfulness would be.

'As my internships progress, I find myself projecting myself further down my career path and it is apparent to me that pay and benefits are not the key driver to job satisfaction. At my current job what I am experiencing is a need for more feedback; I am receiving little to none at the moment. Also, my responsibilities are not as challenging as I had anticipated and feel that this is due to a lack of job identity and task significance. I feel that this is an organisation that has a very relaxed managerial strategy and does little to make me feel my contribution is valued. This leads me to the conclusion that I am in need of a more structured environment with more opportunities to use my skills and initiative.'

(JT, HTM 490, Food and Beverage Student, 2010)

A conclusion drawn from conducting the focus groups suggests TS appears in two ways. Firstly, students value the role and contribution they make on behalf of the organisation they work for. In the service sector, employees are trained and cultured to provide outstanding guest experiences, this is reinforced in both their classroom learning (HTM 101 - Introduction to Hospitality and Tourism Management class) and

through an employment orientation/on the job training, should it occur. They perceive these guest interactions or 'Moments of Truth' (Carlzon, 1987) as a significant part of the role they play in making a guest's experience satisfactory (or better). For example, a special occasion meal (birthday or anniversary celebration) or an important business meeting (hosting a new client/customer) along with many other routine guest experiences have to be right to ensure the reputation of the organisation is maintained.

Examples include:

'I'm realising that task significance is a critical factor in my job satisfaction too. I want to feel like I can make an important contribution to the guest experience through my decisions and that my job is serving an important purpose.'

(AA, HTM 490, Lodging Student, 2010)

'I do feel like my job is very significant. If no one ever cleaned the rooms then no one would ever want to stay at the hotel.'

(AD, HTM 290, Lodging Student, 2010)

The second way TS manifests, is in the student's individual professional development. In addition to the vocational skills they learn through the experiential learning process, they also see classroom knowledge confirmed or developed through their internship experiences. Although the connections between classroom knowledge and practical work experience will be discussed in Chapter Eight, they are still important to mention here as the consensus amongst students interviewed highlights the value of this in terms of contributing to their meaningfulness of the work.

In Chapter Two, which addresses stakeholder benefits as part of the Literature Review, many authors propose that classroom teaching is reinforced and developed as part of the experiential learning process (Blair and Millea, 2004; Busby *et al.*, 1997; Busby and

Gibson, 2009; Leslie, 1991, Knouse, *et al.*, 1999; Petrillose and Montgomery, 1998; Walmsley *et al.*, 2006, Zopiatis, 2007). The conclusion drawn from this is that students benefit greatly from the application of academic theory and the realities of the work environment which is evident in the comments shared on the topic:

'For me, my internship mostly reinforces everything I have learned in the classroom. In class professors always talk about ADR and RevPar, but until you see it in real life and learn how it directly affects a hotel, that's when it really clicks on what you're learning. The best part of an internship is putting what you learn in school into real life situations and seeing how to handle situations.'

(KC, HTM 490, Lodging Student, 2010)

'My classroom knowledge enhances my internship experience, especially with my 490. All of the classroom knowledge that I have gained so far has made my internship experience much better and given me many more opportunities during my internship than I feel I would have had without the classroom knowledge.'

(LM, HTM 490, Food and Beverage Student, 2010)

In summary, as students perceive their internships as a learning tool and a route to a future managerial position, it is clear that the value and significance they take from the tasks undertaken and skills learned, will undoubtedly have a connection to their future employment prospects. This is further supported by Renn and Vandenberg (1995) who offer that both SV and TS relate well to EMW.

5.6.3. Interpretation and Discussion CPS-Experienced Responsibility of the Work (ERW)

Having discussed the significant contributing factors to the CPS of EMW, the second CPS model addressing experienced responsibility from the work (ERW) is generated using only simple linear regression as it consisted of a single independent variable. Hackman and Oldham (1975a:162) defined ERW as 'The degree to which the employee

feels personally accountable and responsible for the results of the work he or she does.’ The SPSS output (table 5.8) uses task autonomy as an independent variable predicting 25.7% of the variation in the CPS ERW.

5.6.3.1. Task Autonomy (TA)

In addition to the amount of SV and TS linked to EMW, Hackman and Oldham’s (1975a) model also suggests that workers experience responsibility about their jobs from TA. As TA is the only independent variable offered into the model for predicting the CPS of ERW, this will account for the lower R^2 coefficient in table 5.8. In this study, results of the data generated by the student population confirm that TA only explains 25.7% of the variability in ERW and thus suggests that there are many other mitigating factors accounting for the remaining 74.3% residual variability in ERW.

Autonomy is defined by Hackman and Oldham (1975a:162) as: ‘The degree to which the job provides substantial freedom, independence, and discretion to the employee in scheduling the work and in determining the procedures to be used in carrying it out.’ According to some authors, TA is a job characteristic which isn’t typically associated with seasonal or temporary workers (Lee-Ross, 1996, 1998). This is due, in part, to the short term nature of their employment and the lack of time available to bring them up to acceptable productivity levels. The early part of their employment is typically spent learning the culture of the organisation and the tasks associated with the job. By the time they have reached a level of familiarity, more often, their employment draws to an end. However, from a student’s perspective, whose motivations may differ from those of seasonal or temporary workers, it may be more likely to see the presence of TA in the

model (albeit at a low level) as a desired characteristic to assist with their own, individual personal development (D'Abate *et al.*, 2009). This is because many of the entry level positions undertaken by interns (particularly at the HTM 290 and 390 levels) consist of repetitive tasks during the early phases of their employment.

An examination of other studies finds mixed support to this deduction. D'Abate *et al.* (2009) reference research undertaken by a number of authors (Aronsson *et al.*, 2002; De Cuyper *et al.*, 2008; Parker, *et al.*, 2002) who each conclude that temporary positions are very monotonous affording limited opportunities for feedback, decision making and autonomy. In a study on the reliability and rationale of Hackman and Oldham's JDS on 163 temporary, seasonal hotel workers in the UK, Lee Ross (1996; 2004; 2005) finds little sign of TA present in the tasks they perform. He concludes that pay is a greater motivator due to the short term nature of the working relationship. However, in those same studies, Lee Ross references Mars and Nicod (1984) and Leinstar (1985), whose research on regular hotel workers (some in seasonal hotels) contradicts his conclusions and shows that employees, particularly waiters in food and beverage, do enjoy high levels of TA after the initial on the job training is complete. In addition, Lam and Ching's (2007) study conducted on 307 interns in Hong Kong measured internship expectations verses actual experiences and concludes that, amongst other conditions (team spirit, involvement and help from supervisors), autonomy has a positive correlation on student satisfaction. Finally, a study by Paulins (2006) on retail merchandising internships also shows support for autonomy as a job dimension desired by students when examining relationships between job characteristics and overall satisfaction. These contradictions clearly gave rise to a line

of questioning posed to the student focus groups about their understanding and interpretation of autonomy as it relates to completing tasks for their internships and the consensus again shows qualitative support to this independent variable.

'There is no doubt that pay and benefits are important aspects of any job that and need to be taken into consideration. Everyone deserves to be paid at an appropriate level for the work they are putting into their job. But since we are all at the very beginning of our careers I believe that having the opportunity to learn and explore, to ask questions and receive critique and direction are much more important than our pay checks. These characteristics of my first career job/internship are what are the most rewarding and significant for me. My supervisor has been doing an excellent job of showing me different aspects of managing an inn. Every day I learn something new, get the chance to handle a new guest situation, and receive feedback from my supervisor on how I can improve; leaving me very satisfied with my internship. To me, the variety, and autonomy to get on with things and the learning opportunities are the most important aspects of my internship because I know they are helping develop and prepare me for the next steps in my career.'

(MA, HTM 290, Food and Beverage Student, 2010)

'I like that my supervisors trusted me enough to just get on with the job. They were confident enough in my ability to show me how to do something and then let me work independently. Giving me this autonomy allowed me to make my own decisions and to work on a project without having to keep checking on things. As a result, I worked harder and thought things through as they wanted to test my abilities and I want to prove to them their faith in me was justified.'

(SC, HTM 490, Event Planning Student, 2010)

Having discussed the influential job characteristics for EMW and ERW, the final model developed for this initial research question sought to use feedback from the job as an independent variable predicting the CPS of Knowledge of Results.

5.6.4. Interpretation and Discussion CPS- Knowledge of Results (KOR)

Hackman and Oldham (1975a:162) define KOR as 'The degree to which the employee knows and understands, on a continuous basis, how effectively he or she is performing

the job.’ As seen in table 5.8, 24.4% of the variability in the CPS KOR is explained by the independent variable of feedback from the job. Further discussions outlining this contribution to the CPS are offered below:

5.6.4.1. Feedback from the Job (FFJ)

Feedback from the job is defined by Hackman and Oldham (1975a:162) as: ‘The degree to which carrying out the work activities required by the job results in the employee obtaining direct and clear information about the effectiveness of his or her performance.’

It is again no surprise when exploring the data sets further that the R^2 for this regression model is low. Like TA predicting ERW, the use of a single independent variable will result in a lower R^2 when so many other elements associated with the dependent variable could be explained by other influences (75.6% in this case). As the definition offered by Hackman and Oldham above would suggest FFJ should be obtained when students can directly see and measure their performance without the need of outside influences such as supervisors, peers, and guests sharing their insights. As students undertake a variety of work positions each producing different outcomes in different parts of the HTM industries, it is difficult to make any bold assumptions about the value of this characteristic on how students may obtain knowledge of their results in this way. For example, a waiter will obtain results from his job in a different way to that of a front desk agent.

A large part to the success of this will result from support given during the early part of their employment history and their individual ability to understand the correct standards

to work toward. This would stem from time spent in training situations with supervisors and/or peers learning the job in hand and thus when they complete tasks, they'd be in a better position to make their own judgments on performance. In addition, connections to corporate culture arise with this dimension and although unrelated to the research of Hackman and Oldham, the work of William Edwards Deming has a strong underpinning with the need for feedback from work. Deming (1998) undertook a number of studies on quality management during his career in management and academia. In his book 'Out of the Crisis', (1998) he proposes managers consider fourteen points for business effectiveness and quality management. One of those points discussed in the text is the need for managers to 'Cease dependence on inspection to achieve quality and eliminate the need for massive inspection by building quality into the product in the first place' (Deming, 1998:23).

Deming (1998) suggests that employees need to become more accountable as quality inspectors and suggests that familiarity with standards, sound job design and supportive training experiences will lead to higher productivity, less defects and lower costs. By adopting this approach, organisations and their employees will see greater insights to the quality of their work. By reducing the need for inspection, employees (including students) will be more empowered to make judgement calls on the quality of their work (through increased on the job training and education) and thus gain greater levels of FFJ. This in turn will lead to less reliance on service recovery strategies and should create a virtuous work environment of motivated employees and more satisfied guests (Deming, 1998).

Much of this quality management underpinning is driven by a change in organisational culture and it's hard to see how a CJD related to feedback can be considered in isolation without the need to also address input from other sources beyond the work itself. Here lies a further criticism of Hackman and Oldham's model. In addition to those previously discussed in the Conceptual Framework (Chapter Three), simply expecting knowledge of work results to manifest from the job itself without recognising the input feedback from agents (co-workers, supervisors and guests) provide is limiting and a much richer picture of performance can be gained by combining these two work dimensions together. When asked about the role of FFJ and feedback from agents (FFA) in the focus groups, it is clear students placed greater value in the input received by supervisors, peers and guests than they did from their work. This isn't to suggest it isn't valued by the student sample, but merely points out that other characteristics are preferred ahead of it and could well help understand some of the unexplained variability (75.6%) that may impact KOR. This is further supported by an examination of the Pearson's r correlation table (Table 5.7) which shows that both FFJ (.494) and FFA (.649) are moderately and strongly correlated to KOR respectively.

'Feedback is very important to my learning, from co-workers, managers, and customers. When customers are happy, I know I've done my job well and have helped create a repeat customer. Also when customers and managers give positive feedback it makes going into work that much more enjoyable, even over the pay and benefits.'

(CB, HTM 390, Food and Beverage Student, 2010)

Through a review of other studies investigating the impact of FFJ on the CPS KOR, there appears limited support for the significance of this proposed relationship. In his

2005 study on perceived job characteristics and internal work motivation, Lee-Ross (2005:260) found attitudes by hotel workers in Mauritius and Australia indifferent and not a key factor in employee motivation by stating 'Job feedback is the only dimension where employee rankings are not significant.' In addition, Renn and Vandenberg (1995) found that both SV and TA related better to KOR than FFJ.

Research Objective One: Summary

In the Conceptual Framework (Chapter Three) presented earlier in this thesis, details regarding the stages of the JCM are presented along with insights into the role the CJD and CPS have on the AO of internal work motivation and satisfaction. According to Hackman and Oldham (1975a), the model claims that an individual worker experiences these CPS when they have knowledge of the results of their work and experience both responsibility and meaning while undertaking tasks. Having developed appropriate regression models through SPSS following the original Hackman and Oldham JCM (1975a), it is clear that there is a sufficient mix of CJD present in student internships to allow them to reach each of the CPS. With the exception of TI as an insignificant predictor of EMW, the others are all positive contributors to the R or adjusted R² outcomes and thus offer some explanation of the predictive power of the CJD on the CPS outcomes. Each of these outcomes is supported through the application of qualitative research in the form of student focus groups which in many cases advocate for the increase in some of the CJD that had quantitatively suggested lower predictive ability. In addition, the literature supports the value of these job dimensions in the provision of worker/student satisfaction and the development of experiential learning

skills (D'Abate *et al.*, 2009; Feldman and Weitz, 1990; Lee-Ross, 1993, 1995, 1996, 1998a, 1998b, 1999, 2002, 2004; 2005; Paulins, 2006; Rothman, 2003, 2007).

The model summaries (Table 5.8) also point out that there are a number of other items (beyond those contained in the regression models) that are not as explicitly clear that can also be influencing their movement towards reaching these CPS (unexplained variability). It should be noted that with the unique nature of this study and its selected research design, some limitations are observed regarding the ability to confidently benchmark these outcomes/findings against some of these other studies, as there are many differences in the traits of the population observed (age, gender, jobs, stages of career, culture) along with differences with sample size, and measurement/ analysis methods. This limits the inferences to the case study sample only although some generalisations can be made in a wider context.

Having mapped the coefficients relating to the first phase of Hackman and Oldham's JCM (CJD to CPS), the following research objective will investigate how the attainment of these CPS influences the affective, motivation and satisfaction outcomes in accordance with the rest of Hackman and Oldham's theoretical framework.

5.7. Research Objective Two

To what extent do the Critical Psychological States experienced by students act as mediators between the Core Job Dimensions and the affective satisfaction/motivational outcomes?

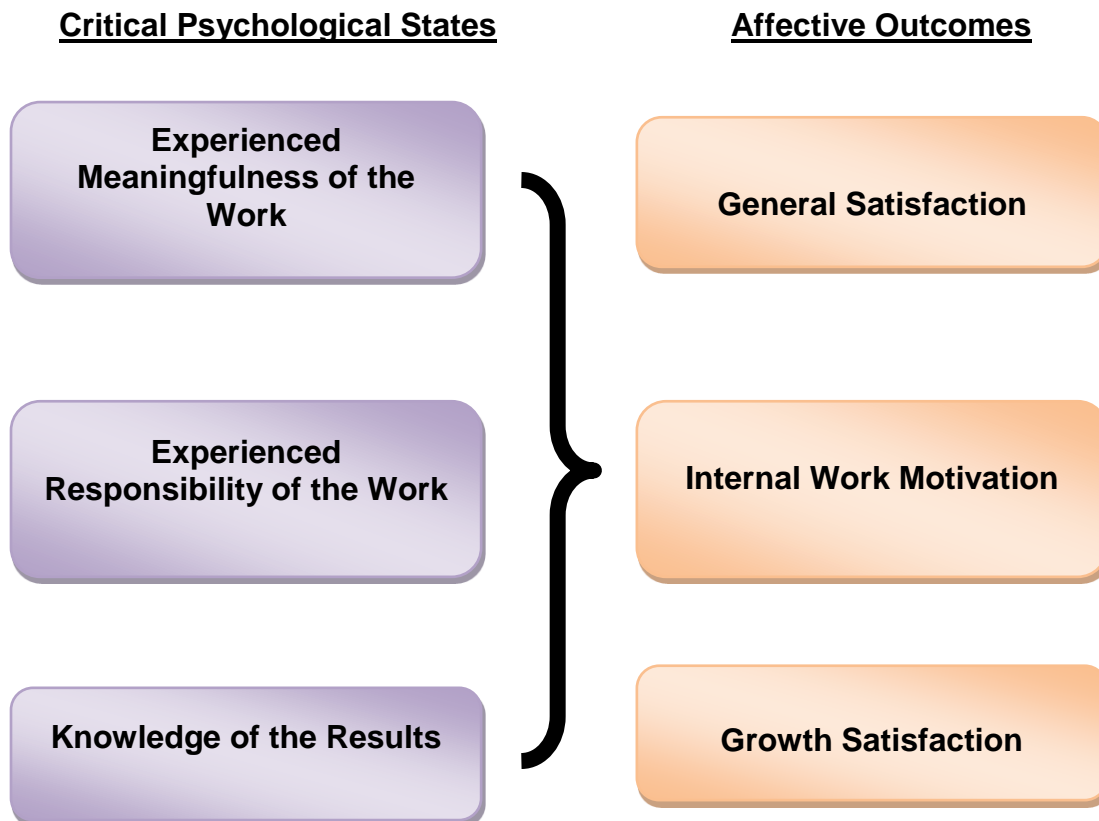


Figure 5.2: Visual Overview of Research Objective Two

For the second key research objective in this study, linear regression is again used to analyse the impact the three CPS have on each of the proposed Affective Outcomes (AO) within the framework of the JCM. This is offered in order to remain true to the methodology suggested by Hackman and Oldham (1975a; 1976; 1980) so that each of the respective stages of their model can be examined through both statistical and empirical methods. To undertake this task, three separate regression models are run in

SPSS. In a similar pattern to the first research objective posed, prior to running these regression models, Pearson's r (PPMC) is used to identify the strength of relationships between these independent (CPS) and dependent variables (AO). Table 5.9 below outlines the inter-correlations of the CPS and the AO.

Variables		1	2	3	4	5
1	CPS - Experienced Meaningfulness of the Work (EMW)					
2	CPS - Experienced Responsibility from the Work (ERW)	.698**				
3	CPS – Knowledge of the Results (KOR)	.465**	.474**			
4	AO -General Satisfaction (GS)	.767**	.592**	.450**		
5	AO- Internal Work Motivation (IWM)	.733**	.652**	.426**	.623**	
6	AO -Growth Satisfaction (GRS)	.706**	.532**	.365**	.772**	.602**
**Correlation is significant at the $p \leq 0.01$ level (one tailed)						

Table 5.9: Pearson's r Correlations of the Critical Psychological States and the Affective Outcomes

Table 5.9 displays PPMC for the three CPS and the AO proposed by Hackman and Oldham (1975a; 1976; 1980). It can be seen that all correlations are positive and significant at the $p \leq 0.01$ level. The strength of the correlations range from .772 – .365

5.7.1. Development of the Models - JCM

To provide meaningful outcomes for analysis for this research objective, the mean scores for the CPS are generated from the student data set in SPSS and used as new independent variables in each of the subsequent multiple linear regression models. As seen in table 5.10, the adjusted R^2 figures presented for all the AO (general satisfaction, growth satisfaction and internal work motivation) are predicted by a combination of the CPS including EMW, ERW and KOR.

			Estimates of Partial Slopes		
Model (n = 339)	Dependent Variable	Model R^2	CPS-EMW	CPS-ERW	CPS-KOR
JCM	AO-GS	.439	.692*	.537*	.376*
Hackman and Oldham	AO-GRS	.609	.819*	.836*	.251*
	AO-IWM	.284	.335*	.178*	.405*

***Correlation is significant at the $p \leq 0.05$ level (one tailed)**

Table 5.10: Summary of Regression Models Predicting the Affective Outcomes using the Critical Psychological States

Research Objective Two asks: **To what extent do the Critical Psychological States experienced by students act as mediators between the Core Job Dimensions and the affective satisfaction/motivational outcomes?**

According to Hackman and Oldham (1975a) the JCM posits that the affective outcomes of internal work motivation (IWM) and satisfaction are dependent on the presence of the three CPS. Therefore, having presented the connections between the CJD and the CPS in Research Objective One, the purpose of this second research objective is to examine the mediating role the CPS has on connecting the dimensions present in student internships and their subsequent motivation/satisfaction outcomes.

For each of the models, it can be seen that the combination of the three independent variables result in an adjusted R^2 of .439, .609 and .284 for general satisfaction, growth satisfaction and IWM respectively. Each of the independent variable used in the models are significant and partially explain the amount of variability for the dependent variables, albeit at differing levels. Factors affecting these three AO are examined in more detail below:

5.7.2. Interpretation and Discussion AO – General (GS) and Growth Satisfaction (GRS)

Due to the strong correlations between general and growth satisfaction (.772 in table 5.9), it is deemed appropriate to undertake the interpretation and discussion of these two AO together as much of the insights and justifications will overlap. Hackman and Oldham (1975a:162) define satisfaction (as it relates to both general and growth) as ‘An overall measure of the degree to which the employee is satisfied and happy with the job.’ Satisfaction of any kind evolves from a feeling of contentment or gratification

<http://www.websters-online-dictionary.org/definition/satisfaction>

(Accessed: March 31st 2011)

At the heart of experiential education (in this context) is the notion that levels of student satisfaction will be enhanced by any perceived value gained from the experiences undertaken during the internship (Rothman, 2003; 2007). Like all forms of education, the learning process isn't always the result of just the positive experiences obtained and while these negative experiences may impact their satisfaction/motivation, students are still able to learn much from these interactions with staff and management. This is because; the job itself will still provide numerous opportunities for skill development, knowledge of the results and connections to their classroom learning (D'Abate *et al.*, 2009).

The idea of student growth, through professional development and the subsequent satisfaction levels that evolve, is hard to consider without gaining some insights on their feelings towards responsibility, meaningfulness and performance. As discussed in research objective one, much of what students learn about these three CPS comes from their interactions with people within the workplace. For example, SV and TA will be present in increasing levels if their supervisor is confident in the ability of the student to expand their duties, responsibilities and amounts of accountability. In addition, significance will be made more apparent by co-workers, guests and supervisors who place greater emphasis on parts of the job that they deem important through their own perspectives. When discussing this with students in the focus groups, it appears to be a common idiom used when sharing their thoughts on both general (GS) and growth satisfaction (GRS) with particular emphasis placed on these human interactions with other stakeholders. The discussions concentrated on the nature of the work in many of

their hospitality and tourism internships and how they ranged in complexity and opportunities to interact with others during their work.

'I think that that the characteristics of the job are very important to me this early in my work career. I am still very new to the hospitality work force and need as much experience as possible. I value feedback from supervisors a lot. Just because you're doing a job doesn't mean you're doing it properly- they have expectations for their employees and I need to know that, at the very least, I am meeting these expectations. If I am not meeting them, then I am not gaining everything I should be from the work experience.'

(SP, HTM 390, Lodging Student, 2010)

To this end, in order to gain further insights into how these human interactions with each of these three key stakeholders (supervisors, co-workers and guests) manifest from experienced meaningfulness, responsibility and feedback (KOR) into AO of GS and GRS, each is discussed separately below offering insights into how their impact on student satisfaction levels is supported in the literature.

5.7.2.1. Supervisors

One of the most influential people involved in a student's development during their internship will be their direct supervisor. This individual will be the contact point between the academic institution and the student themselves. They are typically responsible for completing performance evaluations (for both the organisation and the academic coursework) and problem solving should any issues arise. The quality of this supervision will vary tremendously from student to student and feedback received in the focus groups highlight the polarised levels of support offered by supervisors during their internships.

'At the (*name of organisation deleted*) I do not rely on the pay and benefits because my internship is unpaid. I rely heavily on others and feedback from my supervisor. However, my supervisor rarely gives me direction which makes it very challenging sometimes to fully understand how I'm doing. My last internship I was given direction almost every day and the constant interaction resulted in me being given more tasks to complete on a day to day basis.'

(AY, HTM 490, Event Planning Student, 2010)

'Employee appreciation and receiving feedback from employers about work performance are most important to me in a job. When supervisors observe work well done and make the effort to show appreciation for their workers, it helps with employee morale and builds stronger relationships between staff members and a company as a whole. I think a "thank you" goes a long way and lets people know that their work is not going unnoticed. Also, I love getting feedback (good or bad) on how I'm doing in a job. It informs me of what I'm doing well and what I need to improve on. Having a better understanding of my strengths and weaknesses in the workplace has had a positive effect on how I view my job.'

(AS, HTM 490, Food and Beverage Student, 2010)

Overall, students at the case university appear to be satisfied with the levels of support they receive and there are many signs that this translates into positive impacts on both their GS and GRS. A review of data calculated from the JDS on satisfaction with supervision showed over 70% of respondents suggests that they were satisfied or very satisfied with the quality of supervision.

In addition, much has been written on the value of supporting relationships within the workplace and its link to worker satisfaction. The literature covers a number of different areas but many articles concentrate on the value of mentoring systems (Roberts, 2000). A closer review of literature in the field offers specific studies applied within the hospitality and tourism industries (Becton and Graetz, 2001; Lankau and Cheung, 1998;

Raybould and Wilkins, 2005) and discuss many positive attributes associated with mentoring which include increased organisational commitment (Lankau and Cheung, 1998; Paulins, 2006), higher productivity from employees (Becton and Graetz , 2001, Raybould and Wilkins, 2005) and an exchange of information and ideas (D'Abate *et al.*, 2009). Although these studies aren't orientated to internships, with the exception of the D'Abate *et al.*'s (2009) study, much can be learned from the findings when placed in a situation where feedback and strong supervision are essential in influencing a student's GS and GRS levels.

D'Abate *et al.*'s (2009) study on hospitality internships shows some positive correlations between feedback and student satisfaction and their discussion adds further support to the argument for increased mentoring as part of the supervisor feedback role as they state 'Having a very supportive supervisor who acts as a mentor also strongly influenced internship satisfaction...While feedback tends to focus on information exchange about a specific job or activity, mentoring also focuses on information exchange and dialogue aimed at the broader development of the intern' (D'Abate *et al.*, 2009:534). In addition, Paulins', 2006 study on retail internships (applying Hackman and Oldham's JDS) also shows significant correlations between satisfaction and feedback and concludes that 'Students should seek internships where they will engage in a variety of activities, receive consistent and helpful feedback from supervisors, and where they are given responsibilities to begin and complete tasks that are seen as important contributions in the company'.

Rath and Clifton (2004) suggest that praise and recognition from supervisors within the workplace result in increased productivity, improved engagement with colleagues, better company and guest loyalty, enhanced safety records and improved satisfaction levels. These are all clearly benefits that will enrich the development of student trainees by exposing them to the meaningfulness of their work, instilling responsibility and gaining direct feedback in addition to helping the organisation with its overall performance.

While many of the studies discussed above offer contributions to a student's growth satisfaction through increased supervisor involvement and mentorship, other studies, related to general satisfaction, have been undertaken by a number of authors (Chiu and Francesco, 2003; Koseoglu *et al.*, 2010; Lam *et al.*, 2002; Yang 2010) each demonstrating the positive impacts of job attributes on worker satisfaction. These included knowledge management, organisational communication, role ambiguity, conflict, burnout, socialisation and organisational commitment. In particular, Smith *et al.*, (1996) undertook a comprehensive study on the impact of employee commitment on job satisfaction. By surveying over 7500 hospitality employees at 94 lodging properties in the US, they conclude that a number of extrinsic rather than intrinsic factors are related to overall (general) job satisfaction. Of those extrinsic factors (organisation support, supervisor relations, immediate work environment and attitude towards general management and executive committee) supervisor relations is identified as a key predictor of satisfaction when coupled with training and a lack of restrictive work policies. Interestingly, this study does not support previous findings or conclusions offered by Hackman and Oldham (1975a, 1976, and 1980) which cite intrinsic factors as a major source of importance to overall job satisfaction. This may add further strength

to the argument that the nature of the service environment/workers (particularly HTM) is different to those of other professions and may offer insights into some of the unexplained variability observed by the regression models when examining the impact of the CPS on GS (56.1%) and GRS (39.1%).

Although much of the influence of supervisors will be associated with performance feedback (KOR), the responses in the focus groups offers many examples where students see their contribution in a wider context and thus have some clear influence on other CPS such as meaningfulness and responsibility from the work.

'In a perfect world, I would enjoy working in an open environment where co-workers and supervisors give me feedback constantly. It is my firm belief that we are not able to better ourselves or our quality of work if we don't receive praise/recognition for what's been done right and constructive criticism for what's been done wrong. It is through these learning experiences that we advance in our workplace, understand our role and eventually enjoy the best benefits.'

(AK, HTM 490, Tourism Student, 2010)

'Once I obtain a job in my career path the people I work with and approval from my boss will both be extremely important to me. I think that giving feedback to an employee is vital in an employee's success. If they don't know what they are doing right or wrong then it will be impossible for them to be an exceptional employee. If my supervisor constantly evaluates me then I will be better at my job. I find constructive negative or positive feedback both drive me to do better at my job and allow me to take pride and meaning from my contributions.'

(SH, HTM 490, Tourism Management, 2010)

As mentioned above (Section 5.7.2, Page 232), ERW, EMW and KOR can be influenced by supervisors, co-workers and guests within the workplace. Having offered

some insights into the value of supervisor's contribution, it is also appropriate to discuss the role of co-workers in providing an environment that contributes to a student's performance and satisfaction levels.

5.7.2.2. Co-workers

Few internship experiences provide an opportunity for students to work completely autonomously. Although this study has shown (Section 5.6.3.1 in Research Objective One) that students value this characteristic in terms of their ERW, the opportunity to work alone in the workplace (and complete tasks without help or supervision) develops over time and evolves throughout the training process. The student JDS indicate that 161 of the 339 (47.5%) students participating in the study had agreed a training program with their employer prior to the commencement of their internship. Of these students 97% (156/161) stated that they slightly agreed, agreed or strongly agreed that the majority of this training plan was followed throughout the duration of their employment. This would imply that in addition to feedback from their supervisors, there are also many opportunities for students and permanent staff to interact throughout the internship. This support for increased training slightly contradicts the findings of Walmsley *et al.* (2006) who had stated that students working on placements in small and medium size tourism enterprises suffer from a lack of training offered.

Therefore, the role of co-workers becomes increasingly important in terms of both the supportive relationships formed from any on the job training as well as from the positive reinforcement and feedback received on their progress. In addition, co-worker involvement also has the opportunity to instil matters of responsibility and

meaningfulness as part of this training process. Further support to the value of relationships from co-workers is observed through a review of the JDS data outputs. The frequencies relating to co-worker satisfaction suggest that over 78% of students were satisfied (or very satisfied) with their co-worker relationships and thus indicates support for a team ethos throughout their internships.

This notion of teamwork has been the subject of many academic studies in the service industries for decades (Ingram and Descombe, 1999). Katzenbach and Smith (1993:9), define teamwork as ‘...a small number of people with complementary skills who are committed to a common purpose, performance goals and approach for which they hold themselves mutually accountable.’ As student’s engage in the work experiences, they instantly become a member of a team and their contributions toward the overall performance of that team increases with their familiarity of the job. Therefore, this job dimension is not only closely linked to EMW through their understanding of the work contributions but also that of SV and ERW as the direction and development of the student’s skill set is further enhanced by the people interacting within their work environment.

As students undertake a variety of positions for their internships, the size and scope of these teams will vary significantly. Not all teams will be purposefully arranged but will take the form of an ad hoc relationship created for training and/or mentoring purposes (Ingram and Descombe, 1999). Whichever way the student is assimilated into the work environment and thus placed into a position to deal with other stakeholders, it is still important that they maximise the learning experience. Katzenbach and Smith (1993)

suggest that an effective team is driven by performance challenges, responsiveness to changing environments, and has an agreement on purpose which would include goals and objectives. During their internships, students will be exposed to each of these (either implicitly or explicitly) by the employer and their personal interpretation of this will have an impact on their GS and GRS levels as they place them in the context of their learning. This is further confirmed in feedback from the focus groups with comments like:

‘...I also expected/feared that as soon as training was over I would be on my own. However, it is not like that at all. Everyone was very friendly and understands that there is a lot to learn with everything that a front desk agent entails, and they were all very helpful and willing to pitch in whenever needed. Throughout my whole internship people were always willing to continue my development and give me feedback on my performance.’

(KF, HTM 290, Lodging Student, 2010)

Having presented insights into the contributions from supervisors and co-workers, the third and final influence on the attainment of satisfaction outcomes will come from customers who interact with the students during their internships.

5.7.2.3. Guests

In addition to the presence of coordinated teamwork and the role played by supervisors and co-workers in the training environment, students will also seek ways to enhance their learning experience from external sources. The most common form of interaction, where students will deal with others, receive feedback and obtain a sense of meaningfulness and responsibility from their work is from the guests that frequent the establishments. Part of the learning experience for students (particularly at the HTM

290 and 390 stages) is to build their social skills and confidence through the internships by exposing them to customer service interactions (GVSU HTM Internship Manual). Depending on the type of job and emphasis area the student is pursuing, these interactions will again vary significantly but are still considered valuable in their professional development. These interactions may be formal, obtained through an organisation's performance measurement system (questionnaires or comments cards) or informally from guests themselves or passed on by supervisors. The outcome of positive (or negative) guest feedback will impact a student's motivation/satisfaction levels and enrich the learning experience and are again seen as important by focus group participants.

'It was really rewarding to hear the positive things the guests had to say and it was good to know that our managers were proud of the work we were doing. The negatives only helped us realise what we could work at and how we could make our guests visit more enjoyable.'

(CW, HTM 290, Food and Beverage Student, 2010)

'I love the guests and my co-workers. Of course there are the not-so-nice guests that can wake up cranky or get pissy because their room wasn't cleaned fast enough, but I also enjoy those people because I feel like it is my job to make them feel better and to turn their experience into a good one. And of course I love my co-workers because they all have such good stories and we all feel the same way at the end of the day.'

(AD, HTM 290, Lodging Student, 2010)

It is clear from the quantitative analysis what impact ERW, EMW and KOR has on GS and GRS from the figures generated in the regression models (Table 5.10). Each show mixed explanations of the variability on the satisfaction outcomes with GRS being the highest at approximately 61% (.609). Further consideration of this data, in combination with work undertaken in the focus groups, shows that although students crave the feedback about their work (KOR), along with a sense of responsibility (ERW) and

meaningfulness (EMW), in reality, with the exception of GRS (.609) while deemed significant predictors, these don't appear to be influencing much of their satisfaction/motivational levels. This may explain why the adjusted R^2 coefficients are low in the model for two of the three affective outcomes.

The presence of EMW coupled with its moderate correlation with KOR (.465) confirms that there is a need for students to gain insights into their performance (even if it wasn't explicitly appearing in the model through the presence of KOR). For a student to experience meaningfulness, their work must provide them with multiple indicators that allow opportunities to self-reflect on their performance, in essence providing knowledge of the results. This was a criticism offered of the JCM in Research Objective One where only feedback from the job is used to predict this outcome without the consideration of feedback from agents. By including this as an additional CJD, it would appear from the majority of the focus group participants that this will have a greater impact on predicting their CPS and thus their satisfaction outcomes.

'I think that feedback is a good thing because you are able to see how well you are performing and what you need to improve on from both your managers and your co-workers are able to help you in this area. I feel that during my HTM 390 I did not receive the feedback from my managers that I would have like seen, however with my internship now I am receiving the type of feedback from my managers that I would like to hear. Guests are able to help because they sometimes tell you if you are doing a good job and would like to write it down for a manager to see.'

(AMH, HTM 490, Lodging Student, 2010)

'Feedback from anyone, I think, is a wonderful tool especially when it comes from a variety of sources, because feedback from guests would be very different than feedback from a supervisor or a co-worker. All are very important. Without feedback from guests you wouldn't know what the guests want or even where to begin to accommodate them. Also, feedback from a supervisor and co-workers is important if you want to advance in that career field. Without knowing what your weaknesses are you would be unable to better your performance.'

(VM, HTM 490, Event Planning Student, 2010)

The final affective outcome in need of discussion is that of internal work motivation (IWM) and as seen in table 5.10 above, the R^2 produced within this model was lower than that of other satisfaction outcomes and thus requires further exploration.

5.7.3. Interpretation and Discussion AO – Internal Work Motivation (IWM)

Hackman and Oldham (1975a:162) describe IWM as 'The degree to which the employee is self-motivated to perform effectively on the job – that is, the employee experiences positive internal feelings when working effectively on the job, and negative internal feelings when doing poorly.' In comparison to the previous two model summaries, these quantitative outputs are lower (28.4%) than those computed for GS (43.9%) and GRS (60.9%) and would suggest that there may be a number of other external factors that are influencing a student's IWM that isn't being explained by the model predictors.

In their book, *Work Redesign*, Hackman and Oldham (1980) discuss at how to create the right conditions for IWM. They suggest the concept is related to Deci's (1975) work on intrinsic motivation and propose that for IWM to occur, it is necessary for a person to have all three CPS present in their work. With the three CPS predictors only accounting

for 28.4% of the variability in the dependent variable of IWM, although still significant, clearly other characteristics of the work must be at play accounting for the unexplained variability.

The summary regression models offered in table 5.10 and discussed in Research Objective One (Section 5.6, Page 206) show that each of the CPS are being attained by students albeit at differing levels and thus are contributing to their IWM in accordance to the model. However, while investigating, through the focus groups, the possible impact the CPS may have on influencing the lower IWM scores of students; it became clear that two underlying factors may be involved in offering insights into the unexplained variability (71.6%). These include:

5.7.3.1. Facilitation of the Internship

Part of the learning process at GVSU is to teach the student to become autonomous and a self-starter (GVSU HTM Internship Manual). This trait manifests itself during the early stages of the internship experience. Although the HTM department employs an Internship Coordinator, the onus is on the students to find their work experiences themselves. The rationale behind this is to foster independence and allow them to seek an experience that best suits their professional needs and individual circumstances. The flexibility in this process allows students to take the initial step to find the experience best suited to their needs allowing them to seek experiences locally, nationally (within the US) or overseas dependent on the time of year they undertake their internship. The process is supported by job postings from current employers, a database of contacts (where students have undertaken previous experiences) and

guidance from the Internship Coordinator. In addition, students are expected to take a one credit pre-requisite class called 'HTM 190 - Field Preparation'. This class offers an overview of the internship goals and objectives along with teaching students skills in writing professional resumes, persuasive cover letters, interview techniques, and how to research hospitality and tourism jobs.

This framework raises a number of questions about internship selection. The outcomes of this process are disparate and are often a reflection on the drive of the student. Some individuals will proactively plan this component of the curriculum and spend months prior to the internship networking and applying for experiences that will complement their career goals. Others may plan their schedules at later stages resulting in a limited number of choices and thus result in them simply taking a position based on convenience, proximity to home (where they can save money by staying with family) or find any 'hospitality related work' as it fits their class schedule or summer plans. In addition, as the HTM major at GVSU historically welcomes a number of late transfer students, these individuals may simply see the experiential learning process as a requirement to fulfil (and not necessarily complementary to their learning) and will thus attempt to fulfil them quickly in order to satisfy their programme requirements and graduate in an expedited timeframe.

Another influencing factor on internship selection that may recently have had an impact on IWM could be connected to the external environment. Over the past few years, and certainly within the time frame of the primary data collection for this study, the world economies have experienced some challenging times. When recessionary pressures

prevail, demand for luxury items such as travel, tourism and hospitality related services tend to decline. Therefore, it would be appropriate to assume that some of the students may have been limited in their options for appropriate work experiences and thus taken positions that offer transferable skills related to their professional goals without necessarily working directly in positions related to their emphasis areas. With all internship proposals, students have to seek permission from the Internship Coordinator prior to commencing their work experiences to ensure they offer appropriate skills in work environments connected to the hospitality and tourism industries.

'Times are a little different at present with the current economic climate. Students need to fulfil their requirement(s) of an internship, but also need to fund their college life. Job opportunities are fewer but the number of students applying for positions remains the same, therefore employers have the upper hand when selecting a new associate. They can be more selective. Students are aware of this, and are in some cases, accepting the first position they are offered. Previously, this may not have been the case – students may have waited for an additional offer before making a decision. We are finding that students are taking a more humble approach to the job market to gain that all important experience and first step into the professional field.'

(GVSU's HTM Internship Coordinator, 2011)

'The factor that most influenced my decision when selecting this internship was the experience I would gain by working it. At first I wanted to have a paid internship but with how long the job hunting process took I knew my hope for getting a paid internship were too high. So I told myself that the experience to be gained here would make up for it being unpaid. The location helped too because it is only 13 minutes away from my house.'

(SB, HTM 490, Food and Beverage Student, 2010)

'The main reason I took my internship was for the location. I was looking for something that was close to campus since I do not have a car at this time.'

(AW, HTM 290, Event Planning Student, 2010)

A second key factor from the focus groups relates to the motivations of students regarding their individual needs and wants.

5.7.3.2. Individual Motivational Influences

When selecting an internship experience, students will be driven by a number of internal and external criteria. Many theorists (Hertzberg *et al.*, 1957; Maslow, 1954, McGregor, 1960; Vroom, 1964) offer their stance on motivation and the differing approaches to its application within the workplace (Chapter Two). One common thread amongst these authors is the fact that people are individuals and there is no single solution to engage all. What may be an obvious motivator to some may have the opposite effect on others.

Maslow's Hierarchy of Needs, first proposed in 1954, is probably the most commonly known motivation theory. It proposes that individuals strive to reach a number of basic and aspiration needs from their work. These needs are depicted by a pyramid with the basic needs (physiological and safety) at the bottom and higher level needs such as esteem and self-actualisation at the top. The premise is that individuals will work to satisfy the basic needs first before moving up the pyramid to attain the higher level needs. Although accepted as a sound, fundamental explanation of worker motivation, part of its criticism is that it assumes an upward, linear progression toward self-actualisation and that all people strive for these higher level needs. In reality, this may not be true. The application of this model to the findings in this research may well explain some of the anomalies found in the lower IWM scores. Many students may not be seeking these higher level needs from their internships and may simply be undertaking the work to fulfil the criteria for the degree or to satisfy some of the lower level needs proposed by Maslow (1954).

McGregor's (1960) Theory X Theory Y is another way to illustrate this as it builds upon earlier work on Abraham Maslow's Hierarchy of Needs. McGregor's finding for Theory X concludes that the average worker dislikes work and avoids it if possible. He claims that employees will only produce outcomes from their work through the use of control and threats. In the case of internships, this may be the threat of grade impacts for poor performance. Theory X is often referred to as the carrot and stick approach where payment/compensation and rewards are used to provide incentives (equivalent to Maslow's lower order needs). In contrast to Theory X, McGregor also proposes a Theory Y. Although initially seen as a polarised approach to managing employees, Theory Y states that management should create an environment where employees see work as a natural and welcome activity. In addition, they are receptive to responsibility and are motivated by the work itself. Payment simply needs to be fair and workers may be involved in the design and structure of the rewards system (equivalent to Maslow's higher order needs). The benefits of this latter approach are clear and if adopted by management it could be assumed that they would manifest in higher levels of satisfaction and IWM. However, again, this assumes all students seek this.

Research Objective Two: Summary

The second research objective for this study examines...to what extent the CPS experienced by students act as mediators between the CJD and the affective satisfaction/motivational outcomes?

In order to address this objective, Pearson's r (PPMC) is run on each of the CPS and their relationship with the AO. The results of these show that the strength and direction

(all positive) range from a high of .772 to a low of .365. These correlations are stronger than those of the first stage of the model (Research Objective One) which examines the relationship between the CJD and the CPS (.698 – .158). To act as effective mediators, Hackman and Oldham (1975a) theorise that the strength of the relationships between these variables will increase as a worker sees the meaningfulness, responsibility and outcome of their performance. In addition multiple linear regression models are run on the data set to examine the predictive nature of the CPS (independent variables) on the AO (dependent variables). To that end, the R^2 produces regression coefficients for each model that are deemed significant thus satisfying the test for mediation.

In a similar way to Research Objective One, while the regression coefficients are significant, in many cases there is still unexplained variability in the model and while the discussion offers some insights to this, further research would be needed to examine this outcome and is addressed in Chapter Nine (Conclusions and Recommendations).

Chapter Summary

In summary, it can be seen that students from this sample, seek dimensions from their work that evoke EMW, ERW and KOR. In turn these CPS determine varying levels of satisfaction (growth and general) and IWM. These characteristics evidence themselves in numerous parts of their work and support the literature proposed on internship benefits and experiential education. Having utilised the data set generated from the GVSU HTM student sample in creating the regression models, it is clear to see that they mirror the framework proposed by Hackman and Oldham's Job Characteristics Model (1975a). This is surmised in figure 5.3 below.

In each case, it is also clear that although these characteristics help to explain some of the variances, there appears to be many unexplained influences. In analysing each of the respective stages, the study considers that there may have been other factors involved in predicting student outcomes that didn't manifest in the original regression models due to the use of a prescribed framework like the JCM.

Therefore, in order to investigate this further the following chapter re-examines the first two research objectives but instead of using Hackman and Oldham's (1975a) JCM as a framework for facilitating the outcomes, it will examine the impact all **seven** CJD may have on each CPS and the AO by proposing a new model for use with this student sample.

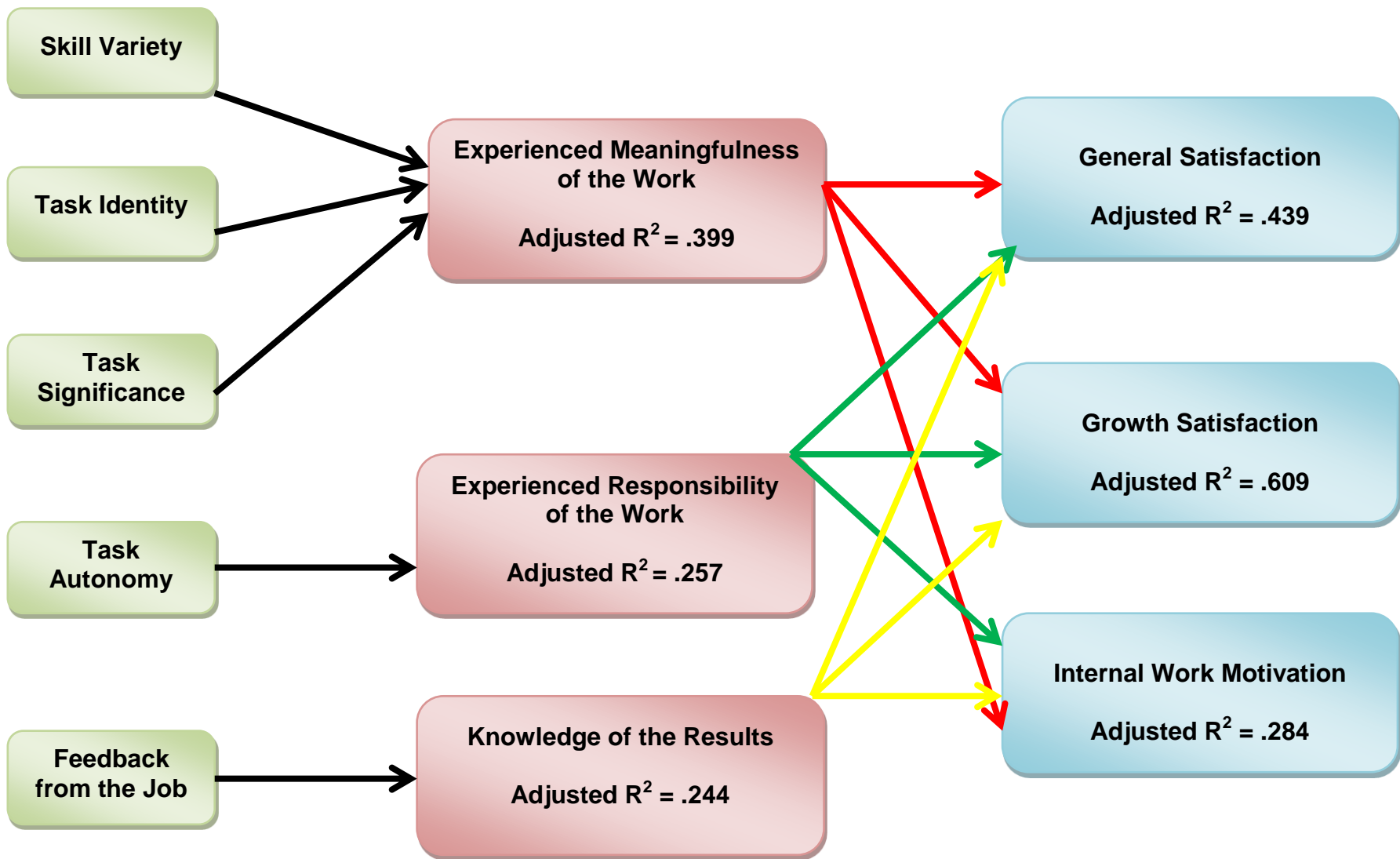


Figure 5.3: Summary Flow Chart of Hackman and Oldham's Job Characteristic Model using Data Gathered from GVSU Student Interns

Chapter Six

Development of a Model for GVSU Interns

Introduction

In Chapter Five, regression models are run to examine the impact each of the Core Job Dimensions (CJD) and Critical Psychological States (CPS) have on each of the respective stages of Hackman and Oldham's Job Characteristic Model (JCM) (1975a). The findings suggest that while some of the variability is explained by the independent variables, the coefficients for the R and R² still leave unexplained variability. In producing these models, the process of development mirrors that previously proposed by Hackman and Oldham (1975a, 1976; 1980) with independent variables being forced into the regression models to observe their impact on both stage one (CJD – CPS – see figure 5.1, Chapter Five, Page 206) and two (CPS – AO – see figure 5.2, Chapter Five, Page 228) of their JCM. One of the drawbacks with this approach is that the outcomes are prescribed, rather than simply allowing a selection criterion to occur through a process of best fit. Therefore, in this chapter, the research will examine this further and ascertain the impact of all seven CJD (the five original CJD examined in Chapter Five and the two additional environmental dimensions – Feedback from Agents and Dealing with Others) on each CPS and the AO.

In order to accomplish this, three additional regression models will be run using a forward stepwise elimination process for each of these first two research objectives discussed in Chapter Five. This will be undertaken to offer more flexibility in the model creation process and allow opportunities to

observe if the results produce different outcomes for interns rather than those of regular workers when it comes to the design of their work. In addition, it will allow an opportunity to observe the specific contributing factors to the R or R² outcomes, at each stage of the model, that were restricted from inclusion before due to the prescribed nature of Hackman and Oldham's JCM (1975a). Therefore, the same research objectives discussed in Chapter Five will be re-examined but addressed using this different approach described above.

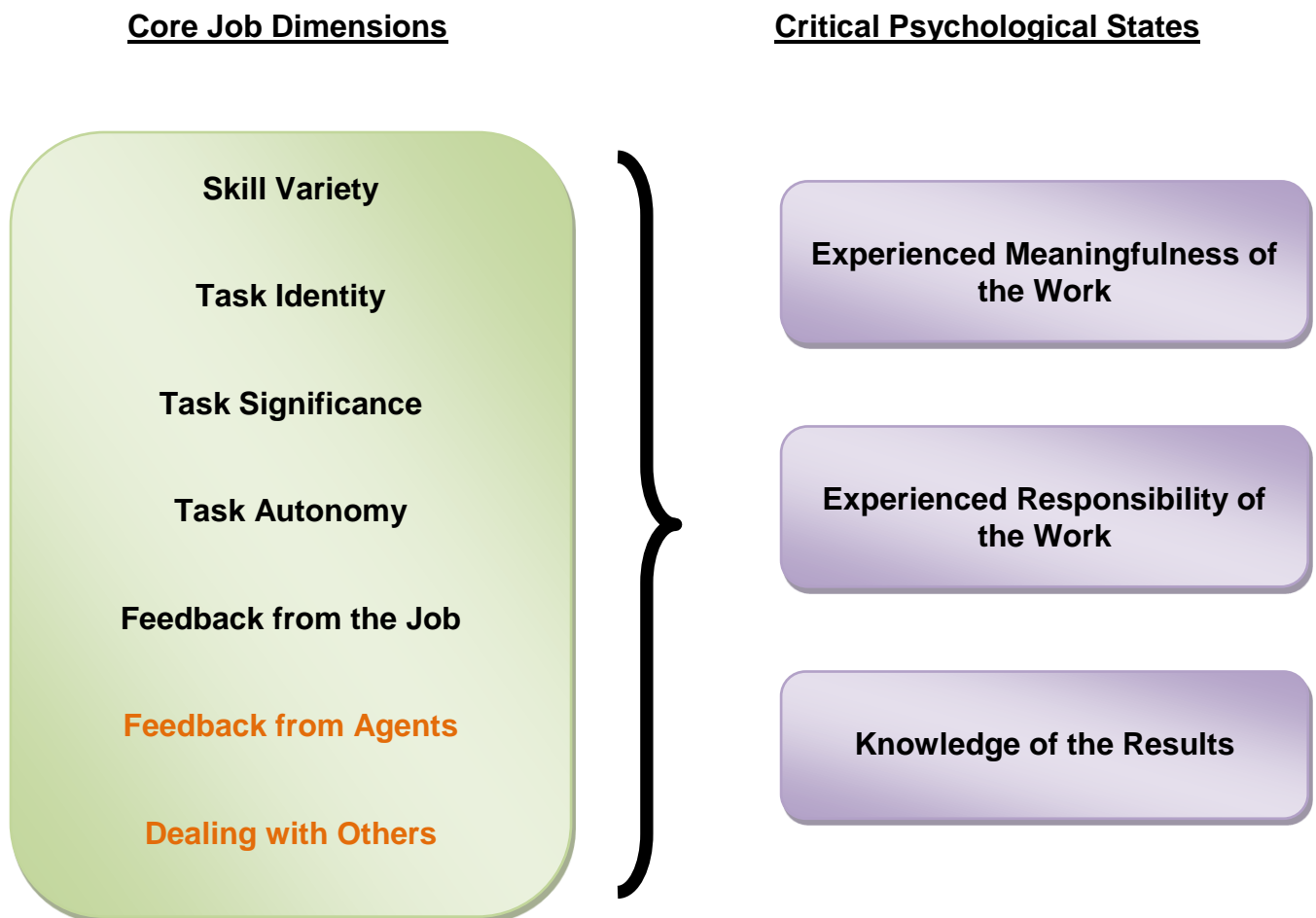


Figure 6.1: Visual Overview of Research Objective One using the Alternative Model Development Process

Research Objective One asks: **To what extent do the Core Job Dimensions of an internship relate to the Critical Psychological States proposed by Hackman and Oldham?**

A comparison of the results generated by both approaches for Research Objective One is presented in the table 6.1:

Research Objective One									
			Estimates of Partial Slopes						
Model (n = 339)	Dependent Variable	Model R²**	CJD-SV	CJD-TI	CJD-TS	CJD-TA	CJD-FFJ	CJD-FFA	CJD-DWO
JCM Hackman and Oldham	CPS-EMW	.399	.479*	.069	.428*				
	CPS-ERW	.257				.402*			
	CPS-KOR	.244					.504*		
Intern Model	CPS-EMW	.451	.438*		.356*			.188*	
	CPS-ERW	.291				.324*	.188*		
	CPS-KOR	.422						.448*	
*Significant at $p \leq 0.05$									
**For simple models the value is the R², for multiple models the value is adjusted R²									

Table 6.1: Summary of Regression Models Predicting the Critical Psychological States using the Core Job Dimensions for both the JCM and Intern Model Approaches

6.1. Interpretation and Discussion – Research Objective One

Having run six regression models for Research Objective One (three for the original model and three for the revised approach), it is clear that both the R and R² outcomes and the contributing values of the independent variables are different between the two approaches. One example illustrating this is shown by the best model used to predict Experienced Meaningfulness of the Work (EMW). The alternative intern model results in an adjusted R² of .451 and suggests that should employers choose to make changes to the structure of their internships, in the area of skill variety (SV), task significance (TS) or feedback from agents (FFA), then this will have a positive impact on a student's EMW. More specifically, for every single unit increase in skill variety, for example, the employer could expect to see 43.8% increases in EMW providing the other predictors (TS and FFA) are held constant. When comparing this model with the original JCM there is a .052 increase in the adjusted R². This is accounted for by the extra independent variable, FFA in place of task identity (TI) (which was deemed insignificant for the JCM). This is an interesting development as in the Hackman and Oldham model (1975a) FFA isn't offered as a predictor as it is considered by the authors to be a product of the work environment rather than a characteristic of the job. By allowing its inclusion in this approach, it becomes an important predictor in the new model.

This confirms the deductions previously offered through the student focus groups which appear to value the input of their supervisors (and other agents) more as they seek guidance on their job performance. As noted in Chapter

Five, the omission of this CJD from the JCM appeared limiting and was identified and discussed as a potential weakness.

Another difference is found under the CPS of Experienced Responsibility of the Work (ERW). Here again, students in the case university appear to value the additional variable of FFJ. This implies that as the learning process develops on their internships; their need for feedback is greater as they seek ways to measure their success in the workplace as part of their professional development. Having discussed the advantages of this in the previous chapter (Chapter Five – Section: 5.6.3., Page 219), this additional variable is further supported by comments made in the focus groups which reflect a strong desire for feedback opportunities from a variety of sources. A couple of these remarks are shared below:

‘I feel that in the industry of Hospitality and Tourism a little encouragement or appreciation goes a long way. When you are first starting a new job and everything and everyone is new to you it's nice to hear that you are doing a good job from supervisors or those above you. I personally appreciate any feedback whatsoever because I want to know if I am doing something wrong. I wouldn't want to learn bad habits and continue to make the same mistake over and over especially if I wasn't aware it was a mistake’.

(KT, HTM 290, Food and Beverage Student, 2010)

‘Over the past couple of months I have really started to value the characteristics of the jobs that I have. Before I started doing internships I really didn't care what kind of job I was doing as long as I made enough money to pay my bills. Now that I actually have to evaluate myself and have to work towards certain goals I really value what I am doing at work. Getting evaluated by my superiors is something that is also really important to me. I like to know what I am doing wrong and especially what I am doing right so that I can either change or keep doing the same things’.

(Sophia S, HTM 390, Food and Beverage Student, 2010)

The importance of feedback from agents is also documented in the literature on internship benefits. In their study on internship satisfaction, D'Abate *et al.* (2009) make a strong case for increasing feedback opportunities into an internship design. They assert that as students are so accustomed to receiving feedback in their academic studies, it would be natural for them to also seek this characteristic, either formally or informally, in the workplace. This is further supported in studies conducted by Clark (2003); Feldman and Weitz (1990); Lee-Ross (1996, 1998); Paulins (2006); Rothman (2003); Smith *et al.* (1996) and Walo (2001) who all advocate for increased feedback opportunities on performance (whether through undertaking the job itself or from agents).

Rothman (2003) specifically identifies the role of co-workers and their impact on internship satisfaction through interpersonal relationships and suggests, for business students, this typically occurs in the form of support, encouragement and helpfulness on the job. Smith *et al.*'s (1996) study of 7500 hospitality employees at 94 lodging properties, observe that employees who worked at hotels for less than six months demonstrate greater amounts of overall job satisfaction to those of six months or more. Part of this is attributed to the euphoria of starting a new position where involvement from a number of stakeholders (agents) creates an environment of support during the early stages of employment. As familiarity of the job levelled out, these satisfaction levels declined. Similarities to this can be observed when relating this to an internship where the nature of the job is short term and the student encounters many interactions with both peer employees and supervisors.

Typically, these supervisors are also charged with taking a vested interest in the student's performance beyond simply their impact on the business.

As part of their assessment strategy, GVSU interns are required to obtain feedback from their employer at periodic intervals throughout the duration of their employment. Although designed and encouraged to be part of a formal discussion with the student as part of their professional development, these are often sent directly to the class instructor and thus not consistently shared with the student employee until they debrief with the instructor at the end of the experience. Therefore, opportunities exist for more structured feedback (along with informal on the job coaching) which may be undertaken with 'regular workers' as part of their appraisal system but withheld from interns due to the temporary nature of their employment.

Although FFA is an additional variable favoured by students, it is also important to note the value placed on the other CJD sought by students that are present in both models. The need for SV, TS, TA and FFJ itself are also important as students determine these CPS and are again supported in the literature (D'Abate, *et al.*, 2009; Feldman and Weitz, 1990; Lee-Ross, 1996; and Paulins, 2006) and in the focus groups.

'Job satisfaction is extremely important to me. With job satisfaction comes all the other elements: job variety, dealing with others, task significance, task identity, and pay/benefits. While it would be wonderful to receive all of these things at one time at an early stage in my career, I do keep in mind that I have to be willing to accept some things for lower than I'd wish just to get experience. Some of the best experiences are the worst because it allows you to know exactly what you don't want. However, I hope to have all of the above elements incorporated into my career'.

(LG, HTM 490, Tourism Student, 2010)

The final variation between the two approaches relates to the different feedback job dimensions that are found in each model. In the original JCM, FFJ is used to predict knowledge of the results (KOR) while FFA appears in the proposed intern model. Clearly, KOR is going to manifest from feedback and it is expected that both would have appeared in the proposed intern model. However, closer examination of the correlation table (Table 5.7, Chapter Five, Page 207) outputs shows that these strongly correlated (.542) (Choudhury, 2009) and thus will add little further to the model if it had been included.

Finally, another interesting quantitative observation within this research objective is to note that the R^2 or adjusted R^2 is higher for each and every stage of the model produced using this unrestricted stepwise elimination process (proposed intern model). In addition, all independent variables contained in the model are significant (unlike TI in the JCM). This is due to the lack of limitations on which CJD can be inserted and therefore included in the models produced. Having reviewed the data outputs for both methodologies, it can be proposed that for this sample, the revised model, which differs from the original JCM proposed by Hackman and Oldham (1975a), may be a better way of predicting the characteristics of the job that impact the CPS and thus may ultimately lead to higher satisfaction and motivational levels in student interns. Identifying alternative predictive variables that relate to different CPS than those proposed by Hackman and Oldham (1975a) has support from other authors (Fried and Ferris, 1987 and Johns *et al.*, 1992) who, as a result, actually question the validity of this stage of the model.

In addition to the regression models being run for this second approach to Research Objective One, Pearson's r (PPMC) is also used to identify relationships between the CJD and the CPS in order to give greater insights to the strength and direction of the correlations between variables (dependent and independent). Irrespective of which model is used (the original JCM or the proposed intern model), the correlation matrix offered in Chapter Five (Table 5.7, Page 207) reveals that all the CJD are significant at the $p \leq .001$ level, ranging from .184 at the lowest level (SV with KOR) to .649 at the higher end (FFA with KOR).

Having investigated the relationship between the CJD and the CPS and found that all of the R^2 or adjusted R^2 values are higher than the outcomes generated in Chapter Five using the JCM, the second stage of this process involves re-running regressions using all the predicted CPS values generated to examine their impact on the AO of IWM and satisfaction. This again involves re-visiting Research Objective Two from Chapter Five but using all seven job dimensions in a flexible, forward stepwise elimination regression model.

Research Objective Two asks: **To what extent do the Critical Psychological States experienced by students act as mediators between the Core Job Dimensions and the affective satisfaction/motivational outcomes?**

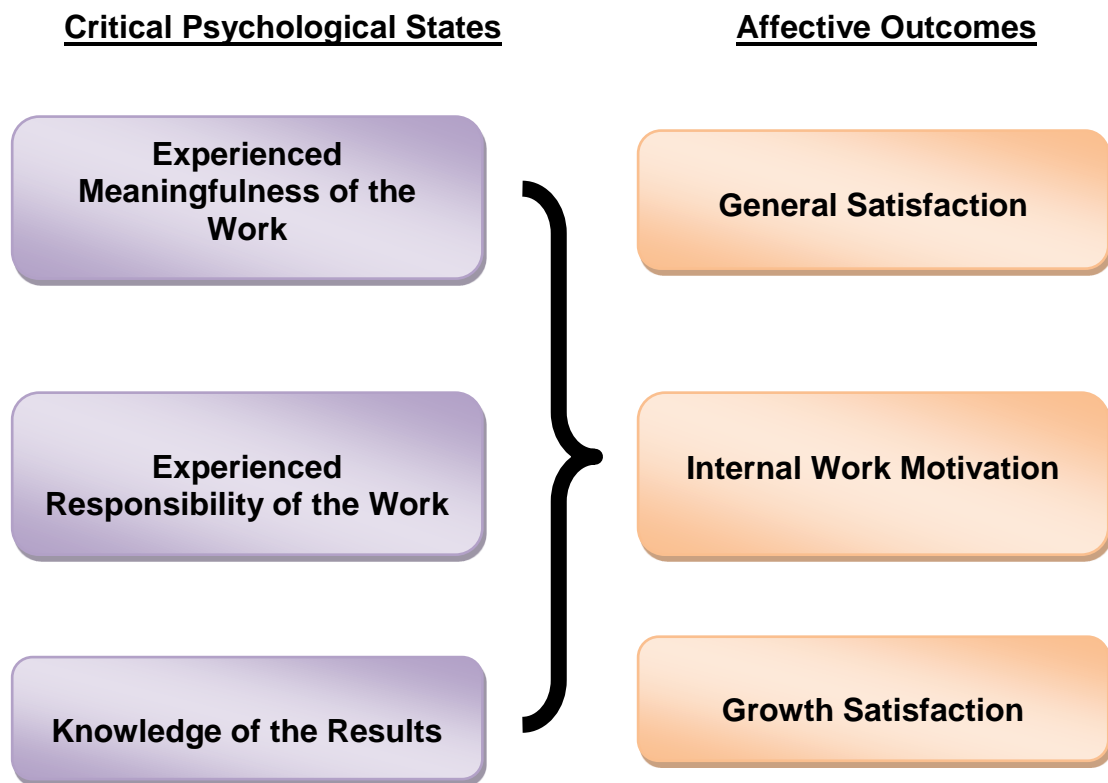


Figure 6.2: Visual Overview of Research Objective Two using the Alternative Model Development Process

6.2. Development of the Intern Model

The steps taken in developing these models commences with the CJD being entered into SPSS so they can initially be used as predictors for the CPS. Once the outputs are generated by the software, the selection of the most appropriate model used is determined by the 3% rule proposed and discussed in Chapter Five (Section - 5.5, Process and Assumptions). Once complete, the models are run a second time using only the predictors found in this first phase in a forced entry way in SPSS. These essentially create the 'new' independent variables used for predicting the eventual AO of motivation and satisfaction. As before, all the assumptions are checked and met before

inclusion and table 6.2 offers a summary of the outcomes and the models selected for interpretation and discussion.

Research Objective Two					
			Estimates of Partial Slopes		
Model (n = 339)	Dependent Variable	Model R² **	CPS-EMW	CPS-ERW	CPS-KOR
JCM Hackman and Oldham	AO-GS	.439	.692*	.537*	.376*
	AO-GRS	.609	.819*	.836*	.251*
	AO-IWM	.284	.335*	.178*	.405*
Intern Model	AO-GS	.493	.808*	.575*	
	AO-GRS	.613	.811*	.848*	
	AO-IWM	.282	.556*		
* Significant at $p \leq 0.05$					
**For simple models the value is the R-square, for multiple models the value is adjusted R²					

Table 6.2: Summary of Regression Models Predicting Affective Outcomes using the Critical Psychological States for both the JCM and Intern Model Approaches

6.3. Interpretation and Discussion – Research Question Two

Having run two different sets of tests for each of the proposed AO (one using the original JCM, the other using the proposed intern model), it is clear to see that in each case the model summaries produced using the new intern model are better (with the minor exception for IWM by 0.02). Each include the same CPS for EMW but exceptions start to arise with ERW and KOR. It is surprising to see no independent variables being included for KOR in the

proposed intern model as the previous research objective indicates a strong need for students to know more about the outcomes of their work. A closer review of the quantitative data (Table 5.9, Chapter Five, Page 230) shows that the CPS of EMW is moderately correlated with KOR (.465) and highly correlated with ERW (.698). As a forward stepwise elimination is used to develop the regression models, the SPSS software inputs the variables in sequence starting with the independent variable that has the highest correlation with the dependent variable. It then continues adding and removing independent variables based on their fit and contributions within the model. The information from EMW essentially tells the reader the same information that would have been produced from both KOR and ERW so therefore only the one independent variable is used (in the model) to predict IWM (dependent variable). It is also surprising to still see a lower than anticipated R^2 coefficient for IWM which offers an opportunity for further research.

Chapter Summary

In summary, having developed two approaches to measuring motivation and satisfaction each presenting different outcomes, the study is able to create and propose a revised JCM that can be applied to interns at the case university based on the findings of this thesis. The new flow chart (Figure 6.4 below) titled 'Intern Model' is more informative (at least for this sample of the GVSU HTM students) at predicting each step toward higher levels of intrinsic motivation and satisfaction. This is because it only includes relevant predictors and suggests that different job characteristics present in student

work, compared to those of regular workers, actually does increase their level of satisfaction/motivation.

These conclusions are further supported by the strength of the relationships between each of the independent and dependent variables when the inter correlations (Pearson's r) are observed. Table 5.9 (Chapter Five, Page 230) shows that the strength of the other correlations range from .767 (EMW and GS) to a lower, but still acceptable, .365 (KOR and GRS) at the $p \leq .001$ level. Figures 6.3 and 6.4 compares the two models outlining which CJD and CPS impact the AO.

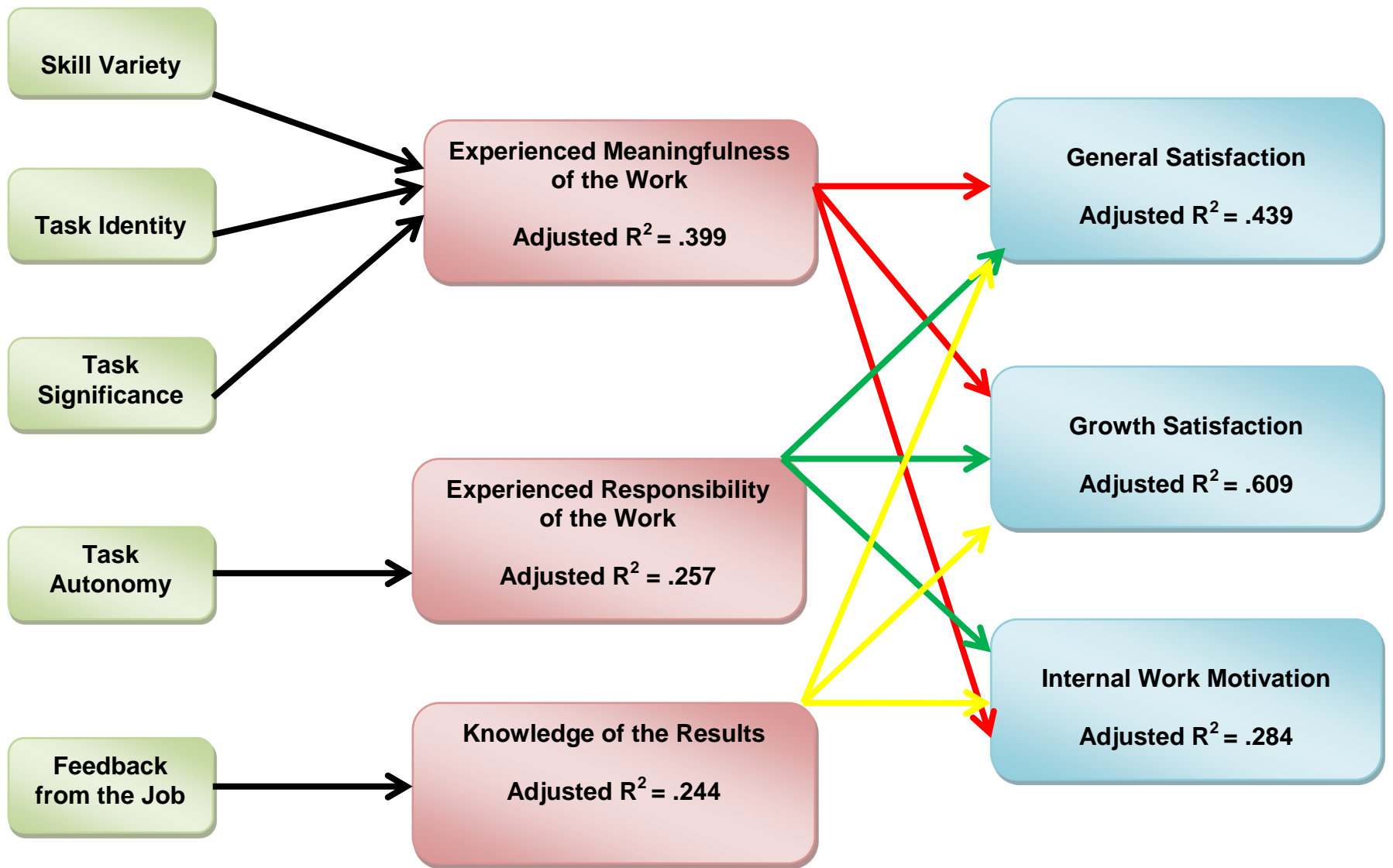


Figure 6.3: Summary Flow Chart of Hackman and Oldham's Job Characteristic Model using Data Gathered from GVSU

Student Interns

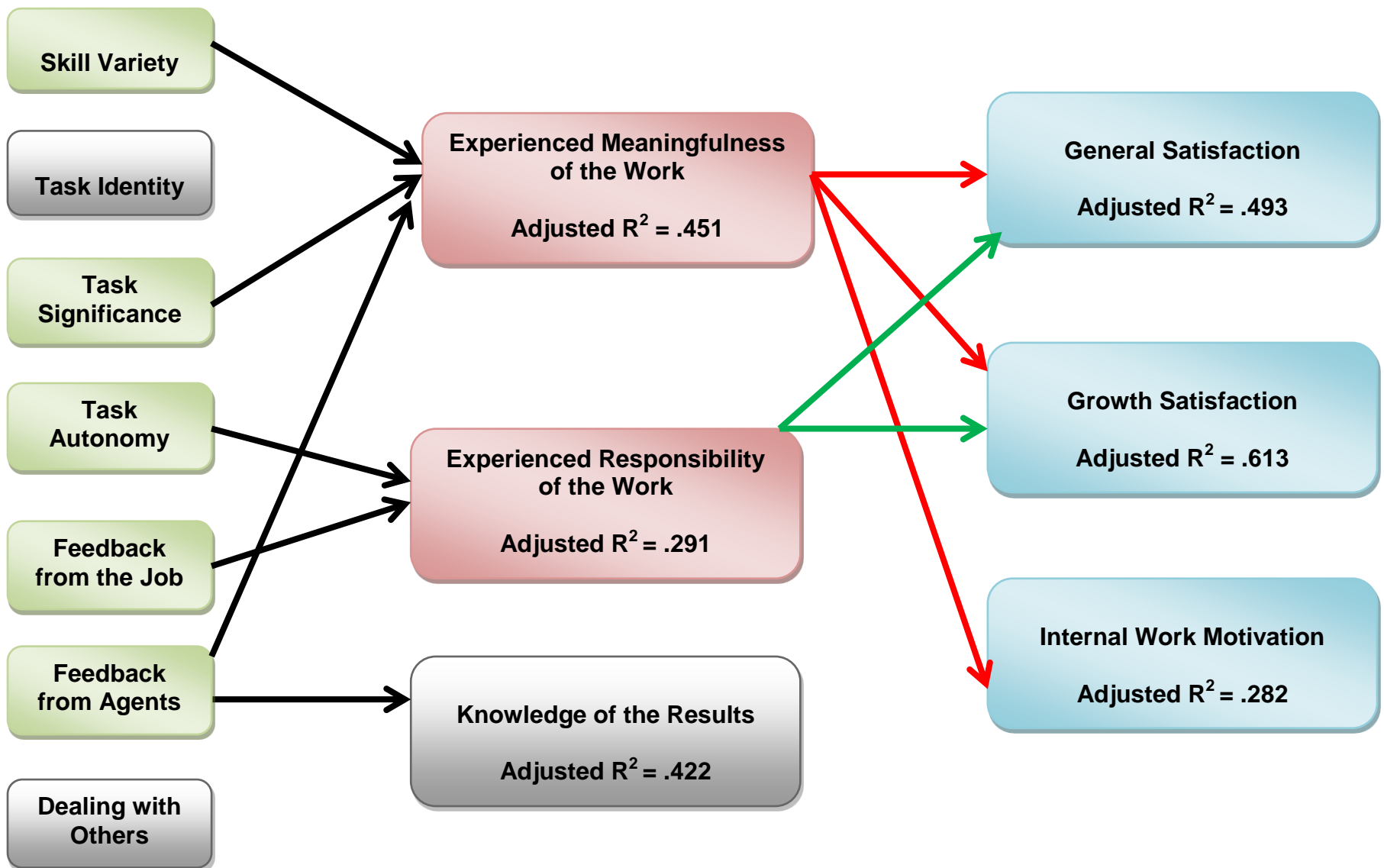


Figure 6.4: Summary Flow Chart of a Proposed 'Intern Model' using Data Gathered from GVSU Student Interns

Having taken an opportunity to explore the data from the student sample using two separate models, the findings show that these students seek different dimensions within their work than those of regular workers. It can also be seen that irrespective of which model is used to predict the CPS and the eventual AO of motivation and satisfaction, both models exude low R^2 coefficients for IWM leaving much unexplained variability.

The following chapter addresses Research Objectives Three and Four by examining the impact each of the CJD have on the AO (missing out the middle stage of the JCM). In undertaking this process, it sub-divides the student sample by internship class and emphasis area within the case-study university.

Chapter Seven

An Examination of Satisfaction and Intrinsic Motivation by Internship Class and Emphasis Area

Introduction

In the previous results chapters (Five and Six), the first two research objectives for this study examine the relationship between the core job dimensions (CJD) present in a student's internship and their impact on evoking critical psychological states (CPS) and affective outcomes (AO) of satisfaction/intrinsic motivation. In essence, they breakdown Hackman and Oldham's Job Characteristics Model (JCM) into two stages and outline the predictive ability of the independent variables on the dependent variable outcomes. The findings reflect insights from the student sample and offer insights into a number of contributing factors that lead to varying levels of satisfaction and intrinsic motivation in their internship experiences.

The purpose of this chapter is to address Research Objectives Three and Four which sub-divides the sample and looks specifically at the responses gained from students in each of the different internship classes and emphasis areas. The intention is to probe further into the data generated by the Job Diagnostic Surveys (JDS) and seek any correlations, and/or associations that may exist within these subgroups against the outcomes presented in the previous results chapters. This offers a more detailed insight into which, if any, CJD serve as better predictors of the AO within each internship class and emphasis area.

7.1. Development of the Models

Having proposed in Chapter Six that the ‘intern model’ may be seen as an alternative framework for the analysis of work for this student sample, the following two research objectives utilise this outcome by adopting a similar methodology for the development of the results within this chapter. To this end, Research Objectives Three and Four are undertaken using all seven job dimensions as independent variables in the development of the regression models and individual tests for correlation. However, instead of duplicating this procedure in its entirety and analysing each stage of the JCM again, as Chapter Five has previously demonstrated the mediating role of the CPS, for brevity and to avoid repetition, the following two objectives will only examine the relationships between the CJD and the AO.

By adopting this approach, the findings provide an opportunity to initially double check that the inferences presented in the earlier research objectives (Chapters Five and Six) are correct, but also offer specific insights into which parts of the student’s internships have greater influence on their satisfaction and motivational outcomes based on the stage of their work experience (internship class) and/or their selected career track (emphasis area). In addition, this approach provides valuable information to guide recommendations for the study to prospective employers should they wish to re-design the training experiences to maximise student satisfaction and motivation levels in the future.

As in Chapters Five and Six the same rules for model selection are made using the rule of parsimony and all assumptions have to be met before developing the summary tables and analysing the findings.

7.2: Research Objective Three:

Does the relationship between Core Job Dimensions and satisfaction/intrinsic motivation levels differ by internship class?

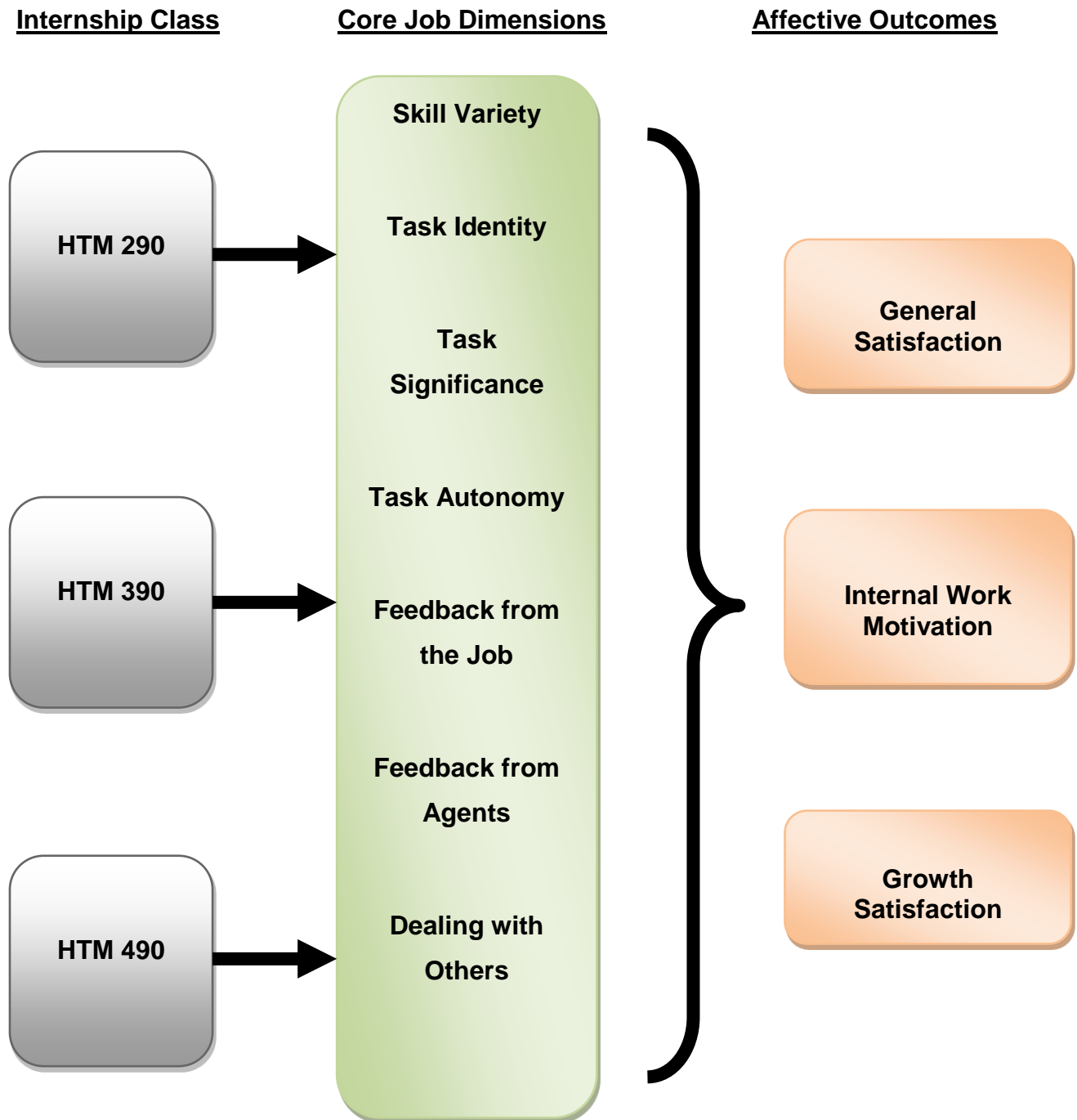


Figure 7.1: Visual Overview of Research Objective Three

The regression models for this research objective are run to observe the predictive nature of the seven job dimensions, namely skill variety (SV), task identity (TI) task significance (TS), task autonomy (TA), feedback from the job (FFJ), feedback from agents (FFA) and dealing with others (DWO) on the dependent variables of general satisfaction (GS), growth satisfaction (GRS) and internal work motivation (IWM). In order to evaluate their potential impact on each of the internship classes undertaken by GVSU HTM students, these are presented and discussed individually.

The correlation tables in appendices 19, 20 and 21 present a detailed breakdown of the relationships between the three internship classes available at the case-study university and the respective AO of satisfaction (general and growth) and IWM. As seen in Chapter Five (Section 5.7.2, Page 232) where general and growth satisfaction are discussed together, it is sometimes difficult to separate these AO due to the high correlations and overlap in how student satisfaction is derived. However, when seeking more specific inferences based on internship class, it is more appropriate to separate these for discussion even though the results show many similarities in the preferred CJD. Table 7.1 offers a summary of the correlations between the CJD and the AO of GS.

7.3. Affective Outcome: General Satisfaction (GS)

	CJD - SV	CJD - TI	CJD - TS	CJD - TA	CJD - FFJ	CJD - FFA	CJD - DWO
HTM 290 (n=156)	.503**	.358**	.591**	.582**	.442**	.539**	.357**
HTM 390 (n=110)	.441**	.184*	.245**	.346**	.330**	.543**	.487**
HTM 490 (n=73)	.776**	.309**	.727**	.747**	.634**	.318**	.361**
** Significant at $\rho \leq 0.01$ level (one tailed)							
* Significant at $\rho \leq 0.05$ level (one tailed)							

Table 7.1: Summary Table of Correlations between the Core Job Dimensions and Students' General Satisfaction Levels by Internship Class

7.3.1. Interpretation: General Satisfaction Correlations

In this first measure of satisfaction levels between the internship groups, Pearson's r (PPMC) is again used to identify relationships between the seven CJD means and the AO of GS. The correlation matrices reveal several significant, positive inter-correlations between the job dimensions and general satisfaction for all three internship groups. The strength and direction of these correlations are all positive and range from .776 (SV in HTM 490 students) to .184 (TI in HTM 390 students). With confidence levels of both $\rho \leq 0.01$ and $\rho \leq 0.05$, these coefficients are all deemed acceptable for use in a multiple regression with stepwise elimination (Brotherton, 2008).

7.3.2. Summary of Multiple Linear Regression Models for General Satisfaction

		Estimates of Partial Slopes						
Internship Class	Model R ² **	CJD-SV	CJD-TI	CJD-TS	CJD-TA	CJD-FFJ	CJD-FFA	CJD-DWO
HTM 290 (n=156)	.532			.356*	.321*		.217*	
HTM 390 (n=110)	.475	.485*					.267*	.514*
HTM 490 (n=73)	.812	.497*			.359*		.136*	.458*

***Significant at $p \leq 0.05$ level.**

****For simple models the value is the R², for multiple models the value is adjusted R²**

Table 7.2: Summary of Regression Models Predicting the Affective Outcome of General Satisfaction Using the Core Job Dimensions by Internship Class

7.3.3. Interpretation: General Satisfaction Regression Models

Research Objective Three (as it relates to General Satisfaction) asks: **Does the relationship between Core Job Dimensions and satisfaction/intrinsic motivation levels differ by internship class?**

The SPSS software produces a number of possible models outlining the impact of the independent variables (CJD) on the dependent variable (GS) for each of the internship

classes. As indicated in table 7.2 above, it can be seen that the adjusted R^2 figures range from a low of .475 for the HTM 390 class to a high of .812 for the final, HTM 490 internship, and each partially explain the variability contained within the respective models. The inclusion of the extra variable in the HTM 490 regression is accounting for the higher adjusted R^2 score (.812) leaving little unexplained residual variability.

A closer examination of table 7.2 shows that each model adopts different independent variables in each of the different internship classes. For example, HTM 290, the GS levels are best predicted by TS, TA and FFA, the HTM 390 internship seeks FFA, DWO and SV and finally, the HTM 490 cohort prefer SV, TA, DWO and FFA. In addition to the different predictors being identified, the inclusion order in each of the regression models is also different suggesting the stronger connection of each independent variable on the dependent variable for each respective internship class.

7.3.4. Discussion: General Satisfaction (GS)

In a standardised education system, it would be easy to make some useful deductions from the data presented on these internship classes. This would assume that the majority of the students in the sample are of a similar age and experience and thus their needs and motivations from the work experienced, as part of their internships, will have some level of uniformity. However, as discussed in Chapter Five (Section - 5.2.2), one of the challenges faced in the US higher education system is a lack of a standardised system resulting in students from all class standings (sophomore through senior)

undertaking these course sections at different, sometimes latter stages of their higher education careers.

For example, a closer review of the descriptive statistics (see Chapter Five, Section 5.2.2, Page 193) associated with the HTM 290 sub group (the entry level internship class) shows that there are 156 students who participated in the research with a gender breakdown of 35 male (22%) and 121 female (78%). The mean age of this group is 22.4 which are slightly high for a sophomore level class (typically 20 years old). The class standing breakdown is 11 sophomores (7%), 56 juniors (36%) and 89 (57%) seniors. For this HTM 290 sub group task significance, task autonomy and feedback from agents are the prominent independent variables that contribute to the adjusted R^2 of .532, suggesting that 53% of the variability is explained by these three independent variables. The justifications for each of these CJD has been outlined earlier in the research (Chapter Five – Section 5.6, Page 206) but when set in the context of the age and class standing data presented above, it would seem logical to infer that an older student (57% seniors) who has already spent a number of years in the university system, who has embarked on a new programme of study (switched to HTM at an advanced stage of their academic careers), will seek a job that affords more autonomy, significance and feedback from the individuals around him/her.

As they become acquainted with their new academic career and experience develops through their internships (Beggs *et al.*, 2008; Bowes and Harvey, 1999; Busby, 2003a; Busby and Gibson, 2010; Christou, 1999, 2000; Coco, 2000; Gibson, 2009; Gibson and

Busby, 2009; Hauck *et al.*, 2000; Inui *et al.*, 2006; Ladkin, 2000; Little and Harvey, 2006; Mendez, 2008), the factors influencing GS appear to have more consistency. Closer review of these models for the HTM 390 and 490 classes show that with the exception of TA (featuring in the HTM 490 group); all the other CJD are the same (SV, TI, FFA and DWO).

Further examination of the descriptive statistics outlining the characteristics of the students undertaking these two internship classes demonstrate few similarities in their backgrounds. The mean ages are 22.85 years old for HTM 390 and 23.19 for HTM 490 and the gender breakdowns 21% male to 79% female for HTM 390 and a 30% (male) 70% (female) for HTM 490. The class standing of students participating in the study also differs with many more juniors (year three students) taking the HTM 390 class (27) than the HTM 490 (3) leaving little uniformity to make confident interpretations.

What can be deduced from this is that irrespective of the age and class standing, by the time students have worked their way to the internship component of their academic major, they are seeking ways to learn more about their career through their internships. This would explain the need for SV and opportunities to experience the tasks associated with their work (Baum, 2002; Baum, 2006; Baum and Ogers, 2001; Christou, 2000; D'Abate *et al.*, 2009; Feldman and Weitz, 1990; Lee-Ross, 1993, 1995, 1996, 1998a, 1998b, 1999, 2002, 2005; Paulins, 2006; Rothman, 2003, 2007), FFA where they want to learn from their supervisors, co-workers and guest interactions (D'Abate *et al.*, 2009; Hinkin and Tracey, 2000; Ju *et al.*, 1999; Rothman, 2003) and DWO, where

they start to appreciate the role of teams within the workplace (Busby, 2003; Collins, 2002; Katzenbach and Smith, 1993; Raybould, 2005). Each of these predictors is outlined in the models and appears to positively impact their GS levels.

Therefore, despite some similarities (FFA featuring in all three models) it can be argued that the relationship between the CJD and the AO of GS **does** differ by internship class in the context of Research Objective Three.

7.4. Affective Outcome: Growth Satisfaction (GRS)

Internship Class	CJD-SV	CJD-TI	CJD-TS	CJD-TA	CJD-FFJ	CJD-FFA	CJD-DWO
HTM 290 (n=156)	.575**	.433**	.632**	.637**	.501**	.594**	.355**
HTM 390 (n=110)	.589**	.322**	.397**	.574**	.403**	.469**	.315**
HTM 490 (n=73)	.806**	.464**	.777**	.809**	.459**	.083	.192
** Significant at the $p \leq 0.01$ level (one tailed)							

Table 7.3: Summary Table of Correlations between the Core Job Dimensions and Students' Growth Satisfaction Levels by Internship Class

7.4.1. Interpretation: Growth Satisfaction Correlations

In this second measure of satisfaction levels between the internship groups, Pearson's r (PPMC) is again used to identify relationships between the seven CJD and the AO of GRS. The correlation matrices, offered in detail in appendices 19, 20 and 21 and summarised in table 7.3, reveal some interesting results with several significant, positive inter-correlations between the job dimensions and GRS. However, as can be seen, there is a lack of correlation with two job dimensions within the HTM 490 group at both the $p \leq 0.01$ or the $p \leq 0.05$ level implying that these CJD are not deemed as important by this cohort in determining their GRS levels. Interestingly, these two statistically insignificant, independent variables are also those that are excluded from the original Hackman and Oldham JDS model (1975a) as they are considered by the authors to be work characteristics rather than

functions of the job. However, these omissions by the HTM 490 students infer little beyond the observation that students at this level are less inclined to favour these characteristics in the work as part of their GRS. The strength of the other positive correlations range from .806 (SV in HTM 490 students) to .397 (TS in HTM 390 students) and are collectively seen as acceptable for use in a multiple regression statistical modelling with a stepwise elimination (Brotherton, 2008).

7.4.2. Summary of Multiple Linear Regression Models for Growth Satisfaction

		Estimates of Partial Slopes						
Internship Class	Model R ²	CJD-SV	CJD-TI	CJD-TS	CJD-TA	CJD-FFJ	CJD-FFA	CJD-DWO
HTM 290 (n=156)	.633			.357*	.350*		.240*	
HTM 390 (n=110)	.506	.510*			.348*		.219*	
HTM 490 (n=73)	.856	.421*		.449*	.594*			
*Significant at $p \leq 0.05$ level								

Table 7.4: Summary of Regression Models Predicting the Affective Outcome of Growth Satisfaction Using the Core Job Dimensions by Internship Class

7.4.3. Interpretation: Growth Satisfaction Regression Models

Research Objective Three (as it relates to Growth Satisfaction) asks: **Does the relationship between Core Job Dimensions and satisfaction/intrinsic motivation levels differ by internship class?**

As with the development of all these regression models, the data is entered into SPSS and the software produces a number of possible models outlining the impact of the independent variables (CJD) on the dependent variable (GRS) for each of the internship classes. As before, table 7.4 above indicates the most appropriate model to adopt and considers factors such as the rule of parsimony, adjusted R^2 and the number of variables entered into the models.

In this scenario, the adjusted R^2 figures, in all three internship classes are higher than those associated with GS and range from .506 for the HTM 390 students to .856 for the final, HTM 490 class. Again, closer examination of these shows that the models adopt different independent variables in each case: HTM 290 (TS, TA and FFA – which are the same factors contributing to GS for this group), HTM 390 (SV, FFA, and TA) and HTM 490 (TA, SV, and TS). As in the case of GS the inclusion order in the regression models is again different suggesting the stronger connection of each predictor variable on the dependent variable.

7.4.4. Discussion: Growth Satisfaction

Growth as a developmental characteristic is inherent in most students. The decision to embark on an academic career as a precursor to entering the workforce in a professional capacity demonstrates a strong motivation for learning and growth. Chi and Gursoy (2009) amongst others (e.g. Downey and De Veau, 1987; McMahon and Quinn, 1995; Petrillose and Montgomery, 1998; Tas, 1988; Zopiatis, 2007) outline many factors associated with success in work placements with many of these authors discussing growth as an important characteristic in the professional development of students. An examination of these studies also shows an underlying

support for the characteristics proposed in the educational development literature outlined in Chapter Two by Dewey, 1938; Freire, 1993; Hahn, 1954; Kolb, 1984, Mezirow, 1997 and Rogers, 1995. Therefore, it came as no surprise that GRS outcomes produce higher adjusted R^2 coefficients than those for GS and IWM. This is also apparent in the whole student sample discussed in Chapter Five.

From an employer's perspective, this need for individual growth by hospitality and tourism workers is a much sought after quality in the workforce (Ford and Lebruto, 1995; King *et al.*, 2003; Nebel *et al.*, 1994; Strauss, 1999). The industry is anything but static and as work environments change, so must the need for a workforce to be responsive and flexible to these conditions (Deery and Jago, 2002). Baum and Odgers (2001) reflect on a decade of industry changes and conclude that due to modified organisational structures, there has been an increased expectation from employers in the skill sets required of their employees. These requirements include skill development, multi-tasking, excellence in customer service and the integration of technology. Although the paper concentrates on front office operations, the findings are transferable to many sectors of the hospitality industry (as well as this thesis) as they propose that the evolution of the workforce is vital to the future success of the industry when supported by employers and educational/training providers.

Although published in 2001, the conclusions and recommendations are still pertinent today as success is driven from the motivation of the worker to adapt to these changing conditions with an individual attitude for personal growth and development. Other studies confirm these findings in a number of areas within the HTM industries

including Baum (2006), Burgess (2007), Christou (2000), Hai-Yan and Baum, (2006), Phelan and Mills (2011), Taylor and Davies (2004) and Walo (2001). In the context of student workers, whose prime motivation is to learn the fundamentals of the job before progressing into managerial positions, this again confirms the importance of GRS as a key outcome characteristic for them. This is because they not only play an important role in assisting employers with the present day change process as student learners but also see the benefits of change as a strategic goal in remaining competitive as they embark on their management careers post-graduation (Christou, 1999; Ju *et al.*, 1999; Nelson, 1994).

A review of table 7.4 shows there are many job dimensions preferred by each internship class as contributors to their GRS. In some cases there are certain CJD that are duplicated within different internship classes, but a closer examination of the models outline only one job dimension that is common to all three. The CJD of TA is seen as significant in all models and suggests the need for students to have or experience greater independence during their work. The value of TA is discussed in detail in Chapter Five (Section 5.6.3.1, Page 220) when examining its impact on the CPS of EMW. However, in this context, it is interesting to see this as the only consistent job characteristic featured in all internship class models when SV and FFA have been so favoured by students when attaining the CPS in the previous chapter.

Autonomy as a characteristic allows opportunities for self-reflection and an ability to determine individual performance. This becomes evident as students undertake work on their own and through their efforts and decisions; they are able to influence

the outcomes without the involvement of co-workers or supervisors. Therefore, this increased independence adds to their sense of responsibility and personal growth satisfaction. According to Hackman and Oldham (1980:79-80) 'As autonomy increases, individuals tend to feel more personal responsibility for successes and failures that occur on the job and are more willing to accept personal accountability for the outcomes of their work'. The inclusion of this CJD further is supported by the correlations outlined in table 7.3 which delineate the strong, significant relationships between each of the internship classes and task autonomy with values ranging from .574 for HTM 390 to .809 for HTM 490.

While the desire to seek greater levels of TA in their internships is clearly favoured by all three sub groups, the prominence of FFA and SV is also significant albeit in different classes. FFA is prominent in the first two internship models (HTM 290 and 390) suggesting, at the early stages of their skill development, students value the insights offered from those within the work environment as they embark on their career training (D'Abate *et al.*, 2009; Hinkin and Tracey, 2000; Ju *et al.*, 1999; Paulins, 2006; Rothman, 2003, 2007). To some extent, this contradicts the need previously outlined for TA as clearly one suggests a desire for independence from others to conduct the work while the latter seeks feedback on performance. Therefore, it can be suggested that while students favour a work environment which encourages TA and provides opportunities to make decisions, thus influencing the outcomes of their work, they still seek confirmation that what they undertake is correct and within the expectations of their co-workers, supervisors and guests. This notion is reinforced through discussions in the focus group interviews where students suggest that:

'I think feedback is the one of the most useful things a manager, co-worker or a guest can provide. We will never know how well we are doing something in the eyes of another person unless they share their opinions with us. By working independently, sometimes you might think you were doing a great job with something and it turns out you were completing missing something that never came to your attention. I also think feedback is a great way for us to grow in our industry. Feedback may provide suggestions to enhance the quality of service we provide to others and help develop the way we act as an employee.'

(MM, HTM 490 Lodging Student, 2010)

'As an employee I really appreciate getting feedback as to how I am doing. I probably feel this way because I think I do an exceptional job and would like the reinforcement from other people including guests, co-workers, supervisors, and managers.'

(BA, HTM 390 Lodging Student, 2010)

In their research conducted on business studies internships, D'Abate *et al.* (2009) find similar connections between feedback and autonomy when students are asked about the impact of these CJD on individual satisfaction/motivation. Their results indicate that the FFA appears to have a more significant contribution to a student's satisfaction/motivational outcomes than the TA characteristic. They surmised that 'Many of the individual predictors of internship satisfaction, such as learning opportunities, feedback, and supervisory support, fit under the broad umbrella of learning and development, the fundamental purpose of internship experiences. So, while a job characteristic such as autonomy may be important to interns, the need for freedom in the work place may be far outweighed by the need for direction, mentoring, and feedback' (D'Abate *et al.*, 2009:536). In addition, Paulins (2006:116) study on students in retail management education programmes also relate (amongst other variables) FFA and TA to internship satisfaction and offer that 'Internship sites that strive to engage interns in specific tasks and provide opportunities for them to

work independently to some extent seem to be on the right track towards internship satisfaction.'

When reviewing both GS and GRS together, a similar pattern is emerging where these two characteristics are increasingly important to GVSU HTM students and their internships. As there are few comparative studies in this area, particularly applying Hackman and Oldham's (1975a, 1976, 1980) JCM to internship satisfaction, it is encouraging to see this occur thus offering a greater level of conviction to the results produced from this research.

In addition to TA and FFA, SV is another characteristic that manifests in the higher level internship classes (HTM 390 and 490), which again confirms much of the discussion and support to arguments proposed in Chapter Five. It's not surprising that this job dimension didn't appear as a significant contributor to the model for the HTM 290 class. During their initial contact with the industry, it can be somewhat overwhelming for students to be exposed to a variety of competence driven tasks and jobs when their personal motivations may be focused on a need to build confidence in themselves through acclimatisation within the work environment. Part of this adjustment will involve supportive relationships with supervisors and co-workers in the form of feedback on their performance (FFA) and a need to feel like they can learn at their own pace (TA). The added independent variable of TS confirms that students feel their role to be valuable at this introductory level even if their thirst for learning skills and competencies may be secondary to life within a structured work environment.

In addition to the entry level HTM 290 group, TS also features in the model for the senior internship class (HTM 490). The approach to this CJD could differ slightly between these two sub groups as the entry level students may be driven by a need to feel the work they commence is of value to them in their early exploration of a specific career path, while those in the higher internship class may see how their contributions impact the delivery of performance and strategic goals within the organisation at latter stages of their academic careers before they graduate and embark on their first managerial position.

A closer review of the descriptive statistics, (Table 5.3, Chapter Five, Page 194) within both the HTM 290 and HTM 490 classes, shows that they are dominated by students with a senior standing (year four). Of the 156 students undertaking HTM 290 that completed the JDS, 89 (57%) are seniors. Similarly of the 73 HTM 490 students, 70 (96%) are also seniors who will have completed at least 85 of the required 120 credits to graduate. The TS job dimension is clearly favoured by these students and, as indicated earlier in the study (Section 7.3.4, Page 276), they may have switched their academic course of study at an advanced stage of their university career and are now undertaking the first of the three required internship classes (HTM 290) or are embarking on their final internship class (HTM 490).

Having run both correlation and regression models and reviewed the outcomes for statistical significance and inferences, it can be concluded that despite some similarities (TA featuring in all three models) it can again be offered that the relationship between the CJD and AO of GRS **does** differ by internship class in the context of Research Objective Three.

7.5. Affective Outcome: Internal Work Motivation (IWM)

Internship Class	CJD-SV	CJD-TI	CJD-TS	CJD-TA	CJD-FFJ	CJD-FFA	CJD-DWO
HTM 290 (n=156)	.296**	.298**	.526**	.391**	.448**	.435**	.210**
HTM 390 (n=110)	.360**	.236**	.214*	.270**	.320**	.523**	.254**
HTM 490 (n=73)	.491**	.264*	.441**	.597**	.579**	.286**	.519**
** Significant at $\rho \leq 0.01$ level (one tailed)							
* Significant at $\rho \leq 0.05$ level (one tailed)							

Table 7.5: Summary Table of Correlations between the Core Job Dimensions and Students' Internal Work Motivation Levels by Internship Class

7.5.1. Interpretation: Internal Work Motivation Correlations

In this final measure of satisfaction levels between the internship groups, Pearson's r (PPMC) is used to identify relationships between the seven CJD and the AO of IWM. The correlation matrices, offered in detail in the appendices (19, 20 and 21) and summarised above (Table 7.5), reveal positive inter-correlations between the job dimensions and IWM for all three internship groups at the $\rho \leq 0.01$ and $\rho \leq 0.05$ levels. Although these outcomes are all still statistically significant, they are not as strong as those for GS and GRS. The outcomes range from .597 (TA for the HTM 490 students)

to .214 (TS for the HTM 390 cohort) and are acceptable for use in a multiple regression with a stepwise elimination (Brotherton, 2008).

7.5.2. Summary of Regression Models for Internal Work Motivation

Estimates of Partial Slopes								
Internship Class	Model R ²	CJD-SV	CJD-TI	CJD-TS	CJD-TA	CJD-FFJ	CJD-FFA	CJD-DWO
HTM 290 (n=156)	.345			.310*		.203*		
HTM 390 (n=110)	.313	.245*					.244*	
HTM 490 (n=73)	.599	.360*		-.331*	.312*			.934*
*Significant at $p \leq 0.05$ level								

Table 7.6: Summary of Regression Models Predicting the Affective Outcome of Internal Work Motivation Using the Core Job Dimensions by Internship Class

7.5.3. Interpretation: Internal Work Motivation Regression Models

In this final scenario, the SPSS software produces a number of possible models outlining the impact of the independent variables (CJD) on the dependent variable (IWM) for each of the internship classes. As before, table 7.6 summarises the outputs for the most appropriate model to adopt and considers factors such as the adjusted R² and the number of variables included. It can be seen that these adjusted R² figures, in all three internship classes, are lower than those associated with GS and GRS and

range from .313 for the HTM 390 students to .599 for the final, HTM 490 class, leaving much (in the case of HTM 290 and 390) of the residual variability unexplained. Closer examination of these shows that the models adopt different independent variables in each case: HTM 290 (TS, TA and FFJ – which was the first time this independent variable was included in a model), HTM 390 (FFA and SV) and HTM 490 (TA, DWO, SV, and TS). Again, the inclusion order in the regression models is different suggesting the stronger connection of each independent variable on the dependent variable.

7.5.4. Discussion: Internal Work Motivation

As in the outcomes produced for the previous satisfaction models, a review of table 7.6 again shows no consistent pattern for each of the different internship classes. As with GS and GRS, there is little duplication of job dimensions with only SV appearing in HTM 390 and 490 and TS resurfacing in HTM 290 and 490 (albeit indicating a negative impact for the latter group) but nothing that is consistent linking a certain CJD to all internship classes when predicting IWM. The (.331) figure for TS in the HTM 490 model is interesting as the findings suggest that for every unit increase in TS, the IWM value will actually decrease by .331 when the other covariates in the model are held constant. This would imply that maintaining or increasing current levels of TS in their work actually has an adverse effect on the student's motivation levels. Therefore, it seems reasonable that when considering the effective design of internships for this group, this should be addressed. This suggestion doesn't necessarily mean to remove it, as it was found to be significant in the model (albeit in a negative way) and it is also considered an important independent variable for GRS outcomes. However, exploring

the way this independent variable may manifest in the work would be required so its value within the work becomes more obvious to the students and thus contributes more effectively to their IWM levels.

The findings above again highlight that needs and wants regarding the job dimensions do differ per internship class even if individually, the groups seek different job characteristics to attain their motivation and satisfaction outcomes. As no other study has taken a cohort approach to this before, it's difficult to benchmark these against other students and thus inferences are understandably more original to previous study findings and limited to this sample. FFJ appears for the first time in any of these affective outcome regressions which suggests that HTM 290 students, new to the work environment, seek confirmation of their performance from the tasks themselves as opposed to interactions from supervisors and co-workers. This may also be linked to confidence levels where students would rather learn from the position itself rather expose their abilities to others (co-workers and supervisors) early on in their work careers in case the feedback received is detrimental.

In addition, DWO again reappears for the HTM 490 students and may be attributed to indications toward the need for networking as they approach the latter stages of their academic programmes. The value of using networking as a key tool during internships is addressed in studies by Harris and Zhou (2004), Ju *et al.* (1999), Phelan and Mills (2011) and Zopiatis (2007) who each purport the value of this as part of the initial job seeking process post-graduation. In addition, the literature on internship benefits

documented in Chapter Two (Section 2.3.2, Page 43) highlights a number of studies that claim internships will assist students through the employment prospects it affords (Busby and Gibson, 2010; Gibson and Busby, 2009; Bullock *et al.*, 2009; Coco, 2000; Clark, 2003, Inui *et al.*, 2006; NACE, 2009; Waryszak 1999; 2000) and the opportunity to enter the workforce at a higher employment level (Coco, 2000; Clark, 2003, Harkinson *et al.*, 2010; Kusluvan *et al.*, 2003; Ladkin, 2000; Waryszak 1999; 2000. Each of these can be attributed to the networking process.

The general conclusions drawn from these findings confirm that each AO varies per sub group, due to the inclusion of different independent variables. The objective of this research objective is to observe if any patterns start to emerge regarding uniformity of satisfaction/motivational outcomes as it could be assumed, to some extent, that students would seek similar job characteristics that positively contributed to the attainment of these outcomes. With a few minor exceptions, clearly this isn't the case as the summary regression models show a number of discrepancies appearing between the student cohorts. However, what the models do show is that some similarities are present when examining consistencies within the internship classes rather than by the individual AO. For example, in the summary table 7.7 below, students undertaking HTM 290 consistency include TS as a predictor for all three affective outcomes; HTM 390 include SV and FFA and HTM 490 have SV and TA as their regular contributors.

Although this wasn't the initial intention at the outset of the research objective, these inferences are useful as they offer some valuable and interesting insights into the future

recommendations for the study. In particular, this outcome has great relevance for employers as if it is possible to suggest dimensions of the work for each of the respective internship classes that yield positive associations with satisfaction and motivation, then internship training experiences can be designed with these recommendations in mind in order to maximise the utility for students and create a work positive work experience that reflects positively on the employer in recruiting future talent.

In summary, despite these similarities between some of the groups, it can be offered that the relationship between the CJD and AO of IWM **does** again differ by internship class in the context of Research Objective Three.

Internship Class HTM 290 (n=156)		Estimates of Partial Slopes						
	Model R ²	CJD- SV	CJD- TI	CJD- TS	CJD- TA	CJD- FFJ	CJD- FFA	CJD- DWO
General Satisfaction	.532			.356*	.321*		.217*	
Growth Satisfaction	.633			.357*	.350*		.240*	
IWM	.345			.310*		.203*		
Internship Class HTM 390 (n=110)		Estimates of Partial Slopes						
	Model R ²	CJD- SV	CJD- TI	CJD- TS	CJD- TA	CJD- FFJ	CJD- FFA	CJD- DWO
General Satisfaction	.475	.485*					.267*	.514*
Growth Satisfaction	.506	.510*			.348*		.219*	
IWM	.313	.245*					.244*	
Internship Class HTM 490 (n=73)		Estimates of Partial Slopes						
	Model R ²	CJD- SV	CJD- TI	CJD- TS	CJD- TA	CJD- FFJ	CJD- FFA	CJD- DWO
General Satisfaction	.812	.497*			.359*		.136*	.458*
Growth Satisfaction	.856	.421*		.449*	.594*			
IWM	.599	.360*		-.331*	.312*			.934*

Table 7.7: Summary of Regression Models predicting the Affective Outcomes for each Internship Class using the Core Job Dimensions

7.6. Research Question Three - Summary

In order to investigate the contributing factors associated with the inter-correlations of independent variables and their dependent variable outcomes, this research objective is divided into each of the three internship classes. By undertaking both correlation tests and regression analysis, it is clear that all three student internship groups demonstrate some level of satisfaction/motivation in their work from the design of their internships. Clearly this differs in terms of the type of satisfaction/motivation (general, growth or internal work motivation) and interestingly, it can be seen that students undertaking internships at different stages of their educational development are motivated by different job dimensions. It can also be seen from the summary table above (Table 7.7, Page 293) that there are some common characteristics of the work that appeal to all three cohorts but their importance differs.

Common characteristics at the sophomore level (Year two - HTM 290) are the need for the job to contain characteristics that allow the student to see the significance of their actions. As discussed before (Chapter Five – Section 5.6.2.3, Page 216), this can be in terms of their contribution to much wider issues in society, but more likely is a need for personal understanding that the internship can resonate with their own individual needs and goals. In addition, the need for feedback from supervisors also plays a key role in influencing their satisfaction and motivational outcomes and is confirmed by students in the focus groups.

'I do see the role I do in the organisation as significant and meaningful. It is my job to act as a tour guide, housekeeping, sales agent, and front desk agent. All of those roles work together in delivering guest's satisfaction. Working at a limited service hotel it is important to use task management in order to complete goals

and satisfy guests. Knowing what I need to do and how I go about doing it keeps me motivated to do well and exceed expectations of fellow employees, managers, and guests.'

(KZ, HTM 290, Lodging Student, 2010)

'As an event planning intern for XXX (*name of organisation deleted*), I definitely feel as if my job has a lot of task significance. I am definitely motivated by this factor. In all honesty, most of the time, I feel like if we didn't plan and run the events, many of them wouldn't happen, making the intern's role very significant.'

(AW, HTM 290, Event Planning Student, 2010)

In HTM 390, the junior standing class (year three) there is again the need for feedback from the management team related to their performance as well as a need for SV within the tasks performed. According to Baum (2002:352) 'Creating the opportunity to develop a wider range of skills within the workplace is frequently included within models of job enrichment' and this is certainly the opinion of participating students.

'I think feedback is critical in order for an employee to feel successful. The insecurities created by not knowing whether you are doing your job correctly or fulfilling your manager's expectations can prevent an employee from showing what they are really capable of.'

(CM, HTM 390, Food and Beverage Student, 2010)

'For me, having feedback on the job is an essential part of the learning process. By gaining feedback, I am able to find what I am doing well as well as what else I can improve on. It also helps me to identify my strengths and weaknesses when I am given feedback, which helps in the learning process.'

(KR, HTM 390, Tourism Student, 2010)

A summary of the senior internship class (HTM 490 – Year four) shows that this group favours an autonomous work environment where they can be empowered to learn the

role without the need for others or support mechanisms. In addition, SV and DWO are also key predictors within the models for this group.

‘Job variety is very important to me. I would become bored and burnt out if I didn't have variety in my career. Once you get bored, the work is no longer done to the best of your ability. Dealing with others, whether it is clients or co-workers is also very important. I would not be able to have a job that I never interacted with others.’

(KT, HTM 490, Event Planning Student, 2010)

In addition to commenting on which independent variables are influential on each model, it is also interesting to note which of these variables are omitted or deemed insignificant in contributing to motivation levels. TI wasn't seen as relevant (from a quantitative analysis perspective) in terms of its contributions to any of the AO models. This finding reflects the inference made in Chapter Five when discussing the whole sample and although students in the focus groups advocate for its value, it clearly isn't prioritised as high as other job dimensions and thus has a lesser impact on their satisfaction/motivational levels.

Research Objective Three asks: Does the relationship between Core Job Dimensions and satisfaction/intrinsic motivation levels differ by internship class?

Through the creation and examination of multiple regression models analysing the correlation between the independent (Core Job Dimensions) variables and the dependent (satisfaction/intrinsic motivation) variable outcomes, it can be said that the relationship between the Core Job Dimensions and satisfaction/intrinsic motivation levels **does** differ by internship class.

7.7. Research Objective Four

Does the relationship between Core Job Dimensions and satisfaction/motivational levels differ by emphasis area?

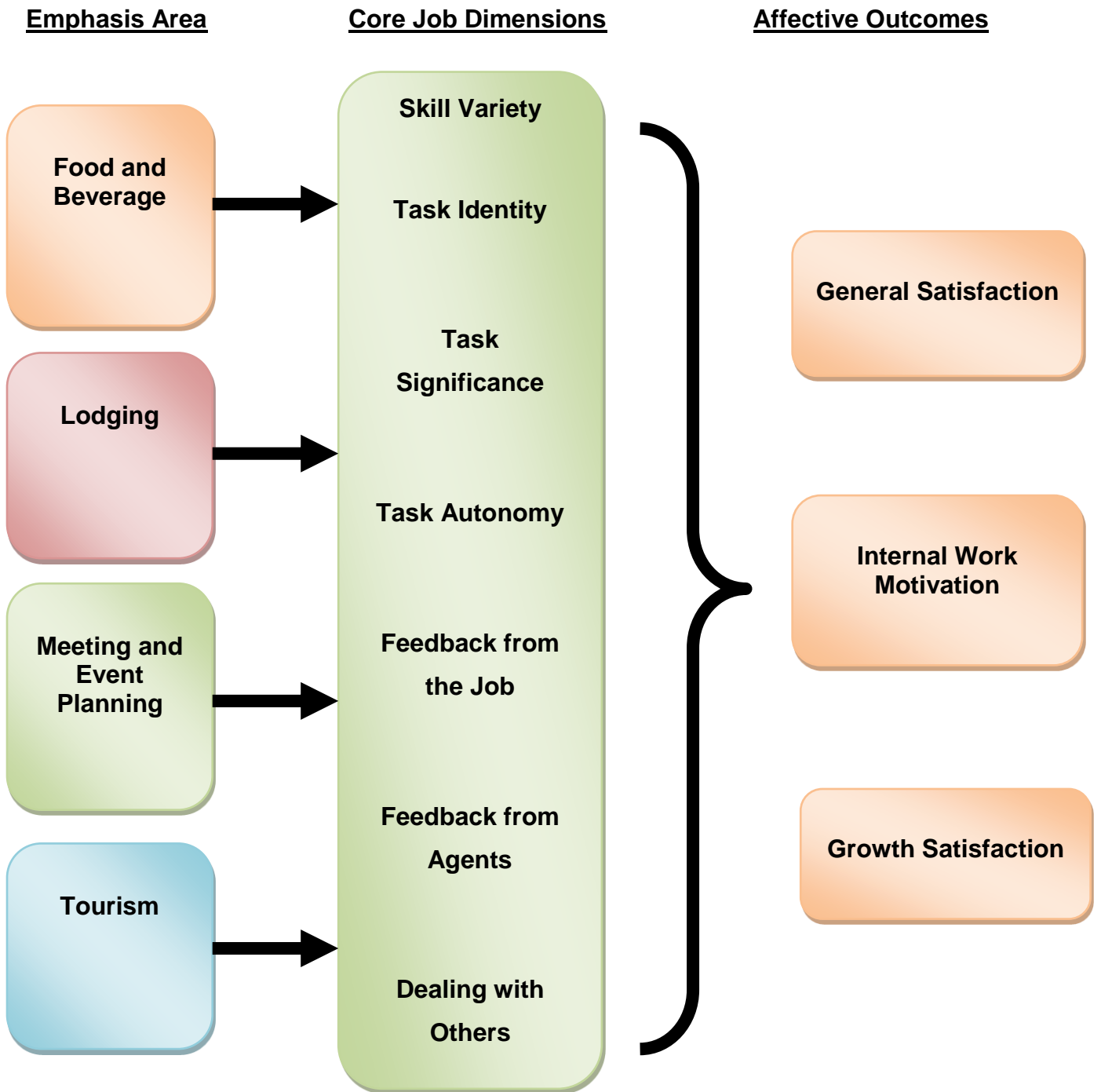


Figure 7.2: Visual Overview of Research Objective Four

In this fourth and final research objective studying internship design and the satisfaction/motivation outcomes for GVSU students, having observed the behavioural patterns for the whole group of students and then further analysed the characteristics of students by internship class, a final approach to measuring satisfaction levels from their work will be reviewed by individual emphasis area. As part of their degree requirements, GVSU HTM students are directed to select a specific career path from four defined options available as part of their curriculum/career planning. As they progress through the degree programme, they are encouraged to orientate their work experiences (through their internships) to complement their academic studies in these areas. The rationale for both the creation and subsequent analysis of the outcomes for this research objective is to examine if there are any differences in expectations between the four prominent emphasis tracks and thus develop emphasis specific recommendations at the end of the study.

In a similar way to the previous objectives, Research Objective Four will commence with the development of correlation tables before running regression models in SPSS using a stepwise elimination. Table 7.8 below offers a summary of the Pearson's r (PPMC) correlation matrices for the four emphasis areas. The table maps the relationships between the CJD and the AO of GS. More detailed tables for this and the other satisfaction/motivational outcomes can be found in Appendix 22, 23, and 24.

7.8. Affective Outcome: General Satisfaction (GS)

	CJD-SV	CJD-TI	CJD-TS	CJD-TA	CJD-FFJ	CJD-FFA	CJD-DWO
Food and Beverage (n=55)	.545**	-.083	.379**	.457**	.643**	.534**	.376**
Lodging (n=117)	.607**	.309**	.473**	.463**	.444**	.524**	.430**
Tourism (n=44)	.270	-.087	.492**	.435**	.135	.688**	.428**
Meeting and Event Planning (n=112)	.606**	.577**	.598**	.635**	.470**	.455**	.372**
** Correlation is significant at $p \leq 0.01$ level (two tailed)							

Table 7.8: Summary Table of Correlations between the Core Job Dimensions and Students' General Satisfaction Levels by Emphasis Area

7.8.1. Interpretation: General Satisfaction Correlations

For the first time in this study, when examining the correlations between the seven CJD and their relationship to GS, it is clear that some of these, particularly in the tourism student sub sample, aren't significant. The purpose of the Pearson's r (PPMC) calculations is to measure the strength and direction of any linear dependence between the two variables. In this case, table 7.8 shows that food and beverage students have a negative, insignificant relationship with TI while tourism students have insignificant correlations with SV, FFJ and TI (also a negative relationship). The inclusion of the negative (-) correlation coefficient means that as values on one variable increase,

values on the other will decrease and thus impact the strength of the relationship between the two. The strength of the remaining correlations ranged from .688 (FFJ – tourism students) to .372 (DWO for meeting and event planning students) and despite the four insignificant or negative coefficients, they were again acceptable for use in a multiple regression with stepwise elimination (Brotherton, 2008).

7.8.2. Summary of Regression Models for General Satisfaction

After reviewing the correlation matrix for this AO, the next phase to the interpretation is to run a series of regression models to observe the predictive nature of the seven CJD on the dependent variable of GS. In order to address this specific research objective, table 7.9 below separates the results by the four key emphasis areas offered in GVSU's HTM programme (Food and Beverage, Lodging, Tourism and Meeting/Event Planning) and presents the models for each of these emphasis areas that are considered the most appropriate when reviewing the rule of parsimony, adjusted R^2 figures and the number of predictor variables included.

		Estimates of Partial Slopes						
Area of Emphasis	Model R ²	CJD-SV	CJD-TI	CJD-TS	CJD-TA	CJD-FFJ	CJD-FFA	CJD-DWO
Food and Beverage (n = 55)	.596	.595*	-.406*			.540*		.472*
Lodging (n = 117)	.523	.618*					.180*	.404*
Tourism (n = 44)	.770		-.749*	.462*	.330*	.317*	.407*	
Meeting and Event Planning (n=112)	.590		.325*	.504*	.278*		.178*	
*Significant at $p \leq 0.05$ level								

Table 7.9: Summary of Regression Models Predicting the Affective Outcome of General Satisfaction using the Core Job Dimensions for each of the Emphasis Areas

7.8.3. Interpretation: General Satisfaction Regression Models

Research Objective Four (as it relates to General Satisfaction) asks: **Does the relationship between Core Job Dimensions and satisfaction levels differ by emphasis area?**

In this scenario, the software produces a number of possible models outlining the impact of the independent variables (CJD) on the dependent variable (GS) for each of

the emphasis areas. In this first example, it can be seen that the adjusted R^2 coefficients in all four emphasis areas range in scale from a low of .523 for lodging through to a high of .770 for tourism students and help explain some of the variability in general satisfaction for the sub groups. The reason the range is so broad is evidenced by the inclusion of additional variables in the model for tourism students which contributes to the higher adjusted R^2 figures. Examination of these shows that each model adopts different independent variables to produce the adjusted R^2 coefficients and there is no single CJD that features in all of the emphasis area regressions.

7.8.4. Discussion: General Satisfaction

Table 7.9 shows few patterns in the inclusion of CJD that contribute to GS for each of the emphasis areas. All make significant contributions to the model at the $p \leq .05$ level. However, also in this instance, the regressions for food and beverage and tourism both produce negative covariates in the models for TI. This adds greater support to the findings presented in Research Objective Three which highlight issues with TI as this job dimension doesn't feature in any of the three models when observing by internship class. This again suggests that inclusion of this CJD within the design of an internship will have negative connotations on the GS levels for these student sub groups and should thus be approached with caution and examined further.

When discussing the issue with focus group participants, few students had anything negative to say from any of the cohorts (particularly food and beverage and tourism) about TI. However, by probing the issue further, feedback received does indicate an

ordering of these dimensions with a stronger preference for other job characteristics when placed in the context of their satisfaction/motivational levels. This is demonstrated by:

'Being able to identify with the tasks I did was important so I could see how my contributions helped in the bigger picture. However, in my opinion, that wasn't the most important part of my job. I much prefer to get feedback from my boss and learn new skills through my co-workers and would happily trade the former for the latter.'

(AR, HTM 490, Tourism Student, 2010)

It is also clear from the feedback obtained in these sessions that students confirm the quantitative findings within each of the other regression models produced in table 7.9. These outcomes are supported by the literature when applied to both an internship and a regular hospitality worker setting. In particular, students favouring FFA (D'Abate *et al.*, 2009; Hinkin and Tracey, 2000; Ju *et al.*, 1999, Paulins, 2004; Smith *et al.*, 1996; Rothman, 2003), SV (Baum and Ogers, 2001; Burgess, 2007; Christou, 2000; Hai-Yan and Baum, 2006; Phelan and Mills, 2011 and Taylor and Davies, 2004) and DWO (Barrows, 2000; Christou, 1999) are key components sought throughout each emphasis area. This is evidenced by:

'I believe feedback is an important part of job satisfaction. I don't believe that it is necessary in and of itself but it plays a part in allowing us to know if we are doing our job correctly and doing it well which then leads to feelings of job security.'

(BE, HTM 490, Food and Beverage Student, 2010)

'In my experiences at the hotels where I have done internships, I feel that I certainly could have benefited from more feedback. Although when working at the front desk, there are many things that I can easily tell if I am doing correctly such as entering reservations and processing check-ins, I feel that more feedback from my managers and supervisors would be a great help.....As far as task identity goes, I find it difficult to believe that the students surveyed did not

view this as important at all. Personally, I find a higher sense of satisfaction in my job when I am a part of more elements of the guest's experience.'

(AT, HTM 390, Lodging Student, 2010)

'I highly value job variety. I think it is important to learn all you can about the industry you are in. I want to be an event planner, but got a front desk job because it is important that I know how to deal with events that people travel to....Dealing with others is also important because you have to know how to get along with every type of person, even if you may not enjoy their company. As I progress as a hospitality professional, I believe this will become more important in all areas of the industry.'

(KT, HTM 290, Event Planning/Lodging Student, 2010)

In Research Objective Three, where the thesis examines differences in the models based on internship class, there are some obvious assumptions to be made when justifying why different cohorts require different job dimensions in their internships. In this case, it was also anticipated that there will be consistencies within the models thus making inferences more uniform. However, as noted above, it is clear that each emphasis area seeks out different dimensions within their work and thus when making general observations about certain emphasis areas, some obvious similarities can be inferred. For instance, in positions like food and beverage and lodging, the role will encompass a large amount of SV in undertaking many of the operational roles in these areas irrespective of the complexities of the service delivery system. In addition, many of the positions interns undertake involve contact with guests within their establishments so a need to deal with others will also be important particularly in relation to teamwork amongst groups. Likewise there are similarities with the role of tourism professionals and event planners. These occupations provide numerous opportunities for employees to work independently (planning holidays and recreational/business events) and thus

the inclusion of TA would be somewhat expected. In addition, the importance of making sure these experiences are planned effectively and expedited to the satisfaction of their clients, places both tourism and event planning students in a position where task significance would logically play a more important role.

Earlier chapters in this study (Chapters Five and Six) offer a justification as to why and how certain CJD impact the students within their work and thus to avoid redundancy, these insights are not repeated again in this section. Therefore, having noted that despite there being some minor similarities (FFA featuring in three of the four models) it can be offered that the relationship between the CJD and the AO of GS **does** differ by emphasis area in the context of Research Objective Four.

7.9. Affective Outcome: Growth Satisfaction (GRS)

	CJD-SV	CJD-TI	CJD-TS	CJD-TA	CJD-FFJ	CJD-FFA	CJD-DWO
Food and Beverage (n=55)	.501**	-.005	.281*	.506**	.672**	.538**	.217
Lodging (n=117)	.596**	.367**	.627**	.617**	.406**	.499**	.426**
Tourism (n=44)	.647**	.337*	.451**	.785**	.295	.443**	.162
Meeting and Event Planning (n=112)	.720**	.593**	.714**	.701**	.475**	.367**	.277**
** Significant at $\rho \leq 0.01$ (two tailed)							
*Significant at $\rho \leq 0.05$ level (two tailed)							

Table 7.10: Summary Table of Correlations between the Core Job Dimensions and Students' Growth Satisfaction Levels by Emphasis Area

7.9.1. Interpretation: Growth Satisfaction Correlations

Once again Pearson's r (PPMC) correlation coefficients are run in SPSS and the relationship between each of the emphasis variables and the CJD is documented in table 31. It can be seen that the majority of relationships are significantly positive at the $\rho \leq .001$ level. The strength of these correlations ranges from a high of .720 (SV in the meeting/event planning students) to a low of .277 for DWO. The few correlations that aren't significant are associated with the food and beverage (TI and DWO) and tourism students (FFJ and DWO). Again, there is a negative correlation observed with the food

and beverage students at the $p \leq 0.05$ level with TI but this isn't a large enough coefficient to cause any major concerns for developing the regression models.

7.9.2. Summary of Regression Models for Growth Satisfaction

		Estimates of Partial Slopes						
Area of Emphasis	Model R ²	CJD-SV	CJD-TI	CJD-TS	CJD-TA	CJD-FFJ	CJD-FFA	CJD-DWO
Food and Beverage (n = 55)	.495	.443*				.647*		
Lodging (n = 117)	.591	.453*		.386*	.344*			
Tourism (n = 44)	.760	.262*		.290*	.467*		.165*	
Meeting and Event Planning (n=112)	.728	.405*		.559*	.395*			
*Significant at $p \leq 0.05$ level								

Table 7.11: Summary of Regression Models Predicting the Affective Outcome of Growth Satisfaction using the Core Job Dimensions for each of the Emphasis Areas

7.9.3. Interpretation: Growth Satisfaction Regression Models

Having run the appropriate stepwise regression commands for each of the four emphasis areas, table 7.11 outlines the most suitable models selected for each area. The adjusted R² coefficients again explain differing levels of variability within each of the models and range in size from a high of .760 for tourism to a low of .495 for food and beverage students. Again, in a similar way to GS, the higher adjusted R² for tourism is

explained by the inclusion of additional, significant independent variables kept in the model through the use of the stepwise elimination method. However, unlike GS, each of the four models produced for this affective outcome do have one CJD that is common to each. SV is included in the model for all four emphasis areas and is considered a significant predictor of GRS.

7.9.4. Discussion: Growth Satisfaction

In Chapter One of this study, the discussion outlines some of the present and future challenges facing the hospitality and tourism industries and indicates that internships, as part of a strategic human resource management process, should be orientated to address these within the workforce (Hughes and Rog, 2008; Nankervis and Debrah, 1995; Tracey *et al.*, 2008). One of those specific challenges is a need for the development of appropriate skills from employees (Baum, 1990; Baum, 2006; Baum and Odgers, 2001; Burgess, 2007; Christou 2000; Hai-Yan and Baum, 2006; Phelan and Mills, 2011; Tas, 1988; Taylor and Davies, 2004; Walo, 2001) and it is encouraging to see that students, within the sample, see the variety and development of new skills as a necessary competence to their own GRS. Busby (2001) supports this through his appraisal of tourism degrees in the UK and confirms that the development of new and varied skills increases the chances of employment for students. This use of internships as a vehicle for the development of skills and knowledge is further endorsed by Coco (2000), Clark (2003) and Waryszak (1999; 2000) who each advocate the opportunities this creates for future employment.

In addition to a demand for SV, the model outputs for GRS also produce some consistencies amongst student sub groups for TS and TA. These two variables feature in three of the four regressions and are only omitted from those pertaining to the food and beverage students. Again, the benefits of TS and TA are well documented in this study (Chapter Five, Sections 5.6.2.3 and 5.6.3.1, Pages 216-220) and provide sound, logical professional development outcomes for those students seeking personal growth through their work.

Independent variables that didn't feature frequently in the models for GRS are FFJ and FFA (appearing only in food and beverage and tourism student samples respectively) and TI and DWO that didn't feature in any model. These tend to mirror similar findings from Research Objective Three where only FFA (HTM 290 and HTM 390) featured in any of the models. The lack of these feedback job dimensions is again somewhat surprising and more so when applying to the dependent variable outcome of GRS. Lee-Ross (2004) reaches a similar conclusion when evaluating the motivational antecedents of hotel workers in Mauritius and Australia. His study applies the Hackman and Oldham (1975a) model and finds no significant link between job feedback and satisfaction. However, the literature on internship satisfaction consistently advocates this agent feedback characteristic as an important component for the professional development of students. Examples include Nelson (1994) who, in addition to applying a modified version of Hackman and Oldham's JCM, specifically examines the supportive relationships between students and their mentors. Using Noe's Measure of Mentoring Functions, he confirms the importance of SV and TA as essential characteristics for

satisfaction but emphasises the value of feedback as a continuous process needed to underpin the work experience and concludes that this has to occur in a timely manner, be frequent in nature and in support of an autonomous work environment.

The inclusion of timely feedback is also proposed by Ko (2008:11) when analysing training satisfaction with hospitality internships in Taiwan by stating that 'Receiving instant feedback from mentors greatly determines if students receive quality internship experiences or not.' In addition, a study on internships in Cyprus, Zopiatis (2007:73) recommends that educators and professionals should 'recognize the students' internship-specific needs such as clarification of the internship's purpose and the intern's role, the need for feedback, assessment, and autonomy to make decisions that could shape a student's future personal and professional development.'

In Chapter Six where Hackman and Oldham's (1975a, 1976, 1980) JCM and the alterative intern model is tested, the CPS of KOR is again not a prominent predictor of GRS. Both these quantitative approaches seem to differ from the qualitative findings from the focus groups where students consistently advocate the need for more feedback from their work.

'I do believe that I am motivated by feedback. Luckily at my current internship I am constantly receiving feedback regarding things I can do better, how I can improve, and why I did I good job as well. I receive praise and constructive criticism at this job. At the end of each day my direct supervisor and boss both always say, "Thanks for everything you did today" or "Thank you for all of your help". This makes the busy work and the little things seem more worthwhile. The positive feedback and helpful criticisms make the job easier. I am able to critically analyse what I have learned and where I need improvement. Without asking objectives and receiving feedback I would not know how to correctly do many of the tasks asked of me.'

(AW, HTM 490, Event Planning Student, 2010)

'Feedback from any source, I think, is a wonderful tool, especially when it comes from a variety of different places, because feedback from a supervisor would be very different than feedback from a guest. Both are very important without feedback from guests you wouldn't know what the guests want or even where to begin to accommodate them. Also, feedback from a supervisor is important if you want to advance in that career field. Without knowing what your weaknesses are you would be unable to better your performance.'

(VM, HTM 490, Food and Beverage Student, 2010)

To conclude, having presented the outcomes from both the correlation and regression models related to GRS, with the exception of SV, and some other minor similarities (TS and TA featuring in three of the four models) it can be offered that the relationship between the CJD and the AO of GRS **does** differ by emphasis area in the context of Research Objective Four.

7.10. Affective Outcome: Internal Work Motivation

	CJD-SV	CJD-TI	CJD-TS	CJD-TA	CJD-FFJ	CJD-FFA	CJD-DWO
Food and Beverage (n=55)	.263	.278*	.349**	.258	.645**	.557**	.102
Lodging (n=117)	.450**	.115	.530**	.351**	.278**	.366**	.394**
Tourism (n=44)	-.067	-.038	.495**	.031	.303*	.535**	.431**
Meeting and Event Planning (n=112)	.494**	.529**	.320**	.572**	.516**	.464**	.185
** Significant at $p \leq 0.01$ level (two tailed)							
*Significant at $p \leq 0.05$ level (two tailed)							

Table 7.12: Summary Table of Correlations between the Core Job Dimensions and Students' Internal Work Motivation Levels by Emphasis Area

7.10.1. Interpretation: Internal Work Motivation Correlations

In an identical way to the procedures adopted for both GS and GRS, this final correlation table is developed by mapping the relationships between the seven CJD and the four career tracks students select as part of their degree requirements. Upon review of table 7.12, it can be seen that a number of either insignificant and or negative correlations are present when considering the AO of IWM. As in GRS, many of these are associated with both food and beverage (SV, TA and DWO) and tourism students (SV, TI and TA). The remaining correlations are not as strong as the other AO (GS and

GRS) ranging from a high of .572 (TA in meeting and event planning) to a low of .278 (TI in food and beverage students).

7.10.2. Summary of Regression Models for Growth Satisfaction

Estimates of Partial Slopes								
Area of Emphasis	Model R ²	CJD-SV	CJD-TI	CJD-TS	CJD-TA	CJD-FFJ	CJD-FFA	CJD-DWO
Food and Beverage (n = 55)	.455					.380*	.152*	
Lodging (n = 117)	.328	.288*		.334*				
Tourism (n = 44)	.552		-.319*	.282*		.312*	.201*	
Meeting and Event Planning (n=112)	.406				.354*		.188*	
* Significant at $p \leq 0.05$ level								

Table 7.13: Summary of Regression Models Predicting the Affective Outcome of Internal Work Motivation using the Core Job Dimensions for each of the Emphasis Areas

7.10.3. Interpretation: Internal Work Motivation Regression Models

As is the pattern throughout this research when analysing the impact of student internships on IWM, the models presented in table 7.13 again show a similar picture. The adjusted R^2 coefficients for all four emphasis areas are (with the exception of tourism) the lowest of any produced so far for the other regression models. These lower R^2 coefficients leave much of the variability unexplained from the models with tourism being the highest indicator with approximately 55% explained by the independent variables in the model. Once again for tourism students, the appearance of another negative, significant independent variable is something to be cognisant of as this negative coefficient can, in theory, have implications on the IWM levels of this sub group.

7.10.4. Discussion: Internal Work Motivation

An examination of the independent variables selected for each model shows no pattern of consistency with the exception of DWO. This, like before when GR is explored, is omitted from all four groups as it isn't considered a significant contributor to their IWM. With such inconsistencies in the outcomes, this makes it difficult for the thesis to draw any general conclusions about which CJD will increase the IWM of students working across internship programmes from this sample. Therefore, this will be re-visited in Chapter Nine when the conclusions, recommendations and suggestions for further research are presented.

However, as noted above and also in Chapters Five and Six, having investigated approaches to calculating the motivation and satisfaction outcomes using both Hackman and Oldham's (1975a; 1976; 1980) JCM approach and the proposed intern model, IWM consistently produces lower R^2 coefficients than both GS and GRS. These findings may suggest that, in the eyes of the students, these three affective outcomes may all be related to each other as the criteria for assessing their presence, may be a function of the other outcomes. For example, IWM may simply be caused by the GS and GRS levels experienced from the work without there being a specific desire for attainment of this on its own. This is supported by strong correlations between these affective outcomes and IWM (GRS = .602 and GS = .623 at the $p \leq 0.01$ level).

Hackman and Oldham's (1975a) theory of IWM is described as a self-perpetuating cycle of motivation that results from undertaking a job that is full of satisfaction variables evolving from the CJD and has found support in the literature from Anderson (1984), Fried and Ferris (1987) and Roedel and Nystrom (1988) cited in Lee-Ross (2004). Much of the prior research undertaken on IWM in a hospitality setting (Chiang and Jang, 2008; Lee-Ross, 1993; 1995; 1996; 1998a; 1998b; 1999; 2002; 2004; Wong *et al.*, 1999) also confirm that an employee who experiences this AO will feel good about the tasks he/she performs as part of their work routine. This is because they see their job as meaningful, have responsibility for the outcomes and gain sufficient knowledge of their performance from the work itself. Conversely, when things go wrong, or

they are unable to experience these CPS, they will have an adverse reaction and in some cases feel a sense of guilt for the service failures encountered (Hackman and Oldham, 1980). Lee-Ross further supports this empirically in his study on seasonal hotel workers (1995; 1998b) by inferring that the more effort staff (who experience IWM) put into their work, the more motivated they will become. In essence, the goal for intrinsically motivated employees is to create an enriched, work environment where the staff are satisfied and thus rely less on the need for external rewards. This observation places IWM at the heart of the job design/internship design process and offers human resource managers some important indicators to motivate their staff intrinsically and thus offer alternative options for the motivation, retention and development of their workforce.

As discussed in Chapter Five (Section 5.7.3, Page 244), according to Hackman and Oldham (1980), IWM is a product of the presence of the three CPS and while this research objective hasn't specifically addressed these, clearly the lower IWM scores observed again in this research objective are influenced by a combination of these CPS, the CJD and/or some other factors. This is evidenced by the adjusted R^2 coefficients only explaining some of the variability in the dependent variable regression models. Having undertaken an examination of IWM from the first two approaches (CPS in Research Objective Two and CJD in Research Objectives Three and Four), the need for further research into this is evident in order to examine some of the external influences that may help provide insights into some of the unexplained variability.

However, what can be documented from this study is that in a similar way to Research Objective Three, (that views these AO by internship class) patterns are evident within each emphasis area that may steer decision makers to consider strategies for designing emphasis specific internships. This suggestion is a result of examining the models and recognising that many contain job dimensions that do emerge in a consistent way for many of the emphasis areas, therefore indicating that they are favoured by students pursuing that particular career path. For example, food and beverage students consistently indicate FFJ as a key dimension in their work. In each of the three AO models, lodging students appear to favour SV as their satisfaction/motivation predictors. For tourism students it's both TS and FFA and finally for meeting planning students consistently seek TA. Table 7.14 offers a summary mapping each of these job dimensions for the affective outcomes by emphasis area and this coupled with similar findings in Research Objective Three offers some valuable insights to future internship design for students at the case-study university.

Food and Beverage (n=55)		Estimates of Partial Slopes						
	Model R ²	CJD- SV	CJD- TI	CJD- TS	CJD- TA	CJD- FFJ	CJD- FFA	CJD- DWO
General Satisfaction	.596	.595*	-.406*			.540*		.472*
Growth Satisfaction	.495	.443*				.647*		
IWM	.455					.380*	.152*	
Lodging (n=117)		Estimates of Partial Slopes						
	Model R ²	CJD- SV	CJD- TI	CJD- TS	CJD- TA	CJD- FFJ	CJD- FFA	CJD- DWO
General Satisfaction	.523	.618*					.180*	.404*
Growth Satisfaction	.591	.453*		.386*	.344*			
IWM	.328	.288*		.334*				
Tourism (n=44)		Estimates of Partial Slopes						
	Model R ²	CJD- SV	CJD- TI	CJD- TS	CJD- TA	CJD- FFJ	CJD- FFA	CJD- DWO
General Satisfaction	.770		-.749*	.462*	.330*	.317*	.407*	
Growth Satisfaction	.760	.262*		.290*	.467*		.165*	
IWM	.552		-.319*	.282*		.312*	.201*	

Meeting and Event Planning (n=112)		Estimates of Partial Slopes						
	Model R ²	CJD-SV	CJD-TI	CJD-TS	CJD-TA	CJD-FFJ	CJD-FFA	CJD-DWO
General Satisfaction	.590		.325*	.504*	.278*		.178*	
Growth Satisfaction	.728	.405*		.559*	.395*			
IWM	.406				.354*		.188*	

Table 7.14: Summary of Regression Models Predicting the Affective Outcomes for each Emphasis Area using the Core Job Dimensions

7.11. Research Question Four - Summary

In earlier research objectives (one, two and three), the study examines the relationships between the design of student internships (measured through the CJD) and their satisfaction outcomes. The primary goal of this approach is to evaluate both the presence of these job dimensions in the work but to also ascertain which characteristics have a greater influence on the student's satisfaction/intrinsic motivational levels. The purpose of this research objective is to examine these goals by probing deeper into the data and making those evaluations more specific to each emphasis area selected by the student sample.

While the goal is to seek uniformity of job characteristics that may be favoured by the whole sample and thus afford an opportunity to make some general recommendations on the future design of these experiential learning

experiences, the findings suggest otherwise. Having explored three separate approaches to mapping the affective outcomes, the regression models produce varying outcomes for the four emphasis areas. Upon further review of these models, it is clear that some patterns do emerge that assist the conclusions and recommendations of this thesis in determining which specific CJD present in the work/internship contribute towards increased satisfaction and motivational outcomes by emphasis area and/or internship class.

Research Objective Four asks: **Does the relationship between Core Job Dimensions and satisfaction/intrinsic motivation levels differ by emphasis area?**

Through the creation and examination of multiple regression models analysing the correlation between the independent (CJD) variables and the dependent (satisfaction/intrinsic motivation) variable outcomes, it can be said that the relationship between the CJD and satisfaction/intrinsic motivation levels **does** differ by emphasis area.

Chapter Summary

This chapter poses and discusses two further research objectives relating to the design of internships at the case-study university (GVSU). Each research objective investigates the relationship between the seven job dimensions offered by Hackman and Oldham (1975a; 1976; 1980) and their impact on satisfaction/motivation outcomes by internship class and emphasis area respectively. In producing both correlation coefficients and regression models it

finds varying levels of explanation in the coefficient of determination (R^2) for each affective outcome with some (IWM) leaving much unexplained variability. In addition, no consistent pattern of job dimensions effectively predicts the affective outcomes when looking holistically at the model. Further examination of the data does show similarities present when examining consistencies within the specific internship classes and emphasis areas rather than by the three affective outcomes. For example, in the case of internship class (Research Objective Three), common characteristics at the HTM 290 level are the need for TS and FFA. At the HTM 390 level, students again consistently seek FFA and SV as part of their internship experience. The final internship class (HTM 490) shows that in order to attain higher levels of satisfaction and intrinsic motivation, students benefit from an autonomous work environment, SV and opportunities to work with others.

Similar patterns emerge when applying the same methodological approach to Research Objective Four and an examination of student's preferences by emphasis area. In this objective the regression models highlight that students pursuing tourism value TS and FFA, event planners seek TA, lodging student's motivation and satisfaction is influenced by a need for SV and food and beverage students look for FFJ as a predictor of their AO.

This is an interesting and valuable development in the research for this thesis as these inferences provide specific direction for the design of internship

experiences that result in enhanced satisfaction levels for student participants. In addition, these findings help other vested stakeholders in the internship process by improving their utility gained from facilitating the process.

In the following, final results chapter for this study, the thesis examines the final two research objectives (Five and Six). The first addresses the connections between classroom knowledge and the experiential learning process using the statistical Chi-Square test. The second will determine the overall impact of the student's internship experience on their future academic/career decisions.

Chapter Eight

Linking Internship Outcomes to Classroom Learning and Career Decisions

Introduction

This study focuses on many aspects of internship design with a view to assessing the impact of work characteristics on a student's satisfaction/motivational levels. It demonstrates, through an analysis of Research Objectives Three and Four (Chapter Seven), that students require a number of different job dimensions that each contribute to their learning experience. However, the education and development of Hospitality and Tourism Management (HTM) professionals in Grand Valley State University's (GVSU) degree programme isn't simply a product of time spent in industry, but rather a collaborative approach between lessons learnt in a classroom setting coupled with those encountered as part of an experiential education process. This combined approach has great support in the literature from educational theorists including Dewey (1938), Freire (1993), Hahn (1954), Kolb (1984), Mezirow (1997) and Rogers (1995).

Collectively these two approaches help shape the academic and practical development of students and contribute positively (or negatively) to their attitude and affinity with their chosen vocation. Therefore, in addition to assessing student outcomes from the internship experiences themselves, it is also vital to examine the effectiveness and connections between the theoretical approach to classroom learning, and the experiential component from internships with a view

to understanding how these collectively impact on their future academic/career choices.

To this end, the purpose of this chapter is twofold. It first examines the role experiential education (in the form of internships) plays in enhancing/confirming previous, academic knowledge gained, by the student, from a classroom setting. Its primary objective is to examine the value of these learning experiences in an attempt to determine the complementary nature of each. In doing so, thesis aim four will be addressed which seeks to:

Examine how influential experiential learning experiences are on the contribution to a students' educational development in the field of HTM.

The second part of the chapter presents findings on how the completion of these internship experiences influence student decisions on their future and assesses whether, as a result of their HTM education at GVSU, they still wish to pursue their career as planned in the HTM industries (Research Objective Five). As noted in the thesis' theoretical contributions in Chapter One (Section 1.5, Page 14), the outcomes of these questions will inform both educators and industry practitioners with curriculum and internship design which will undoubtedly assist in better understanding some of the factors outlined at the beginning of this study that lead to skill shortages and retention issues in both industry and academia. In addition, by undertaking this section of the research, thesis aim number five is addressed which seeks to:

Determine how influential internships experiences are on future decisions students make about their academic/career choices.

In order to address these objectives, Pearson's Chi-Square test is used to examine the independence of the two categorical variables (between classroom knowledge and experiential learning and the outcome of a student internship and its impact on academic/career choice). The tests will check if any significant differences are observed between the expected and actual results taken from the research sample. When running the Chi-Square tests, if significant differences occur, this will allow opportunities to show if these relationships occur by chance or if there are other factors affecting the results.

Research Objective Five:

To what extent do internships enhance the classroom knowledge and educational development of HTM students?

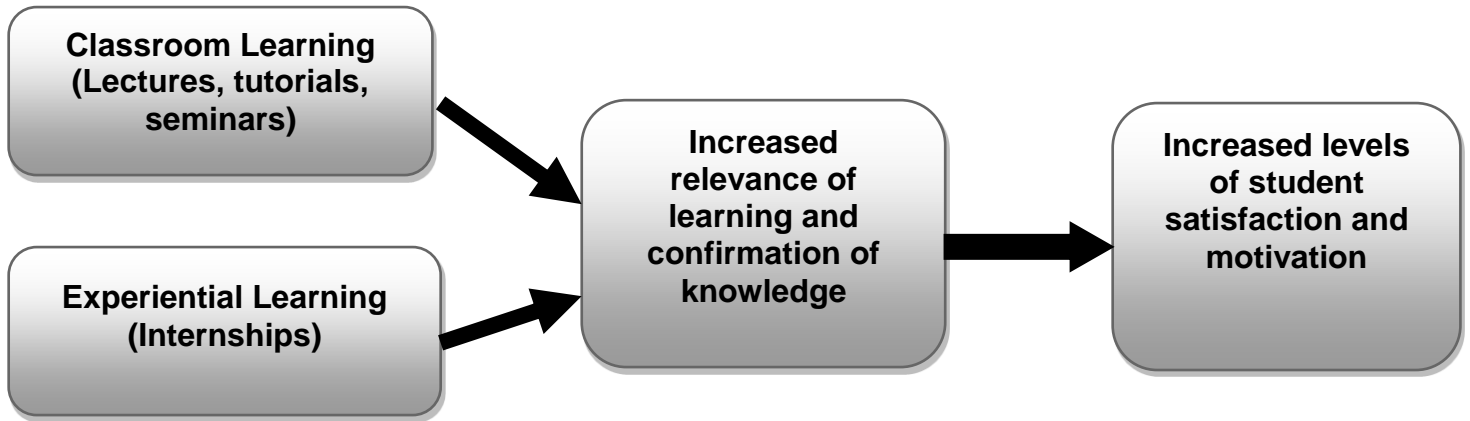


Figure 8.1: Visual Overview of Research Objective Five

8.1. Development of the Chi-Square Models

In section eight of the modified JDS, four questions (numbers 9, 10, 11, 12) linking classroom theory and the experiential education process are posed. These form part of an additional section of the questionnaire that was not included in Hackman and Oldham's original (1975a) JDS. This revision assists in extracting key information from the student sample in order to gain insights for Research Objective Five but also adds another unique contribution to this study. To examine the outcomes of these, reliability and Chi-Square tests are used to produce syntax for analysis and inferences. Reliability is used in order to obtain insights into the overall consistency of the student responses. This mirrors

previous steps taken throughout the study where measures have been taken to ensure data used for quantitative analysis is reliable before commencing further statistical testing. Performing the reliabilities in this research objective is further justified when using this statistical approach as in order to run Chi-Square tests using a number of student responses, these are collapsed into a single categorical variable. As is the case of reliability tests outlined in the Methodology (Chapter Four), a Cronbach's alpha coefficient is used for questions 9, 10, 11, 12 and 15 from section eight of the study to measure consistency in responses. The outcome of the alpha coefficient is .775, which is deemed consistent and acceptable and within the guidelines set for this thesis (Brotherton, 2008, Fields, 2002).

After running the alpha coefficient tests, the responses are condensed into two groups to run the Chi-Square with strongly disagree, disagree, and slightly disagree grouped into disagree, neutral re-coded as missing (as it is a non-directional answer and offers little in terms of information about the research objective) and slightly agree, agree, and strongly agree are re-coded as agree. No data is lost through this process as it still captures the intent of the student's response. The Chi-Square test for independence is then utilised to determine if questions 9, 10, 11, and 12 are related to question 15 on section eight of the JDS. Question 15 is the response variable in this situation because it reflects the overall goal of the research objective. It states, 'Irrespective of whether I had a good or bad experience, I feel an internship is an important part of my HTM

education.’ It essentially asks students if they feel the internship is a critical aspect of the HTM education at GVSU which as stated above is one of the five overarching aims of this thesis.

8.2. Process and Assumptions

Before any analysis is conducted, there are again assumptions that need to be met regarding the expected cell counts in SPSS when using Pearson’s Chi-Square (Yates *et al.*, 2005). The first assumption is that all observations are to be independent. Clearly, this is met through the research design as the responses summarised in table 36 below are generated by single student subjects completing their own individual JDS and the reflections of their experiences are independent of their peers. The second assumption checks that all cell counts are greater than 1, and at least 80% of cells need to have expected cell counts greater than 5 (Yates *et al.*, 2005). The values presented in table 36 are the observed values, and therefore to compute the expected cell counts, the following equation is used:

$$\text{Expected} = \frac{(\text{Row Total}) (\text{Column Total})}{\text{Grand Total}}$$

The hypotheses for each test will differ based on the nature of the question posed in the modified JDS. However, as an example of how the quantitative inferences are made, the test to compare questions 15 and 9 is as follows:

H^0 : The overall importance of the internship requirement for HTM students and the HTM education at GVSU prepared students for the internship are independent (not related).

H^a : The overall importance of the internship requirement for HTM students and the HTM education at GVSU prepared students for the internship are dependent (related).

The analysis uses the crosstabs table in the SPSS output, to determine if relationships exist or not. Table 8.1 is a reproduction of this table outlining student perceptions regarding their thoughts on the importance of their internship experience (Q15) against whether they feel the HTM education received at GVSU prepared them appropriately (JDS Q9).

JDS Q9: HTM		Disagree	Agree	Total
Education	Disagree	4	14	18
Prepared Student	Agree	2	260	262
for Internship	Total	6	274	280

Table 8.1: Perception of the Importance of an Internship against whether the HTM education received at GVSU prepared students appropriately

The cell counts are computed to test the second assumption outlined above before running the Chi-Square test.

8.3. Chi-Square Tests on Question 9 Linking Internships to Classroom Theory

8.3.1. Independence Test on JDS Question 9

The HTM education received at GVSU had prepared me for this internship.

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	36.987 ^a	1	.000		
Fisher's Exact Test				.000	.000
N of Valid Cases	280				
a. 1 cell (25.0%) has expected count less than 5. The minimum expected count is .39.					

Table 8.2: An Edited Summary of the Chi-Square Test Outcomes to Address the Perception of the Importance of an Internship against Whether the HTM Education Received at GVSU Prepares Students Appropriately (JDS: Q9)

8.3.2. Interpretation and Discussion

It can be seen in this first example, that both of the latter assumptions are not met. The footnote to table 8.2 shows that 25% of cells are less than 5 and the smallest expected count is .39. Therefore an alternative, nonparametric test known as Fisher's Exact is substituted. This method is only suitable in SPSS on 2 by 2 tables and uses a 2-sided (non-directional) p-value to see if the two

variables are independent or dependent. The p -value given in table 8.2 is .000. Since this is less than .05, the null hypothesis that the two variables are independent is rejected. Therefore, the perception of the importance of an internship and the HTM education prepared students for their internship are related to each other for this sample. As a result of these assumptions not being met, for the remainder of Research Objective Five, Fisher's Exact test will be used for consistency.

Table 8.1 shows that the majority of students agree with both of these statements, which indicates that they find the internship important and confirm that, in their opinion, they are well prepared for it. A computation of responses provided from the JDS indicates that 262 of the 280 students (94%) agree or strongly agree that they have been properly prepared for the internship. This is a sound endorsement for the teaching team in GVSU's HTM programme and clearly demonstrates that students have a strong sense that going into the experience that work undertaken through the pre-internship class (HTM 190) and their understanding of the process is communicated well and helps in those preparations. In addition, the actual classroom knowledge gained through their HTM education, prior to commencing the internships, also underpins the experience and sets the foundation for future learning.

This is further confirmed through the focus group interviews where strong support is offered for the supportive nature of the learning environment at GVSU in

helping prepare students for their work experiences. An example, reflective of student comments from the focus groups supports this by saying:

'I think it's really cool when you can sit down in class and really relate to what the teacher is teaching. It's even better when you can put your input in to the topic at hand. Not all majors get to do that and we are very lucky that we can. I learn a lot in my classes and I learn just as much on my internships. When it comes to HTM it really is a great mix of learning and doing and when we get out into the real world all of our classroom knowledge will blend with our experience to make us great employees. I'm glad I've been able to take the things I've learned in the classroom into my work experience and vice versa.'

(MA, HTM 390 Lodging Student, 2010)

However, when further analysing the correct preparation of students in an attempt to maximise the quality of the experience, a potential issue is identified. One of the questions posed in the modified JDS was deliberately inserted to address a common internship drawback that was highlighted through a review of the literature in this area. In the Literature Review (Chapter Two, Section 2.4, Page, 62), a number of authors (Beggs *et al.*, 2008; Callanan and Benzing, 2004; Collins, 2002; Downey and DeVeau, 1988; Knouse *et al.*, 2000; Kusluvan *et al.*, 2003; Lam and Ching, 2007; Lefever and Withiam, 1998; Mabey 1986 in Orr *et al.*, 1992; Patterson and George, 2001; Waryszak, 1999, 2000; Zopiatis, 2007) identify issues relating to the disparate expectations between the student's own perceptions of an internship experience and those sought by the employer. Findings from these and other studies suggest that poorly managed expectations result in a number of detrimental outcomes including discouraging students from pursuing a career in the industry after graduation (Barron and Maxwell, 1993; Callan, 1997; Jenkins, 2001; Kusluvan *et al.*, 2003; Patterson and George, 2001;

Purcell *et al.*, 1999; Raybould and Wilkins, 2005; Scambach and Dirks, 2002; Waryszak, 1999; Walmsley *et al.*, 2006; West and Jameson, 1990; Zopiatis, 2007), higher dropout rates for university educators (Garavan and Morley 1997; Jenkins, 2001) and missed opportunities to realise the plethora of benefits an internship provides (Leslie, 1991; Petrillose and Montgomery, 1997).

Clearly, these two stakeholders have their own individual motives for the positive outcomes of the experience with students driven by a number of personal, development goals related to their learning, such as skill and competency development (Baum, 2002; Baum, 2006; Leslie, 1991; Busby *et al.*, 1997; Petrillose and Montgomery, 1998; Knouse, *et al.*, 1999; Knouse and Fontenot, 2008; Walmsley *et al.*, 2006; Zopiatis, 2007) and improved future employment prospects (Busby and Gibson, 2010; Gibson and Busby, 2009; Bullock *et al.*, 2009; Coco, 2000; Clark, 2003, Inui *et al.*, 2006; NACE, 2009; Waryszak 1999; 2000). Meanwhile the employer is seeking opportunities to create a low cost, flexible workforce to fill seasonal gaps (Busby *et al.*, 1997; Coco, 2000; Leslie, 1991; Mulcahy, 1999; Waryszak, 1999, 2000; Zopiatis, 2007).

For this study, only 61 of the 339 study participants (18%) indicate that the internship matched their expectations. Adopting a mixed methods approach to the research design allows for further investigation of this issue and the focus group interviews offer an interesting insight into how some students interpreted this question. The reaction from students when quizzed on this finding is mixed. A number actually saw their expectations exceeded by their employers and thus

responded this way. The rationale for this is that during their work experience, they were exposed to a number of new skills and opportunities that hadn't been offered when the internship commenced resulting in a positive mismatch of expectations. One student commented that:

'I went into the internship a bit unsure about what exactly my role would be in actually planning events...Yes, I knew I would be making phone calls and organising things like donations, but I helped to write programs, escorted vendors, and really became an active part of the events. I was also really excited because my boss wanted me to see all different kinds of events, so she made sure I would be able to be part of a Walk and a Wedding at the Zoo. It meant a lot to me that I was not just hired help, but that they wanted me to really learn a lot from the experience. I guess my expectations had been exceeded on how involved I would be in the events and how much I would learn!'

(EJ, HTM 290 Event Planning Student, 2010)

However, although other students were able to share similar experiences, unfortunately, these are in the minority and many others shared comments relating to a mismatch in their expectations caused by a number of factors. These include fluctuating economic demand patterns caused by seasonality, changes in their supervisors once the internship commenced and even apathy from the employers who became disinterested in developing their talents. Comments reflective of these students' experience include:

'After being hired and told I would start as a busser/host and quickly move to server, I thought I would be a much more involved part of the front of the house team during my internship. However, that was not the case as I was disappointed each week to see that I only had 2 shifts, each as a busser. No host training occurred, and no talk of being moved to server ever happened. They hired a lot of other people at the same time as me, and none of the new employees got many shifts. It felt like we are just 'summertime help' in a seasonal restaurant.'

(KW, HTM 490 Food and Beverage Student, 2010)

'As an intern, I knew my workload wouldn't follow exactly what a travel agent does daily; however I did expect to do more of the planning-side of the industry. Mostly, I was acting as a secretary and tech-girl. I had some opportunities to shadow a few of the travel agents and do some research of my own, however not as much as I would have liked.'

(AL, HTM 290 Tourism Student, 2010)

As a result of this finding, the issue is re-visited and discussed further in Chapter Nine (Conclusions and Recommendations).

8.4. Chi-Square Tests on Question 10 Linking Internships to Classroom Theory

The skills I developed through my internship complemented the classroom knowledge I gained at GVSU.

		Disagree	Agree	Total
JDS Q10: Internship Skills Complement Classroom Knowledge	Disagree	1	13	14
	Agree	5	271	276
	Total	6	284	290

Table 8.3: Perception of the Importance of an Internship against Whether the Skills Learnt during the Internship Complement those Developed in the Classroom

8.4.1. Independence Test on JDS Question 10

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.869 ^a	1	.172		
Fisher's Exact Test				.259	.259
N of Valid Cases	290				
a. 1 cell (25.0%) has expected count less than 5. The minimum expected count is .29.					

Table 8.4: An Edited Summary of the Chi-Square Test Outcomes to Address the Perception of the Importance of an Internship against Whether the Skills Learnt during the Internship Complement those Developed in the Classroom (JDS Q:10)

8.4.2. Interpretation and Discussion

It can be seen that two of the three assumptions for this test are again not met with the minimum expected cell count being less than 1 (0.29) and one of the cells (25%), disagree/disagree, being less than five. In this scenario, the Fisher's Exact 2-sided significance p -value is .259 which is greater than .05 and thus implies that the findings fail to reject the null hypothesis. Therefore, the two variables are independent and thus not related.

The results show that the skills a student learns as part of their internship aren't related to those gained via a classroom setting. This finding is important to the study as it confirms the underlying premise of the thesis which advocates the use of experiential education as a complementary teaching and learning style to that of a traditional classroom setting. While Q9 above shows that, with the exception of setting realistic expectations between the student and the employer, interns feel their education prepares them for the experience, Q10 indicates that, for the most part, the skills they learn on the job have an inherent quality that they are not known prior to the internship. Therefore, it would seem reasonable to conclude that what students learn in the internship is either different or serves to reinforce what they may have previously learnt in the classroom. This finding has support in the experiential education literature discussed in Chapter Two where theorists and psychologists (Dewey, 1938; Freire, 1993; Hahn, 1954; Kolb, 1984, Mezirow, 1997; and Rogers, 1995) advocate the need for alternative learning strategies to both develop and reinforce prior learning experiences.

These complementary learning strategies result in a better, more rounded student who has both the academic ability to comprehend and apply the theories associated with their profession to the practice of industry (Bullock *et al.*, 2009; Busby *et al.*, 1997; Busby, 2005; Collins, 2002; Knouse *et al.*, 1999; McMahon and Quinn, 1995; Petrillose and Montgomery, 1998; Van Hoof, 2000, Walo, 2001 and Zopiatis, 2007) and appropriate practical skills which ultimately enhance their future employment prospects (Bullock *et al.*, 2009; Busby and Gibson, 2010;

Gibson and Busby, 2009; Coco, 2000; Clark, 2003, Inui *et al.*, 2006; NACE, 2009; Waryszak 1999; 2000). This finding is reinforced by student comments in the focus groups which offer:

'Being in the classroom is great but I believe internships are where you get to put all of that classroom knowledge to use and really apply it to real situations. Having hands on experience is really what is going to prepare us for future jobs. Seeing and watching the event planners at work handle hard situations and get through them with class and confidence is exactly what I need to see before I go out in the real world and get in those exact situations. The classroom can only teach us so much but I believe getting out there and putting that learned knowledge to test is really what is going to help us stand out from any other student that does not have that hands-on-experience.'

(LL, HTM 390 Event Planning Student, 2010)

'This internship has enhanced my classroom knowledge tremendously. It is one thing to learn the logistics in a classroom and being able to regurgitate the information back out for testing purposes, but it is another thing to actually take everything you have learned and put it into a job/internship.'

(MP, HTM 390 Event Planning Student, 2010)

8.5. Chi-Square Tests on Question 11 Linking Internships to Classroom

Theory

The internship taught me skills and competencies that I hadn't learnt in the classroom.

JDS Q11: Internship Develops New Skills not Covered in the Classroom		Disagree	Agree	Total
	Disagree	5	34	39
	Agree	1	233	234
	Total	6	267	273

Table 8.5: Perception of the Importance of an Internship against whether the Student Learnt New Skills during the Internship not covered in the Classroom

8.5.1. Independence Test on JDS Question 11

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	16.561 ^a	1	.000		
Fisher's Exact Test				.003	.003
N of Valid Cases	307				
a. 1 cell (25.0%) has expected count less than 5. The minimum expected count is .73.					

Table 8.6: An Edited Summary of the Chi-Square Test Outcomes to Address the Perception of the Importance of an Internship against whether the Student Learnt New Skills During the Internship not Covered in the Classroom (JDS Q:11)

8.5.2. Interpretation and Discussion

As is the case for the first two independence tests relating to the value of classroom learning (Q9 and Q10), the assumptions are not met due to one of the cell counts being less than 1 (25%). Therefore, the Fisher's Exact p -value checks for significance. In this example, it can be seen that the 2-sided p -value is .003 and implies that the internship has taught students skills and competencies not previously learned in the classroom. Therefore, it can be concluded that these are dependent and thus related resulting in a rejection of the null hypothesis.

Table 8.5 shows that 267 of the 273 students within the sample (98%) indicate they developed new skills as a result of their internships. This confirms that students find the internship important and, in their opinion, allows them to develop a set of skills and competencies not previously addressed through their classroom experiences. This again is an important finding as it further supports the conclusion drawn from Q10 that suggests internship skills aren't necessarily complementing classroom knowledge through replication but rather developing it further through alternative teaching and learning strategies. Neither these findings (Q10 or Q11 from the JDS) serve to diminish the value of classroom knowledge but simply indicate the role it may play by providing a foundation for other learning and development to evolve.

What is important is that students are able to see the value of their classroom learning to confirm its relevance in their education development, while at the

same time they realise that, with the vast array of topics, skills and competencies that would need to be learnt in a classroom to be successful, some of that is happening through this alternative learning strategy. A study by Deale *et al.* (1998:27) examining current hospitality and tourism teaching finds a variety of teaching and learning methods used in the delivery of HTM education. Their conclusions suggest that 'Educators may be wise to confer and consult with their colleagues and peers to consider utilizing a variety of learning methods throughout a course. Most importantly, these results can help point toward the future of hospitality education and whether its educators plan to continue along a rather traditional path or move towards implementing more dynamic teaching and learning models and methods'.

As is the case in Q10 above, this adds further conviction to arguments for the inclusion of experiential education in the curriculum as it demonstrates that while part of the learning does take place in the classroom, this develops further through practice and thus enriches the student through application to the realities of industry. The comment below represents the consensus of student opinion obtained via the focus groups:

'I have been amazed at how much my internship enhances the classroom knowledge I have previously gained. I feel as if those I work with have written the text from my previous classes. It has been a really good experience for me to see the things I have learned about in action. I am glad I have been able to put to use the knowledge I have gained in the classroom. It is very important to be able to apply what you have learned in the classroom to your internship. My internship reinforces what I have learned in the past while still teaching me new things.'

(RD, HTM 390, Event Planning Student, 2010)

In order to probe deeper and learn more about the types of skills and competencies developed most by the internships, section eight of the modified JDS poses additional questions asking students about how these manifest in their work. The rationale for including these questions is to ascertain how much of these skills and competencies students are exposed to in addition to the daily tasks of conducting their work. Some of the competency areas measured from the JDS include empowerment, initiative, problem solving, delegation and decision making and are again measured on a scale of 1 (strongly disagree that the internship developed the student in this skill/competency) through to 7 (indicating a strong agreement to the presence of this skill/competency as part of their internship experience).

Competency	Mean	Std. Deviation
Accountability	6.05	1.06
Managing Change	5.25	1.43
Decision Making	5.38	1.48
Delegation	4.44	1.95
Empowerment	4.74	1.82
Flexibility	5.28	1.49
Initiative	5.80	1.82
Innovation	4.55	1.67
Interpersonal Skills	5.78	1.21
Money Management	4.30	2.00
Problem Solving	5.67	1.34
Use of Technology	4.73	1.88

Table 8.7: A Summary of the Mean Scores Calculated for Competency Development from the GVSU HTM Student Sample

Table 8.7 shows the mean scores for all twelve competencies indicated by the students as being present in their work with no single competence falling into a disagree (< 4) category. The highest observable means were Accountability, Initiative, Interpersonal Skills and Problem Solving indicating these as the most commonly developed competencies across a range of internships and emphasis areas. Meanwhile, Money Management and Delegation (which are often more associated with supervisory and managerial positions) are at the lower end. Conclusions drawn from this suggest that while some of these competencies are

ingrained as part of a student's classroom learning, the developmental nature of the internship experiences are also providing additional opportunities for these to evolve. This finding contradicts a study offered by Sharp and Qu (2009) who investigate whether programs effectively prepare their students for the hospitality industry. Through an investigation of competencies taught at a US university, their findings suggest that although some graduates felt relatively prepared in the most important competencies (teamwork, learning autonomously and thinking critically), others felt that their education had fallen short of preparing them for their careers.

The use of an internship as a vehicle for competency development is supported by numerous authors (Knight, 1984 cited in Walo, 2001; Lebruto and Murray, 1994; Petrillose and Montgomery, 1998; Tas, 1988; Walo, 1999, 2001) each advocating the benefits to both a student's professional development and to employers in the form of access to future managers with the right skills and competencies to succeed. As student responses indicate, these are developed during their internships and further support the supposition of Q11 that these new skills and competencies enhance their professional development.

8.6. Chi-Square Tests on Question 12 Linking Internships to Classroom Theory

During my internship, I saw many examples of the theory discussed by my Professors in class.

		Disagree	Agree	Total
JDS Q12: Interns saw many Examples of the Theory Discussed by their Professors in Class	Disagree	4	24	28
	Agree	4	275	279
	Total	8	299	307

Table 8.8: Perception of the Importance of an Internship against Whether the Student saw Examples of Classroom Theory in Practice

8.6.1. Independence Test on JDS Question 12

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	23.886 ^a	1	.000		
Fisher's Exact Test				.000	.000
N of Valid Cases	273				
a. 1 cell (25.0%) has expected count less than 5. The minimum expected count is .86.					

Table 8.9: An Edited Summary of the Chi-Square Test Outcomes to Address the Perception of the Importance of an Internship against whether the Student saw Examples of Classroom Theory in Practice (JDS Q:12)

8.6.2. Interpretation and Discussion

As is the pattern for the previous three examples, a Fisher's Exact test is used to test for independence due to the Chi-Square assumptions not being met. To this end, the 2-sided p -value figure in table 8.9 of .000 again confirms that the null hypothesis stating that the two variables are independent should be rejected. Therefore, it can be confirmed that the perception of the importance of the internship and the confirmation that students believe theories discussed in their classroom setting are related.

In this final analysis linking the value of classroom learning to a student's internship experience, it is clear that while students are developing new skills as part of their experiential education, these are underpinned by prior work undertaken in a classroom setting. This again supports the argument for approaching student learning and development with different teaching styles (Deale *et al.*, 1998). In addition, this finding serves as further endorsement for the teaching staff at the case university as it is clear from the student responses that the curriculum being taught is contemporary and has great relevance to the actualities of industry practice. In the Literature Review (Chapter Two) many stakeholder benefits of internships are proposed (Section 2.3, Page 38) and for educators this finding is key as not only does it help retention and graduation rates when students are engaged in their learning and obtain relevance from their education, but it also acts as a link with industry stakeholders by teaching relevant skills that assist them overcome some of the future skill shortage challenges outlined in Chapter One (Chi and Gursoy, 2008).

Having these two stakeholders working in concert will lead to additional benefits involving not only educators and employers but also students. These include improved networking (Zopiatis, 2007) and guest speaker opportunities (Lefever and Withiam, 1998) input on curriculum design (Leslie and Richardson, 2000), research projects (Walo, 2001) and employment opportunities for students (Busby and Gibson, 2010; Gibson and Busby, 2009; Bullock *et al.*, 2009; Coco,

2000; Clark, 2003, Inui *et al.*, 2006; NACE, 2009; Waryszak 1999; 2000). Linking internship learning to classroom theories is nicely summarised by:

'For me, my internship mostly reinforced everything I have learned in the classroom. In class, professors always talk about ADR and RevPar, but until you see it in real life and learn how it directly affects a hotel, that's when it really clicks on what you're learning. The best part of an internship is putting what you learn in school into real life situations and seeing how to handle situations.'

(KC, HTM 390 Lodging Student, 2010)

8.7. Research Question Five – Summary

Research Objective Five asks: **To what extent do internships enhance the classroom knowledge and educational development of HTM students?**

In order to address this objective, independence tests are run on four separate questions posed in the modified JDS. The purpose of these is to ascertain whether students feel they have been properly prepared for the internship, whether the skills they learnt complement classroom knowledge, if they have learnt new skills and competencies as a result of their internship and finally if they saw examples of theories discussed in class manifest in their practical experiences. Using Fisher's Exact, it is found that students do feel the education they have received prior to their internship has prepared them for the experience. In addition, there is statistical significance showing that theories discussed in class are important to them and examples of these theoretical approaches are evident during their practical experiences.

In addition, both the quantitative and qualitative data shows that as a result of their internships, students didn't necessary see their classroom education as complementing their internship but rather underpinned the additional learning of new skills and competencies that occurred. This finding offers further support to embracing an experiential education approach within this case sample. Therefore, it can be concluded that even though the internship reinforces knowledge and theory previously discussed in a classroom setting, it also enhances this along with the professional development of the student.

Research Objective Six:

To what extent does an internship experience influence a student's academic/career choices?

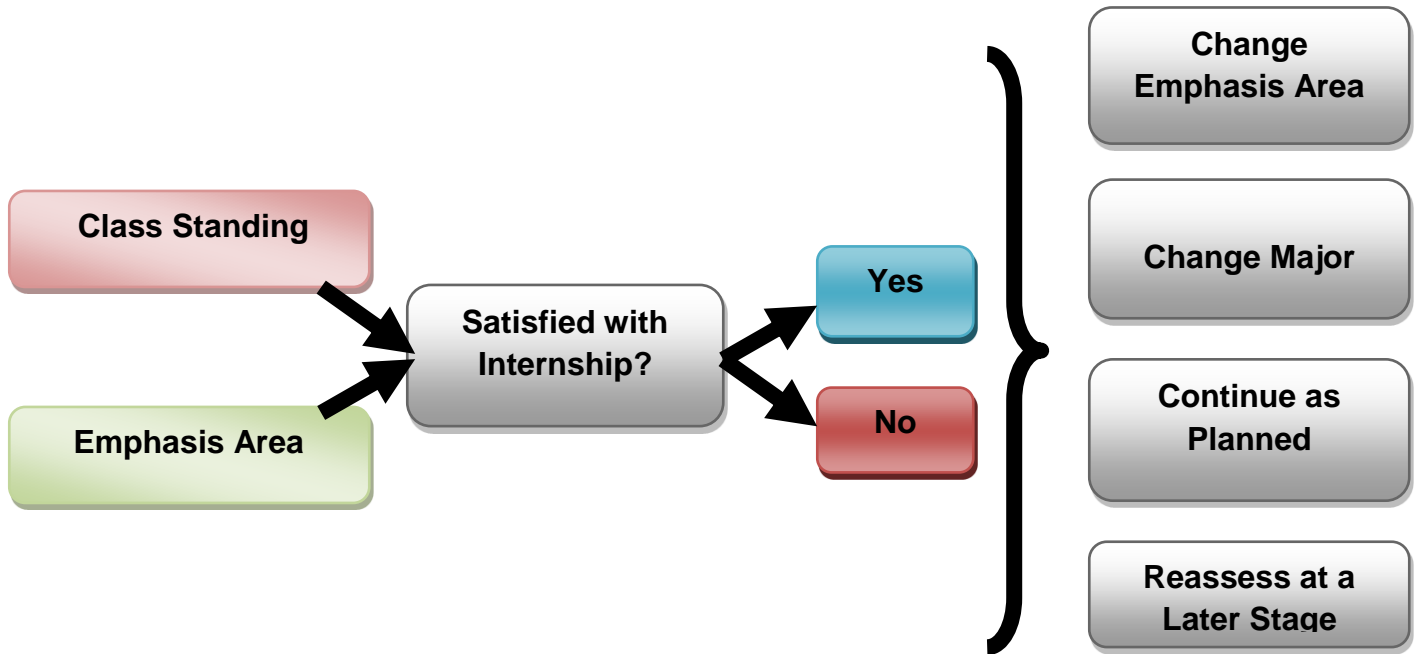


Figure 8.2: Visual Overview of Research Objective Six

8.8. Development of the Chi-Square Models

The final objective posed for this thesis seeks to examine the overall impact of a student's internship experience on their future academic and career decisions. This objective is approached in two ways analysing the demographic variables by class standing (similar to Research Objective Three) and by emphasis area (Research Objective Four). By undertaking the analysis in this way, should any issues arise within a sub set of the student sample; specific recommendations can be made to address these in the future.

Question 16 in section eight of the modified JDS asks students to indicate as a result of their internship whether they are likely to change their emphasis, change their major, continue as originally planned or reassess at a later stage. The development of the models relating to the outcomes from these questions is undertaken in an identical way to Research Objective Four with Chi-Square/Fisher's Exact being used to test for independence between class standing or emphasis area and the outcome variable. In this research objective, as students are asked for a simple yes/no answer on the surveys, no collapsing of responses into a single categorical outcome is necessary.

8.9. Process and Assumptions

In section 8.2 above, details relating to the process and assumptions are offered. These will be applied in the same way with this research objective but clearly different hypothesis are posed and tested.

8.10. Outcomes for Research Objective Six by Class Standing

Class Standing	Yes	No	Total
Sophomore	1	10	11
Junior	8	78	86
Senior	33	206	239
Total	42	294	336

Table 8.10: Summary of Responses to JDS Q16.1 Which States: As a Result of the Internship it is my Intention to Change my Emphasis (by Class Standing)

For this first test conducted on Q16.1, the hypothesis is:

H^0 : Class standing and student's questioning emphasis area are independent

H^a : Class standing and student's questioning emphasis area are dependent

Assumptions are checked and all cell counts are greater than 1 and 16.7% are less than 5. Therefore, both are met and thus Pearson's Chi-Square can be used.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.294 ^a	2	.523
N of Valid Cases	336		
a. 1 cell (16.7%) has expected count less than 5. The minimum expected count is 1.38.			

Table 8.11: Chi-Square Tests on Question 16.1 Related to Linking Internships to Students Questioning their Emphasis Area (by Class Standing)

8.11. Interpretation and Discussion

In this first examination of Q16 (Q16.1), it can be seen that the syntax offers a Chi-Square test statistic of 1.294 and a p -value of .523. Since this p -value is greater than .05, we fail to reject the null hypothesis meaning there is no

relationship between class standing and students questioning their emphasis areas.

A computation of the crosstabs table using basic descriptive calculations shows that 42 of the 336 (13%) valid responses indicate a student's intention to re-visit academic and career decisions relating to their emphasis. However, an observation of these figures shows that the majority of these 42 students are seniors (76%) and thus some justification is required.

In Chapter Five (Section 5.2, Page 191), insights into the demographic background of students is offered and two explanations regarding the senior dominance in this outcome can be inferred. First, it can be seen that study participants are primarily students of senior standing. Of the 339 valid JDS completed, 242 (71%) are students who qualify as senior standing (85+ completed credits towards graduation). With such a large presence of senior students included in the study sample, it isn't surprising that a specific finding might be influenced by this sub group. Secondly, the discussion in section 5.2 of Chapter Five also centres on the enrolment patterns of students entering the major at varying points of their academic careers. It argues that a large number of these students switch to their HTM major at more advanced stages of their studies having previously embarked on another discipline. As a result, these students will be attempting to complete the internship component at an expedited rate and thus may either select an emphasis without fully understanding the

nature of the work or may simply select something that is conveniently situated for their lifestyle. The age of the students is not considered to be an influencing factor as many studies have shown no correlation between internship satisfaction and age (D'Abate *et al.*, 2009; Ellickson, 2002; Iacqua *et al.*, 1995; Lam and Ching, 2007).

Class Standing	Yes	No	Total
Sophomore	0	11	11
Junior	0	86	86
Senior	10	232	242
Total	10	329	339

Table 8.12: Summary of Responses to JDS Q16.2 Which States: As a Result of the Internship it is my Intention to Change my Major (by Class Standing)

For this second test conducted on Q16.2, the hypothesis is:

H^0 : Class standing and student's questioning academic major area are independent

H^a : Class standing and student's questioning academic major area are dependent

Assumptions are checked and it can be seen that 33.3% of expected cell counts are less than 5 and the minimum expected cell count is less than 1, therefore, the assumptions aren't met. In Research Objective Four when these assumptions

weren't met, it was possible to use an alternative, nonparametric test known as Fisher's Exact. However, Fisher's Exact only using 2 by 2 tables and in this example, the data required for interpretation results in a 3 by 2 table. Therefore, neither Pearson Chi-Square nor Fisher's Exact Test can be used.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.130 ^a	2	.127
N of Valid Cases	339		
a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .32.			

Table 8.13: Chi-Square Tests on Question 16.2 Related to Linking Internships to Students Questioning their Academic Major (by Class Standing)

As neither Pearson's Chi-Square nor Fisher's Exact can be used for interpretation, the only alternative is to examine the crosstabs table produced by SPSS using simple descriptive statistics.

With no statistical independence test to draw from, a review of the crosstabs table shows that from the sample of 339 students, only 10 (3%) indicate that as a result of their internship experience, they are inclined to switch out of their HTM

major into an alternative academic discipline. Interestingly, each of these is again of senior standing.

8.12. Outcomes for Research Objective Six by Emphasis Area

In a similar way to the Chi-Square calculation undertaken in section 8.8 above, this test examines the relationship between a student's internship and their inclination to change their emphasis. How it differs from the outcomes found above is that this will specifically examine this relationship by emphasis area rather than class standing.

Emphasis Area	Yes		No		Total
Food and Beverage	4	7%	51	93%	55
Lodging	25	21%	92	79%	117
Tourism	6	14%	38	86%	44
Meeting and Event Planning	5	5%	104	95%	109
Other	2	19%	9	81%	11
Total	42	13%	294	87%	336

Table 8.14: Summary of Responses to JDS Q16.1 Which States: As a Result of the Internship it is my Intention to Change my Emphasis (by Emphasis Area)

H^0 : Emphasis area and student's questioning emphasis area are independent

H^a : Emphasis area and student's questioning emphasis area are dependent

Assumptions are checked and 10% of expected cell counts are less than 5 and the minimum expected cell count is greater than 1 (1.38), so the assumptions are met and therefore Pearson's Chi-Square is used.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.402 ^a	4	.003
N of Valid Cases	336		
a. 1 cell (10%) has expected count less than 5. The minimum expected count is 1.38.			

Table 8.15: Chi-Square Tests on Question 16.1 Related to Linking Internships to Students Questioning their Emphasis Area (by Emphasis Area)

8.13. Interpretation and Discussion

In this third examination of Q16 (Q16.1 by emphasis area), it can be seen that the Chi-Square test statistic is 16.402. An examination of the p -value (.003) shows there is a significant relationship between emphasis area and students questioning their emphasis. Therefore, the null hypothesis is rejected.

This is the first example where the test for independence has shown a significant relationship between two variables and thus confirms that a student's choice of

emphasis area is something that may be questioned and or changed after the internship is complete. A review of table 8.14 shows that 13% of these students (42 of the 336 valid responses) indicate this intention and further examination suggests that the two emphasis areas with the largest contributions to the outcomes are lodging and 'other'.

Earlier in the thesis Chapter Five (Section 5.2.3, Page 195) a rationale is offered as to why students pursuing the 'other' category are excluded from the study. This is because they either hadn't declared an area of emphasis or were customising their own career track which didn't fall into one of the four more clearly defined categories. However, although omitted from previous research objective outcomes, it is pertinent to offer an insight into why 2 of the 9 respondents (19%) demonstrate a desire to switch their emphasis post internship. This may be occurring for two reasons. The first is that going into the internship, students may still be undecided on an appropriate career plan and thus it wouldn't be surprising to see them elect to switch into one of the defined areas if their experience wasn't positive. For example, they may have taken a position in food and beverage and decided after the internship that this wasn't a career track for them so they declared lodging, tourism or event planning to explore another side of the business.

Students are actively encouraged to do this by staff at the case university because part of the rationale for offering three separate internships is to promote

the 'try before you buy' (Coco, 2000) approach. This allows students to work for brief periods of time in different parts of the industry before committing to a specific career track and so switching emphasis areas is not necessarily discouraged but is an expected consequence. The Literature Review (Chapter Two) discusses this approach at length as the process has been found by many authors (Coco, 2000; Daugherty, 2002; Neuman, 1999 in Lam and Ching, 2007; Scott, 1992; Waryszak, 1999, 2000; and Zopiatis, 2007) to benefit both employer and employee by not recruiting graduates into a profession which they may leave after a short period of time.

Secondly, students from this group may have actually seen their internship as an enriching learning experience and as a result decided to confirm that emphasis track on their return to university in order to underpin the experience with more theoretical classes. Either way, these decisions will feature in the results table 49 above and although contribute to a significant relationship, the outcome of these decisions aren't considered a problem for further investigation at the case university.

The second sub group within the sample that contributed most to the quantitative findings in table 8.14 was the lodging emphasis. Of the 117 study participants, who previously selected a lodging career track, 25 (21%) indicated a desire to switch their emphasis after the internship. While again, some of the justification for this may be attributed to students switching their career tracks due to a bad

experience in the lodging sector, others may have been exposed to different parts of the job which steered them to a slight change in their career plans. For example, in many limited service hotels (Hyatt Place, Courtyard by Marriott, Hilton Garden Inns), students are required to not only attend to guest's lodging needs but may also be involved in food and beverage, event planning and sales within the property. While this type of employer will offer an opportunity to develop a broad set of skills, the introduction to other parts of the operation (possibly not previously considered by the student) may result in a student changing their emphasis. Comments confirming these conclusions are offered through the focus groups and include:

'My internship experiences have made me question both my major and my emphasis choice a lot. With my first internship at Animal Kingdom, I worked in merchandise and loved it. I loved being in a theme park and had absolutely no desire to work in a resort- which obviously made me question my emphasis in lodging. I even considered getting out of HTM and into something like marketing. I ended up talking to some people who were working in the HR department at Disney and their job sounded pretty magical so I decided that HR in a resort might be my new direction.'

(SP, HTM 390 Lodging Student, 2010)

'I think my internships have had a very large impact on my future career choices. I always pictured myself doing events but since I started working at the JW I left the option of lodging as an open door. I've learned so much about how to deal with people and different situations. I've learned a lot about the industry - more than I could have imagined. However it has definitely helped me decide and reassure myself on what I want to do. I'm an 'other' emphasis and working in the hotel has helped me to confirm exactly where I want to be. I enjoy and appreciate what I've learned at the hotel. But with the little events experience and the lot of lodging experience that I do have, I now know with 100% certainty that Events is where I should be.'

(SS, HTM 390 Lodging Student, Fall, 2010)

With only one prior study (Nelson, 1994) specifically addressing satisfaction levels in hospitality student internships (using Hackman and Oldham's theoretical framework) there is little opportunity to benchmark these findings against other research. However, with regular lodging workers Smith *et al.*'s (1996) study on lodging properties shows a significant correlation between job satisfaction and commitment. While the findings in this study show this is driven extrinsically (not necessarily by the work itself), some tenuous assumptions can be drawn about commitment levels in lodging workers.

Once again, for this thesis' conclusions, the scale of these negative connotations regarding the relationship between emphasis area and career change isn't widespread. However, it certainly poses some unanswered questions and thus will be revisited as an area of further research in Chapter Nine (Conclusions and Recommendations).

The final examination into a student's academic/career intentions based on the outcome of their internship again mirrors the previous Chi-Square test run in section 8.11 (Page 354). However, as is also the process for the example undertaken above, the focus of this test will be delineated by emphasis area rather than class standing.

Emphasis Area	Yes	No	Total
Food and Beverage	0	55	55
Lodging	10	107	117
Tourism	0	44	44
Meeting/Event Planning	0	112	112
Other	0	11	11
Total	10	329	339

Table 8.16: Summary of Responses to JDS Q16.2 Which States: As a Result of the Internship it is my Intention to Change my Major (by Emphasis Area)

For the second test conducted on Q16.2 by emphasis area, the hypothesis is:

H^0 : Emphasis area and student's questioning academic major area are independent

H^a : Emphasis area and student's questioning academic major area are dependent

Through a review of the assumptions, it can be seen that 50% of expected cell counts are less than 5 and the minimum expected count is less than 1 (.32), therefore, it is clear that neither assumption is met. In addition as the data required for interpretation results in a 5 by 2 table neither Chi-Square nor Fisher's Exact can be used. Therefore, as is the case for question 16.2 (Section 8.11,

Page 354), only an interpretation of the crosstabs table can be used for inferences.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.551 ^a	4	.001
N of Valid Cases	339		
a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is .32.			

Table 8.17: Chi-Square Tests on Question 16.2 Related to Linking Internships to Students Questioning their Academic Major (by Emphasis Area)

With only the crosstabs table to use for interpretation, it can be seen that only 10 students from the sample of 339 (3%) indicate they would change their major as a result of their internship experience.

While unfortunate to see any student indicating a desire to switch their major and eventual career path as a result of their internship, the results from this analysis can be considered good. Any academic major will experience students re-visiting career plans at varying stages of their time spent at university so it is inevitable that some natural wastage will occur particularly when students get an actual taste of the industry through their practical experiences. With only 3% of the

sample indicating this intention, it is fair to conclude that the internships are having a positive impact on the professional development of students and not creating retention issues in a considerable way. This finding contradicts those of Barron and Maxwell (1993); Callan (1997); Kusluvan *et al.* (2003); Purcell *et al.* (1999) and West and Jameson (1990) who each indicate that students are put off entering the HTM industries as a result of their internship.

However, what these results do highlight is that each of the students switching majors is of senior standing pursuing a lodging emphasis. While again, it's important to stress this small number is not a major concern for the case university, as there is some consistency in the outcomes, this may warrant further research and will be discussed in Chapter Nine (Section 9.4, Page 394).

8.14. Research Question Six – Summary

Having undertaken an examination into the design of student internships and analysed the impact of these experiences on their satisfaction and motivational outcomes (Research Objectives 1, 2 3 and 4), this final research question seeks to measure the intentions of students regarding any future action taken as a result of their internship. Essentially, this is the most important component of this thesis as the response to job design, through effectively planned internships, has a direct impact all stakeholders involved in the experiential education process.

It can be seen that through an analysis of the intentions measured by both internship class and emphasis area that no noteworthy issues are apparent. The one minor concern highlighted centres on a small number (3%) of senior, lodging students who have indicated an intention to leave the academic major and thus change career paths. While typically a 3% drop out rate may be considered acceptable, as all these students demonstrated the same characteristics, further research into this is warranted and will be discussed in Chapter Nine.

Chapter Summary

This chapter has posed and addressed the final two research objectives for this study. In doing so, it shows that students value their internships as an additional resource to traditional classroom teaching and learning. In addition, it demonstrates that while a student's emphasis area does have a significant relationship on their intention to change academic majors; this is seen as isolated to a sub section of the sample and not considered a big issue for further consideration. Overall, it can be stated that the educational experience at the case university is a positive one and the design and completion of internship experiences is having no adverse effect on a student's academic and/or career choices.

The following chapter will offer the conclusions drawn from the findings of this thesis including both the theoretical and practical contributions made to the

existing body of knowledge. In addition, it will present recommendations for practical implementation and suggestions for further research.

Chapter Nine

Conclusions, Recommendations, Contribution to the Field and Further Research Opportunities

Introduction

The purpose of this chapter is to offer a succinct summary of the thesis by presenting the conclusions drawn from the findings. In doing so, it evaluates these in terms of both their theoretical and practical contributions to the field of hospitality and tourism management (HTM). In addition, this chapter offers recommendations for both the case university, at the centre of this study, and direction for future research projects within the subject context.

9.1. Conclusions

The Conceptual Framework presented for this study in Chapter Three gives both a written and visual overview of the aims and objectives of this thesis along with an insight into the purpose of the study (Section 3.1, Page 95). The overarching aim of the thesis is to investigate the role internships play in the educational development of undergraduate students pursuing a career in HTM. It specifically set out to examine the relationship between the design of these work experiences, using Hackman and Oldham's (1975a) Job Characteristics Model (JCM), and their subsequent impact on a student's intrinsic motivation/satisfaction levels. In doing so, the thesis addresses the following

aims and objectives which are re-presented below and a summary of the conclusions drawn from each is provided.

Aim 1:

To appraise the likely benefits and drawbacks associated with experiential learning to stakeholders within the tourism and hospitality management environs.

Aim 2:

To test the applicability of Hackman and Oldham's (1975a; 1975b; 1976; 1980) Job Characteristic Model as a measurement tool for assessing the value of students' internship experiences

Research Objective One:

To what extent do the Core Job Dimensions of an internship contribute to the Critical Psychological States proposed by Hackman and Oldham?

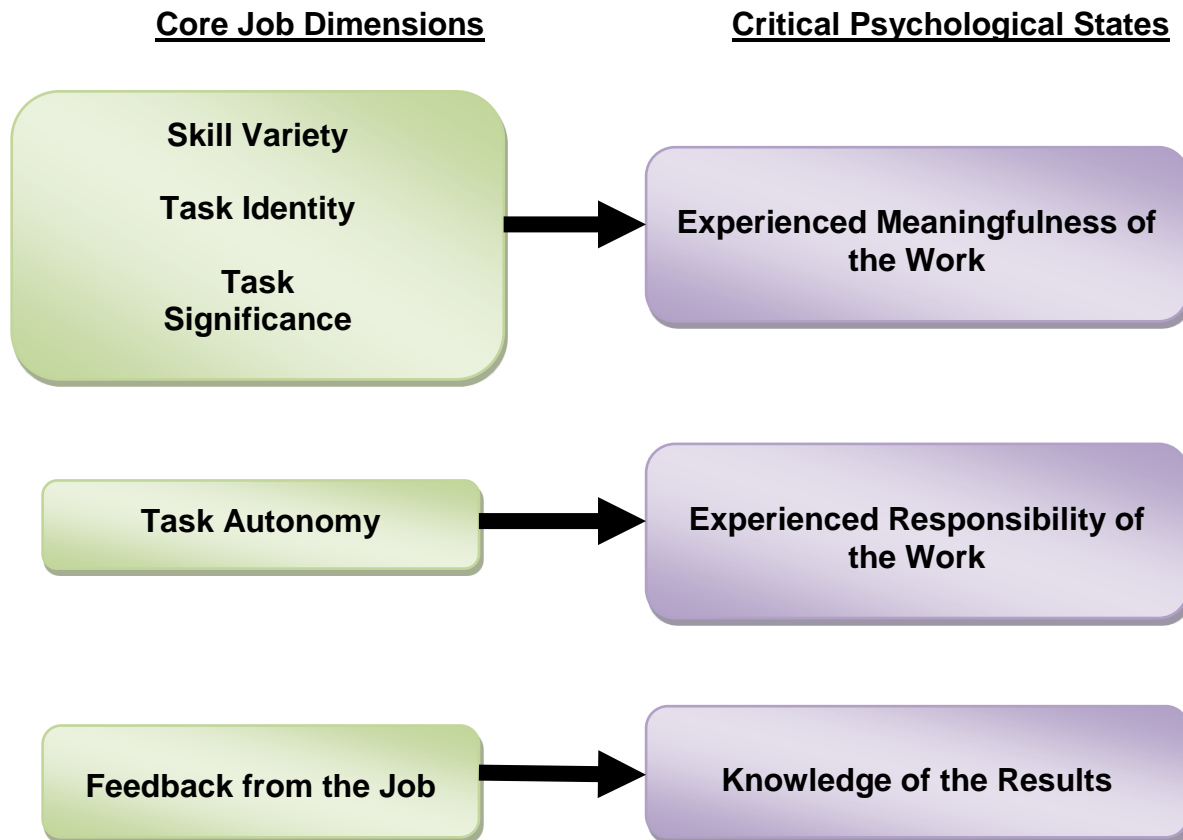


Figure 9.1: Visual Overview of Research Objective One

In order to thoroughly address this research objective (along with Research Objective Two that follows), the development of the results is approached in two ways. First, the data collected from students at the case-study university, via a modified Job Diagnostic Survey (JDS), is used to replicate the methodology and theoretical framework proposed by Hackman and Oldham in their original research (1975a). This involves taking the five core job dimensions (CJD)

proposed in their model and examining their role in evoking each of the respective critical psychological states (CPS) as outlined in figure 9.1 above. The second approach is to repeat this exercise but to not only use a more flexible modelling approach through the use of multiple linear regression (using a stepwise approach over a forced entry) but to also include two additional job dimensions (feedback from agents and dealing with others) to ascertain if any different outcomes are produced with the less restrictive methodology and theoretical framework.

Conclusion One:

The Core Job Dimensions do lead to the attainment of the Critical Psychological States in the student sample.

Through an examination of the syntax produced in SPSS it was found that significant correlations exist between the CJD and the CPS. These correlations range from .698 to .158 at the $p \leq 0.01$ level. In addition, through the use of multiple linear regressions, different amounts of variability are explained by the coefficient of determination (R^2 or adjusted R^2) in each model. For the CPS of experienced meaningfulness of the work (EMW), this is explained by the inclusion of the CJD skill variety (SV) and task significance (TS). Collectively, these independent variables account for almost 40% (39.9%) of the variability in the dependent variable. In addition, task identity (TI) (which is claimed by Hackman and Oldham to be an important predictor of meaningfulness in the work) is not deemed a significant model predictor within this student sample. The

remaining two CPS proposed by Hackman and Oldham are also significant with task autonomy (TA) predicting 25.7% of the variability in the dependent variable of experienced responsibility of the work (ERW) and feedback from the job (FFJ) predicting 24.4% of the variability in knowledge of the results (KOR).

Conclusion Two

More unexplained variability is identified by the model when introducing greater flexibility to the regression models

As indicated above, in order to introduce more flexibility into the original JCM proposed by Hackman and Oldham (1975), a stepwise approach is used in SPSS to re-run the data obtained from the respondents completing the JDS. This is introduced so that instead of forcing variables into the models in order to mirror Hackman and Oldham's (1975a) original theoretical framework, this will allow for only relevant CJD variables to be used as independent predictors of the dependent outcomes (CPS). In addition, rather than just using the five CJD proposed by Hackman and Oldham, all seven work dimensions are included in the stepwise approach.

The outcome of this approach results in not only improvements in the amount of explained variability (R^2 and adjusted R^2) but also the inclusion of different, significant independent predictors for each of the dependent variables (CPS). For example, the adjusted R^2 for the CPS of EMW is .52 (5.2%) higher using this approach. This was due to the inclusion of a third significant predictor of

feedback from agents (FFA). Similar outcomes also occur for the other CPS with TA and a new predictor of FFJ explaining an additional 3.4% of the variability relating to ERW and FFA substituting FFJ in the KOR outcome but explaining 17.8% more variability.

Conclusion Three

Through the introduction of increased feedback opportunities, students will experience more of the CPS proposed by Hackman and Oldham (1975a).

By introducing a less prescribed theoretical framework, it is found that student interns value different job dimensions and through their inclusion, they result in elucidating more of the unexplained variability encountered than simply mirroring Hackman and Oldham's (1975a) approach. The key job dimension which students' value is feedback with both FFJ and FFA appearing in the revised modelling approach.

Research Objective Two:

To what extent do the Critical Psychological States experienced by students act as mediators between the Core Job Dimensions and the affective satisfaction/motivational outcomes?

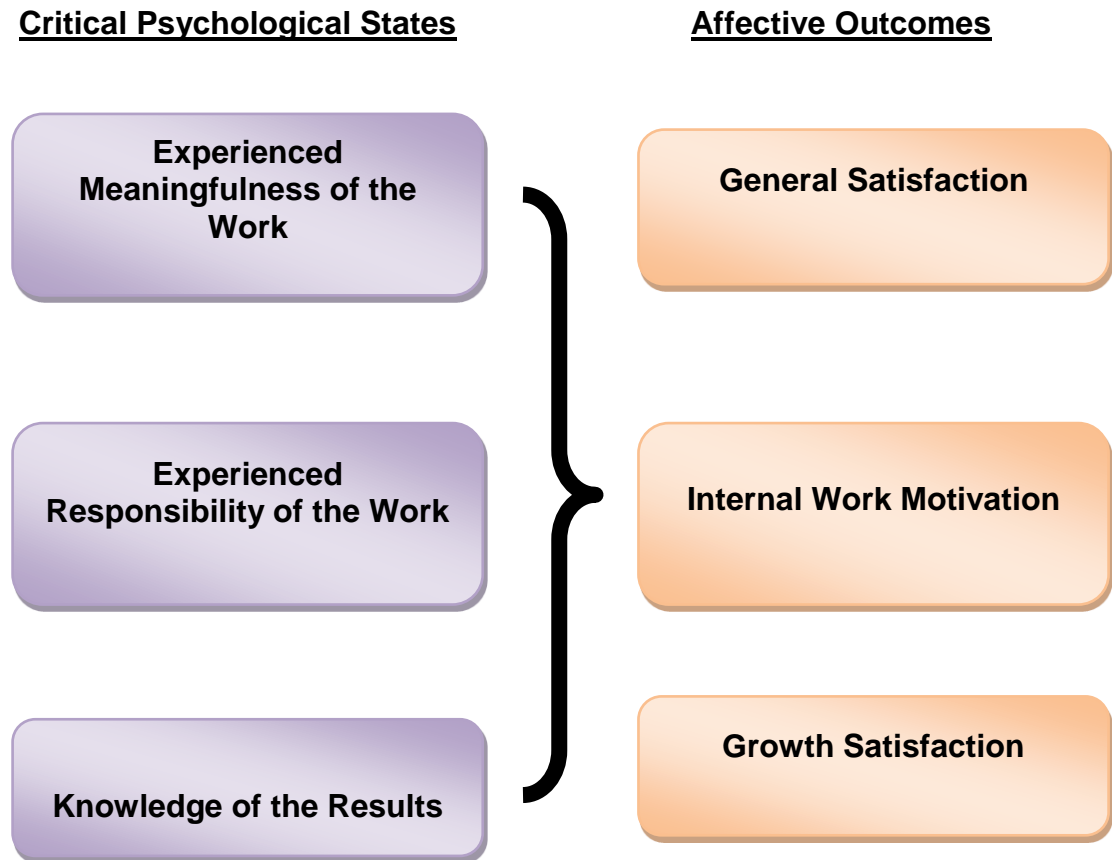


Figure 9.2: Visual Overview of Research Objective Two

Using an identical approach to this second stage of the Hackman and Oldham (1975a) JCM, a total of six regression models (three mirroring their theoretical framework and three using an unrestricted stepwise approach) are run and selected to determine which has the best predictive ability for the affective

outcomes (AO) of satisfaction and motivation. The conclusions drawn from this research objective are outlined below:

Conclusion Four

The Critical Psychological States do act as mediators between the Core Job Dimensions and the Affective Outcomes.

Once again, through the use of Pearson's Product Moment Correlation Coefficient, it is found that significant, positive relationships exist between the CPS and the AO proposed in Hackman and Oldham's (1975a) JCM. The strength of these correlations ranges from .772 to a low of .365 at the $p \leq 0.01$ level. In addition, by using a forced entry approach to creating the regression models (mapping all CPS against all AO), it is found that each of the CPS contributed significantly to the adjusted R^2 albeit providing different insights to the explained variability.

Conclusion Five

The proposed 'Student Internship Design Model' is a better vehicle for assessing satisfaction/motivation outcomes for this sample over Hackman and Oldham's original Job Characteristics Model (1975a).

As is seen when outlining the summary of Research Objective One above, through the use of a less prescribed theoretical framework, different and improved R^2 coefficients are produced for the proposed intern model explaining more of the variability with less independent predictors. For example, the AO of

general satisfaction (GS) for the proposed intern model increased the R^2 by 5.4% using only EMW and ERW (not KOR) while growth satisfaction (GRS) and internal work motivation (IWM) weren't as prominent, they still used less complicated regression models to explain similar levels of variability.

Aim 3:

Examine the relationship between job design characteristics (experienced through work based internships) and perceived student motivation/satisfaction levels based on internship class and emphasis area

Research Objective Three:

Does the relationship between Core Job Dimensions and satisfaction/intrinsic motivation levels differ by internship class?

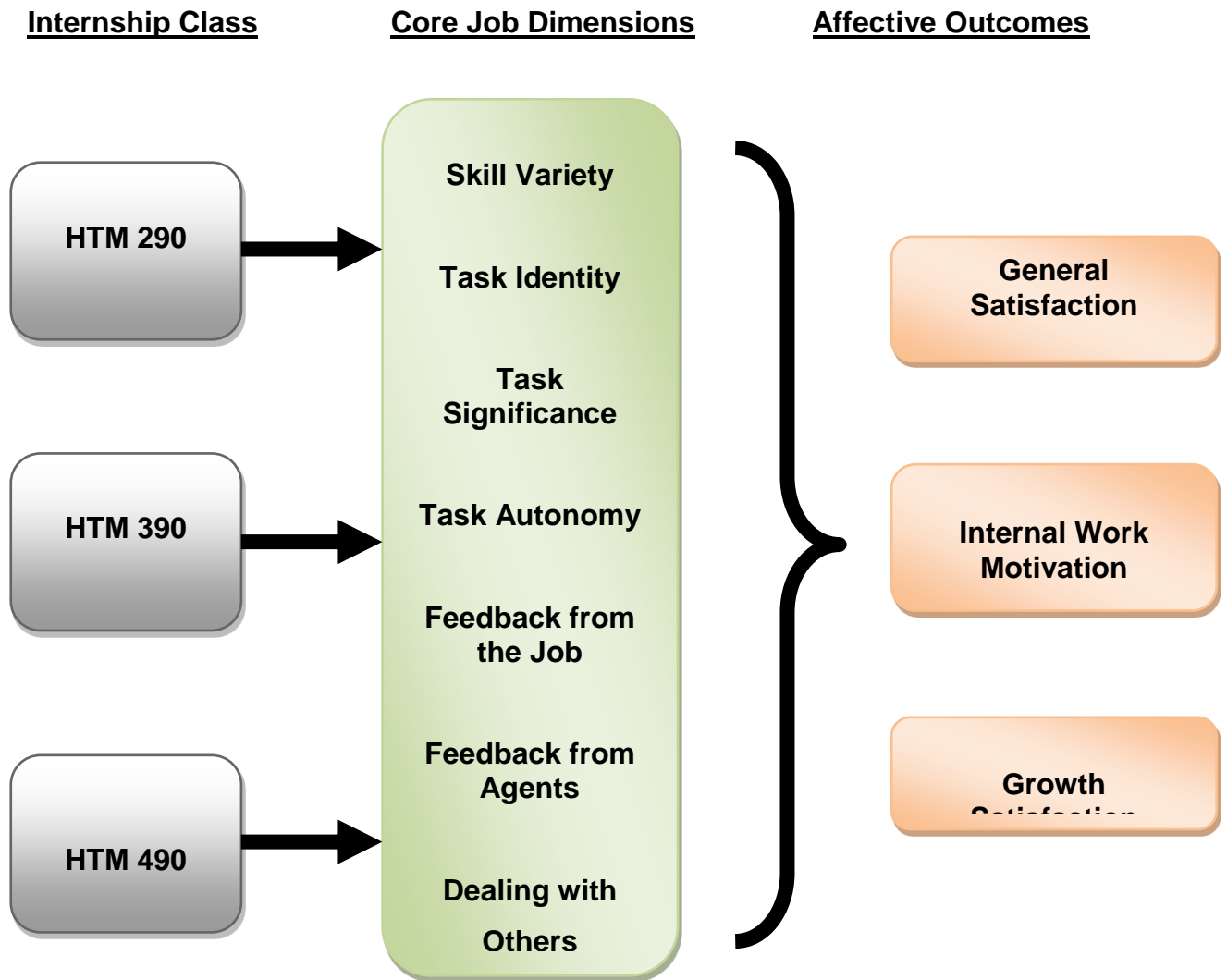


Figure 9.3: Visual Overview of Research Objective Three

Conclusion Six

The relationship between the Core Job Dimensions and satisfaction/intrinsic motivation outcome levels does differ by internship class.

The conclusion drawn from this research question shows that when examining the impact of the CJD on the AO by internship class that the outcomes do vary by sub group. While all of the linear regression outcomes are statistically significant, they offer no pattern for practical or theoretical inferences as each outcome is determined by different CJD. However, when further examination of the relationship between these CJD and the AO is analysed by cohort rather than AO, a number of patterns do emerge offering some useful insights for the study that will be discussed further in section 9.3 of this chapter. For example in the summary table 7.14 (Chapter Seven, Section 7.10.4, Page 321), it can be seen that students undertaking HTM 290 consistency include TS as a predictor for all three affective outcomes; HTM 390 students include SV and FFA and HTM 490 have SV and TA as regular model contributors.

Research Objective Four:

Does the relationship between the Core Job Dimensions and satisfaction/intrinsic motivation levels differ by emphasis area?

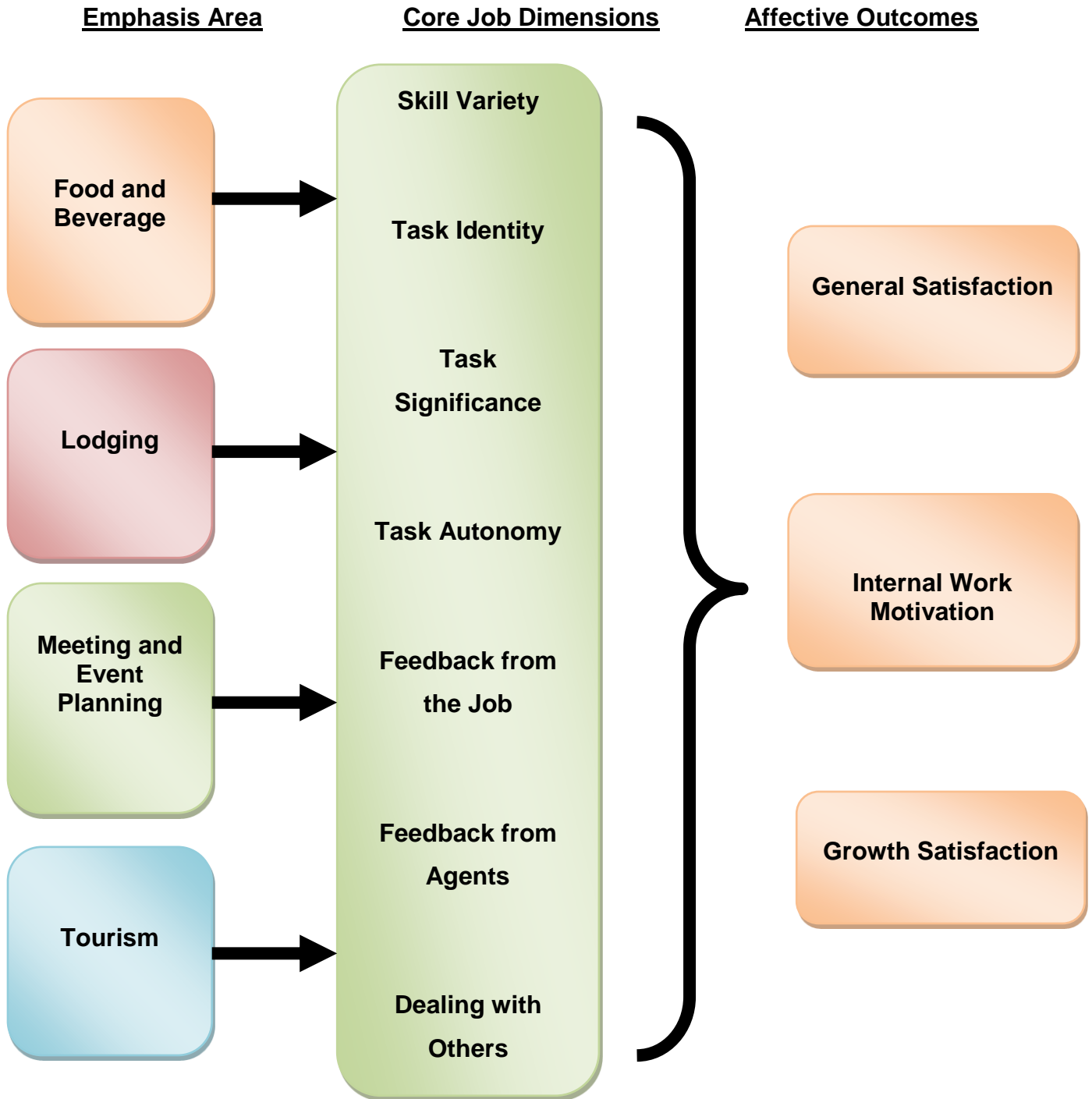


Figure 9.4: Visual Overview of Research Objective Four

Conclusion Seven

The relationship between the Core Job Dimensions and satisfaction/intrinsic motivation outcome levels does differ by emphasis area.

While again, the conclusion drawn from this research objective shows no pattern of CJD consistently predicting the AO of satisfaction (general or growth) or motivation, some useful findings did occur. In a similar way to conclusion six (above), further examination of the data did reveal consistencies in the CJD predictors when analysing the outcomes by emphasis area rather than AO. To that end, the study is able to conclude that while the relationship between the CJD and the AO do differ by emphasis area, within each sub group; some patterns did emerge indicating that certain CJD are favoured by students pursuing particular career paths. For example, food and beverage students consistently indicate FFJ as a key dimension in their work that contributes to their satisfaction and motivational outcomes. In each of the three AO models, lodging students appear to favour SV as their predictors. For tourism students it's both TS and FFA and finally for meeting planning students they consistently seek TA.

Aim 4:

Examine how influential experiential learning experiences are on the contribution to students' educational development in the field of HTM

Research Objective Five:

To what extent do internships enhance the classroom knowledge and educational development of HTM students?

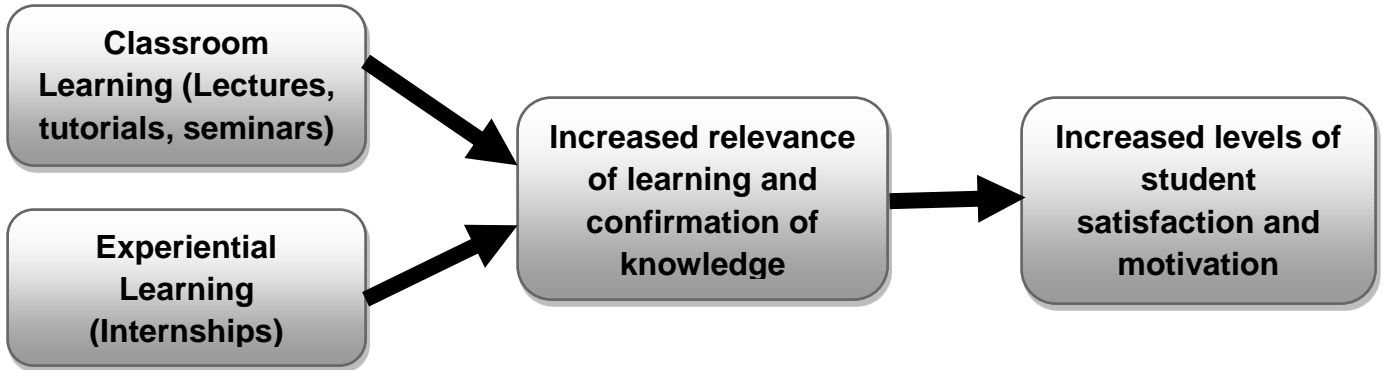


Figure 9.5: Visual Overview of Research Objective Five

Conclusion Eight

Students did not necessarily see their classroom education as complementing their internship but rather underpinned the additional learning of new skills and competencies that occurred.

Using both Chi square and Fisher's Exact statistical calculations to test for independence, it is found that students from the case-study university feel that the internship enhances both their classroom knowledge and educational development.

Through the use of both quantitative and qualitative data analysis, it is found that the education they receive prior to their internship prepares them for the experience. In addition, there is statistical significance showing that theories

discussed in class are important to them in their professional development. This conclusion supports Dewey's (1938) theories on Progressive Education which advocate for a combined approach to learning and development.

Conclusion Nine

There is a mismatch in expectations between the student and the employer of interns.

While this research identifies many positive outcomes of the internship experience, one negative aspect that requires further investigation relates to the mismatch in expectations between stakeholders. Prior research in this area has proven to identify this issue as a common problem (Beggs *et al.*, 2008; Callanan and Benzing, 2004; Collins, 2002; Downey and DeVeau, 1988; Knouse *et al.*, 2000; Kusluvan *et al.*, 2003; Lam and Ching, 2007; Lefever and Withiam, 1998; Mabey 1986 in Orr *et al.*, 1992; Patterson and George, 2001; Waryszak, 1999, 2000; Zopiatis, 2007) and while it doesn't appear to have an adverse impact on student's retention and decisions to explore HTM careers, it requires further research in order to enhance the utility of this experiential education process more.

Aim 5:

Determine how influential internships experiences are on future decisions students make about their academic/career choices.

Research Objective Six:

To what extent does an internship experience influence students' academic/career choices?

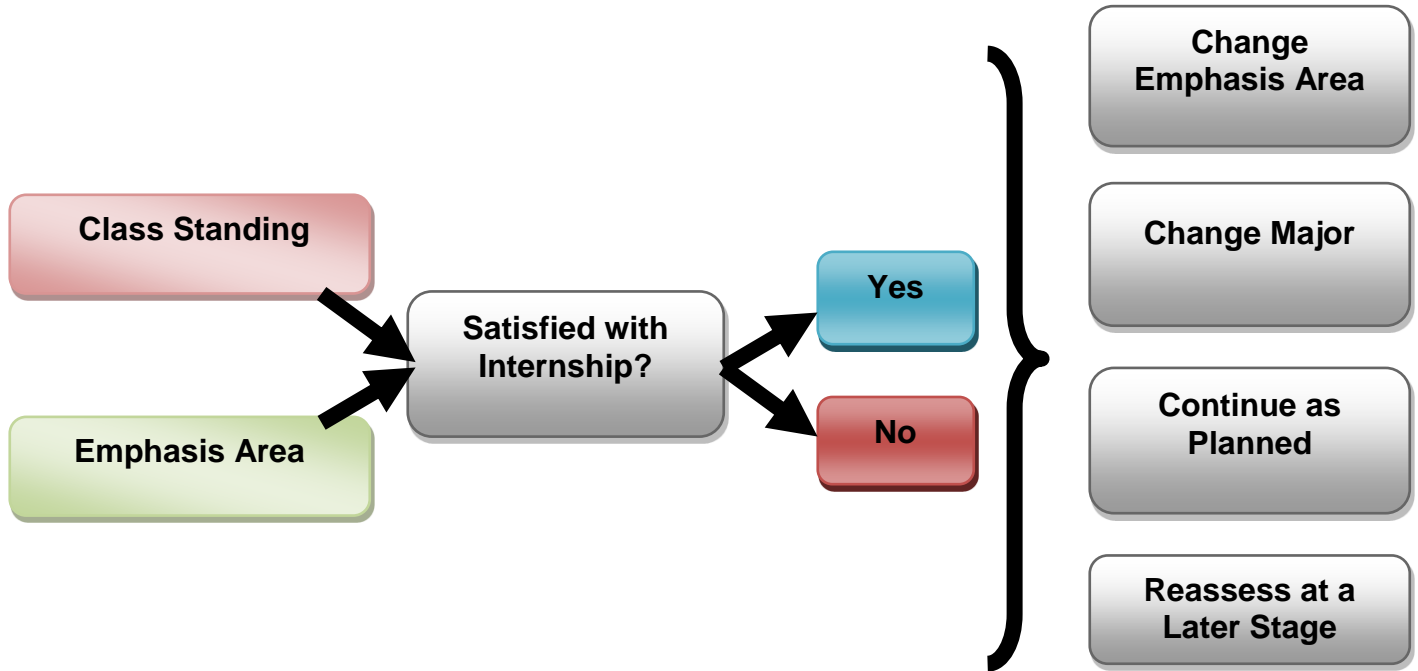


Figure 9.6: Visual Overview of Research Objective Six

Conclusion Ten

Through a review of both the quantitative and qualitative research methods it can be concluded that no significant issue is apparent with the design of internships and any adverse impacts on students' academic and career choices.

This final conclusion is aligned most to the overall purpose of this study which is to investigate the role internships play in the educational development of

undergraduate students pursuing a career in HTM. Understanding the impact the experiential learning experience has on the student with regard to them changing academic majors and or career paths is important to a number of vested stakeholders including students, employers and educators.

While it is found that as a result of their internship, approximately 13% of students may elect to change their emphasis and explore other career destinations within the hospitality and tourism environment, only 3% (10 students) are inclined to drop out of the industry altogether and explore another vocation. All of these electing to switch academic/career paths are of senior standing exploring a lodging emphasis and thus this conclusion does prompt further research which will be discussed in section 9.4 of this chapter.

Having re-posed the research objectives and offered a summary of the key findings for this thesis, section 9.2 will discuss both the practical and theoretical contributions that arise from these findings.

9.2. Theoretical and Practical Contributions to the Existing Body of Knowledge

In Chapter One of this thesis (Section 1.5, Page 14) a number of theoretical and practical contributions to the existing body of knowledge were envisaged as a result of this study. Based on the conclusions presented above, the following is offered as an outcome of this research.

9.2.1. Theoretical Contributions

- **Provide an updated, comprehensive literature review on internship stakeholder benefits.**

The first aim of this thesis is to appraise the likely benefits and drawbacks associated with experiential learning to stakeholders within the tourism and hospitality management environs. Through the completion of the Literature Review (Chapter Two), in addition to setting the context of experiential education through a review of prior work by education theorists, it can be found that this thesis does indeed address this initial research aim and serves as a future resource for vested stakeholders. Its value lies in creating a strong argument for the theoretical underpinning of experiential education as a vehicle for delivering high impact learning experiences (Kuh, 2008) in students which in turn offer numerous benefits to educators, employers and communities.

- **Empirical Testing of Hackman and Oldham's (1975a) JCM on HTM student interns.**

Part of the rationale for this thesis is the identification of a research gap that had yet to be addressed by previous studies. While a number of authors (Hackman and Lawler, 1971; Hackman *et al.*, 1975b; Hackman and Oldham 1975a, 1976, 1980; Lawler *et al.*, 1973; Oldham *et al.*, 1976, 1991; Turner and Lawrence, 1965; Renn and Vandenberg, 1995) examine job design using the JCM as a vehicle for evoking intrinsic motivation, few studies apply these within a

hospitality and tourism context (Lee-Ross 1993; 1995; 1996; 1998a; 1998b; 1999; 2002; 2005). While these latter studies by Lee-Ross demonstrate the applicability of the model within a HTM setting, these are all conducted on regular workers rather than student interns who clearly approach the work environment with different intentions and motives (D'Abate *et al.*, 2009). Therefore, the opportunity to empirically test the model on student interns is presented and while this has been undertaken by authors in other disciplines (D'Abate *et al.*, 2009; Feldman and Weitz, 1990; Narayanan *et al.*, 2010, Paulins, 2006; Rothman, 2003, 2007) only one study is identified as applying the model to HTM interns (Nelson, 1994).

Therefore, the findings of this research offer greater support that the model can be applied empirically within a HTM student context and the conclusions further show that students achieve a combination of both satisfaction and intrinsic motivation through the work dimensions of their internship.

- **Create an 'intern's model' for the measure of satisfaction and intrinsic motivation**

While this thesis offers evidence to confirm the value of Hackman and Oldham's JCM (1975a) with HTM interns, one of the benefits of introducing more flexibility to the model in Research Objectives One and Two results in the creation of a different theoretical framework that can be used with HTM interns. While the findings of this research recognises some limitations associated with this approach, statistically and empirically, it is found that the proposed intern model

serves as a better vehicle for the prediction of satisfaction and motivation outcomes (measured by improved adjusted R^2 coefficients) by using different independent variables from those proposed by Hackman and Oldham (1975a; 1976; 1980). In addition to the theoretical contribution to the body of knowledge this offers, there are also a number of practical implications that are further discussed below in section 9.2.2 of this chapter.

- **Class Standing and Emphasis Specific Job Dimensions**

In addition to offering a proposed intern model discussed above, the findings of this research also provide insights into the impact of specific CJD on students by class standing and emphasis area. Once again, this will be examined in section 9.2.2 below but clearly this outcome adds further evidence to the important contribution this study makes to the existing theoretical body of knowledge (particularly relating to emphasis areas). This is because it demonstrates which CJD is more likely to result in improved levels of satisfaction and intrinsic motivation as a result of the design of an experiential education experience. It is believed that no other study currently exists that provides these insights and has great utility for educators, employers and students to design an internship that will yield maximum contributions to their satisfaction and motivational levels.

- **Advance the body of knowledge and understanding in the field of satisfaction and intrinsic motivation in HTM workers?**

Although this study has its focus on HTM student interns, the findings offer a number of inferences that can be applied to the work environment for all HTM

employees. With such a lack of studies available applying Hackman and Oldham's (1975a) JCM within the service environment, an opportunity to gain an understanding of the type of job dimensions that are favoured by workers is valuable to managers of human resources. Through this application the existing body of knowledge on worker satisfaction and intrinsic motivation is enhanced as the specific findings of this study, particularly as it relates to workers from specific emphasis areas, can be used to underpin strategic decisions on work redesign. This will result in the creation of enriched work which inevitably will assist in improving worker satisfaction, motivation and thus lower unplanned turnover rates.

9.2.2. Practical Contributions

While section 9.2.1 of this chapter offers insights into the theoretical contributions to the existing body of knowledge, this section provides insights that can be implemented by stakeholders associated with the internship process and ultimately form the foundation of the recommendations (Section 9.3, Page 391) that follows.

- **Provide valuable insights into the work preferences, motivation influences and satisfaction drivers of HTM students.**

Undoubtedly the value of an empirically tested theoretical model of this nature yields insights into a number of AO of HTM student interns. These include their work preferences, intrinsic motivational influences and satisfaction drivers. In addition to the theoretical contributions these afford for designing effective

internships (see below), understanding these outcomes offers a number of practical benefits to educators in terms of orientating parts of the teaching curriculum, sourcing internship experiences that yield many of these characteristics and building relationships with employers to offer future opportunities to graduates.

- **Offer prospective employers a detailed insight into how to effectively design work based experiences that yield the maximum benefit for students resulting in improved retention, higher motivational levels, appropriate skill development and enhanced loyalty.**
- Possibly the most important practical outcome from this study is the use of the research findings to underpin the future design of HTM student experiences, particularly at the case-study university. Clearly some general recommendations about the role of the CJD in creating positive associations with the CPS and AO can be used by a number of educational institutions that facilitate HTM internships. However, the real value of this research lays in the practical application of Research Objectives Three and Four. These two objectives provide specific insights into the effective way to design the internship experience for GVSU students by either class standing and/or emphasis area. By taking note of these and incorporating the recommendations offered in section 9.3 (Page 391), it is anticipated that students will maximise the potential of their internship and thus further increase their satisfaction and motivational

outcomes. This in turn will provide additional benefits to other stakeholders in the form of improved retention (educators and employers), appropriate skill development (employers) and enhanced loyalty.

Having summarised the key findings of the study in the form of conclusions and further offered insights into the theoretical and practical contributions of this thesis, the final section of this chapter will offer both practical recommendations to stakeholders and suggestions for further research.

9.3. Recommendations

- **Develop a set of internship design guidelines**

In order to take full advantage of the conclusions drawn from this study (Conclusions Six and Seven), it is recommended that the teaching team at the case-study university compile a set of guidelines that can be shared with employers of interns. Within these guidelines should be a summary of the key benefits enjoyed by the primary stakeholders involved with the internship process along with some generic guidelines for employers to follow. These would include the need for increased feedback opportunities (particularly from agents) which will help students appreciate the relevance of their contributions to the employer's operational goals (Conclusion Three).

For those employers seeking to yield greater utility from the experience and thus utilise the internship for its full, beneficial potential, an additional section of the

internship guidelines should include specific job dimensions that reflect the affective outcomes of students by internship class and emphasis. A grid will be developed combining tables 7.7 and 7.14 from Chapter Seven (Sections 7.5.4 and 7.10.4, Pages 291 and 316) mapping the preferred job dimensions of students at varying stages of their internship who have selected a specific emphasis. For example, a HTM 290 student following a food and beverage emphasis will respond positively to a job that includes TS and FFJ. A HTM 490 student following lodging career path will benefit from SV and TA.

- **Seek ways to establish and communicate expectations more effectively**

Conclusion Nine in this thesis identifies a mismatch in expectations between a number of core stakeholders involved in the experiential learning process. As a result, revised internship guidelines will need to be drafted to include the need to establish expectations early in process where both students and employers can share their goals for the experience and agree upon a set of expectations that are mutually beneficial. These expectations will be documented in a type of 'learning contract' between the student and the employer and a copy will be sent into the internship placement office at the university. Part of the assessment process with students will involve their evaluation of these outcomes at the end of the experience.

Currently, students at the case-study university are required to set learning objectives for their internships. While they are encouraged to establish these in consultation with their employer, anecdotally, many don't. Therefore, this existing process will be more formalised to include not only learning objectives but a section on expectations so students are more realistic about what opportunities their internship will provide beyond the specific learning outcomes. This recommendation is supported by Rothman (2007) who found that students who underwent a structured internship programme with clear tasks performed better than those who participated in open-ended experiences with less-defined objectives.

- **Reinforce industry expectations through the classroom**

Again, a large amount of time at the case-study university is spent preparing the students for the experience. In addition to the numerous theoretical classes taken in subject specific disciplines, students undertake a 6 week field preparation class (HTM 190). The purpose of this class is to offer a detailed insight into the internship process and the assessment requirements. Findings from the JDS, discussed in Research Objective Five (Chapter Eight – Section 8.3, Page 332), show that 94% of respondents claim their education at GVSU has prepared them for their internship. However, with 82% of students claiming their expectations hadn't been met by the experiential education experience, clearly a greater emphasis needs to be placed on discussing this in the classroom environment. This includes encouraging students to raise questions during the interview process that help them establish the expectations of the

internships and thus allows them to accept or reject job offers knowing in advance what the learning experience will entail.

- **Encourage more agreed training programs**

Data analysed from the JDS shows that 161 of the 339 (48%) students participating in the study agreed a training program with their employer prior to the commencement of their internship. Of these students 97% (156/161) stated that they slightly agreed, agreed or strongly agreed that the majority of this training plan was followed throughout the duration of their employment. This high conversion rate is encouraging and while less than half of the employers hiring GVSU HTM interns offer a structured training opportunity, further support should be given to employers, by the teaching staff at GVSU, to formalise the learning experience in this way.

9.4. **Limitations and Recommendations for Future Research**

As well as the theoretical and practical contributions noted above (Section 9.2, Page 385), the study is also able to identify several areas that require further research.

1. Investigate the unexplained variability for Internal Work Motivation

Consistently throughout the empirical testing of both Hackman and Oldham's (1975a) JCM and the proposed intern model, the R^2 for IWM yields large amounts of unexplained variability in the regression models. While quantitatively, the results are statistically significant, there is a need to further examine some of

the proposed opportunities for increasing IWM in students including the design of their jobs/internships and beyond. This may include investigating outcomes such as the negative relationship of TS on HTM 490 students found in Research Objective Three or the significant negative relationship with TI on tourism students in Research Objective Four.

In doing so, an improved understanding of other influences on a student's intrinsic motivation will be unearthed and utilised to make more informed decisions of the internship design process.

2. Examine the effect of the Growth Need Strength model moderator

As they were outside of the scope of the research thesis, a limitation on the findings is that opportunities to explore the impact of moderators to the JCM were not undertaken. The most important for this study and particularly an examination of lower IWM outcomes is that of growth needs strength (GNS). Hackman and Oldham (1975a; 1976; 1980) suggest the use of GNS as a moderator between variables specified in their JCM whether between the CJD and the CPS or these and the AO. In essence, these reflect a behavioural pattern or personality trait in the worker. Hackman and Oldham (1975a; 1976; 1980) propose that employees will respond to the characteristics of a job in different ways dependent on the strength of their own individual growth needs. A job that is challenging may appeal to a worker who has an individual thirst for knowledge and skill development and thus will respond positively to the complexities of that role. A different worker who has weaker growth needs may well respond in a

polarised way to that same job feeling intimidated and possibly incapable of success.

A number of studies applying Hackman and Oldham's work have addressed the topic of GNS in hotel workers as a moderator to the JCM (Lee-Ross, 1995, 1998, 2004; Wong *et al.*, 1999). The outcomes of these studies have shown some correlation between motivational levels, job satisfaction and GNS. As a result of the lower R^2 coefficients produced in the regression models for IWM, a study of this nature could further examine the GNS scores for the sample and analyse its impact on IWM and satisfaction outcomes in students.

3. Examine the relationship between the motivating potential of an internship and a student's actual experience

When students select their experiential learning experiences, they often venture into the unknown and have few insights into how the time spent employed within the organisation will work out. If the job they undertake is designed in such a way that it lacks any real potential for a job incumbent to be motivated then naturally a student will find it difficult to experience any form of satisfaction or IWM as an outcome.

According to Hackman and Oldham (1975a; 1976; 1980), it is possible to quantify the motivating potential of a job through the use of a formula they created based on their JCM. Through the completion of the JDS, the researcher can obtain a summary score based on the employee's responses to questions about their

work and calculate an overall measure of job enrichment; called the Motivating Potential Score (MPS). By converting the work undertaken by employees into a measurable score, they claim it is possible to separate jobs that are high in motivating potential from those that are low. With that knowledge, observations regarding a student's reaction to those high or low motivating job can be undertaken and thus more informative assessments can be made regarding their IWM (Hackman and Oldham, 1975a; 1975b; 1980, Lee-Ross, 1995; 1998a; 2004).

4. Investigate the causes of student expectation mismatches

While this study has found many positive inferences relating to the experiences of students undertaking their internships, possibly the greatest surprise was the indication of so many (82%) that their experience had not matched their expectations. While the discussion in Chapter Eight (Section 8.3.2, Page 332) offers some potential reasons for this and the recommendations posed above may alleviate some of these issues in the future, further research into this finding is required. This can be undertaken through an additional study within the case university to ascertain potential causes and thus determine appropriate action to be taken to minimise future occurrences.

5. Investigate the reasons for students leaving the HTM major

In the final research objective examined for this thesis, it is found that a small number of students are inclined to switch their academic major and thus their career goals as a result of their internship. While this number represented only

3% of the student sample, the 10 students were all of senior standing pursuing a lodging emphasis. Further research will be undertaken in this area to investigate some of the influencing factors on this sub group to see if there are any unique characteristics within the internships these students undertook that influenced their decision. Broadening this study to include students who switched emphasis areas as a result of their internship will also be helpful in determining if the current structure of the internship programme at the case university (3 short internships), is the preferred model.

6. Undertake the study with a different student sample

While this study affords numerous benefits to the case-study university, in order to add further value to the findings and truly cement the contribution of this research to the existing body of knowledge, it is recommended that the study be repeated using a different student sample. Throughout this thesis references are made to differing internship structures, assessment requirements and economic conditions (Airey and Johnson, 1999; Edmonds, 1998; Inui *et al*, 2006; Tribe, 2002) that lead students to select and undertake their experiential education experiences in a particular way. By repeating this study these questions can be raised and examined further along with other unusual findings such as the issues identified with TI on GS levels in the whole sample or specific emphasis areas (food and beverage and tourism students). In addition, opportunities for cross cultural observations can also be realised by including samples of students from other countries.

9.5. Concluding Statement

This study set out to investigate the role experiential education, in the form of internships, plays in the professional development of students. Through an appraisal of the literature, it outlines the many benefits available to stakeholders through the correct facilitation of a structured training experience. In addition, the study advocates for experiential education as a complementary teaching strategy for the delivery of high impact learning experiences (Kuh, 2008, Kuh *et al.*, 2005) which assist educators in providing an engaging learning environment which can result in retaining students through to their eventual graduation.

In particular, this study examines the internship experience through an evaluation of job design. Through both the application of Hackman and Oldham's Job Characteristics Model (1975a) and the development of a proposed intern's version of that model, it finds that dimensions of the work undertaken do contribute significantly to an individual's satisfaction and intrinsic motivational outcomes. In addition, the study examines the role classroom education plays in underpinning the practical learning experience and it finds that while this assists students in observing many of the topics and theories discussed in a theoretical setting, the internship enhances their education through the development of new skills and competencies not previously taught.

The rationale for concentrating this study on the experience of HTM students is to not only address an existing research gap but to also determine the effectiveness of these experiences in the context of stakeholder benefits. It is envisaged that if

the internships are positive for students then the other involved stakeholders will benefit and some of the inherent challenges faced by employers (attracting youth to the industry, turnover rates and skill shortages) and educators (declining academic performance and increased dropout rates) will be minimised.

This study demonstrates the importance of conducting empirically based research to support the debate on the value of experiential education in the HTM curriculum. If its findings result in greater attention being placed on designing effective internships for students by educators and employers then not only can it claim a modest contribution to the existing body of knowledge within the field but it will also enhance the learning experience for students that will undoubtedly reap many benefits for all involved.

9.6. Research Reflexivity

In addition to the research limitations noted above, the process of research reflexivity offers an opportunity to look back on my own personal journey with this thesis. As somewhat of a novice researcher entering this process over five years ago, I questioned the value of the PhD qualification as a valuable tool for an education administrator/teacher that manages a hospitality and tourism programme at a US university whose culture centres on a teaching first philosophy. While research is encouraged at my institution and a few of my colleagues hold doctoral degrees, I challenged how such a process could improve my ability to teach and enhance the learning experience for my students.

However, despite my initial resistance, over time I observed more and more staff entering the university with a PhD qualification. This coupled with incremental shifts in the organisational culture embracing scholarship, I felt if I wanted to continue to develop professionally I'd need to eventually cave in to my own blinkered mind set and embark on this 'necessary evil of the profession'.

To commence the process, I explored courses at US based institutions but a combination of costs (as I was a non-US resident) and residency requirements led me to seek alternative arrangements. To that end, I initially reached out to Dr. Thea Sinclair at the University of Nottingham who had supervised my MBA thesis in 2000 and as she had an interest in working with me on the topic of experiential education, it seemed a perfect solution. Although not officially enrolled in the programme at that stage, I commenced work on developing an appropriate Conceptual Framework, explored research gaps and synthesised the literature. A few months into my work, I sent off a proposal and was awaiting confirmation and feedback on the merits of my proposal. Due to distractions at work, a couple more months passed before I eventually stopped sending e-mails to Thea and called the university to check on my status only to learn that Dr. Sinclair had been tragically killed in a horse riding accident. As my proposal had been stored within her computer files no one was aware of my intentions to commence the PhD at Nottingham and thus I hadn't been notified of her passing.

After exploring the proposal with some of her colleagues at Nottingham it became clear that there was limited expertise or interest in my preferred area of research amongst the teaching staff and thus I had to find an alternative programme at another university. After pursuing a number of leads at other UK institutions I was pleased to be accepted into the programme at the University of Plymouth Business School where Dr. Sheela Agarwal and Dr. Graham Busby agreed to supervise my thesis.

Despite these early challenges and setbacks, I found the PhD experience to be very worthwhile. The process was challenging not only in terms of my professional development as a researcher but it tested other competencies such as my time management skills, project management techniques, the management of stress and the importance of organisational skills which will all serve me well into the future. The PhD itself offered an opportunity to explore method, epistemology and ontology and has undoubtedly helped me to understand the nuances of research and develop my craft in a more holistic way. In completing this thesis I believe I have held true to the original principles instilled in me by Dr. Sinclair but I've also realised the evolutionary nature of a PhD thesis as a working document and through sound guidance of my supervision team at Plymouth, I have allowed the research to develop into this final submission.

Overall, I believe I have become not only a better researcher as a result of this experience but unexpectedly I'm confident the process has helped me become a better educator in the classroom. On reflection, the whole process, while littered with highs and lows, has been invaluable and I am proud to have become a member of the Academy.

**INTERNSHIP DESIGN AND ITS IMPACT ON SATISFACTION, INTRINSIC
MOTIVATION AND STUDENT CAREER CHOICES**

by

PAUL MATTHEW STANSBIE

A thesis submitted to the University of Plymouth
in partial fulfilment for the degree of

DOCTOR OF PHILOSOPHY

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School of Tourism and Hospitality
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APPENDIX 1:

Table 1: A Summary of the Work Discussed by Educational Philosophers, Psychologists and Theorists and the Common Themes Addressed in their Research

Theorist's Name	Contribution	Summary of Research	Themes Addressed
John Dewey	Proposed the idea of 'Progressive Education in the US'	Philosophy of Pragmatism- proposed interaction with the outside world led individuals to learn from each and every experience they encounter through a process of reflection	<ul style="list-style-type: none"> • Student motivation to learn • Learning through experience • Self-reflection • Teacher facilitates the learning • Encourages self-efficacy
Kurt Lewin	Conducted Field Force Analysis and Group Dynamics at the National Training Laboratories Research	Interaction with the external environment enhanced knowledge and learning through practise improved retention	<ul style="list-style-type: none"> • Student motivation to learn • Student Involvement • Learning through experience
Kurt Hahn	Created Outward Bound Schools and the Duke of Edinburgh Scheme	Worked with adolescents and used learning through experience to develop leadership skills and reflective assessment.	<ul style="list-style-type: none"> • Student motivation to learn • Involvement • Learning through experience • Staged Learning • Self-reflection • Teacher facilitates the learning • Encourages self-efficacy

Theorist's Name	Contribution	Summary of Research	Themes Addressed
Paulo Freire	Challenged the 'Banking Method' of teaching and was key contributor to a critical pedagogical approach to learning.	Encouraged self-efficacy in student learning and advocated the role of experience as an alternative method for learning	<ul style="list-style-type: none"> • Student motivation to learn • Involvement • Learning through experience • Self-reflection • Teacher facilitates the learning • Encourages self-efficacy
Jack Mezirow	'Transformative Learning'	Learners can be 'transformed' through a process of critical reflection and past experiences.	<ul style="list-style-type: none"> • Student motivation to learn • Involvement • Learning through experience • Self-reflection • Teacher facilitates the learning • Encourages self-efficacy

Theorist's Name	Contribution	Summary of Research	Themes Addressed
Carl Rogers	Proposed a Humanistic approach to psychology	He outlined a number of qualities afforded by experiential learning which concentrated on addressing the needs and wants of the learner. He claimed that through their involvement, self-motivation and self-evaluation, the learner would experience personal change and growth.	<ul style="list-style-type: none"> • Student motivation to learn • Involvement • Learning through experience • Self-reflection • Teacher facilitates the learning • Encourages self-efficacy
David Kolb	Developed Learning Styles Inventory and Experiential Learning Model	Measured preferred learning styles of individuals and is a strong advocate for experiential education.	<ul style="list-style-type: none"> • Student motivation to learn • Involvement • Learning through experience • Self-reflection

Appendix Two								
Author (s)	Date	Table 2.2: A Summary of the Potential Benefits Obtained by Students Participating in an Internship.						
		Application of Classroom Theory to Practise	Skill and Competency Development	Improved Employment Opportunities	Experience Leads to Future Career Success	Enhanced Academic Performance	Improved Maturity in Student Attitudes	Test a Career Path
Baum	2002		X					
Blair and Millea	2004			X		X	X	
Beggs <i>et al.</i> ,	2008				X			
Bowes and Harvey	1999			X	X	X		
Bullock <i>et al.</i> ,	2009	X	X				X	
Busby <i>et al.</i> ,	1997	X	X					
Busby	2002				X		X	X

Appendix Two								
Author (s)	Date	Benefits Obtained by Students through the Completion of an Internship						
		Application of Classroom Theory to Practise	Skill and Competency Development	Improved Employment Opportunities	Experience Leads to Future Career Success	Enhanced Academic Performance	Improved Maturity in Student Attitudes	Test a Career Path
Busby	2003a				X			
Busby	2005	X						
Busby & Gibson	2010			X	X			
Christou	1999		X		X			
Christou	2000		X		X			
Clark	2003		X	X				
Coco	2000		X	X	X		X	X
Collins	2002	X						

Appendix Two								
Author (s)	Date	Benefits Obtained by Students through the Completion of an Internship						
		Application of Classroom Theory to Practise	Skill and Competency Development	Improved Employment Opportunities	Experience Leads to Future Career Success	Enhanced Academic Performance	Improved Maturity in Student Attitudes	Test a Career Path
Gibson	2009				X			
Gibson & Busby	2009		X	X	X			
Harkinson <i>et al.</i> ,	2010			X				
Hauck <i>et al.</i> ,	2000			X	X	X		
Inui <i>et al.</i> ,	2006		X	X	X			
Knouse <i>et al.</i> ,	1999	X	X				X	
Kusluvan <i>et al.</i> ,	2003		X	X				

Appendix Two								
Author (s)	Date	Benefits Obtained by Students through the Completion of an Internship						
		Application of Classroom Theory to Practise	Skill and Competency Development	Improved Employment Opportunities	Experience Leads to Future Career Success	Enhanced Academic Performance	Improved Maturity in Student Attitudes	Test a Career Path
Ladkin	2000		X	X	X			
Lambert and Riegal	1995				X			
Lebruto and Murray	1994		X					
Leslie	1991		X					
Little and Harvey	2006			X	X	X		
Lefever	1998		X					X
Mandilaras	2004			X	X	X		
McMahon & Quinn	1995	X						

Appendix Two								
Author (s)	Date	Benefits Obtained by Students through the Completion of an Internship						
		Application of Classroom Theory to Practise	Skill and Competency Development	Improved Employment Opportunities	Experience Leads to Future Career Success	Enhanced Academic Performance	Improved Maturity in Student Attitudes	Test a Career Path
McMullin	1998		X					
Mendez	2008			X	X	X	X	
Morrison & O'Mahony	2003				X			
Pavesic and Brymer	1989				X			
Pettillose & Montgomery	1998	X	X					
Rimmington	1999				X			

Appendix Two								
Author (s)	Date	Benefits Obtained by Students through the Completion of an Internship						
		Application of Classroom Theory to Practise	Skill and Competency Development	Improved Employment Opportunities	Experience Leads to Future Career Success	Enhanced Academic Performance	Improved Maturity in Student Attitudes	Test a Career Path
Steffes	2004		X	X			X	
Van Hoof	2000	X						
Walmsley <i>et al.</i> ,	2006		X	X				
Walo	2001	X	X		X		X	
Waryszak	1999		X	X			X	X
Waryszak	2000		X	X			X	X
Zopiatis	2007	X	X				X	

Appendix Three							
Author (s)	Date	Table 2.3: A Summary of the Potential Benefits Obtained by Employers through the Facilitation of an Internship.					
		Helps Fill Short Term Employment Needs	Allow For Flexible Workforce And Planned Labour Turnover	Generation Of New Ideas	Ability To Screen Future Employees	Provide Low Cost Employment	Helps 'Sell' The Career And Mentor The Next Generation
Busby <i>et al.</i> ,	1997		X	X	X	X	
Coco	2000	X	X		X	X	
Leslie	1991	X	X				X
Morrow	1995					X	
Mulcahy	1998	X				X	
Waryszak	1999	X	X				X
Waryszak	2000	X	X				X
Zopiatis	2007	X	X				X

Appendix Four							
Author (s)	Date	Table 2.4: A Summary of the Potential Benefits Obtained by Educators through the Facilitation of an Internship					
		Increased Contacts and Involvement with Industry	Input on Course Development	Supply of Guest Speakers	Act as Student Mentors	Advisory Board Membership	Collaborative Research Partners
Blair and Millea	2004	X					
Bullock <i>et al.</i> ,	2009	X					
Lefever and Withiam	1998	X		X		X	
Leslie and Richardson	2000	X	X				
Little and Harvey	2006	X					
Walker and Ferguson	2009	X					
Walo	2001	X					X
Zopiatis	2007	X			X	X	

Appendix Five

Table 2.5: A Summary of the Benefits and Drawbacks Associated with Internships

Stakeholder	Benefits	Drawbacks
Students	Application of Classroom Theory to Practise	Lack Realistic Expectations
	Skill and Competency Development	Can Create Apathy Towards Career
	Improved Employment Opportunities	Can Create Apathy Towards Studies
	Experience Leads to Future Career Success	Potential Delays to Graduation
	Enhanced Academic Performance	Increase in Unpaid Opportunities
	Improved Maturity in Student Attitudes	
	Test a Career Path	
Employers	Helps Fill Short Term Employment Needs	Lack Realistic Expectations
	Allow For Flexible Workforce And Planned Labour Turnover	Need for Improved Structure
	Generation Of New Ideas	Can Create Apathy Towards Profession Resulting in a Switch in Careers
	Ability To Screen Future Employees	Abuse of Employee through Unpaid Opportunities
	Provides Low Cost Employment	
	Helps 'Sell' The Career And Mentor The Next Generation	
Educators	Increased Contacts and Involvement with Industry	Lack Realistic Expectations
	Input on Course Development	Need for Improved Structure
	Supply of Guest Speakers	Can Create Apathy Towards Studies Resulting in Increased Drop Out Rates
	Act as Student Mentors	
	Advisory Board Membership	
	Collaborative Research Partners	

Appendix 6



JOB DIAGNOSTIC SURVEY

This original questionnaire was developed as part of a Yale University study of jobs and how people react to them. The questionnaire helped to determine how work could be better designed, by obtaining information about how people react to different kinds of jobs. Its use in this research has been modified slightly to concentrate on the design of HTM internships and to seek ways in which this work based learning experience can influence a student's level of motivation towards their chosen career.

On the following pages you will find several different kinds of questions about your internship. Specific instructions are given at the start of each section. Please read them carefully. Although this questionnaire appears lengthy, it should take no more than 15 minutes to complete the responses.

The questions are designed to obtain your perceptions of your internship and your reactions to it.

There are no trick questions. The results generated by this questionnaire will form part of a research project conducted by faculty at Grand Valley State University's HTM program. Your answers will be collated with those of your peers and assist in the formation of improved strategies for facilitating internships in the future. Your individual answers to these questions will be kept confidential.

- If your internship (HTM 290, 390 or 490) had you working a variety of positions try and answer generally about your overall experiences.
- If you are at the stage of your studies where you have completed more than one internship, please orientate your answers to a single experience (HTM 290, 390 or 490).

SECTION ONE

This part of the questionnaire asks you to describe your internship, as objectively as you can.

Please do not use this part of the questionnaire to show how you liked or disliked your job. Questions addressing these issues will appear later. Please circle your answer.

Qu:1

To what extent did your internship require you to work closely with other people, either customers or people in related jobs in your own organization?

1	2	3	4	5	6	7
Very little; dealing with other people was not at all necessary in this internship			Moderately			Very Much

Qu:2

How much autonomy was there in your internship? That is, to what extent did your internship permit you to decide on your own how to go about doing the work?

1	2	3	4	5	6	7
Very little; I had very little "say" about how and when the work was done.			Moderate autonomy; many things were standardized, but I could make some decisions.			Very Much; I had almost complete responsibility for deciding how and when the work was done.

Qu:3

To what extent did your internship involve doing an "**identifiable part of the guest's service experience?**" That is, did your work have an obvious beginning and end, or was it a small part of the overall service product?

1	2	3	4	5	6	7
My job was only a tiny part of the overall service experience. I could not see the results of my activities in the customer's final service experience.			My job was a moderate-sized "piece" of the overall service experience. I could see my contribution in the customer's final service experience.			My job involved providing the whole service experience from start to finish. I could easily see the results of my activities in the final service experience.

Qu:4How much variety was there in your internship? That is, to what extent did the internship require you to do many different things, using a variety of your skills and talents?

1	2	3	4	5	6	7
Very little; the internship required me to do the same routine things over and over again.			Moderate variety			Very much; the internship required me to do many different things, using a number of different skills and talents.

Qu:5

In general, how relevant to your hospitality education was your internship? Was your work significantly related to your preparation for a hospitality career?

1	2	3	4	5	6	7
Not very relevant; the work was not at all closely related to my hospitality education.			Moderately relevant			Highly relevant; the work related to my education in very important ways.

Qu:6

To what extent did managers or co-workers let you know how well you were doing on your job?

1	2	3	4	5	6	7
Very little; people almost never let me know how well I was doing.			Moderately; sometimes people gave me "feedback." Other times they did not.			Very much; managers or co-workers provided almost constant "feedback" about how well I was doing.

Qu7:

To what extent does doing the job itself provide you with information about your work performance? That is, does the actual work itself provide clues about how well you are doing-aside from any feedback co-workers and supervisors may offer?

1	2	3	4	5	6	7
Very Little		Occasional experiences resulting in feedback				High levels of feedback obtained from the job itself.

SECTION TWO

Listed below are a number of statements which could be true to describe an internship.

You are to indicate whether each statement is an accurate or inaccurate description of *your* job.

Write a number in the blank space beside each statement based on the following scale.

1	2	3	4	5	6	7
Very Inaccurate	Mostly Inaccurate	Slightly Inaccurate	Uncertain	Slightly Accurate	Mostly Accurate	Very Accurate

- ____ 1. The internship required me to use a number of complex or high-level skills.
- ____ 2. The internship required a lot of co-operative work with other people.
- ____ 3. I did not have a chance to do an entire part of service from beginning to end.
- ____ 4. Just doing the work required by the job provided many chances for me to figure out how well I was doing.
- ____ 5. The job was quite simple and repetitive.
- ____ 6. The job could be done adequately by a person working alone without talking or checking with other people.
- ____ 7. The supervisors & co-workers on that internship almost never give me any feedback about how well I was doing in my work.
- ____ 8. This job was one where a lot of other people could have been affected by how well the work got done.

- _____ 9. The job denied me any chance to use my personal initiative or judgement in carrying out the work.
- _____ 10. Supervisors often let me know how well they thought I was performing on the job.
- _____ 11. The job provided me the chance to completely finish the pieces of work I begin.
- _____ 12. The job itself provided very few clues about whether or not I was performing well.
- _____ 13. The job gave me considerable opportunity for independence and freedom in how I did the work.
- _____ 14. The job itself was not very significant or important in the broader scheme of things.

SECTION THREE

This section allows you to personally indicate how you felt about your job.

Each of the statements below is something that a person might say about his or her job. You are to indicate your own personal feelings about your internship by marking how much you agree with each of the statements. Write a number in the blank space next to each statement, based on the following scale. **Please be honest!**

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree

- _____ 1. As this internship was temporary, it was hard for me to care very much about whether or not the work got done right.
- _____ 2. My opinion of myself went up when I did this job well.
- _____ 3. Generally speaking, I was very satisfied with the internship.
- _____ 4. Most of the things I had to do on this job seemed useless or trivial.
- _____ 5. I usually knew whether or not my work was satisfactory on that job.
- _____ 6. I felt a great sense of personal satisfaction when I did this job well.
- _____ 7. The work I did on this internship was very meaningful to me.
- _____ 8. I felt a very high degree of personal responsibility for the work I did on this internship.

- _____9. If that was a regular job, not an internship, I think I would have quit long before I completed my required hours.
- _____10. I felt unhappy when I discovered that I had performed poorly on the job.
- _____11. I often had trouble figuring out whether I was doing well or poorly on my internship.
- _____12. I felt I should personally take the credit or blame for the results of my work on that job.
- _____13. I was generally satisfied with the kind of work I did in this internship.
- _____14. My own feelings generally are not affected much one way or the other by how well I did on this job.
- _____15. Whether or not the job got done right was clearly my responsibility.

SECTION FOUR

Please now indicate how satisfied you were with each aspect of your internship listed below. Once again inserting a number in the blank space beside each statement.

1	2	3	4	5	6	7
Extremely Dissatisfied	Dissatisfied	Slightly Dissatisfied	Neutral	Slightly Satisfied	Satisfied	Extremely Satisfied

- ____1. The amount of job security I had.
- ____2. The amount of pay and fringe benefits I received.
- ____3. The amount of personal growth and professional development I got in doing my internship.
- ____4. The people I talked to and worked with on my job.
- ____5. The amount of respect and fair treatment I received from my supervisor.
- ____6. The feeling of worthwhile accomplishment I got from doing my job.
- ____7. The chance to get to network and know other people while doing my job.
- ____8. The amount of support and guidance I received from my supervisor.
- ____9. The degree to which I was fairly paid for what I contributed to the organization.
- ____10. The amount of independent thought and action I could exercise in my job.
- ____11. How secure things looked for me in the future of this organization.
- ____12. The chance to help other people while at work.

_____13. The amount of challenge in my job.

_____14. The overall quality of the supervision I received in my work.

SECTION FIVE

This section allows you to consider other people in your organization who held the same job you did (they do not need to be students pursuing an internship). Try to think about how accurately each of these statements describes the feelings of those people about the job.

It is OK if your answers here are different from when you described your own reactions to the job. Often different people feel quite differently about the same job.

Once again, write a number in the blank space provided by each statement.

How much do you agree with the statement?

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree

- _____ 1. Most people on that job felt a great sense of personal satisfaction when they did the job well.
- _____ 2. Most staff doing a similar position to mine were very satisfied with their job.
- _____ 3. Most people on that job felt that the work was useless or trivial.
- _____ 4. Most people on that job felt a great deal of personal responsibility for the work they did.
- _____ 5. Most people on that job had a pretty good idea of how well they were performing in their work.
- _____ 6. Most people on that job found the work very meaningful.

- _____7. Most people on that job feel that whether or not the job got done right was clearly their own responsibility.
- _____8. People on that job often thought of quitting.
- _____9. Most people on that job felt bad or unhappy when they found out that they had performed the work poorly.
- _____10. Most people on that job had trouble figuring out whether they were doing a good or a bad job.

SECTION SIX

Listed below are a number of characteristics which could be present on any job. People differ about how much they would like to have each one present in their work. We are interested in learning how much you personally would like to have each one present in an internship.

Using the scale below, please indicate the degree to which you would like to have each characteristic present in the work you do.

Note: The numbers on this scale are different from those used in previous scales.

4	5	6	7	8	9	10
Would like having only a moderate amount of this.			Would like having this present in my work/job.			Would like having as much of this as possible in my

_____1. High respect and fair treatment from my supervisor.

_____2. Stimulating and challenging work.

_____3. Chances to exercise independent thought and action in my job.

_____4. Great job security.

_____5. Very friendly co-workers.

_____6. Opportunities to learn new things from my work.

_____7. High wages and good fringe benefits.

_____8. Opportunities to be creative and imaginative in my work.

_____9. Quick promotions.

_____10. Opportunities for personal growth and development in my job.

_____11. A sense of worthwhile accomplishment in my work.

SECTION SEVEN

People differ in the kinds of internships they would most like to undertake. The questions in this section give you the chance to say just what it is about an internship that is most important to you.

For each question, two different kinds of opportunities are briefly described. You are to indicate which of the jobs you personally would prefer-if you had to make a choice between them.

In answering each question, assume that everything else about the jobs is the same. Pay attention only to the characteristics actually listed.

Qu:1

INTERNSHIP A

INTERNSHIP B

An internship where the pay is very good.

An internship where there is considerable opportunity to be creative and innovative.

1	2	3	4	5
Strongly Prefer A	Slightly Prefer A	Neutral	Slightly Prefer B	Strongly Prefer B

Qu:2

INTERNSHIP A

INTERNSHIP B

An internship where you are often required to make important decisions.

An internship with many nice people to work with.

1	2	3	4	5
Strongly Prefer A	Slightly Prefer A	Neutral	Slightly Prefer B	Strongly Prefer B

Qu:3

INTERNSHIP A

An internship in which greater responsibility is given to those who do the best work.

1
Strongly
Prefer A

2
Slightly
Prefer A

3
Neutral

4
Slightly
Prefer B

5
Strongly
Prefer B

INTERNSHIP B

An internship in which greater responsibility is given to loyal employees who have the most seniority.

Qu:4

INTERNSHIP A

An internship in an organization which is in financial trouble - and might close down within a year.

1
Strongly
Prefer A

2
Slightly
Prefer A

3
Neutral

4
Slightly
Prefer B

5
Strongly
Prefer B

INTERNSHIP B

An internship in which you are not allowed to have any say in how your work is Scheduled or in the procedures to be used in carrying it out.

Qu:5

INTERNSHIP A

A very routine internship.

1
Strongly
Prefer A

2
Slightly
Prefer A

3
Neutral

4
Slightly
Prefer B

5
Strongly
Prefer B

INTERNSHIP B

An internship where your co-workers are not very friendly.

Qu:6

INTERNSHIP A

An internship with a supervisor who is often very critical of you and your work in front of other people.

1
Strongly
Prefer A

2
Slightly
Prefer A

3
Neutral

4
Slightly
Prefer B

5
Strongly
Prefer B

INTERNSHIP B

An internship which prevents you from using a number of skills you worked hard to develop at GVSU.

Qu:7

INTERNSHIP A

An internship with a supervisor who respects you and treats you fairly.

1	2	3
Strongly Prefer A	Slightly Prefer A	Neutral

INTERNSHIP B

An internship which provides constant opportunities for you to learn new and interesting things.

4	5
Slightly Prefer B	Strongly Prefer B

Qu:8

INTERNSHIP A

An internship where there is a real chance you could be laid off.

1	2	3
Strongly Prefer A	Slightly Prefer A	Neutral

INTERNSHIP B

An internship with very little chance to do challenging work.

4	5
Slightly Prefer B	Strongly Prefer B

Qu:9

INTERNSHIP A

An internship in which there is a real chance for you to develop new skills and advance in the organization.

1	2	3
Strongly Prefer A	Slightly Prefer A	Neutral

INTERNSHIP B

An internship which provides lots of vacation time and an excellent benefits package.

4	5
Slightly Prefer B	Strongly Prefer B

Qu:10

INTERNSHIP A

An internship with little freedom and independence to do your work in the way you think best.

1	2	3
Strongly Prefer A	Slightly Prefer A	Neutral

INTERNSHIP B

An internship where the work conditions are poor.

4	5
Slightly Prefer B	Strongly Prefer B

Qu:11

INTERNSHIP A

An internship with very satisfying teamwork

1
Strongly
Prefer A

2
Slightly
Prefer A

3
Neutral

INTERNSHIP B

An internship which allows you to use your skills and abilities to the fullest extent.

4
Slightly
Prefer B

5
Strongly
Prefer B

Qu:12

INTERNSHIP A

An internship which offers little or no challenge.

1
Strongly
Prefer A

2
Slightly
Prefer A

3
Neutral

INTERNSHIP B

An internship which requires you to Be completely isolated from co-workers.

4
Slightly
Prefer B

5
Strongly
Prefer B

SECTION EIGHT

Below are a number of questions that offer us some further insight to your specific internship experience. Once again, please answer as honestly as possible.

Qu1:

I learned a tremendous number of new skills during my internship that will assist my future professional development.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree

Qu2:

I feel I will be a better future employee within the HTM industry as a result of this internship.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree

Qu3:

I feel the internship has helped prepare me for my future chosen career.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree

Qu4:

My internship has developed me in the following management competencies: (Place a number next to the competencies that reflects the scale below)

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree

- ___ Accountability (Being responsible for my actions)
- ___ Managing Change
- ___ Decision Making
- ___ Delegation (Assigning tasks to others)
- ___ Empowerment (Being given the authority to make decisions on behalf of the organization)
- ___ Flexibility
- ___ Initiative (To have the foresight to complete tasks without being asked)
- ___ Innovation & Creativity
- ___ Interpersonal Skills
- ___ Money Management
- ___ Problem Solving
- ___ Use of technology

Qu5:

Prior to commencing my internship, I had a realistic expectation regarding what I would learn.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree

Qu6:

My employer and I agreed a training program at the beginning of my internship.

Yes
on

No

(if you answer NO, please check 'not applicable'

Qu 7 below)

Qu7:

I followed the majority of the training program outlined for me by my employer.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Not Applicable	Slightly Agree	Agree	Strongly Agree

Qu8:

Please rate your overall internship experience against your original expectations. **The answer scale is different for this question.**

1	2	3	4	5
Much worse than I expected	Worse than I expected	About what I expected	Better than I expected	Much better than I expected

Qu9:

The HTM education received at GVSU had prepared me for this internship.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree

Qu10:

The skills I developed through my internship complemented the classroom knowledge I gained at GVSU.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree

Qu11:

The internship taught me skills and competencies that I hadn't learnt in the classroom.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree

Qu12:

During my internship, I saw many examples of the theory discussed by my Professors in class.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree

Qu13:

This internship has made me question if I have chosen the correct **emphasis** area.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree

Qu14:

This internship has made me question my desire to pursue a career in HTM.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree

Qu15:

Irrespective of whether I had a good or bad experience, I feel an internship is an important part of my HTM education.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree or Disagree	Slightly Agree	Agree	Strongly Agree

Qu16:

As a result of this specific internship, it is my intention to do the following:

- | | YES | NO |
|--|--------------------------|--------------------------|
| • Change my emphasis | <input type="checkbox"/> | <input type="checkbox"/> |
| • Change my Major | <input type="checkbox"/> | <input type="checkbox"/> |
| • Explore other careers outside of HTM | <input type="checkbox"/> | <input type="checkbox"/> |
| • Continue as originally planned | <input type="checkbox"/> | <input type="checkbox"/> |
| • Reassess after my next internship | <input type="checkbox"/> | <input type="checkbox"/> |

SECTION NINE
Biographical Background

1. **Gender:** Male _____ Female _____

2. **Age:** Please list the year you were born: _____

3. **Degree Standing: (Circle)**

Freshman Sophomore Junior Senior

4. **Emphasis Area: (Circle)**

Food & Bev Lodging Tourism Events
Other: _____

5. **Please Indicate the Internship Course # these responses relate to:**

___ HTM 290 ___ HTM 390 ___ HTM490

6. Job Title for this Internship: _____

As the data is collected on our internship program, faculty may be interested in following up with students to explore some of the points raised. If you would be willing to participate in an interview or focus group setting to discuss your internship experiences, please include your contact information below:

Name: _____

Tel No: _____

E-Mail Address: _____
(non GVSU)

Appendix 7

Descriptions of the HTM Internship Classes offered at GVSU

HTM 290 Field Experience I. A semi-structured and supervised situation in which students receive basic training and directed work experience in selected entry-level positions consistent with their career preference. Emphasis on job competence and performance, professionalism and work relations. Management instruction in selected basic operational tasks will also be required. *Prerequisite: 190 and permission. Two credits. Offered every semester.*

HTM 390 Field Experience II. A second semi-structured and supervised situation in which students receive further training and directed work experience in selected positions consistent with their career preference. Emphasis on job competence and performance, professionalism and work relations. Management instruction in selected operational tasks will also be required. *Prerequisite: 290 and permission. Two credits. Offered every semester.*

HTM 490 Senior Internship. A structured experience designed to provide management training and career direction in helping students articulate from academia into a management track or staff position in their chosen field. *Prerequisites: 290 and 390 or their equivalents; senior standing; permission. Two credits. Offered every semester.*

<http://www.gvsu.edu/htm/index.cfm?id=1A296F8E-0E00-6388-70AFD3FFEDEACCE1>

(Accessed: April 4th 2010)

Appendix 8

Descriptions of the Emphasis Areas offered at the Case-Study University

Food and Beverage Internships

Students pursuing an emphasis in food and beverage management undertake a number of core and elective courses related to the field during the academic component of their major. These classes offer insights into Food Production and Kitchen Management (HTM 250), Introduction to Food and Beverage Management (HTM 213), Advanced Food and Beverage Management (HTM 413) and Responsible Beverage Management (HTM 318) along with a number of elective courses including International Food and Culture (HTM 175), and Special Topics (HTM 380). An intern in this area will typically explore work experience opportunities at a variety of food and beverage operations ranging in size and scope to include fully licensed, fine dining establishments through to fast food outlets. **Examples of employers include:**

Chain Fast Food Restaurants (McDonalds, Subway, Starbucks, Wendy's)

Chain Restaurant (Applebees, Pizza Hut, TGI Fridays, Olive Garden, Peppino's)

Upscale Restaurant Chains (Morton's Steakhouse, Ruth Chris)

Independent Restaurants (Louis Benton Steakhouse, Chop House Bistro Bellavita)

Bars, Clubs and Hotel Food and Beverage Outlets

Lodging Internships

The lodging students have a number of choices regarding the direction of their careers. The internships are again underpinned by a contemporary curriculum which covers all aspects of the front desk area including Introduction to Lodging Management (HTM 222), Property Management (HTM 333), Advanced Lodging Management (HTM 422), and Convention Sales and Services (HTM 253). Students can elect to intern at full service hotels which offer a range of training opportunities from front desk, housekeeping, security, PBX, valet car parking or at a limited service property which exposes them to other areas of the hotel including breakfast service and sales. **Examples of employers include:**

Full Service Hotels (Amway Grand Plaza, JW Marriott)

Chain Hotels (Courtyard by Marriott, Holiday Inn, Hyatt Place, Ramada, Radisson)

All-Suite Hotels (Springfield Suites, Embassy Suites, Staybridge Suites)

Limited Service Properties (Holiday Inn Express, Choice Hotels, Sleep Inn)

Meeting and Event Planning

Typical academic classes taken in this emphasis area include an Introduction to Meeting and Event Planning (HTM 240), Convention Sales and Services (HTM 253), Festival and Special Event Management (HTM 323) and Advanced Meeting and Event Management.

Students pursuing this vocation are encouraged to underpin their career goal of being a meeting/event planner with exposure to internships in both the lodging and food and beverage areas. This is done for two reasons. The first is that there isn't an abundance of opportunities specifically in this field (particularly at the HTM 290 and 390 levels) as employers seek employees with some prior experience. Secondly, the role of a meeting or event planner typically involves the promotion and sale of food and beverage and/or accommodation so students obtain this underpinning knowledge by using some of their internships to gain this experience.

Examples of employers include:

Independent Wedding Planners

Convention Visitor Bureaus

Non-Profit Entities

Hotels with Event Space and Banqueting Operations

Convention Centres

Tourism

Students interested in following a career in the tourism industry will undertake a number of classes covering a variety of subject areas. These will include International Tourism (HTM 202), Tourism and Commercial Recreation (HTM 235), Tourism Policy Issues (HTM 402), Adventure Tourism Management (HTM 268) and Ecotourism (HTM 368). While undertaking these, they are encouraged to orientate their internships to support their career niche so the range of employers is varied and

does have some overlap with other areas within the hospitality professions.

Examples of employers include:

Convention Visitor Bureaus

Travel Agents

Independent Tour Planners

Adventure Outfitters

Travel Michigan

Theme Parks

Hotels with Leisure Facilities (Waterparks, Skiing, Outdoor Recreation)

State and National Parks Service

Tour Guiding Companies

Appendix 9

Table 4.1: The Strengths and Weaknesses of Quantitative Research Methods

<u>Strengths</u>	<u>Weaknesses</u>
Testing and validating already constructed theories about how (and to a lesser degree, why) phenomena occur.	The researcher's categories that are used may not reflect local constituencies' understandings.
Testing hypotheses that are constructed before the data are collected. Can generalize research findings when the data are based on random samples of sufficient size.	The researcher's theories that are used may not reflect local constituencies' understandings.
Can generalize a research finding when it has been replicated on many different populations and subpopulations.	The researcher may miss out on phenomena occurring because of the focus on theory or hypothesis <i>testing</i> rather than on theory or hypothesis <i>generation</i> (called the <i>confirmation bias</i>).
Useful for obtaining data that allow quantitative predictions to be made.	Knowledge produced may be too abstract and general for direct application
The researcher may construct a situation that eliminates the confounding influence of many variables, allowing one to more credibly assess <i>cause-and-effect</i> relationships.	

Data collection using some quantitative methods is relatively quick (e.g., telephone interviews).	
Provides precise, quantitative, numerical data.	
Data analysis is relatively less time consuming (using statistical software).	
The research results are relatively independent of the researcher (e.g., effect size, statistical significance).	
It may have higher credibility with many people in power (e.g., administrators, politicians, people who fund programs).	
It is useful for studying large numbers of people.	

Johnston and Onwuegbuzie (2004:19)

Appendix 10

Table 4.2: The Strengths and Weaknesses of Qualitative Research Methods

<u>Strengths</u>	<u>Weaknesses</u>
The data are based on the participants' own categories of meaning.	Knowledge produced may not generalize to other people or other settings (i.e., findings may be unique to the relatively few people included in the research study).
It is useful for studying a limited number of cases in depth.	It is difficult to make quantitative predictions.
It is useful for describing complex phenomena.	It is more difficult to test hypotheses and theories.
Provides individual case information.	It may have lower credibility with some administrators and commissioners of programs.
Can conduct cross-case comparisons and analysis.	It generally takes more time to collect the data when compared to quantitative research.
Provides understanding and description of people's personal experiences of phenomena (i.e., the "emic" or insider's viewpoint).	Data analysis is often time consuming.

Can describe, in rich detail, phenomena as they are situated and embedded in local contexts.	The results are more easily influenced by the researcher's personal biases and idiosyncrasies.
The researcher identifies contextual and setting factors as they relate to the phenomenon of interest.	
The researcher can study dynamic processes (i.e., documenting sequential patterns and change).	
The researcher can use the primarily qualitative method of "grounded theory" to generate inductively a tentative but explanatory theory about a phenomenon.	
Can determine how participants interpret "constructs" (e.g., self-esteem, IQ).	
Data are usually collected in naturalistic settings in qualitative research.	
Qualitative approaches are responsive to local situations, conditions, and stakeholders' needs.	
Qualitative researchers are responsive to changes that occur during the conduct of a study (especially during extended fieldwork) and may shift the focus of their studies as a result.	
Qualitative data in the words and categories of	

participants lend themselves to exploring how and why phenomena occur.	
One can use an important case to demonstrate vividly a phenomenon to the readers of a report.	
Determine <i>idiographic</i> causation (i.e., determination of causes of a particular event).	

Johnston and Onwuegbuzie (2004:20)

Appendix 11

Table 4.3: Strengths and Weaknesses of Mixed Methods Research

<u>Strengths</u>	<u>Weaknesses</u>
Words, pictures, and narrative can be used to add meaning to numbers.	Can be difficult for a single researcher to carry out both qualitative and quantitative research, especially if two or more approaches are expected to be used concurrently; it may require a research team.
Numbers can be used to add precision to words, pictures, and narrative.	Researcher has to learn about multiple methods and approaches and understand how to mix them appropriately.
Can provide quantitative and qualitative research strengths (See strengths and weakness of other methods above)	Methodological purists contend that one should always work within either a qualitative or a quantitative paradigm.
Researcher can generate and test a grounded theory.	More expensive.
Can answer a broader and more complete range of research questions because the researcher is not confined to a single method or approach.	More time consuming.
The specific mixed <i>research designs</i> discussed in this article have specific strengths and weaknesses that should be considered (e.g., in a two-stage sequential design, the Stage 1 results can be used to develop and inform the purpose and design of the Stage 2	Some of the details of mixed research remain to be worked out fully by research methodologists (e.g., problems of paradigm mixing, how to qualitatively analyze quantitative data, how to interpret conflicting results)

component).	
A researcher can use the strengths of an additional method to overcome the weaknesses in another method by using both in a research study.	
Can provide stronger evidence for a conclusion through convergence and corroboration of findings.	
Can add insights and understanding that might be missed when only a single method is used.	
Can be used to increase the generalizability of the results.	
Qualitative and quantitative research used together produce more complete knowledge necessary to inform theory and practice.	

Johnston and Onwuegbuzie (2004:20)

Appendix 12



DATE: May 19, 2009

TO: Paul Stansbie

FROM: Grand Valley State University Human Research Review Committee

STUDY TITLE: [117090-2] Internship design and its impact on intrinsic motivation and student career choice.

REFERENCE #: 09-214-H

SUBMISSION TYPE: Modification/Amendment

ACTION: Approved as revised

APPROVAL DATE: May 19, 2009

EXPIRATION DATE: May 19, 2010

REVIEW TYPE: Expedited

Thank you for your submission of Modification/Amendment materials for this research study. The Human Research Review Committee has reviewed your application under expedited procedures and **APPROVED** your research plan application as compliant with all applicable sections of the federal regulations. All research must be conducted in accordance with this approved submission.

This approval is based on no greater than minimal risk and a study design wherein the risks to participants have been minimized. This study has received EXPEDITED REVIEW CATEGORY 6 status based on the Office of Human Research Protections Guidance on Expedited Review Categories (45 CFR46.101 and OHRP Guidance, 1998).

Please remember that informed consent is a process beginning with a description of the study and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the study via a dialogue between the researcher and research participant. Federal regulations require each participant receive a copy of the signed consent document.

IMPORTANT - please insert this sentence for all advertisements, information sheets and consent documents you provide: This research study has been APPROVED by the Human Research Review Committee at GVSU. IRBNet File # : 113827-2 Expiration Date: April 29, 2010

Please note the following requirements for approval:

1. Any revision to previously approved materials must be approved by this office prior to initiation. Please use the *Change in Protocol* forms for this procedure.

2. All UNEXPECTED PROBLEMS and SERIOUS ADVERSE EVENTS to participants or other parties affected by the research must be reported to this office within two (2) two days of the event

occurrence. Please use the UP/SAE Report form. All FDA and sponsor reporting requirements also should be followed.

3. All instances of non-compliance or complaints regarding this study must be reported to this office in a timely manner. There are no specific forms for this report type.

4. All required research records must be securely retained in either paper or electronic format for a minimum of three years following the closure of the approved study. This includes all signed consent documents from all participants.

5. Based on the estimated risks to participants, this project requires Continuing Review by this office on an annual basis. See approval expiration date at the top of this page. Please use the appropriate *Continuing Review* forms for applying for continuing review.

If you have any questions, please contact the HRRC Office at (616) 331-3197 or hrrc@gvsu.edu. The office observes all university holidays, and does not process applications during exam week or between academic terms. The office is also closed Fridays. Please include your study title and reference number in all correspondence with this office.

cc:

Appendix 13

Approval Letter from University of Plymouth FREC



University Of Plymouth
School of Sociology, Politics and Law
Faculty of Social Science and Business
Room 215, 8 Portland Villas, Drake Circus
Plymouth PL4 8AA

30/03/2012

Your Ref: SSB, Arts & UPC/FREC/08/09/No:38

Paul Stansbie
Grand Valley State University
Allendale
Michigan

Re: Internship Design and its Impact on Intrinsic Motivations and Student Career Choice

This is to confirm that your application for ethical approval has been approved by the Faculty Research Ethics Committee.

Approval is for the duration of the project. Should you wish to extend the project, you would need to seek further ethical approval.

Yours sincerely,

(Sent as e-mail attachment)

Dr Kevin Meethan
Chair of Faculty Research Ethics Committee
Faculty of Social Science and Business
Faculty of Arts
University of Plymouth Colleges Faculty

Appendix: 14

Questions Posed and Guidelines for Conducting the Focus Groups

Welcome

Introduce myself and Rita Cooper who will be transcribing the meeting

Last year, the HTM Department undertook a rigorous assessment of student internship experiences in our program. The research, was seeking to investigate the role internships play in the educational development of GVSU undergraduate students pursuing a career in Hospitality and Tourism Management. It specifically examines the relationship between the design of these work experiences and the subsequent impact on your motivation levels and proposed career choices. As a follow up to the original questionnaire, we are now seeking your further input on a number of questions that have arisen.

The results will initially be used for my PhD research but ultimately shared with HTM faculty, HTM Internship Coordinator and employers with a view to redesigning the internship process (if necessary).

You were selected because you had indicated on the internship questionnaire last semester that you were willing to follow up.

Discuss human subjects and how the outcomes of this data collection process will be handled. Allow students to leave if they feel the process will violate that.

Guidelines

- No right or wrong answers, only differing points of view
- We're tape recording and scribing the discussion so one person speaking at a time
- We're on a first name basis
- You don't need to agree with others, but you must listen respectfully as others share their views
- Rules for cellular phones and pagers if applicable. For example: We ask that your turn off your phones or pagers. If you cannot and if you must respond to a call please do so as quietly as possible and rejoin us as quickly as you can.
- My role as moderator will be to guide the discussion and to pose questions
- Talk to each other...not me.

Questions to cover:

1. Describe your expectations leading into this work experience. Outline some of the factors that have influenced these expectations (good or bad).
2. During the early stages of your work career, how important are the characteristics of the job itself to your satisfaction levels? That is, do you value job variety, dealing with others, feedback (from the job and your supervisors), task significance, and task identity rather than simply considering the pay and benefits?
3. To what extent have your internship experiences, to this point, (good or bad) influenced your career choices? That is, has it made you question your major, emphasis choice or whether HTM is actually for you?
4. To what extent does your internship enhance the classroom knowledge previously gained and your general educational development? How important is this to you?

HTM 290 (only) – After the surveys were complete it was clear that many students undertaking HTM 290 were motivated by the need for the job to have more Task Significance (explain). Do you agree or disagree with this and why? In addition Task Identity (explain) was not seen as significant at all...any thoughts?

HTM 390 (only) – After the surveys were complete it was clear that many students undertaking HTM 390 were motivated by the need for the job to have more Feedback. Feedback can come from the job itself (it is clear to see as a housekeeper if you have cleaned a room correctly or not), feedback can also come from supervisors, co-workers and guests. Do you agree or disagree with this and why? In addition Task Identity (explain) was not seen as significant at all...any thoughts?

HTM 490 (only) – After the surveys were complete it was clear that many students undertaking HTM 490 were motivated by the need for the job to have more Autonomy (explain). Do you agree or disagree with this and why? In addition Task Identity (explain) was not seen as significant at all...any thoughts?

Appendix 15

Descriptions of the HTM Internship Classes offered at GVSU

HTM 290 Field Experience I. A semi-structured and supervised situation in which students receive basic training and directed work experience in selected entry-level positions consistent with their career preference. Emphasis on job competence and performance, professionalism and work relations. Management instruction in selected basic operational tasks will also be required. *Prerequisite: 190 and permission. Two credits. Offered every semester.*

HTM 390 Field Experience II. A second semi-structured and supervised situation in which students receive further training and directed work experience in selected positions consistent with their career preference. Emphasis on job competence and performance, professionalism and work relations. Management instruction in selected operational tasks will also be required. *Prerequisite: 290 and permission. Two credits. Offered every semester.*

HTM 490 Senior Internship. A structured experience designed to provide management training and career direction in helping students articulate from academia into a management track or staff position in their chosen field. *Prerequisites: 290 and 390 or their equivalents; senior standing; permission. Two credits. Offered every semester.*

<http://www.gvsu.edu/htm/index.cfm?id=1A296F8E-0E00-6388-70AFD3FFEDEACCE1>

(Accessed: April 4th 2010)

Appendix 16

Examples of Roles Students Undertake for Each Emphasis Area

Food and Beverage Internships

Students pursuing an emphasis in food and beverage management undertake a number of core and elective courses related to the field during the academic component of their major. These classes offer insights into Food Production and Kitchen Management (HTM 250), Introduction to Food and Beverage Management (HTM 213), Advanced Food and Beverage Management (HTM 413) and Responsible Beverage Management (HTM 318) along with a number of elective courses including International Food and Culture (HTM 175), and Special Topics (HTM 380). An intern in this area will typically explore work experience opportunities at a variety of food and beverage operations ranging in size and scope to include fully licensed, fine dining establishments through to fast food outlets. **Examples of Roles Students Undertake include:**

Server

Bartender

Banquet Server

Restaurant Trainer

Sandwich Maker

Fast Food Worker

Restaurant Supervisor

Room Service Server

Cook/Chef

Food Production Supervisor

Banquet Cook

Lodging Internships

The lodging students have a number of choices regarding the direction of their careers. The internships are again underpinned by a contemporary curriculum which covers all aspects of the front desk area including Introduction to Lodging Management (HTM 222), Property Management (HTM 333), Advanced Lodging

Management (HTM 422), and Convention Sales and Services (HTM 253). Students can elect to intern at full service hotels which offer a range of training opportunities from front desk, housekeeping, security, PBX, valet car parking or at a limited service property which exposes them to other areas of the hotel including breakfast service and sales. **Examples of employers include:**

Front Desk Agent

Reservations Sales

Front Desk Supervisor

Concierge Attendant

Housekeeper

Housekeeping Supervisor

PBX Phone Operator

Gallery Host (Covers front desk and basic F&B duties)

Valet Car Parking Attendant

Meeting and Event Planning

Typical academic classes taken in this emphasis area include an Introduction to Meeting and Event Planning (HTM 240), Convention Sales and Services (HTM 253), Festival and Special Event Management (HTM 323) and Advanced Meeting and Event Management.

Students pursuing this vocation are encouraged to underpin their career goal of being a meeting/event planner with exposure to internships in both the lodging and food and beverage areas. This is done for two reasons. The first is that there isn't an abundance of opportunities specifically in this field (particularly at the HTM 290 and 390 levels) as employers seek employees with some prior experience. Secondly, the role of a meeting or event planner typically involves the promotion and sale of food and beverage and/or accommodation so students obtain this underpinning knowledge by using some of their internships to gain this experience.

Examples of employers include:

Wedding Planning Assistant

Sales Intern at Convention Visitor Bureau

Sales Assistant
Contract Catering Events
Sports Marketing Interns (involves event planning)
Party Planner
Tourist Information Centre
Non-Profit Fundraising Event Planning Assistants

Tourism

Students interested in following a career in the tourism industry will undertake a number of classes covering a variety of subject areas. These will include International Tourism (HTM 202), Tourism and Commercial Recreation (HTM 235), Tourism Policy Issues (HTM 402), Adventure Tourism Management (HTM 268) and Ecotourism (HTM 368). While undertaking these, they are encouraged to orientate their internships to support their career niche so the range of employers is varied and does have some overlap with other areas within the hospitality professions.

Examples of employers include:

Sales Intern at Convention Visitor Bureau
Travel Agents
Independent Tour Planners
Adventure Outfitters Sales Assistant
Travel Michigan Administrative Assistant
Theme Park Ride Operator/Supervisor
Hotels with Leisure Facilities (Waterparks, Skiing, Outdoor Recreation) – Sundry Roles
Tour Guide

Appendix 17

Food and Beverage Students

This focus group had 14 participants and consisted of students from all three internship classes (HTM 290, 390 and 490)

Question 1:

Describe your expectations leading into this work experience. Outline some of the factors that have influenced these expectations (good or bad)

When receiving my internship/job as a waitress and never having a waitressing jobs, I did not have many expectations. My few expectations included being able to work and talk to customers, get more of a knowledge of ingredients as well as owning a local and independent business, and further enhance my overall knowledge of the food industry. The internship met my expectations and being able to see what F&B is like behind the scenes makes me crave for more experiences and knowledge. **SC**

I worked as a gallery host at the Hyatt. When I started working there, I expected to be extremely stressed out all the time with checking guests in & out and dealing with rude customers. I was pleasantly surprised when I got into the swing of things extremely quickly and actually started to have fun with my job. In addition to dealing with check-in's/out's, I also bartended and made food for the guests. I also got trained to be a Starbucks barista, seeing as we served a full menu of Starbucks coffee drinks. I loved having a variety of things to do; things that I didn't expect to be doing. It is very nice to learn all the workings of a hotel, from sales management to front desk to housekeeping. I never expected that I would be able to experience all aspects of the business so quickly.

I did a little bit of everything at the inn. Honestly, my biggest expectation was just to learn a lot during the internship, seeing as I was new to the hospitality industry. But I did expect to do a lot of behind the scenes work, dealing with customers, preparing and cleaning up the breakfast and snacks provided for guests by the inn, and taking

reservations; which is what I did on a daily basis. Overall, I enjoyed my internship and learned a lot; fulfilling my primary expectation. **MA**

I had a lot of expectations leading into this work experience because I had worked here for the past six or seven years. My Dad used to be the General Manager, but now has moved to a different club in Detroit. So I have seen a lot of changes around this place. Two years ago they fired the head chef, and assistant general manager, so I knew there was going to be a lot of changes. The food and beverage manager Dave Wilson holds the place down and keeps it running, and that is who I was shadowing. So I had a lot of expectations of what I wanted to learn during this internship. I wanted to learn as much as possible, that was the first and most important thing. I wanted to see how a Country Club really runs, all of the fine details and the glue that holds it together. I feel I achieved that. This was a great experience for me. **CB**

I would say I had many expectations leading into this experience as it was my first experience in the food and beverage industry. I was just expecting to learn the ropes on this whole side of the industry. I wanted to learn how to be a waitress, and I was expecting it to be very fast paced - which I was right about! Part of me did not know what to expect going into this. I did not know what this side of the industry was like. I had a huge expectation that everything would constantly be changing. Nothing was ever the same - each day was a new experience! I loved it though. I loved not knowing what to expect, although sometimes it was hard to prepare for! I was semi nervous about going into this, basically without knowing what it was going to be like, but I feel like after getting more comfortable, it turned out great. **KT (290)**

I was working at the Amway Grand Plaza Hotel in the Catering Department last summer. I was expecting to be doing more paperwork and filing from what my manager was saying at the beginning. However, it was a surprise that I was actually doing way more hands-on than I expected. I attended meetings, menu tasting, off premise appointments, and events such as weddings, dinners, and galas. I knew I would be attending some, but was pleasantly surprised that I was invited and able to attend as many as I did. I also helped the catering managers write event orders and complete seating diagrams which was expected. I was doing everything I had

planned on, but learning and doing way more than I thought I would. I was treated as an assistant and learnt a lot about management and event planning .This internship was way better than I imagined, and I can't wait for what's in store for the rest of my internships. **KG**

After being hired and told I would start as a busser/host and quickly move to server, I thought I would be a much more involved part of the front of the house team during my internship. However, that was not the case as I was disappointed each week to see that I only had 2 shifts, each as a busser. No host training occurred, and no talk of being moved to server ever happened. They hired a lot of other people at the same time as me, and none of the new employees got many shifts. It felt like we are just 'summertime help' in a seasonal restaurant. **KW**

Going into this job I had a lot of expectations that I knew would happen. This is because I'd worked at this place for almost three years so I had a pretty good idea of everything that goes on there. So because of that I pretty much knew what I was getting myself into, the only thing I was not aware of was how many things you have to remember when working in a kitchen, from recipes, to technique. **TB**

At the Main Street Pub, the first few weeks were very difficult. I thought I would never get the hang of it there. Now looking back at my first few weeks, I expected training to much more rigorous than it was, and also that the job itself would be much more difficult. I also expected that the managers would have a lot more input on what you do/how you act. In actuality, as a server you are on your own for most of the time. Managers give you input if you do something wrong or inappropriate, and rarely if you do something exceptionally well. **AB**

Also I didn't really have any expectations leading into this experience because I was unsure of what to expect due to my position as managers assistant. The only bad experience I have had is that some of the waitresses were rude and lazy and I have a hard time working with people who are like that. For the most part I get along well with the people I work with. **KVS**

Going into my internship last summer I already knew what to expect for the most part because I had worked at The Boathouse Restaurant for the past couple summers and so I already knew some of the people I would be working with. There seemed to be very few changes but one noticeable difference was that our chef, Eric, was making an effort to run his kitchen more efficiently. He was more organised which was noticeable to me because he organised a meeting of all the kitchen staff from the beginning in which he laid out all of his expectations and goals. **KT**

I had high expectations going into my work experience because my internship was exactly what I had wanted to do with my life since I was 12. My ultimate goal has always to own a health food store and a healthy café, Utopian Marketplace was exactly this. I like a high pace flow of business as well. My Manger told me that the café was a huge hit for its opening year, so I was very excited when I realized the café was in its early development stage. This created room for more innovative ideas and thinking. My real expectation was to figure out if I like doing what I have always wanted to do? I was delighted to be a help in developing a premature business. **SF**

I think that having students in the HTM program doing internships is extremely beneficial. I think that doing any job in Hospitality, half of the learning process is experience. You can learn all you want and learn how to handle certain situations and the proper way to do things, but you need the experience to be able to apply what you have learned. **KL**

Question 2:

During the early stages of your work career, how important are the characteristics of the job itself to your satisfaction levels? That is, do you value job variety, dealing with others, feedback (from the job and your supervisors), task significance, and task identity rather than simply considering the pay and benefits?

There is no doubt that pay and benefits are important aspects of any job that need to be taken into consideration. Everyone deserves to be paid at an appropriate level to the work they are putting into their job. But since we are all at the very beginning of our careers I believe that having the opportunity to learn and explore, to ask

questions and receive critique and direction are much more important than our pay checks. These characteristics of my first career job/internships are what are the most rewarding and significant for me. My supervisor has been doing an excellent job of showing me different aspects of managing an inn. Every day I learn something new, get the chance to handle a new guest situation, and receive feedback from my supervisor on how I can improve; leaving me very satisfied with my internship. To me, the variety and learning opportunities are the most important aspects of my internship because I know they are helping develop and prepare me for the next steps in my career. **MA**

I think you have to have at least a small amount of satisfaction with your job to have satisfaction with yourself, if you're working in a dead end job not doing anything beneficial you're not going to be very satisfied with yourself. I personally really enjoy working with others and hearing their feedback, because that's how you make yourself better at what you're doing, especially when it comes from your supervisor. Yet, at the same time pay and benefits are going to play a huge roll in anyone's thinking, if the pays good enough many people will do any kind of job. **TB**

I feel as though I would typically find job characteristics more important than benefits and pay. Although pay and benefits are extremely important, I would obviously rather have them in a job that I would enjoy and that I could handle on a day to day basis. Personally, I would probably pick a job with less pay if I knew I was going to enjoy it more, and potentially ask for more hours or try to make it work within my finances. I know that sometime pay and benefits outweigh the potential enjoyment of a job, but if a person is doing this job every day and not enjoying it to the littlest extent, then they are probably not enjoying their life as well. So in the end, is the pay worth being unhappy on a day to day basis? I would say no. **SC**

I agree. I would rather be completely satisfied in my job and make a little less money than be miserable. **AH**

Definitely! And, since we are so new to the "career world" we can ask a ton of questions and not come across as annoying or incompetent. There more we take

advantage of that the more prepared we will seem, and be, down the road when we have real career jobs. **MA**

As my internships progress, I find myself projecting myself further down my career path and it is apparent to me that pay and benefits are not the key driver to job satisfaction. At my current job what I am experiencing is a need for more feedback; I am receiving little to none at the moment. Also, my responsibilities are not as challenging as I had anticipated and feel that this is due to a lack of job identity and task significance. I feel that this is an organisation that has a very relaxed managerial strategy and does little to make me feel my contribution is valued. This leads me to the conclusion that I am in need of a more structured environment with more opportunities to use my skills and initiative. **JT**

The different characteristics that comes with my job is what makes my job. It was never a boring day, and was filled with dealing with people and their problems one on one right on the spot and solving the problem at hand. I really liked that I got to do a lot of different task and duties at my job. I liked that they allowed us to be generalist and at the same time can be a specialist. Working at a country club you have to deal with a lot of different people throughout the day, which can be challenging and sometime frustrating. However when it's all said and done and you get back the positive feedback and they absolutely love everything you did for them, it makes it so much more worth it to me. When they had a good experience because of you, it also makes you feel more important and valued. These are the things I love to do, and to me they are more than just a pay check with benefits. Don't get me wrong it would be very hard to do these things without those, but it can't be the only reason you do it. When you love something you won't work a day in your life and to me those early characteristics are what help mould and develop yourself into loving your work, instead of just showing up every day. **CB**

I think that during the early stages of my work career, such as now during internships, the characteristics of the job itself are very important. Satisfaction is important, but not as important as the lessons learned. I think this time is vital for finding what works best, how to work with others, and responsibility. I have had six jobs since I was sixteen, and I currently still have three of those. From the past four

years, I have learned so much from myself. Not only at the jobs that I really enjoy, but also at the ones that I really didn't. Such as self-discipline, motivation and working with people that you sometimes can't really get along with in the first place, you learn how to act and work professionally. **KS**

I definitely agree with all of these comments. I tend to ask a lot of questions as it is, so when I am in an internship where it is basically my job to ask questions I do not hold back as if I was just an employee. However I tend to go back and forth with the compensation idea. I understand that they should be teaching us very valuable lessons at our internships, but when that is taken advantage of, or when no one is there to answer the intern's questions, this can be taken advantages of. I believe that compensation for working just as hard or harder than the employees should be ensued if they plan on not supervising or are not able to consistently answer questions that the intern has. **SC**

In the early stages of a career I believe that the characteristics of that position are very important. If the characteristics of the job don't appeal to you, you won't be as satisfied with what you are doing. I value variety in my job, and that is something the food and beverage industry does for me. You will always have your repeat guests but you also get to see new people every day. I think that feedback from other employees and supervisors extremely helpful to the work environment. While working at Disney once a week our managers would tell us feedback from guests at our pre shifts meetings. Some good some bad some singled out certain people and others included all of the staff. It was really rewarding to hear the positive things the guests had to say and it was good to know that our managers were proud of the work we were doing. The negatives only helped us realise what we could work at and how we could make our guests visit more enjoyable. You should really be able to enjoy the work that you do and the fact that you get paid and more than likely get benefits for that position is just a bonus. **CAW**

Pay and benefits do have importance in the satisfaction of my job, but not nearly as much as the other characteristics of my job being a server. Being a server brings job variety daily, which makes my job exciting and fulfilling. Lastly, meeting regulars that

come in often makes the atmosphere seem more family oriented rather than business oriented. **AB**

I feel that in the industry of Hospitality and Tourism a little encouragement or appreciation goes a long way. When you are first starting a new job and everything and everyone is new to you it's nice to hear that you are doing a good job from supervisors or those above you. I personally appreciate any feedback whatsoever because I want to know if I am doing something wrong. I wouldn't want to learn bad habits and continue to make the same mistake over and over especially if I wasn't aware it was a mistake.

Employee appreciation and receiving feedback from employers about work performance are most important to me in a job. When supervisors observe work well done and make the effort to show appreciation for their workers, it helps with employee morale and builds stronger relationships between staff members and a company as a whole. I think a "thank you" goes a long way and lets people know that their work is not going unnoticed. Also, I love getting feedback (good or bad) on how I'm doing in a job. It informs me of what I'm doing well and what I need to improve on. Having a better understanding of my strengths and weaknesses in the workplace has had a positive effect on how I view my job. **AS**

Another element I welcome is job variety. I like going to work each day and having the freedom of a different routine each day. I enjoy the freedom of being able to do tasks in which ever order I choose. At the same time I value the consistency of doing the same general tasks but I get to pick when each is done.

One of the greatest things about my job was the people I worked with. I prize the social aspect of talking and joking around with my co-workers. To me they're more than just the people I work with, they're my friends. If someone happens to be having a bad day I'm not going to hesitate to give them a hug or cheer them up. There is something different about the attitude of the people this profession attracts and that is exactly the reason that I chose this career. **KT**

I think that it is very important to find out how well I am doing and getting direct feedback from my boss at work. I do see whether I am doing things right or wrong but getting criticism and feedback on how I can do things better or faster is really helpful. It really helps to know when you are doing something right and well. It shows you the ways you can improve and better yourself and better the company. **KL**

I agree with you on how feedback is important to hear from fellow employees or supervisors/managers. I wish that where I am doing my internship now, the managers would do that, give feedback to employees. They probably do for servers and bartenders because we just started a comment card policy where it is recommended for the improvement of the restaurant that servers have them filled out by customers. I have been working there for 3 1/2 years and haven't really received very much feedback from managers; I receive more feedback and comments from the owner than the people that I work with. I would appreciate more feedback because it is helpful for improvement and so that I know what I am doing right or wrong. **KVS**

Katherine, I completely agree! I personally like being told the things I am good and bad at and how I can fix an issue to make the situation better. It helps me learn from my mistakes as well as teaches me the proper way to complete a task on the job. The feedback allows me to perform better within the company. **JK**

Feedback is very important to my learning, from co-workers, managers, and customers. When customers are happy, I know I've done my job well and have helped create a repeat customer. Also when customers and managers give positive feedback it makes going into work that much more enjoyable, even over the pay and benefits. **CB**

I used to work at a small restaurant and they never gave any sort of feedback either. We used comment cards and they didn't really pay attention to them unless they were bad. The program I am working for right now for this internship is really good with giving feedback. We have meetings every week where we discuss our strengths and weaknesses and we vote for an employee of the week. It is rewarding to know that we are doing well and it's helpful to know what we can work on. **CAW**

I feel job satisfaction is very important in a job. Variety keeps employees on their toes, and when there is more variety they will stay interested in the work they are doing. **RL**

I believe the characteristics of my job right now are very important to my future because it makes me realise if I like what I am doing or not. To excel in the food and beverage industry I believe you must experience every aspect of the system. You must be versatile because at some point or another you will have to clean the toilet or do the dishes. We are working toward a higher level of work but we will understand our employees better if we have been in their shoes once in our lives.

Feedback is a wonderful thing in the food and beverage industry from employees, supervisors and customers because keeping people happy is the key to running a successful business. By listening to what others have to say makes them happy and can improve functionality of the business. We work to get paid and support ourselves but it is really important to love what you do in life. Job variety can help me find my niche in my career and help me to succeed. **SF**

Question 3:

To what extent have your internship experiences, to this point, (good or bad) influenced your career choices? That is, has it made you question your major, emphasis choice or whether HTM is actually for you?

My experiences with my internship had all been good. I was thinking about making my emphasis lodging but after working at the Sands Resort I don't think that I could work in that field. I really enjoy working in a restaurant and still want to own one. My experiences have continued to push me in the direction of food service. The HTM field is a field that offers many different areas to work in and if in the end I decide I no longer want to do food and beverage I have the choice of moving to a different field inside of HTM. **CAW**

My internship has more or less not changed my view on my career choice. This is because I interned at a restaurant but I have always planned on going into the lodging industry though. It was just convenient to take the job I already had and use

it to learn more about the restaurant industry. I don't really mind the restaurant industry at all. It has its ups and downs to the job but the work really isn't that hard. I found out in my time that I can actually learn to be more outgoing and people generally enjoy being around me more. Any job in the hospitality industry seems like it would be fun to me because were in the business of making people happy and having a good time. That being said, the job that pays me the most and allows me to live where I want will end up being my career. I've been told lodging is generally a higher paying career for managers when compared to the average restaurant. My dream has always been to be a rock-star and hospitality is second choice. I guess I don't want my career to define me as a person, but rather how I treat and interact with other people. **TG**

My internship experience has brought up many questions as to what I am going to do with my future and if this is the career for me, what will I be doing when I graduate? I don't know for sure if I will want to work in a restaurant as a manager when I graduate; I might enjoy working in a hotel or at a Bed and Breakfast more than at a restaurant. I don't know if I could handle the high stress environment of running a restaurant if I were put in the position. I don't do well under stress and pressure. I have a lot to learn yet and I'm hoping by the time that I am done with my next internship at a different place I will feel more confident in my career choice. Hospitality is an enjoyable major and so far I am enjoying what I have learned so I know that Hospitality and Tourism Management was a good choice for me. I agree with what both of you have to say about the benefits of being knowledgeable in several aspects of Hospitality. Food and Beverage is my emphasis but I only chose that because I have experience in that area of HTM and have a general knowledge about it. I am hoping to take what I have learned and use it in a different area of HTM. I do agree that it does benefit you to have experience in the different industries even if it isn't your focus point or career choice. – **KVS**

The past couple of summers working at this same job is what convinced me to switch my major to HTM. My internship experiences so far have been extremely positive and have affirmed my decision. Being that I only have experience in my emphasis area I am interested in branching out to other areas for my next internship to see if there may be something that I am missing. I may come to find out I was

right all along or possibly I like something else better. At any rate, the thing that influenced me the most in deciding to change my major to HTM was how every day of work has some components of similarity but at the same time there are differences. You get the familiarity of doing the same types of things without the drudgery of monotonous tasks. **KT**

My internship at the Kula Cafe (Utopian Marketplace) has made me question whether or not Hospitality Tourism Management is right for me, especially in food and beverage. Working at a baby business is sometimes very difficult because there is no set way of doing things. Franchises have it all figured out to tea while mom and pop business struggle with portion sizes, management and core customer following. I have questioned my ability to run a business because this experience has made me realise how much work and planning it is going to take. I need to be 101% dedicated to it, even if that means working 60 hour weeks and cleaning toilets. Half way through my internship I decided that I was not cut out to be an entrepreneur. **SF**

This is a tough question to answer, yes it had influenced my decision and no it hasn't at the same time. Yes it had because I realised that I don't want to work in a kitchen my whole life, and no because I still love the atmosphere that surrounds a successful restaurant. I have thought about whether or no HTM will fit me and I decided that it will, I just have to find my niche in it. **TB**

So far my internship has shown me that HTM is a good career choice for me. I love learning more about how to create guest experiences that are satisfying and memorable. I also like learning the subtleties of my job at the Inn and trying to always improve. I am still not sure what I want to do with my major exactly, but I wouldn't mind managing a place like Harbor House Inn. I also work at Cracker Barrel, and although it is not my internship, I have learned that I would never want to manage a place like that and probably any type of restaurant. I like working in a restaurant, but the management position (from my experience) is too time consuming. I don't want my job to rule every aspect of my life and my time with my friends and family. **MA**

I agree...Managing a restaurant seems like that would consume your life and family and friends are very important to me also. **NB**

I agree with both of these statements. My position allows me to work in the front and in the back of the house so I gaining experience on the cooking and prepping side as well as taking customers' orders and answering any questions. I'm not sure what I prefer yet because I feel like at times I would rather be in the back in my own little world prepping and cooking, but then again I feel more of a reward dealing with customers and consistently getting instant gratification. **SC**

Although I've worked in the kitchen for four years already I moved into front of house for my internship working as a hostess/supervisor. I was nervous at first since I'm used to being in the back however I've really liked everything I've done so far, and even on the bad nights there is a story to tell. I love how although there are similarities between the nights each night is different and you never know what will happen next. I really enjoy this business and am confident in my emphasis. **KK**

I also worked in the front of the house, and it's crazy how no matter what there is always a story to tell. I liked how it keeps you on your feet, and keeps you prepared for anything. Even if it's something you never thought would happen, at the front of the house at late nights it will happen. **AC**

Through my experiences at Muskegon Country Club, I found out that in my food and beverage emphasis I no longer have any interest in club management. I have worked there now for over seven years and the things and situations that you are put into are not always the easiest. Not that I am afraid of hard work or situations it's more or less the people that make them. During this I have found out that my boss really hates his job and it makes him not happy at all times. Needless to say he is very grumpy, stubborn, and mean. He knows this and blames it on his job. I still very much am in love with the food and beverage aspect of this career I am following. However I just do not like the selfish people inside of the club management that you have to deal with on a day to day basis. **CB**

With my internship experience, I'm not sure how I stand with this major. Since I did not have a regular experience I feel as though I am curious to learn more about different types of HTM careers. I really enjoy the classes and education of this major, so I'm not going to try to get the most out of this internship and get excited for the next. **SC**

Question 4:

To what extent does your internship enhance the classroom knowledge previously gained and your general educational development? How important is this to you?

The internship transfers what you have learned into reality. We have learned about food costs and how to deal with angry customers but you will never really learn until you do it hands on. I believe books and class time help you learn but experience is what is important. This is why internships are a great way to learn about what you want in life. You may love learning about restaurant structures and how they function but you can never learn how much you will enjoy something until you get out there and do it. My internship affected me deeply. I was able to see how a budding business was blooming through my experiences. I saw things that I liked about the Kula Cafe and things I would change personally. My experience gave me a deeper impact on how an entrepreneurial business works. The most important lesson I learned was communication, without it your business or any operation will fail. The Kula Cafe purchased a new register this summer and we were all so busy with other things that we did not take the time to have a meeting concerning the new device. This caused a problem because no one knew exactly how to work it and when we didn't know what to do we just pressed buttons which turned into chaos. Moral of the story, please communicate. **SF**

As far as my Gen Ed classes, I have completed and whether they have helped me out with my internship, I haven't really had a specific moment where I was like "I learned about this in my Biology class or history class" during my internship. There are many things that I have learned in the few HTM classes I have taken so far that I have used during my first internship though. I had been trying to keep the curb appeal of Peppino's clean and inviting which had been hard with the new smoking

ban that was put into play in May. There were always so many cigarette butts on the ground when I got to work and the frustrating thing is that we had a place for those to go other than the ground. People don't seem to care that they were littering when they throw their cigarette butts on the ground. Another problem I ran into during my internship is communication. It improved at my work but was still a weakness that caused some conflict between workers and customers. **JP**

Internship experience is so much more rewarding than sitting in a classroom and I enjoy putting what I learn in to action more than being tested on it or sitting and learning about it. **KVS**

My internship at the Main Street Pub in Allendale has definitely enhanced all of the classroom knowledge I have gained throughout the last 3 years. My business classes help me understand the accounting and finance aspects of running a restaurant. I have yet to take a food class yet, so I am excited to see what that can teach me. **VS**

Hospitality Human Resource Management has taught me a lot about the workplace in the Hospitality field. For example, training and orientation was similar to what we learned about in the classroom. I went through the employee handbook and employee rules and dress code with my manager for my orientation. For training, I trained 4 days as a server and one day as expo. This helped me get prepared to serve on my own. **SF**

In general, many of my classes discussed how you must be good with people and willing to give them great service in order to make it an enjoyable experience for the customer, and I feel that working in the restaurant has given me a hands on perspective of this concept. **AB**

The internship programs that HTM students have to complete are very informative. They help us develop the real world skill we will need when graduating from college. I completed my internship at a job I have held for the past five years. Before beginning this internship I was afraid that it may just be another summer job,

however, it turned into much more. I was been given a lot more responsibility and learned a lot of things I wouldn't have learned in class. **MB**

My experience at Sands Resort goes hand in hand with things I have learned in the classroom. You can't learn everything out of a text book but the issues that I have covered have come in handy for my real life experiences. Being on the job provided a constant way to learn and compare to things teachers have told you or things you have read. **CAW**

I think that an internship gives you real life experience that simply cannot be taught in a classroom. There is a world of difference between knowing how to do something and having actually done it. Of course the classroom is necessary as well but it only takes you so far. Another thing that an internship gives you is connection and contacts out in the "real world" which can help you find a job when you graduate. **KT**

This internship truly enhanced the knowledge I received at Grand Valley the past two years. In working at a golf course restaurant, I saw many of the class knowledge coming through. I had seen many things that related to the food service class that I took last semester. I learned everything from food safety to food prices, and I dealt with those things all summer. I not only saw things from my food classes, but from each HTM class, from the introduction class to the tourism one. It is one thing learning and having all of this knowledge, but it is another thing to be able to have it played out in the real world and get a feel for what it is actually like! This is crucial to me. I need something "acted" out to be able to fully understand it! **KT**

I feel like so far my internship and classroom knowledge have come together hand in hand. There are times when I worked at the inn that I remember something discussed in one of my classes and it helps me do my job better. Or, I saw something that was done at the inn, that maybe I was taught about in a different way, and I had an opportunity to ask about it. I feel like I will get more out of the classes I am taking next year due to this internship experience. I will be able to ask better questions and see how to apply the classroom knowledge in the "real world" because I have had experience working in the hospitality industry. It is important

that my internship and classroom knowledge correlate and come together to help me become well equipped. **MA**

My classroom knowledge enhances my internship experience, especially with my 490. All of the classroom knowledge that I have gained so far has made my internship experience much better and given me many more opportunities during my internship than I feel I would have had without the classroom knowledge. **LM**

From this internship I have learned about what it takes to keep a small business running. Since the business went under, I have learned that opening a business is a full time job. A vast amount of what I learned in my classes was applied to my internship and at most times I was able to correct many actions due to my education. I feel as though applying this education and extending what I have learned is extremely important. I feel that a person will not get the full information if it is just told to them; they must experience the information at hand as well. **SC**

I think that the internship will enhance my classroom knowledge a lot, more than I would of had if not taking it. It made me take more leadership and that will help anywhere, even outside the classroom but it will defiantly help in the classroom. I think now when we have group projects I will be the first one to jump and try to figure out everything. This internship has made me want to lead by example more and really know everything that is going on around me. This is very important to me because right now I have work and school and I need to stay focused and determined. If I want to stay on task, and I feel like this has helped very much. **CB**

The enhancement of my general education is hugely important to me, and during this internship that is exactly what I did. I learnt how to incorporate statistics into how you can track and predict how much product you're going to be using. Also, something I learned in my "Cooking Science" class has obviously transferred over to working in a restaurant. **TB**

HTM 290 (only) – After the surveys were complete it was clear that many students undertaking HTM 290 were motivated by the need for the job to have more Task Significance (explain). Do you agree or disagree with this and why?

In addition Task Identity (explain) was not seen as significant at all...any thoughts?

As a server, my role was very important to the success of the business and I found it meaningful to achieving the overall goals of the restaurant. Servers are the ones in direct contact with the customer during their dining experience, so it is up to us to make sure that it is a good one. We are responsible for making sure the customer comes back again. We also act as salespeople by pushing specials or more expensive items and drinks to bring in as much business to the restaurant as possible. It doesn't bother me that I wasn't responsible for the entire process (even though the customer sometimes thinks so). But along those lines, it is also up to us to turn something negative around and make it a positive experience for the customer. So I feel that my role was very important and has a lot of significance in the success of the restaurant. **SV**

I do feel that my role was meaningful and definitely contributed to the restaurant's goals. Obviously, as a successful business Carino's expects a high level of satisfaction from their customers and in order to do so the entire staff must work together. My job as a server required direct contact with the customers which could be daunting at times but was extremely important to their dining experience. I didn't mind that my job was only one part of the guest's satisfaction because I knew that I could not do it on my own. I will admit, there were times that I did feel completely valued or appreciated by management and my peers. **AM**

I did see my role as a student manager meaningful at times but not always. On the weekends, the head supervisors send the full time employees home early which leaves just the student managers in charge. That is when I felt the most significant. Lots of the student workers looked to the student managers for their next tasks later in the night. Shutting down the building when the supervisors aren't there leaves a lot of responsibility in student manager hands. The goal of the company was to serve quality food to customers and have a clean buffet style dining experience. Student managers definitely aide to this by keeping up on food preparations and cleanliness but then again, so do the regular student employees. It does not really matter to me that I simply was a role player. As long as I had some impact on the customer

experience and satisfaction, that is all that counts. As a manager, I got to work on many different tasks throughout my shifts so I feel that I impacted many different customers' experiences in multiple ways. During different shifts, I got to greet customers, prepare food, serve food, clean the facility, and keep everything stocked. No matter what position I was working in during my shifts, I had multiple impacts on many customers. **LR**

I had a very large role in guest satisfaction as a server. I took pride in my role and had no problem only being a piece of the whole pie. If I didn't like having part of the role of guest satisfaction than this most likely wouldn't be the field for me. I loved working in a team and getting the finished product (happy guests). I feel my role was very significant in the company. The guests couldn't get their food unless there are servers. During my interview my general manager said they were hiring "happy, smiling, friendly people", and I'm glad to say that it was me, so therefore I do believe that I am contributing to the mission. **HF**

HTM 390 (only) – After the surveys were complete it was clear that many students undertaking HTM 390 were motivated by the need for the job to have more Feedback. Feedback can come from the job itself (it is clear to see as a housekeeper if you have cleaned a room correctly or not), feedback can also come from supervisors, co-workers and guests. Do you agree or disagree with this and why? In addition Task Identity (explain) was not seen as significant at all...any thoughts?

I think that for the purpose of our internships and at the 390 level, feedback is vital to your overall experience during your internship. I personally make a point to ask my managers/supervisors what areas I am doing well in and what areas that I can improve on. It is important to me that I am trying and doing my best and I know that I may not always be aware of my weaknesses. I get a lot of feedback from my peers throughout a shift. They have been very helpful when I ask questions about various things, especially in my first few shifts working. I personally think that I am getting adequate enough feedback from my job and my supervisors. However, I know this may not be true for all. When it comes to being a part of a customer's satisfaction it is not as important to me that I am responsible for seeing the whole process through,

but that I am a part of it at all. I think for the most part, one person will not be solely responsible for the entire guest's experience. Rather than focusing on the whole part while working, I think it is more important to focus on your role in their satisfaction and perfecting that role as much as possible. Although, it is still important to keep in mind the customer's satisfaction as a whole so that in a case where they may not be fully satisfied with something you may not be responsible for, you can make up for that dissatisfaction in the quality service you provide to them.

KD

I think feedback is critical in order for an employee to feel successful. The insecurities created by not knowing whether you are doing your job correctly or fulfilling your manager's expectations can prevent an employee from showing what they are really capable of. Most people would rather do what they think they should be doing and hope it's right rather than trying to go above and beyond until they feel comfortable or know they can. Personally I know receiving feedback negative or positive is very important to me. It can really show me my strengths and weaknesses. It's nice to know what I need to improve on and what I can already succeed at. Although it can be tough to receive feedback from more than one manager or co-worker because what they say might contradict. I don't think it matters what an employee does to impact the guest's experience. However it does wear on an employee after time if there is not gratification from guests, management, or co-workers. Many employees will start to hate their job or dread coming to work because of how inconsiderate and ungrateful people are. It is important for these employees to understand the meaning and concept of teamwork within a company.

CM

Over the past couple of months I have really started to value the characteristics of the jobs that I have. Before I started doing internships I really didn't care what kind of job I was doing as long as I made enough money to pay my bills. Now that I actually have to evaluate myself and have to work towards certain goals I really value what I am doing at work. Getting evaluated by my superiors is something that is also really important to me. I like to know what I am doing wrong and especially what I am doing right so that I can either change or keep doing the same things. **SS**

I do believe in many businesses that it is very important to get employee feedback to see how well you are performing. In most cases it is over a period of time you get evaluated, I think it is very helpful to the overall business, the management and the employee. Working at a smaller bakery, where it is just me and my boss, it is easy for me to tell how I am doing. Not only do I get told by my boss how my work is, I hear it from our clients and returning clients. I am in a business where if I am doing a bad and non-efficient job, I will know and it will most definitely show. This is very crucial to all well run business' to evaluate their employees to find out how efficiently they are doing their jobs for the success of the business. **KL**

I agree that feedback is a great motivator in any job. My current job I actually receive quite a bit of feedback. I am constantly talking to my boss/owners to improve the store and change things, with that they give me a lot of feedback in their ideas and what we should and should not do with the store. There is also feedback from co-workers. We have arguments and fix problems together constantly on the way things should be done around the store and ways to change. Finally feedback from customers is the most satisfying. It tells me that my time is appreciated and they enjoyed the experience and final product. This makes my time worthwhile. I work in several areas of the store from paperwork, payroll, slicing meats, making subs and cleaning. I feel as if each task alone as a task identity does not make the final product rather the efforts of all of us on the team and without each individual task no matter how small it may see makes that final presentation. **MH**

As a cocktail server/waitress totally new to this kind of work in the industry I find it extremely useful to know some of the spots I can improve my work. Despite the ability to receive feedback from my managers I most typically find out ways I can improve or better do something on the fly while working my shift. Additionally, I would say that I get the most feedback from other servers. Although managers have worked jobs such as ours before, other servers have the most hands-on, direct and up to date work experience, therefore the best and most accurate information to give. Other servers work together, and communicate the most while working, thus making for a constant need of feedback to and from each-other. As a server it is my goal to ensure that I have 'covered my bases' and the best to contribute to the best possible customer experience. I would much rather hear a guest say for instance

that, "Our service was good, but our food was not as we had expected" etc. Doing the best that I can do is top priority, not only does it kept customers coming back, but it ensures that I will get a good tip too. **EB**

HTM 490 (only) – After the surveys were complete it was clear that many students undertaking HTM 490 were motivated by the need for the job to have more Autonomy (explain). Do you agree or disagree with this and why? In addition Task Identity (explain) was not seen as significant at all...any thoughts?

In a perfect world, I would enjoy working in an open environment where co-workers and supervisors give me feedback constantly. It is my firm belief that we are not able to better ourselves or our quality of work if we don't receive praise/recognition for what's been done right and constructive criticism for what's been done wrong. It is through these learning experiences that we advance in our workplace, understand our role and eventually enjoy the best benefits. However, having said that, I do like to be left to get on with my work to show what I can do so my supervisors see that I can work as a team member or on my own. **AK**

I believe feedback is an important part of job satisfaction. I don't believe that it is necessary in and of itself but it plays a part in allowing us to know if we are doing our job correctly and doing it well which then leads to feelings of job security. Autonomy is great but as students, I don't always think managers trust us to be left to get on with too much. Task Identity is something I think is important particularly when you impact a guest's experience so much through the quality of your service. **BE**

Feedback from any source, I think, is a wonderful tool, especially when it comes from a variety of different places, because feedback from a supervisor would be very different than feedback from a guest. Both are very important without feedback from guests you wouldn't know what the guests want or even where to begin to accommodate them. Also, feedback from a supervisor is important if you want to advance in that career field. Without knowing what your weaknesses are you would be unable to better your performance. **VM**

I value feedback when I first begin a job over autonomy and task identity. I like to know that I'm doing the task correctly, or being told how to do it better. I really enjoy dealing with other people. I like to learn how people are and how to handle them. I also like variety in the job. I don't like to do the same thing every day. Having new tasks, focusing on different segments of the job, and just learning new things are very enjoyable. Whenever I am in any job, I look at the pay as something I'm going to get no matter what. I try to forget about the benefits just so it can act as a surprise when I see something extra. I feel that focusing on the tasks, in the long run, will help with the benefits. **SL**

Right now I am making really good money serving and managing. The more and more the weeks pass the more unsatisfied I get with serving, and the wonderful pay has nothing to do with it. However, when I manage and the restaurant and it gets busy I like making decisions and solving problems in a short period of time. I guess you could call this autonomy. I don't get jealous that the servers are making more money than I am as a manager, because I like what I do. On the other hand, I need to make money like everyone else, so I would say job security and consistency in hours are my top priority over the job characteristics. **EM**

I agree, during the early stages, for me, it is definitely about the pay and benefits. Debt is a scary monster that is virtually impossible to avoid. I need a steady income in order to combat that. But I think as far as down the road goes, other job characteristics will come into play. You don't want to feel like you have no purpose at your job. You would like to know that your experience and input is valued by your employer and rewarded accordingly. I like autonomy and can see the relevance of task identity. Another one of the main characteristics I look for in a job now is upward mobility. I don't want to be stuck on the bottom rung making near minimum wage, and I would definitely like to put this Grand Valley degree to good use. **NH**

When starting a new job, whether it is this internship or a first job upon graduation, I believe job variety and feedback are of greater importance than autonomy and task identity. I am the type of person who likes to learn things, so when starting a job I want to be able to work in as many areas of the business as possible and learn as much as I can about the industry. At this point, pay and benefits are not a huge

factor. I have some bills to pay, but I do not seek out a specific wage to help me get through. For me it is more of getting the hours to work and learn and make myself more marketable in the future. The task significance doesn't have to be extremely high, but at the same time I don't want to be wasting my time doing pointless duties. Getting that job variety and customer contact early is important in strengthening skills and this will then lead to increased pay and benefits in the future. **AJ**

Even though I'm in the early stages of my career I value job variety and autonomy. I was happy to start working in the kitchen two days a week because bussing tables gets old quickly. Even though I still bus it is nice not to do that every time I go in. The best part of my job is the people I work with so I would say dealing with others is a very important aspect of every job no matter what stage in a career. Even if you're doing a simple task it is nice to hear positive feedback from a supervisor. It is motivating no matter how big or small the task and makes me want to try harder. My supervisors are good about this, if you're doing something well they are sure to let you know. I think a lot of supervisors forget how important this can be for staff morale. Also, even though I am on the lowest level of staff at the Fire Fly, I always look forward to the chance to do more important things at the restaurant and when I was put in charge of fixing a problem with the ice machine I realised I tried extra hard and tried to use it as an opportunity to prove myself to the company. I think all these things are important to someone who cares about their job and wants to advance, no matter what career stage they are in. **KW**

I think that right now, in terms of job satisfaction, the content of the jobs that I am doing is far more important the compensation that I am receiving. I feel as though the position and the experience that I am gaining from my job right now will be far more valuable to me in the future than a little extra cash or some benefits that I don't really need yet. I do feel as though my priorities may change slightly once I am out of college. I will have things like student loans to pay off, the normal cost of living, and I won't have insurance from my parents anymore. There is also going to be the need to move at least once because of my fiancé's grad school to consider so flexibility will also have to be a consideration. Overall, I think that priorities change depending on where you are in life and what your goals are for the future. I also think that if you do

not like what you are doing no amount of compensation can make up for that, so you should do what you love not what pays the most money. **LM**

Appendix 17

Lodging Students

These represent a summary of the 5 focus groups conducted on the lodging students. In total 46 students participated with three individual meeting for the respective internship classes followed by 2 combined sessions for those who couldn't make their cohort's meeting.

Question 1:

Describe your expectations leading into this work experience. Outline some of the factors that have influenced these expectations (good or bad).

Going into the internship, I wasn't expecting much. I had been working at the Hampton for about four months, so I wasn't expecting to learn much more. I was expecting to get better with my people skills and dealing with guests, though, since being on third shift I didn't have much interaction with the guests. I was also expecting to get a little better with the computer program (OnQ Property Management) since the most I had ever had to do was run the audit - which consists of hitting about 3 different buttons. Also, I was expecting to gain a little bit more responsibility since the majority of my objectives were jobs that apply to the Front Desk Manager, rather than front desk staff in general. **DH**

In my past work experience I have worked closely with my co-workers and have a good relationship with them. In my job at the front desk I was expecting to be working with people and developing that same kind of work relationship. Although this is what I thought might happen I was very wrong and found that most of my 32 hours a week were spent standing at the front desk alone with minimal interaction only with the guests who were passing through the lobby or checking in.

Another expectation I had was to enjoy working because this is the first step to what I thought my dream job would be as a general manager or owner of a hotel someday. I did like meeting new customers and hearing their stories but I felt like this had become my favourite part of my job and I spent less than 5 min with the guest while checking them in.

Overall I didn't hate my job but it made me rethink if lodging is truly the right path for me because I like to be around people and where I was, this was not so much the case. Having this experience and expectations is only making my expectations for 390 internship that much higher. **AR**

I had the expectation that I would have quite a bit of guest interaction, and that my shifts, would be full of guests checking in and talking with the guests. Since, working at the front desk, I found that guest interaction is very limited. Most times, when I got a chance to talk with a guest for more than 5 minutes, the guests was normally travelling by themselves and were lonely sitting in their room day after day. Other times, the guests just wanted to be in and out of the lobby, and didn't really care to talk. I loved working in the hotel, meeting new people every day, along with talking with the regulars, you got to learn a lot about people and you got the chance to network with people. I had the chance to meet people who live all over the world, and it's the meeting new people, that makes me love working the front desk and not care so much about how much guest interaction there is.

I was also really nervous about working at the front desk, as I'd never worked in a hotel before. I kind of thought it would be chaos through the whole shift, but most nights my shifts were extremely quiet and boring, it would have been nice if I was constantly busy. There were some nights, especially the weekends that tended to be chaotic with sports teams, weddings and conferences. Since I was normally by myself, checking in 50 guests, and handling phone calls, was extremely stressful and chaotic. If possible for my next internship, I would like to find a hotel or resort that has more than one person working in the hotel at night, when guests are checking in, so I can have help if I need it or another person to talk with on slow nights. **ES**

Going into my internship I was incredibly excited about working at Mission Point Resort. It was something new and exciting and completely different from my previous Mackinac Island experience. Mission Point is a large resort and I was given a lot of opportunity there. Having the opportunity to work in all three departments was wonderful and I hope that I can expand my classroom knowledge and also apply what I have already learned in my next internship. **AB**

I was hired originally for my internship to work with the sales team and help plan their Grand Opening celebration party. They hired another intern to come on board as well and we would be working together. After a couple weeks, I was told that in order to fulfil my intern requirements I was unable to work with the sales team and just work full time at front desk. I was disappointed because that wasn't what I originally wanted to do but it was obviously going to be great experience. My expectations going into it was that it was going to take over a month just to learn everything. It definitely has opened my eyes to how everything is run and I learned my fair share. It also made me realise that maybe I don't want to work in hotels. I realise that all hotels are different but I honestly do not want to work another front desk position. I am glad that I had this internship because it was a great experience and it has helped me realise that maybe it's not too late to go a different route with hospitality.

BF

So going into my job I was really excited to learn how a hotel was run. I picked the front desk because it would teach me the most about the hotel. I had a lot of expectations coming into my job, like learning how to make reservations and how to work the hotel program. Once there, I had even more expectations as I wanted to job shadow the sales a catering departments, so that I could learn even more about how to run a hotel. I was fortunate to accomplish all these and it was a great experience.

AF

I had a few expectations for my job. I expected our reservation system to be really difficult to learn, and it was. It took me awhile to learn the basics, but I eventually got the hang of it and then I was able to shadow my manager which was great as it opened my eyes to how the whole department worked. **MB**

I was working for Hillcrest and Country Place and although I'm a lodging emphasis, I'm considering switching to event planning. I was planning more events than I thought an apartment complex had. It was a neat experience getting to work and help some fellow classmates with issues they may be having. I was also surprised how many housekeeping procedures they had there. I've learned a lot about the process they have to go for all of the cleaning and how managing an apartment complex works. **MG**

I worked as a Concierge at the Amway. I had this job for almost two years. My expectations for my internship were to learn more of the management side to my job. Unfortunately, this didn't happen as we were one person short at the desk due to a promotion so for all of my shifts I needed to be at the desk. **SVH**

I was in Missouri doing a housekeeping internship. I expected it to be hard work and I was right. I expected to learn the ins and outs of the housekeeping procedure including public space, laundry and management. I was able to see all these and I learned a lot. **LC**

I also expected/feared that as soon as training was over I would be on my own. However, it is not like that at all. Everyone is very friendly and understands that there is a lot to learn with everything that a front desk agent entails, and they are all very helpful and willing to pitch in whenever needed. Throughout my whole internship people were always willing to continue my development and give me feedback on my performance. **KF**

I had two weeks of training and then I went on to service the front desk alone during my usual 8 hour shifts. In the beginning, I hadn't expected to catch on to things so quickly, but it really was easy once you start doing everything yourself. I got the hang of things very easily. **JB**

When starting at the Best Western I really wasn't sure what to expect because I've never worked in a hotel before. After a couple days of training I expected that it was going to be a lot of work and a lot to remember. As a couple of weeks passed things started to become easier I realised that it wasn't so bad. I always knew that I would

come across really nice guests then guests that you can't keep happy no matter what you do. I experienced one of those guests on a Tuesday night when I went above and beyond my expectations and it wasn't good enough for the guest. My managers were all very nice and helpful but most of my shifts I was the manager on duty. I thought we would be slower on the weekdays and super busy on the weekends but most of time was busy both week days and weekends. It's a lot all at once but I got the hang of everything. **HD**

At the beginning of my internship I had one goal, to become prepared to take on a mid-level manager position upon graduation. This expectation was created mainly from my very successful internship with the Animal Kingdom Lodge at Disney. At Disney I did a wide variety of entry level jobs in the housekeeping department and spent a lot of time working with the managers in the position I am aiming to attain. The specifics of this expectation would be jobs that are a level above the entry level. Duties posted on the job description included items like managing inventory, or ordering, and inspecting rooms. These are two things that would help me reach my goal. Another duty I hoped for was more of a supervisory role. Most job postings for any manager position ask for supervisory experience and while I don't believe it is a requirement it is always useful. I believe that the internships are an excellent complement to coursework. The internships also help build confidence in the ability to work in the field. **CT**

When starting the internship process I was very frustrated because I could not find one. I was getting down to the last classes I needed to take to graduate and the internship were going to hold me back. I thought for a long time that it was pointless and we should not have to do internships. I expected also that it would be more internship like with doing tasks or doing all sorts of things. I did not think at first they could be jobs that you have. I like that it can simply be a job. Having seen previous graduates come back and tell us that their internships were helpful helped them seem not as bad. With the help of one of my classmates doing her internship I was able to find an internship after getting my 290 waived. I actually did my 390 at the Hampton inn and suites as well. I not only enjoyed the internship but it helped me get a full time job. It is not my dream job but for just graduating and having a full time job is a load off. I now believe that the internships are helpful, they may be a

pain but they will only help, as far as experience in your field and getting a job. My only suggestion is starting them early because having them be the last thing you need to graduate may take the value out of them and you won't get as much from them. My internship has helped me and I am glad I had to do it. **EP**

I love that HTM students have to complete three internships, I believe they are extremely helpful. When I was trying to get a job for an internship it was just like searching for a "real job." I spoke and e-mailed with several people until I was offered an interview. I had my first real interview and was hired two days later. I expected that I would have to go through that process as part of my internship, and it helped me prepare for future interviews. From my internship I also expected to learn about the hotel business from an employee's point of view. I only know what I have learned in classes and as lodging major, this is my first position in a hotel. I expected this experience to teach me the basics of the hotel business. I also expected that this will help me find where I want to end up in the hospitality business, and what type of hotel I want to work with, or if I want to continue working with hotels. So far, it's done nothing to put me off. **NS**

For my 490 internship, I had high expectations of what I would learn that will actually be useful in my future career choice. In my first internship, it was more or less something I did because I did not want to wait any longer to start working on the required internships. For 390, although I was at the same location for my 490, I never really saw myself growing in the company. Now, I can see myself possibly becoming a sales manager or banquet manager for a hotel. Katie, my manager, knew that I had these thoughts and was therefore making sure that I was going to learn useful information that I could actually apply to a career when I graduate in a year. Since Katie has done the internship programme at Grand Valley, she knew that they are very beneficial for an individual, which is why I knew she would make sure my experience was also useful. **KC**

I wanted to obtain experience in every department within a hotel in order to gain a better understanding of how everything is connected and run through the operations side of things. I have worked in almost every position in food and beverage and decided to change my focus to learning the events side of the industry. This explains

why I accepted a position as the Activities Coordinator for three different Marriott Vacation Ownership Resorts in Hilton Head. After signing dozens of papers and employee agreements during orientation, I didn't have very high expectations for learning much this summer. It seemed like everyone in orientation was told the same thing about what we were going to be doing, even though we were all assigned different positions at different resorts. I was completely wrong. After the first day of work, I was in shock at how much I had learned about how to plan and carry out an event. After the first week, I was already training on the entire computer system used at the resorts, including Concierge Assistant and PMS. By the middle of the second week, I was completely on my own, making my own decisions, phone calls, setting up meetings with vendors, teaching classes on my own, and charging guests' accounts.

Question 2:

During the early stages of your work career, how important are the characteristics of the job itself to your satisfaction levels? That is, do you value job variety, dealing with others, feedback (from the job and your supervisors), task significance, and task identity rather than simply considering the pay and benefits?

I think that that the characteristics of the job are very important to me this early in my work career. I am still very new to the hospitality work force and need as much experience as possible. I value feedback from supervisors a lot. Just because you're doing a job doesn't mean you're doing it properly- they have expectations for their employees and I need to know that, at the very least, I am meeting these expectations. If I am not meeting them than I am not gaining everything I should be from the work experience. **SP**

I do see the role I do in the organisation as significant and meaningful. It is my job to act as a tour guide, housekeeping, sales agent, and front desk agent. All of those roles work together in delivering guest's satisfaction. Working at a limited service hotel it is important to use task management in order to complete goals and satisfy

guests. Knowing what I need to do and how I go about doing it keeps me motivated to do well and exceed expectations of fellow employees, managers, and guests. **KZ**

In my job I didn't have a lot of variety with what I was doing other than the different guests that came into the property every day. I loved getting to meet new people and that interaction was a very important part of my job and I would go as far as saying it was my favourite part. When I was at work I did a lot of standing around because it was such a small property and there was not a lot to do when you worked a night shift besides checking people in. **AR**

As for dealing with others, I loved the guests and my co-workers. Of course there are the not-so-nice guests that can wake up cranky or get pissy because they're room wasn't cleaned fast enough, but I also enjoyed those people because I feel like it is my job to make them feel better and to turn their experience into a good one. And of course I love my co-workers because they all have such good stories and we all feel the same way at the end of the day. . I would love to have had feedback from my supervisor whenever we did a good job, but instead she only told us when we missed something like a cup, or dust on the ledge of the counter. I've never heard her say, "Hey, you did a good job in your rooms today", or "Hey, you made really good time today in your rooms". It would be nice to receive good feedback like that, but all we ever received was the bad, when we had to go back to a room. I do feel like my job was very significant. If no one ever cleaned the rooms then no one would ever want to stay at the hotel. Or they would be all out of sheets and towels because no one would be there to wash them. I just felt like we're not appreciated enough, because we have the nastiest, grossest job in the hotel and yet we make the least amount of money. **AD**

That's pretty bad that your supervisor does not give positive feedback. It's important to give both negative and positive. I understand that she needs to point out issues but she should also say good things as well to keep up the morale of the housekeeping department. **EK**

I feel that job variety is a huge factor in any job. I didn't have much job variety working the front desk, and it could get pretty boring without a lot to do. My manager

made sure to give me different takes now and then to switch up what I normally did on a day to day basis. Getting those extra little projects to do, that I would normally not do, helped make the shift pass by a bit quicker. Some days I got to do laundry, fold towels, or do group evaluations and doing those things every so often made my job more enjoyable. Dealing with guests is one of the reasons why I like to do what I do. I got to interact and meet new people every day. The rude guests are not as much fun but getting guests who are so excited and happy make my shift that much more fun.

Pay and benefits would be a bonus for me. I am not in this career for the pay or benefits. I am in this career because I love working with people and meeting new people. If I wanted a job for the pay or benefits I would have chosen a different career. I like what I do and getting paid more with benefits would just be an added bonus. **ES**

Job variety is very important to me. Pay checks are nice and important, but they don't matter if you're not happy with your job. As far as everyday tasks go, they were pretty monotonous at my hotel. They are important though because the hotel needs to have order to operate. The variety that comes with this job is the many different guests that you get to meet. Dealing with others is especially important. Dealing with others allows you to grow as a member of the hospitality industry, it allows you to get compliments on what you are doing right, and it allows you to hear what you are doing wrong. Feedback from your supervisor is also very important; because it helps you correct mistakes or keep doing the things that you do right. I feel that task significance is very important because it's hard to get motivated to do something that you don't feel is very important. A good manager or supervisor will make sure to point out that all tasks, no matter how small, are important to running a hotel. **CH**

I believe job variety is very important. Being at the front desk, there are those certain tasks to complete every shift but there also new challenges and tasks that I faced every day. Every single day was different and I couldn't predict the situations that were to come up but I just had to deal with them to the best of my ability. It is definitely a good learning experience no matter what the task is especially working at a 320 room business / convention hotel. It can be very overwhelming but with the

encouragement from my boss and supervisors, I found myself working hard and satisfying the guest's needs. A guest telling you how grateful they are for all you have done and proceeding to fill out a great guest reaction form makes you feel like you are truly making an impression on them, even just for the simplest of things. **BF**

I would agree with you that job variety is a huge factor. I worked the front desk as well but at a large property. I found it to be very overwhelming at times. I got a lot thrown at me at once, I mean there were definitely downtimes but I believe it just depends on the size of hotel you are working for. You said that you have to fold towels sometimes at the desk for housekeeping that is a task that is hard to imagine myself doing at my job. We didn't even keep towels at the front desk. It is strange I know. The rude guests are going to be at every job, which I am sure you know. Sometimes it is hard but you just have to brush it off, on to the next one. **JS**

Early on in my career, I believe that job satisfaction will be somewhat kicked to the wayside and instead, pay and benefits will be my main focus. Just starting out in a career, I would like to make as much money as possible. I'll most likely be starting out in a new city, with a new apartment/house, and lots of bills. By focusing on pay and benefits, I'll be able to better handle the transition, as well as to begin building my wealth. Now that's not to say that job satisfaction will be completely ignored, as I am not willing to be completely miserable just to gain a few more dollars. It has to be a delicate balance, but a balance that in the beginning, will be slightly tilted towards more money and benefits. Later on in my career, job satisfaction will play a much greater role. Once I've acquired enough money to live a comfortable lifestyle, I can afford to pass on money in exchange for greater job satisfaction. **AS**

During the early stages of my work career, I look at it as being "my early stages." I realise that there are going to be stepping stones to developing my career. Obviously each job is going to help you grow and gain experience, but it's hard to have such high expectations of the early jobs. Eventually when I get to where I would like to be, meaning once I feel content in my career option, I would have much higher expectations. Pay will be an important factor, but right now I just need to gain experience and make connections. However, if I am doing a job that makes me happy and a job that is fulfilling, the pay won't be quite as important. One factor that

is essential for me is my working environment. The people I work with, the people I work for, and the people I deal with everyday can make a job experience wonderful or awful. If I feel like there is a lot of positive energy and the people I work with are supportive, I will feel much better about working there. As long as the work I am doing feels productive and I can be helpful and resourceful to the people around me, I will be satisfied. **RS**

I also expected/feared that as soon as training was over I would be on my own. However, it is not like that at all. Everyone was very friendly and understands that there is a lot to learn with everything that a front desk agent entails, and they were all very helpful and willing to pitch in whenever needed. Throughout my whole internship people were always willing to continue my development and give me feedback on my performance. **KF**

If we all began at our dream job with a great income and excellent benefits what would be the importance of our careers. I strongly believe the journey we choose to take to reach our goals is the most significant. We all are not going to be top wedding planners or owners of a multi-million dollar hotel company, but if we choose to put our best foot forward we can still be successful. Along my journey I have already realised the importance of supervisor feedback and the value of it. Talking with my supervisor is one of the most beneficial ways to improve the skills I need to work on. After being told what I needed to work on I am constantly thinking about those factors and finding ways to improve those in various situations. Our supervisors see a different perspective and are able to analyse our work ethic. You may know your areas of improvement, but you stride to master those skills when a supervisor is in constant communication with you. Job variety is crucial for me. With job variety I am always learning, facing new challenges and dealing with the unexpected. I am in a constant learning environment and being knowledgeable in many different areas I feel would make me an asset to the company I am employed by. **AS**

I value my job and what I do. I can clearly see how important my job is. My job entailed doing anything and everything for guests and many other departments in the hotel. One thing that would help me value my job even more would be more positive

feedback from my manager. Every time I had a one-on-one with my manager it was always for doing something wrong or how bad I am at my job. I would've liked to hear positive feedback more often. **SVH**

I would have to say that the internship I am involved in now is crucial to my future success in my selected field. It gives me an opportunity to understand different aspects of the lodging industry and how they all work together. It allows me to receive criticism or praise from my managers, so that I can find if I could be doing something better. It also allows me to decide if I even want my emphasis to be lodging and that is also very important to find out. These internships are the early stages in my work career and they give me a great chance to explore and learn about how each entity of a company works together to make it function at its best. I do feel that it is important to enjoy my job and the people I am working with, I would not want to be stuck at a job with people I do not enjoy being around. My early careers allow me to explore different companies and the people that work there. I may not completely enjoy the work I am doing now or the people I work with, but it gives me a chance to work my way up to the top where I could have a job that I completely love. At that point the amount of money I am making will not matter to me because I will love what I am doing, and that is the most important thing to me. **MB**

The characteristics of the job are for the most part to my likings. I'm not sure if this particular emphasis is for me, but I do enjoy the experience of trying something new. At my job there was variety of jobs to be performed. I performed different tasks each day, which made the job interesting. If you sit back and do the same old thing, then employees can lose interest and may not value their job. This in turn means that their job performance would be lacking because they do not think their work is being appreciated. I like the involvement that I got to have with customers and my fellow employees. They made the work that I did enjoyable. I was the only intern at my business, so some of the tasks I performed were the tasks that the other employees did not want to do. I was at the end of the food chain, but if I did some of the unwanted tasks then it could put me at a better position in my future. You have to work your way up on the list. **MG**

With any new career out of college I have always expected still having to work your way up to what you want. You should be able to be hired into a position that isn't just entry-level for anyone, but maybe just entry-level for a college graduate. Yeah, it'd be great to graduate and get that dream position with excellent pay and benefits, but how often does that really happen. I feel like you just need to get hired into a position at a company you want and from there prove yourself good enough to work up to your dream position. It all depends really. Maybe that's what these internships are doing or helping with, but you can never really expect that everything is going to pan out just the way you wanted it too. Sometimes even with a lot of hard work and connections, it's still a guessing game. **AM**

This early in my career there are certain things that I value in a job. Because it is early and I am a college student with plenty of financial needs, the pay and hours available are still the top priority for me. The benefits are not as important but pay is definitely the first major aspect of a job that must be good in order to attract me to the job.

After that there are things like getting to do different tasks and being cross trained if at all possible. If I get stuck with one task every day, every shift that I work, I will not be satisfied at all. Also the importance of each task is important. I don't mind doing the little things but I want to have progression and be able to work my way to bigger and more important tasks. Interaction and a visible presence from supervisors and managers is also a key thing. They need to at least appear to be invested in the same work that I am in order for me to stay happy and satisfied with work. **CB**

Variety is a characteristic I value highly- doing the same job day in and day out doesn't benefit me at all- I love all the opportunities I've been given to cross train into other areas because not only do I get to gain new skills, but I gain a better understanding of how the entire operation works. **SP**

I also value job variety. I think it is important to learn all you can about the industry you are in. I want to be an even planner, but got a front desk job because it is important that I know how to deal with events that people travel to. Dealing with others is also important because you have to know how to get along with every type

of person, even if you may not enjoy their company. Feedback is another good thing to have. Then you are seeing the other side of the story from your peers, and can solve problems you may be having. Identifying a task and doing it at the right time is important so you can stay organized and not fall into trouble at work. **KT**

I do feel that obtaining the satisfaction of helping others, and actually doing the job right is just as rewarding, if not more, than the actual pay. I'm not going to lie, I love getting money for the hard work that I do/did. But the reason I am going into Hospitality is because I love helping people. Knowing that I showed them, my guests, a good time.. It's a great feeling. There are different kinds of satisfactions to the job we do, and I feel that this one is better. **AH**

I'm realising that task significance is a critical factor in my job satisfaction too. I want to feel like I can make an important contribution to the guest experience through my decisions and that my job is serving an important purpose. **AA**

I do feel like my job is very significant. If no one ever cleaned the rooms then no one would ever want to stay at the hotel. **AD**

Question 3:

To what extent have your internship experiences, to this point, (good or bad) influenced your career choices? That is, has it made you question your major, emphasis choice or whether HTM is actually for you?

I have worked in this hotel for five years now. I started in housekeeping and was promoted to front desk last year. I was previously an International Business major and was questioning whether or not it was the major for me. I then overheard somebody talking about the HTM major and decided that it sounded like the right major for me. I decided that I really liked working at a hotel and meeting all the new people that stop here and taking the HTM classes and continuing my job here has just further made me realise that I have found the right major. I am excited to move onto larger hotels and resorts to experience a more diverse workplace. **CH**

My internship has influenced my thoughts about what to do with my future. I do know that I like hospitality and meeting new people although this internship turned me off to my thoughts about being a general manager one day. I am now thinking I would like to be in the hotel sales and for my next internship I am going to be working front desk and also assisting the sales manager. **AR**

I too have had some doubts in the lodging field last summer. I wanted to be a GM, but now I'm not so sure that's what I want to do. I'm trying to find something that fits my lifestyle better. After working in housekeeping for 2 years I really hate working holidays, I can't wait to do something different.

I have had many points last summer where I have questioned my career choice. Previously, I really enjoyed housekeeping because everyone was always having fun and we all got along. Then last summer, I came back and I could tell that there was some sort of tension between everyone. Then shortly after my return we were taken over by another company and many rules changed that many were not happy with. It was only a matter of time before people started quitting and putting in their notices. We started having meetings about why the morale was so low, and it pretty much boiled down to the fact that that everyone was so stressed that they weren't having fun anymore. This is the whole reason that I chose hospitality. I wanted to have an occupation that I could have fun at the same time I'm working. After two years of housekeeping and lots of tension between higher authorities at the hotel, I've decided that definitely want to do something else. I'm hoping that if I go to another hotel, somewhere that isn't under financial stress and has a well meshed staff, I will be able to enjoy myself more. I really liked in my HTM 222 class when we met a woman that had a set number of hotels that she had to visit a certain number of times a year to check and see how they were doing. That seemed like a job that would be enjoyable and you can also set your own schedule. I definitely want to stay in HTM, I'm just not sure what I want to do with it yet. **ADV**

My experiences so far at the hotel have definitely made me question whether my emphasis of lodging is a right fit. My day-to-day experiences have made me a stronger person and I have learned a lot. However, I do not enjoy going to work every day at the front desk. I want a job that I can genuinely enjoy. I do not know

exactly what career path to take from here but I am considering doing a double emphasis, possibly event planning. I guess I am just really confused right now because I was all about HTM and lodging but now I am not sure. I thought I would love it but that is not the case at this point. I am grateful for all of the experience I have gained from working front desk and have realised that lodging may not be in my future. I still have a lot of decisions to make and thinking to do about my career path but I know it will all work out. **BF**

During my internship I have had both positive and negative feelings about the career path I have chosen. I love the interaction that I get to experience with all the people I meet on a day to day basis. I also love the thought of being able to manage and run on a day to day basis a successful business. When everything runs smoothly it gives you a sense of pride out of your job. One thing that I do not like is the hours. I have to work a lot of nights, and after a while that starts to wear on you a little. But overall I don't think that there is anything else I was meant to do. **MB**

Since I began working at Mission Point I realised how much I do love working in hotels. Despite the struggles I have had it has become evident how much I love my career choice. My part time job is at a Bed and Breakfast on the island and then I also help the event coordinator at the Chippewa Hotel. The bed and breakfast has been a good experience because it made me realise that I do not want to own a bed and breakfast. While I do love hotels, if I ever fell into an event coordinating position I would be very happy. It is not my first choice, but I can say that after my experiences with it that I would enjoy it as my career.

I still have a strong desire to be the General Manager of a large hotel. Despite my new love for event planning becoming a general manager is still the goal. My mother was afraid that my stint in housekeeping would ruin that and I would hate hotels after it. Housekeeping really made me realise how amazing hotels are and how each department makes the hotel run smoothly. Being able to rotate has made me realise that I can work in any department of a hotel and be happy. I never wanted to event plan until I began helping out an event coordinator. I work in a hotel now and I love it, but I have to admit I thoroughly enjoy event coordinating. My 390 is an event internship and I am interested to see if it will change my perspective even more. **AB**

My internship has only re-affirmed my career choice in the lodging industry. Obviously, I don't envision myself working at the front desk the rest of my life. My joy of hospitality, teaching, and travel all seem to point to one job position in the lodging industry. I would absolutely love to be a trainer for Hilton Hotel employees. Being able to travel the world, opening new hotels and training employees seems like the perfect fit. This would role all my passions into one. After going through my internship I'm not sure if I'd be able to work in an office my whole life. Watching some of the managers in their offices, day after day, it just seems miserable. I'm not sure if I'd be able to subject myself to that. **AS**

The internship has only shown me that I am on the right path. I really do love working in hotels and meeting new people every time I work. The only thing I have realised is that I do not want to work the front desk forever. While I enjoy the interaction with the guests, the work at the front desk is very repetitive. I know I want to continue in the lodging industry, I just am not sure exactly what I would like to do but I hope to find out with my next two internships. When I first started my internship, I did question whether this is the right major for me. Now that I have almost finished the internship, I have no doubts about the major I have chosen. **ES**

Working at the Main Street Pub last summer as a waitress has opened my eyes to the HTM field. I am emphasizing in lodging but wanted restaurant experience so that I can work in a full-service hotel. To my surprise, I like working in the restaurant field much more than I thought I would have. I love the varying degrees of the job, but most of all I love working with people and being able to interact with the customers. I enjoy having the potential to make a great customer experience in our restaurant for people that come in. A lot of the experiences I have gone through can be transferred over into the lodging field. And although I really enjoy working at a restaurant, I do not think I would want to solely work in just a restaurant after college. This internship has made me love HTM even more, so I'm excited to see where I go in the future with it. **AB**

This internship has helped me realise that I do want to work in the hospitality field. But I am glad that I am getting a degree so that I wouldn't have to work in entry level

job. After working in the Accounting department at the hotel I have decided that I want to have an accounting minor because I like really liked that side of the hotel. I am happy with my choice of major and emphasis. **AF**

My internship has not really changed my decision about my emphasis. I am still unsure what I want to do. I have really enjoyed the internship I have been doing and it just has taught me more than really changing my mind. I think it's because I am not sure what part of hospitality I want to do. I still want to go get into a hotel and work there before deciding what I want to do. My emphasis is still Lodging but I am not ruling out event planning. However, my internship has taught me some great human resource skills, which I can carry over into any position. **RB**

Question 4:

To what extent does your internship enhance the classroom knowledge previously gained and your general educational development? How important is this to you?

For me, my internship mostly reinforces everything I have learned in the classroom. In class professors always talk about ADR and RevPar, but until you see it in real life and learn how it directly affects a hotel, that's when it really clicks on what you're learning. The best part of an internship is putting what you learn in school into real life situations and seeing how to handle situations. **KC**

Doing these internships help you a great deal in the classroom. It helps you start class discussions and it helps you relate to some of the material. You learn and absorb more information when you have done it hands on. It makes writing papers and doing work group more enjoyable. The first semester I was here almost all of my fellow classmates had completed at least one internship. However, I had not even completed one. This made it harder for me to relate to the material and I had to base some class work off of experiences that I had heard from other students. This helps develop my general education by simply gaining the experience and knowing what is forbidden in this major. It also helps you with you problem solving and decision making in class. I think it keeps you more on your toes. This is very important to me because now I may be the student passing along the information to

a student who has no experience yet. I'm going to have more to talk about in class and I will be more prepared for my next internship. **MG**

I totally agree. I understand things more now than I did when I was enrolled in HTM101, which is rare. This internship has brought out more knowledge in me than I knew I had. **AH**

By completing this internship I have realised that the HTM classes I have taken really help me understand certain aspects of working at the front desk and other departments' duties as well. I believe I'll be taking a closer look at which general education classes I'm taking now that I've worked in a hotel. I'm starting to notice different topics that come up quite frequently that I feel like I should better understand. I feel that my education is playing a large role in my hospitality internship experience. **MB**

I agree! The internship puts everything into perspective and helps me understand concepts learned in class much better. **AH**

Working at Wild Dunes has been a really good experience and has put the classroom information into a whole new perspective. With this being my first internship and sophomore status, unfortunately I have not been exposed to more amounts of information to compare me experience too. However, I feel with having on the job experience I can contribute more to class discussions because I can relate. In addition, I believe this would make projects more enjoyable and papers would have more of a purpose. **AS**

After doing this internship I think that the information I have learned in the classroom has been enhanced. Before I was just talking learning about situations and things we need to know but now I got to experience what really goes on. I got to interact with guest and see how a hotel runs and what is good and bad about a hotel this large. I now understand the big safety and security issues we learned about in our law class. For example some of the rooms have walkout decks that people can gain access to from the outside and if you don't properly secure them before you leave someone can come in and get a free room or walk into a guest room that they are

not staying in. This could be very liable for the hotel if anything was to happen. I enjoyed getting an up close and personal experience of working at a hotel and not just learning about it in a class room. **LC**

I think that having Hospitality and Tourism students do internships is very smart. It helps learn the concepts we learn in the classroom in a more hands on environment. Since the hospitality field is different than any other job, it is good to know what you are getting into first. Also if you know that you want to do hospitality but you don't know which emphasis the internships can help you decide. Also have job experience once you graduate from college will be very helpful when trying to find a job. You also get to meet new people and network with them to help with any future career goals. **AF**

I agree. The internship gives you a little preview of what is to come in your future career. **SS**

I have had my job since I started college. So, it was actually my job that helped me in class. I knew most of the things already that were taught in class. It made some of the beginning HTM classes seem almost pointless. But I have learned a few things that have helped me at work. **SVH**

Throughout my whole internship, I have been able to carry things I have learned in the classroom over into my job. My internship was for event planning and I took the event planning class at Grand Valley so a lot of it I learned could carry over. But what surprised me the most, the information I learned in Human Resources was actually what I carried over the most. I had difficulty adapting to the people I worked with at first and it was all because of HR. I think because of the difficulties I had was the reason why what I learned in HR carried over so much. Another class that helped me through my internship was the sales class. Also, I wasn't only interning in the office with events, I was also banquet serving so my food service class helped me a lot. One particular part of food service that I was able to incorporate was about alcohol and all the different laws. Overall, all the stuff I was taught in my HTM courses were able to be incorporated into my internship. **RB**

I think it's really cool when you can sit down in class and really relate to what the teacher is teaching. It's even better when you can put your input in to the topic at hand. Not all majors get to do that and we are very lucky that we can. I learn a lot in my classes and I learn just as much on my internships. When it comes to HTM it really is a great mix of learning and doing and when we get out into the real world all of our classroom knowledge will blend with our experience to make us great employees. I'm glad I've been able to take the things I've learned in the classroom into my work experience and vice versa. **MA**

My internship has dealt with a lot of what I learned in my Lodging class since I work at a hotel. I do a lot of things at the desk and customer service is a huge part of my job, which I learned in Lodging. I think that this job helps a lot with dealing with all sorts of people and being able to manage your time wisely. It is extremely important to be able to manage time so you can get all of your tasks at work done. It is also important to be able to deal with all types of people because in the hospitality industry, you never know who you may be dealing with. Time management is a huge help with my general educational development as well. You have to learn how you function, and then you know when to be doing homework, when to work, when to sleep, and so on. **KT**

I feel that these internships benefit me in many ways. After this first internship is over I feel I will have a better understanding of certain topics we discussed in the past HTM classes. Although I have not had very many, I can already relate to some discussions we have had about lodging. I also feel that I will be able to add my own opinions into the conversations we will have in the future, because I have real life experiences to share. As my classes become more lodging specific I know my experiences today will better prepare me for what i will be doing in the future. This class also gave me a chance to form my own opinions about topics we have discussed in class. I feel it is important to reflect of past knowledge and form your own opinions about them. I feel these internships are very important for my own growth and understanding of this quickly changing field. The skills I learn during my internships will better prepare me for what lies ahead.

In addition, I cannot stress enough how important networking has been during my internship. I have had many opportunities to talk with people I encounter about future career goals and how they could eventually help me meet those goals. It is surprising how important it is becoming in my life. **MB**

Being able to take part in this internship has helped me majorly in making my choice in what I want to be doing when I'm older. Being able to already choose my emphasis, and being able to break it down also helped me. I learned so much last year in my classes with HTM emphasis. I feel like actually getting into the dirty business has helped me realise what my professors were actually talking about. You always hear that you need to be happy, and try to please the guest and make it so their vacation is the best yet, and you think that isn't going to be that hard. I've actually learned that its way harder than it is said. **AH**

HTM 290 (only) – After the surveys were complete it was clear that many students undertaking HTM 290 were motivated by the need for the job to have more Task Significance (explain). Do you agree or disagree with this and why? In addition Task Identity (explain) was not seen as significant at all...any thoughts?

The amount of task significance in my job depended on the day. Most days I wish my jobs had more task significance, although I do realise that in the WMWA every little task, even filing, mattered to the overall mission. On the days leading up to and the days of the events I felt that my job had an enormous amount of task significance, as I see all the end result. On that same token, on the days of the events we planned I felt very satisfied that I was simply a role player in the task identity. **MM**

As a room attendant at the Amway Grand Plaza, I was responsible for cleaning the guest rooms. Without room attendants, the rooms would not be clean and there would be no guest satisfaction. We worked as a team to get all of the rooms done for the day. Once you are done with your own section you were to see if anyone else needed help and everyone had to be done with their rooms before you could go home for the day. The rooms were also inspected by a supervisor after they were

cleaned, and if they weren't cleaned thoroughly then the room attendants had to go back and clean the room again. Housekeeping is the heart of a hotel and without them the hotel would not run. **HB**

I really think that any and every position is meaningful, and no matter how small you may think a job is, it definitely contributes to the overall goal of the company. I used to think a breakfast attendant is sort of someone you forget about, and that sometimes I feel “small” compared to the other jobs in my hotel. When I really think about it, when the mornings are busy, my job really took the stress off of the front desk. Without me, the front desk agents would have less time to help customers, less customer interaction and even have a neglected, dirty breakfast area. Think of all the complaints that could cause without someone helping in the breakfast area! In the end, the overall goal of any hospitality structure is to give excellent service and leave a lasting impression. When everyone does their job, the whole operation flows smoothly and gives a greater opportunity for top service. I am more than happy when a guest answers with, “Everything was wonderful! As always!” and has a big smile on their face. That is when I know we had all done a great job working as one, in all of our positions. **RG**

I do see the role I do in the organisation as significant and meaningful. It was my job to act as a tour guide, housekeeping, sales agent, and front desk agent. All of those roles work together in delivering guest's satisfaction. Working at a limited service hotel it was important to use task management in order to complete goals and satisfy guests. Knowing what I need to do and how I go about doing it kept me motivated to do well and exceed expectations of fellow employees, managers, and guests. **KS**

As an intern at the JW Marriott, I feel that task significance played a very important role in making my role feel meaningful and having a contribution to the overall goals/mission of the company. I worked at the front desk during the third shift. During this shift we dealt with a lot of different problems that would not likely occur during the day. We had people flying in on redeye flights, had missed flights, drunk people coming from the bars, and just unusual situations in general. I feel our role as third shifters had a lot to do with customer satisfaction and overall great experiences. I also felt that my task identity plays a large part in the delivery of a guest's

satisfaction. We are the people that the guests see first at check-in, also the last people they see when they are checking out. It is important to make the customers happy to instil loyalty in them. We also did the night audit that prints out all of the statements that got brought up to the rooms. We had to make sure that all the statements are correct to make our guests satisfied. **AA**

As a front desk agent at the Amway I feel my position was very important to the company. At the front desk a large part of the customer satisfaction happens with the front desk. I feel as if I was not to perform my duties it could/would result in the lost of customers and their loyalty to our hotel. **KDV**

At Amway I think that the laundry is defiantly motivated by having more task significance. I feel like that laundry is one of the hearts of the entire hotel. Without having a good team to work with there would be no clean sheets or towels for guests to use, if this were the case the hotel could come to a standstill. Team work is everything down there, everyone knows when we start what we have to do for the day and how much laundry we need to get through in order for the housemen to have enough to bring up to the different floors when the people in laundry go home for the day. **JG**

The work that I did for Vail Resorts may not seem that significant, but the way that I like to look at it is... I could make or break someone's outlook on the entire corporation by my actions and how I spoke to them. I could be the determining factor of somebody's opinion about the people that work in Vail. I dealt with people that were on vacation every day, they should be in a good mood, yes, but are they always? No, and I made it my job to try to put them in a good mood and make their short experience with me a positive one and then maybe the next few encounters they have with Vail Resorts employees would be just as good and begin to boost their spirits, and hopefully allow them to relax and begin to enjoy their vacation. The mission of Vail Resorts is to make a guest's experience "An experience of a lifetime" and every day that I walked into work and sat at my desk I was contributing to that mission with my words, actions, and thoughtfulness. **LB**

HTM 390 (only) – After the surveys were complete it was clear that many students undertaking HTM 390 were motivated by the need for the job to have more Feedback from Agents (explain). Do you agree or disagree with this and why? In addition Task Identity (explain) was not seen as significant at all...any thoughts?

In my experiences at the hotels where I have done internships, I feel that I certainly could have benefited from more feedback. Although when working at the front desk, there are many things that I can easily tell if I am doing correctly such as entering reservations and processing check-ins, I feel that more feedback from my managers and supervisors would be a great help. I have found that if I have to make a decision about how to handle a specific problem without the help of a supervisor, it is helpful for me to speak with them after the fact and explain how I approached the situation and why. This way, I am soliciting feedback about the way I am handling my job to get a better idea about how management expects me to respond to certain things. I have not received any type of evaluation (beyond the ones required for my internship) so I find myself asking my managers for their input about specific areas of my work performance. As far as task identity goes, I find it difficult to believe that the students surveyed did not view this as important at all. Personally, I find a higher sense of satisfaction in my job when I am a part of more elements of the guest's experience. For example, in my position at the Extended Stay, I have been working at the front desk and helping with housekeeping. I feel that my role at the hotel has become more important because my abilities are being used in more than one department and my performance has a much higher impact on guest satisfaction. Not only am I a part of their experience at check-in, but I may have also cleaned their room, and provided them with directions to a great place to eat in the area. In this way, I am able to value my interactions with the guests more because I know that I can completely make or break their impression of the hotel. **AT**

I agree that both kinds of feedback are important in a job. Whether you are doing an internship, working at a job, or managing people, it is important to consistently let people know how they are doing at their task. It of course is important to see if you are cleaning a room right or wrong, or checking a guest in the wrong way but at the same time it is important for a supervisor to give you feedback as well. This kind of

feedback can be bad or good. It is necessary to tell someone if they are performing a task wrong so that you can fix the behaviour. Also it is important to give praise for a job well done. It is just as important to tell someone if a guest was pleased with your performance. The other day I was working and I was informed that a guest wrote on a comment card that they were very happy with the job I had done. The fact that the guest had spoken highly of me and that my manager recognized this, made me feel really good about the work I was doing and encouraged me to work just as hard. Sometimes we are tired or feeling lazy, but a simple recognition can turn your day around very fast. At our internships I believe it is important for our managers to give us a lot of feedback, but I think the job evaluations do a good job of this. I believe it is okay to be a role player at a company or that you do not complete the whole task. I think that everyone at a hotel works to make the guest experience the best that it can be. Sometimes you do not know the answer to a question or cannot help someone with the lighting system because it is not your job. The important thing is that you did all you could to help the guest find what they were looking for. At the same time, I do think it is important to follow up when you have not fully helped a guest or if you passed the question on to someone else. A simple phone call asking if the guest had any other questions or concerns about the issue goes a long way and shows that you care about that individual guest. **MB**

In my experiences at the hotels where I have done internships, I feel that I certainly could have benefited from more feedback. Although when working at the front desk, there are many things that I can easily tell if I am doing correctly such as entering reservations and processing check-ins, I feel that more feedback from my managers and supervisors would be a great help....As far as task identity goes, I find it difficult to believe that the students surveyed did not view this as important at all. Personally, I find a higher sense of satisfaction in my job when I am a part of more elements of the guest's experience. **AT**

I do agree that feedback is extremely important. Negative feedback can give me things to work on, what I should be doing better, and more areas to focus on. It is not always pleasant to receive negative feedback but it can help make you a better manager. Positive feedback is also a great way to keep me motivated and striving to do better. When feedback comes from my bosses it makes me feel like I am doing

things right and I am on the right track. When it comes from guests it makes me feel like I am really making a difference in their experience and that is nice to feel. I love when making conversation with guests and I tell them about my schooling, and they tell me that I made a great decision and that I am great for this industry! Task identity can make a difference in the quality and speed that it is completed. I know that when there are some things that seem not to matter to anyone it is hard to take the time to complete them, however, every little thing does make a difference. Wiping off a table no one uses may seem pointless but at some time someone is going to use that table and will be turned off by its dusty covering. I know that this example is silly but it's true, obviously it is more satisfying to complete more important tasks however a good manager should make all tasks seem important. **MR**

I think that feedback is a good thing because you are able to see how well you are performing and what you need to improve on from both your managers and your co-workers are able to help you in this area. I feel that during my HTM 390 I did not receive the feedback from my managers that I would have like seen, however with my internship now I am receiving the type of feedback from my managers that I would like to hear. Guests are able to help because they sometimes tell you if you are doing a good job and would like to write it down for a manager to see. **AMH**

I personally take all feed back into consideration. I enjoy and take the feedback as motivation to help me improve on what I need to work or improve on. It was just last week that I got my job review and my manager and I wrote down other tasks that she thinks I need to improve by the end of this semester. I felt good and proud to hear the outstanding feedback and the areas that I need to improve more on. After my job review she told me that she appreciates the attitude I have whenever I was told something to improve or not to do. **SR**

I agree with the fact that in order for an internship to be successful, feedback is a must. Feedback helps motivate you and give you direction in your job. If supervisors or managers give you feedback, it gives you something to either improve or continue. And if you receive praise, it gives you confidence that you are doing a good job, and helps you want to continue in doing that. I know that I personally enjoy getting positive feedback from guests and my supervisors. Sometimes negative

feedback is hard, but it helps you improve. Luckily, my managers haven't had anything negative to say about my work ethic so far. It does not matter to me that I sometimes only complete a small part in the delivery of a guest's overall satisfaction, because I have played sports my entire life and teamwork is a very important aspect. I am satisfied in doing my role to make the overall task a success. I believe most people feel that way. **AB**

I do agree that feedback can come from a lot of different people and places. Feedback, both positive and negative, can come from a boss, a supervisor, a co-worker, or even from a guest staying at your property; it can also come from your job itself. Your boss and/or supervisor can give you feedback daily, like telling you that you did a good job checking someone in or dealing with a distraught customer, or they could suggest that you change the tone of your voice when dealing with complaining customers. A co-worker could let you know about a faster route to a restaurant that you send customers regularly. A co-worker could also give you helpful hints about how to answer the phone and what you're doing right and/or wrong. The easiest way customers can give feedback is from customer surveys. The downside of these surveys is that most of the people that fill these out are the dissatisfied customers. Most people don't fill out surveys unless they're upset with their experience. Feedback can come from the job itself as well sometimes. You'll know when you did a good job handling a customer's reservation when there are no problems with the reservation and everything flows smoothly. It doesn't bother me that I'm not able to complete the whole task. I am satisfied with simply being a role player. It would be impossible for one person to complete the whole task when it comes to hospitality. Hotels are broken down into departments for a reason; running a hotel takes a lot of work. Front desk staff can't be in charge of cleaning the rooms as well as making reservations and checking guests in. There's simply too much that goes on in a hotel for one person to be in charge of doing it all. As long as the guest is satisfied with their stay that means that all the workers did their job correctly and everyone played a significant role. **HK**

Feedback is a very key part for employees to learn and improve their skills. Feedback allows you to understand what you are doing wrong and right and will guide you in the right direction. It shouldn't be taken as a negative and something to

get down on yourself about either, if the feedback is a poor reflection on your job performance. It should be looked at as a learning tool to constantly push yourself to make yourself a better employee. As far as completing tasks to feel a sense of accomplishment at my job, I don't feel as if that is the only thing that gives me satisfaction. Working in the industry a large portion of the job is interaction with customers and guests and making a connection with them. This above everything else is vital to success in the industry and will lead to those individuals favourable opinion of you and your employer and lead to more business in the future. **JF**

I believe that feedback is what drives an individual to success. As an HR intern at the J.W. Marriott, I am learning the importance of feedback. I enjoy feedback from my manager as it encourages me to stay on the right track. I have learned it is important to give positive as well as negative feedback. If a manager is only telling an individual what they are doing wrong, and I have been in positions like this, they feel no strong desire to do better. My current manager provides me with positive feedback so that I can feel appreciated. Also, when she does provide correctional feedback it is always followed up with coaching and teaching to ensure that I can do what is expected in the future. Also, interning in HR has shown me how important positive feedback is. Human Resource Managers have to give positive feedback so they are not always looked at in a negative light. Human Resource Departments can have a negative light if they are not proactive with positive feedback and encouragement. If they only show up when there is a problem, employees will think they did something wrong every time HR comes along. Working with the Human Resources department has shown me the importance of task oriented work. Shadowing in HR opens your eyes to the establishment as a whole. You do not get to focus on only one aspect of the hotel industry but are exposed to all of it. I do not get to work directly with guest, however, indirectly with handling the internal customers issues (the employees), I can hopefully help the guests. **MB**

As an employee I really appreciate getting feedback as to how I am doing. I probably feel this way because I think I do an exceptional job and would like the reinforcement from other people including guests, co-workers, supervisors, and managers. I am always getting positive feedback from guests, supervisors, and managers in my

current department. I received much less feedback when I worked in banquets however. I felt as if I wasn't very appreciated since we never really were told what guests were saying about us as well as what our managers thought of us. Every so often he would talk to us and say that we've been doing a really good job but never really in specific instances. Giving feedback to employees is a great way to continuously improve their skills. Negative feedback is good too. This can help us change whatever is causing a problem and better the organization. The worst feedback to give is no feedback at all. **BA**

I think feedback is extremely important. If no one informs you of how you're doing, then there is no way to improve. Regarding task identity, I don't believe it's significant for one person to complete an entire task by themselves. As an intern, I mainly help my manager with tasks that she is working on. No matter what, an employee plays a role in the guest service cycle, and the hospitality industry involves major teamwork. While you may not get credit for every little thing you do, an employee must remember that the main goal is to work together to increase guest satisfaction. **KF**

HTM 490 (only) – After the surveys were complete it was clear that many students undertaking HTM 490 were motivated by the need for the job to have more Autonomy (explain). Do you agree or disagree with this and why? In addition Task Identity (explain) was not seen as significant at all...any thoughts?

Not really, I think feedback is the one of the most useful things a manager, co-worker or a guest can provide. We will never know how well we are doing something in the eyes of another person unless they share their opinions with us. By working independently, sometimes you might think you were doing a great job with something and it turns out you were completing missing something that never came to your attention. I also think feedback is a great way for us to grow in our industry. Feedback may provide suggestions to enhance the quality of service we provide to others and help develop the way we act as an employee. **MM**

I don't think that the characteristics are very important in the beginning. I think in the beginning of a work experience one is more apt to learn duties and listen to

managers. I like job variety over autonomy, I think that switching things up once in a while is a good idea to keep employees on their toes. I also enjoy feedback, both positive and negative. Feedback makes employees feel like they are needed and are important to the company. I think the main reason people get jobs is for money and benefits. I think working for a company with benefits and good pay is also a way to keep the best employees, and make them work hard for what they get. **AE**

With my position as a team leader, I have mixed feelings about the characteristics of my job. My duties were to inspect the rooms after the housekeepers had cleaned them, to make sure they didn't forget anything or didn't clean it correctly. There wasn't much variety in my position. I would like to have a bit more job variety every once in a while. On the other hand, I do like the fact that I knew what to expect of each day. I guess you could say that my job did vary in the fact that I changed sides of the hotel, so the rooms were different and they had different amenities. I do like the autonomy that comes with this as I come and go as I please and could move around the hotel meeting with different members of my housekeeping team.

Dealing with others is also something that I have mixed feelings about. I loved getting to know the housekeepers because many were from different countries. Even with the great housekeepers I've met, it was very difficult to assert my authority with some of the girls. There are just some housekeepers that I was so scared to confront and tell them they missed something. I know that this is something I must get over for my future jobs. I didn't get that much feedback from my superiors. I did wish that I would have received more, whether it was good or bad. It was almost 2 weeks into my job before I realised that I was doing things wrong. I feel that this position was very important from a task significance perspective. The housekeepers had 14-17 rooms per day and they often missed something or forgot to clean something. However, I did have some problems with task identity. There were some days where I didn't care about why I was doing my job, just that I was getting paid.

TA

I think the characteristics of my job were very significant to my satisfaction levels. I did like the job variety of my internship as we had repetitive activities at the Kid's Club. However, we also had different children every day, which caused some very

different situations at times. We received feedback a lot from my bosses which was good and almost every day we heard a couple words from them regarding whether it was that all was going well or what should be improved. I was given some autonomy to decide on activities etc...which was nice. I do like having job characteristics defining how happy I am at a certain job. **LDS**

The two most important job characteristics to me right now are complete training and empowerment. Training is vital to success. I would rather be over trained and prepared for events that will probably never occur than I would ever want to be under trained and feeling ill prepared for my position. I also want a job where I can learn and grow personally and in my chosen career. I can't do that if I'm constantly restrained since I learn best by doing. Therefore, autonomy is important to me. I like when I am pushed to respond in new ways and bring in innovative ideas. I have the ability to go above and beyond the normal scope of business and I want the power to do so. Will I all the time? Certainly not, but the opportunity is what counts. I also feel very strongly that I need to be contributing to something good. It might be as simple as interacting with a guest to ensure their vacation is more phenomenal than the last visit or planning an event to raise money for a charity or philanthropic cause. Therefore, I think task identity and task significance are important. I don't need to be recognised or awarded, though it is nice to be appreciated by my peers and leaders. These tie into the general attitude of co-workers at my job. I want to work in a positive place and be part of an optimistic team that believes in and supports the company as well as all of the employees. **LW**

To begin answering this question, I must define the “early stages” of my work career. To me, this would be the jobs and internships I held, or currently hold, in my college career. With the exceptions of a few, most of these were paid internships. As many students have already mentioned, I’m not sure if I could afford to accept an unpaid internship at this time, but thankfully, I haven’t been in a position where I had to make a decision between paid or unpaid. I’ve been lucky enough to find internships that fit perfectly in my personal action plan that are not only paid, but that are also extremely rewarding. If that wasn’t the case however, I would most likely choose a position that was allowed me flexibility in my daily tasks, empowerment to make my own decisions, and the ability to grow within the company. All of these

characteristics, with the addition of respect and recognition from peers and managers, outweigh the pay and benefits any job could offer. If I'm not excited about going to work every day, then what's the point of working at all? I'd much rather earn a smaller pay check to be happy on the job, than to go into work every day feeling miserable, frustrated and unappreciated. **EE**

When looking for my first job after college I will definitely be looking for a job that shows appreciation for their employees and values their employees. I also will take into consideration the hours that I will have to work as well as the pay. But more importantly to me is the hours I will work and how I am treated. I'd like to be given more responsibility (autonomy) and also hope to have a positive working environment where I really enjoy coming to work and being with my co-workers. **AT**

While I am in the early stages of my career I definitely value task identity and significance. I could not work as an intern for free, but working for a smaller pay is understandable because my goal is to learn as much information as possible. When I enter into my career, pay and benefits will increase in priority, because I will have the knowledge and experience to be paid well for doing my job. I love feedback and autonomy and discussing my progression in ways I could improve. I enjoy working with others but I also work well on my own and sometimes would prefer it. I feel that task variety will always be involved with customer service because something different always comes along. I enjoy task variety but it is not extremely important to me. **NS**

The happiest I have been in the workplace has been when there was a combination of everything, especially variety and intellectual challenge. As a hospitality major I want to know everything about my field and I know that these situations are the best opportunities to learn. **CT**

Right now in my current job I also value all of those things, mainly because this is the start of my career. I will most likely be in my current job for a while as I learn more and look for opportunities to move up. I think variety is very important. If one has to do the same job over and over again it gets tedious and tiresome and I don't think anyone does their job as well if they feel that way. Also, for me feedback from

supervisors helps because I want to move up and if I'm doing something wrong or well I want to know. The pay and benefits will always be an issue I need to make enough to survive, but it is not the only underlying factor for a job, especially in this industry. **EP**

Working at The Homestead (and my past internships) has helped me to realise what I truly value in a job. First of all, having variety in a position is something that is very important to me. So far during this internship I have had the opportunity to get quite a bit of variety. I have worked in the message centre, housekeeping, reservations, and the front desk. I have appreciated getting a change of pace. However, I don't think getting job variety always requires working in different departments. When I get a position after graduation I hope to work in a set department but have variety within my job by working on various tasks each day, dealing with different co-workers and guests, etc. Receiving feedback is also something I value. I love it when guests mention my name on our comment cards or when my manager gives me feedback. Without feedback, employees are just wondering if they are doing a good job and they do not know what skills they might need to work on. When I am a manager, I plan on giving frequent feedback to employees. I'm realising that task significance and task identity is a critical factor in my job satisfaction too. I want to feel like I can make an important contribution to the guest experience through my decisions and that my job is serving an important purpose. For example, I really don't enjoy doing "busy work" or projects are really insignificant. So even if a job paid well but was not challenging or meaningful, I don't think I would accept the position. Therefore, pay and benefits are obviously important, but even in the early stages of my career there are certain factors that are going to outweigh those. Having job security, an enjoyable work environment, job variety, etc. are all significant factors that I will take into consideration before taking a full-time management position. **AA**

I think the characteristics are very important to my satisfaction level in my job. I know that I will be alright for a while in the gift shop as an attendant, however, I would never be alright with it as a career. It is important that tasks be identified and placed in an order of importance to have an effective and productive day and team. I feel that if people know what they need to do and what order they need to do it in, then they will feel more responsible and have more pride in what they do. Feedback is

critical to this because it encourages employees to do their best and take on the responsibility and pride of their work. As for variety and dealing with others, I believe that none of the tasks can be identified, or placed in a significant order without first having a variety of responsibilities, tasks, and people. **MJ**

Since I'm about to graduate in a year, I want to be as well prepared as possible to enter the real world. Through my experience of dealing with immediate managers, supervisors, and continual up the employee ladder, it is helping me learn how to express my opinion as well as listen and take direction. Overall, that is the thing I most value since no matter what job I have, I will always have someone above me that I will have to respect and work with. My job variety is the close second aspect that I appreciate most though. Most days I come in and serve, but luckily it is never the same guest, minus those who stay for months at a time. I am always working with new people on every shift, as well as having different jobs I do. There I days I solely serve, days I just work banquets, as well as days I am bartending until close. All of these different roles I play keep me entertained and not stuck into a single rut. Hopefully, if I prove myself in my job, I will be able to possible prove myself and take on more responsibility in the future which should result in more autonomy. **KC**

I feel all the job characteristics from this study are important. It's when we are first starting out in the industry, that we are most impressionable. Although each property will be different, if your satisfaction levels at a property are not high, it is hard to know if it is the right career path for you. I do value autonomy to a certain degree. I love working at the front desk, with sales, customers, and my employees, but if I had to completely change my position, to housekeeping or something, that would involve too much variety. Dealing with customers is a huge part of the job, and when you have a great day with your guests; it is worth so much more to you than your pay or benefits. Your happy guests also write great comment cards, so this helps your supervisors see what you do and how you perform behind the scenes. **AB**

Being in my early years in my career of choice I think that a variety of expectations and tasks is best for me. The monetary compensation is always important, but when I look at the long run; money won't buy me experience, a variety of duties will. I am better off doing more than what is expected of my position to learn the most I can

about my industry of choice. One of the things that I value the most is feedback; both from others and from my supervisors. When I send emails out regarding new programs or forms I have created I am constantly asking for associate feedback. I can't better myself without knowing what needs to be improved. **CR**

Appendix 17

Meeting and Event Planning Students

These represent a summary of the 4 focus groups conducted on the meeting and event planning students. In total 43 students participated with three individual meetings for the respective internship classes followed by 1 combined session for those who couldn't make their cohort's meeting.

Question 1:

Describe your expectations leading into this work experience. Outline some of the factors that have influenced these expectations (good or bad).

I didn't have too many expectations going into my internship. I kind of decided last minute to do it so I didn't have much time to think about or prepare for the internship. The company I interned with didn't have a set schedule for me or a description of what I would be doing before I arrived. I also hadn't talked to them much before I just got the internship approved and that was all I knew. I wasn't really sure what I would be doing or what it would involve. My internship was also in a different state so once I moved down there I started to get a little more nervous about what I was going to do. I felt very unprepared, stressed and unsure about things. However, when I got into it, it wasn't nearly as boring as I thought it would be. When I went in the first day and they told me they had never had interns before and they were a new company themselves, I was a little worried it would be boring. I didn't think there would be much for me to do because they themselves were not completely organized. However, they were very nice about making sure I always had something to keep me busy. Even if I wasn't always doing something huge I had something to do. I really

have enjoyed getting to know the people at the company and it was easy for me to ask questions and get more involved throughout my internship. **SB**

I was the same way. I didn't know what to expect and was thinking I would be very overwhelmed. In the big scheme of things, I know how much these three internships will build my resume. **DM**

I loved it! I actually worked for the JW, but we helped at the Amway for big events. It was a lot of fun; mainly because the people I work with were all really great. The variety of each day was great too and I hope to get lots of experience in all areas of the industry from these internships including those outside of event planning. **BB**

Sounds like a good plan to get a big variety of experiences in different aspects of the field! My 290 internship was at Saint Joseph Today, my hometown's visitor's bureau and also the coordinators of the events that happen in town. Eventually I want to be a wedding planner, so I'm hoping to get one of my internships there too! **DM**

My sophomore year of college I changed my major to HTM with an emphasis in Event Planning because it seemed like an exciting career to work in. At the time I thought event planning was only about being a wedding planner, but to my surprise it was much more than that! My expectations of an event planner are hardworking, creative, and can easily work under pressure. I personally enjoy all three of these qualities. I also expect event planners to think outside of the box and create new and exciting themes for their clients. This past March I was in charge of putting together my sororities' formal dance. I started about 6-7 months before my chosen date and started preparing. I called around for deals on locations, catering, and transportation options. I had so much fun planning the theme, centrepieces, gifts, and everything else that went into the dance, don't get me wrong it was a lot of work, but in the end it was totally worth it. I personally think that I would love working as an event planner because I would be able to create fun and exciting events for clients to help make their event special. **JK**

Going into this first field experience I wasn't too sure how it would all work out. I was a little nervous that tons of responsibility would be put on to me and I wouldn't be

able to handle it because I didn't know how anything worked. I honestly didn't know what all went into planning a wedding or any other event for that matter, but I think that is the whole reason to learn. I think that three internships over my college career will help me so much when I graduate and am put into similar situation. Having the internships is a great way in my opinion to gain first-hand experience in your desired field. Once you are immersed into a real life setting like in the internships it is so much easier to know how to react, handle, and control certain situations. **KJ**

For HTM 290 I expected to gain the basic knowledge of the behind the scenes for events. I expected to learn about the details that are important, and the roles each person plays during an actual event. I feel it was very successful. And I feel confident that what I took away from the experience, both the good and the bad, will help me in my next internship. **RT**

I went into the internship a bit unsure about what exactly my role would be in actually planning events...Yes, I knew I would be making phone calls and organising things like donations, but I helped to write programs, escorted vendors, and really became an active part of the events. I was also really excited because my boss wanted me to see all different kinds of events, so she made sure I would be able to be part of a Walk and a Wedding at the Zoo. It meant a lot to me that I was not just hired help, but that they wanted me to really learn a lot from the experience. I guess my expectations had been exceeded on how involved I would be in the events and how much I would learn. **EJ**

So before going into this Special Events Internship, I heard a lot from the people that I networked with that that the events that my organisation put on were fun, could use some improvement, but that I would really enjoy putting together the events and help Kate (my supervisor) in any way that I can. I thought I would be going around looking for venues in the area with Kate, and making invitations, and putting together a whole party! How wrong could I have been? I was surprised by the amount of office work that I did. The only thing different about non-profit Event Planning, is that you have to constantly find new outlets to reach out to people to get you to donate, and then try and try and try to get them to give something, even if it's a \$25 gift card. So research to find new sponsors, and bringing together past donors, looking at

histories, and making follow-up phone calls and e-mails all the time, every day, is an absolute must. I spent a ton of time putting out mailings for our events. It was tedious work and took up half the work day, but I realized that in the Non-profit Event world, it is necessary, otherwise the business/organisation, would not even exist. **LT**

At my job I was classified as a "Promotions Intern", however to some people that meant I was their packet stuffer and to others, I was their tele-marketer. When I took the internship, I assumed I would be able to work events that I wanted to work, and spend time with the Jocks, and just enjoy music. I knew we would be working on some events but I was unsure as to what they would entail. However, I am shocked with some of the tasks we received. I loved that we had some say so power to hire suppliers or design posters. But I definitely did not expect to be stuffing envelopes 4/5 days, and driving as much as we did. **RW**

When I started trying to secure my first internship, I did so with few expectations in mind. I went to the Amway Hotel Corporation with long-term goals being in focus. Event Planning is not a huge market in the area, but I would still like to live in Grand Rapids. The Amway Hotel Corporation is somewhere I can see myself having a future as an Event Planner in Grand Rapids, so I thought it would serve me well to start out there with my first internship. I went to Patrick Fritz, and ended up with an interview at the JW Marriott with Phil Weaver, the F&B Manager. I didn't really have a preference for which department I worked for during my first internship, because I feel that it's very important to have an understanding of the entire hotel industry in order to be a successful event planner. As a result, I was in contact with the banquet department, security, kitchen, cleaning, etc. just in the first couple of months working for banquets. I think this was crucial, and it's exactly what I expected from my first internship. I came out of 290 with a basic understanding of what goes on behind the scenes for an event and I feel that the internship was a success. **BB**

I am an Events Planning major, however my 290 was done in F&B, with some added projects to get me involved in events and hopefully provide me with some networking opportunities. Going into the internship, I think I was planning on it being much easier, than it proved to be? I have had years of experience in F&B, but last summer was much more difficult. I think I spread myself too thin and needed to rework my

time management. I had been pleasantly surprised at how helpful, understanding, and receptive my manager was, she as well as others were always there to answer questions and fit me into their schedules so that I could observe and learn more about the behind the scenes action. I think overall the internships are a great idea. Real life experience is so valuable, it is one thing to learn it in a book, but completely different to apply it in your everyday life, especially when obstacles or challenges occur. I want to gather as much experience and knowledge as I possibly can with each internship. I completely agree! I think that the internships will be very beneficial; having actual hands on experience is the way to go. Everyone learns differently, not to mention it is one thing to plan an event in theory and a completely different experience to plan and carry out an event. My major is event planning, although I haven't done an event yet, I know that anything can happen and it's how you handle those curve balls, that is what will really matter and you will only improve with experience. Gaining experience in the field will also help reduce the anxiety when things may not be going quite as planned. **JM**

I have learned so much too! I agree that every major should have at least one required internship. I have learned so much and have really been given the opportunity to network and learn skills that I was previously unfamiliar with. I was the same way! I started off really wanting a lodging emphasis and especially after getting an internship doing event planning, I have definitely made the decision of event planning! I love how much an internship has helped me make my decision so much easier. I totally agree with the loving it or hating it! My internship coordinator practically told me the same thing. My internship started off very slow and proved to be underwhelming, but now every day I go in there, it is one big stress ball. Nice to know I'm not the only one in that boat! I have helped coordinate a craft fair, antique show, farmer market's, the Memorial Day parade, a kick-off for our public art in town. It's been great so far! Going into this internship, I know I had a lot of expectations. Learning about the field through the HTM courses set those expectations. I expected everyone to be very organized, responsible, and on time and I realized that is not always going to be the case. I helped coordinate seven events at my internship, and overall, it's proven to be a success. However, what the ordinary visitor or customer of the event may not have realized is the massive stress, indecisiveness, and struggle that went on behind it. Having an internship and getting that field experience has

already shown me a lot of new knowledge that I probably would have never learned in a classroom course at Grand Valley.

The biggest thing is that everything isn't always going to be as glorious as it may appear from the outside. I have learned that people aren't always going to be as organised as they should be for being an event director. Overall, I think my expectations were high for my internship. Although my expectations are being let down in a sense, it has already taught me a lot. I am enjoying seeing how certain things will be played out rather than reading them in a textbook. **TM**

You aren't kidding when you say stress and indecisiveness goes on behind planning an event. I didn't solely plan events where I worked; however, taking reservations at the last minute and helping put events on, and working side by side with people planning it, I definitely know what you mean. You want to please all the guests, keep your head on straight, make the event a success, and make sure everything goes smoothly all at the exact same time. It can be quite crazy. **MB**

Question 2:

During the early stages of your work career, how important are the characteristics of the job itself to your satisfaction levels? That is, do you value job variety, dealing with others, feedback (from the job and your supervisors), task significance, and task identity rather than simply considering the pay and benefits?

I think that getting feedback from anything you do is beneficial especially in a working environment. When you get feedback you can improve on your skills and get advice as to what may work better in the future. I am one person that believes you have to love the job you eventually end up with. If you are just going through the motions of your job and getting the benefits and money you need, that doesn't mean you are "doing" your job well. I think that if you love what you do you are more likely to perform at a greater level, make a larger impact, and hopefully improve the world in some way. With event planning, yeah we aren't changing the world or solving world hunger, but throwing a benefit dinner, fundraiser, charity event, or just making

someone's special day perfect whether it's a wedding, birthday, anniversary, we are going some good. I pride myself in a doing a good job at tasks that are assigned to me and completing something and knowing you did your best and the end result is to someone's satisfaction is one great feeling. **KJ**

Jobs in the hospitality industry are all about variety. Each day is different due to the interaction with others, and the type of events that occur. I believe that to do well, it is important to be critiqued so improvements can be made. We must know what to expect so we can be efficient in carrying out our tasks. In my organization at GVSU, we were taught that we individually represent our organization, and if we do well, we make our organization look well. This applies to the workforce: when we are critiqued and handle the feedback in a professional manner, we make our businesses look great. If individuals work only for the pay and benefits, they do not take evaluations seriously. They do not feel the satisfaction of helping those around them and do not grow into a stronger person from their co-workers input. **AY**

Originally, I wanted my 290 to be just me and no other interns to work with but since working at Clear Channel, I Love the interaction I got on a daily work basis with the other interns and staff. I got really great feedback from my boss and I'm the type of person who feels bad every time I do something "wrong" and he made me feel okay about it. My position was unpaid but they tried to reimburse us once in a while giving us gas cards, free food, access to concerts, etc. and because of that, our identity was free flowing. We did many different things considering we were event planning and promotions for all the different stations. I sometimes feel the tasks were meaningless and insignificant but I know they were helping out in the long run. **LW**

As far as job variety goes there really isn't any unless we were working an event. Most of my days consisted of sitting in the office making calls, emails, and other paperwork. Sometime I wondered why I even came into the office because really I could just sit at home in my pj's and do the exact same work. Although some of the work was "boring" or insignificant, I did feel it was important and I appreciate the feedback I got from my boss. My co-workers were great and I liked working with everyone. But with no pay and driving all the way to the E Beltline for work 3 times a week from Allendale is become a bit of a money pit. However, I learnt a lot and in the

long run I know it was totally worth it. If my career was driven by money then I would definitely not be in the hospitality industry. Long hours and just decent pay isn't exactly my cup of tea, but I chose my major (lodging & event planning) based on the fact that is it already a hobby of mine and probably the only thing I could stand doing for half of my life. **LC**

I place high value on job and skill variety. Having to do the same mundane tasks every day is rarely rewarding. With different jobs and tasks to perform there are more opportunities to learn and grow as an individual. I love to interact with clients and feel this would also be a necessity simply sitting alone behind a desk is not something I would be satisfied with. **DM**

I highly value job variety. I think it is important to learn all you can about the industry you are in. I want to be an event planner, but got a front desk job because it is important that I know how to deal with events that people travel to....Dealing with others is also important because you have to know how to get along with every type of person, even if you may not enjoy their company. As I progress as a hospitality professional, I believe this will become more important in all areas of the industry. **KT**

As an event planning intern for XXX (name of organisation deleted), I definitely feel as if my job has a lot of task significance. I am definitely motivated by this factor. In all honesty, most of the time, I feel like if we didn't plan and run the events, many of them wouldn't happen, making the intern's role very significant. **AW**

Task identity is an important component of my job satisfaction but it sometimes gets lost in the prioritisation of my internship learning goals. I think that it is important to have it in your work because I feel as though it leads to a sense of satisfaction in your job when you see how your contribution counts. It also teaches the ability to take pride in your work and to successfully complete a task from start to finish. Task identity allows you to learn different portions of the event planning process and by identifying with these, you could potentially help make future events more successful. **JK**

My job was an unpaid internship, and yet I learnt so much. My boss was a simple type of guy. Plan the event, do the promotions necessary, have fun and make it professional and profitable. Better said than done. In the early stages we were all learning different aspects of Clear Channel, and how to get out of this internship as much as possible. Since we were unpaid our bosses said thank you 100+ times a week and made us feel like we are important. They gave us some leg room and let us take a gamble to see if something we decided would be successful. Luckily my boss frequently pulled me aside to get my feedback and share personal experiences that he dealt with earlier years in the company. He is passed on so much knowledge to help save me the hardship of experiencing the same thing years down the road. Every day was something different even though it appeared similar. **RW**

I think that job satisfaction is huge and something that I want now and in the future. I don't want a job in the hospitality industry that isn't making me happy and wanting to go to my job every day even if I get paid tons of money. I want to be able to put together events and enjoy what I do. I think the components of the job you interview for should match what you are looking for otherwise there is bound to be issues and job satisfaction might not fully be there. I definitely value job variety, feedback and task significance and variety. These are the things that benefit us in our jobs in the long run. Feedback is extremely helpful so that you are aware of things that you could possibly improve on. I have always been the type to prefer an upbeat atmosphere, good co-workers and great job before choosing a job based on solely money and benefits. I have to be able to enjoy what I do day to day even if I am not paid the best. You don't want unhappy people working in the hospitality industry. **CA**

I think that everyone, especially in this economy now, will be thinking of pay and benefits first to help make ends meet. But we need to find a median where we can focus on the evaluation as well as making a living. Evaluations should be focused on most though because you should be taking those seriously and looking over what is said about you to see what you need to work on or to build up/find other ways of doing things that you're already good at. I think with the beginning jobs we should look more into the experience of the job not pay just to build up the resume with experience that helped you get better at what you do not just all these random one. **SC**

I think everyone looks for or should look for job variety. Constantly working on new things makes you more well-rounded and educated in your field. I think that my internship has given me a number of different opportunities of trying new things, and it has really opened up some great lines of experience for me. During the week, I was in the visitor's centre talking about the area and what we had to offer with the visiting tourists while also planning for events. On the weekends, there was always at least one event that was happening, whether it be farmer's market, antiques on the bluff, a concert, an art fair, or like this weekend, the Fourth of July festivities.

Since I was around tourists so much, I was really able to interact with hundreds of people from different areas. Interacting with people is the heart of the hospitality industry, and although some people are harder to deal with than others, I really enjoyed that interaction. Feedback was minimal at my internship. Every now and then I got feedback, good and bad, which I appreciated but felt like it could be more regular. I'd love to know how I could improve to get the most out of my internship experience. Overall, my satisfaction came from the end result of a successful event, rather than the pay check I got from it. I love to please others, especially people who are unfamiliar with the area. It really makes me proud to be a part of the success and to live here. **DM**

I completely agree! You have to want to do what you do before thinking about money because if you're not happy how are you supposed to make others happy? I think that's a huge thing in this field, that even though the hours are long and hard and you end up staying late and doing so much for your job, you do it because you enjoy it and you personally want to see where you're working improve because of you. **MB**

The characteristics of the job during the early stages of my work career are very important. It is important to know and understand those job characteristics to know what is expected of you not only as a person, but as an employee. As an event planner, the job consists of a lot of variety on a day to day basis. When working and planning events the job is based on what others want, so the event planner needs to be able to deal with others and take their feedback. Each day is always different when dealing and interacting with others, which makes the life an event planner very interesting. **JK**

I think it is important to have task identity, and at least know what kind of role you play in the overall process. It gives you more of a sense of pride in your job because you know you are important. Also, you learn other aspects of the process that may help you in the future or that you may be more interested in. **EG**

I believe that the most important thing in my early career is that I have a job that I know is going somewhere and that I am growing from. I believe in my early career I might not get my dream job and love everything about it. I think that is part of learning the industry is starting off somewhere and working your way around. I believe as long as you see yourself growing from this experience and becoming a better employee then you are doing the right thing. I think that feedback is probably the best way to grow in your career. Feedback is the best way to help someone learn and if you have a mentor or someone there to lead you in the right direction you couldn't ask for more. In my early career I don't think money and benefits will play a big role because it is hard to find a job let alone a job you love and one that plays well. **SB**

Job variety is very important to me, although I enjoy some repetition like in serving; I also enjoy the constant change of atmosphere and the constant change of clientele throughout the day. I thrive on making an impression with each person I come in contact with; you have a small window of time to be memorable and part of a great experience for your guests. Feedback is always appreciated because without it you'll never improve or challenge yourself more. As far as pay goes, I agree with some of the other comments, if money is your top priority hospitality is probably not the industry for you. I have been in the industry for 10 years although I have not exactly been rolling in the dough, I have been able to get by. However, I am now at a point in my life where getting by is no longer acceptable and I hope that by completing my degree I will be able to have a more comfortable lifestyle. **JM**

I do not want to have a job that I dread going to every day, whether it has great pay and benefits or not. This is especially true for my early career, because if I get burnt out with my first job it will make future jobs much more difficult. It is important to me to have variety in my work so that I can explore different options. I also highly value the relationships I form with my co-workers and supervisors. Satisfaction would also

come from my performance, which would be indicated through feedback from my supervisors, as well as customers and people I work with. Job satisfaction would come from doing things that feel important, and that benefit other people in some way or another. **BB**

During the early stages of your work career I think it is of huge importance for you to value your job. Although, there are always going to be pain in the butt times, good feedback, positive reinforcement, and overall job enjoyment does really contribute to your happiness. Also, job variety is a good thing to have because having to do the same thing day after day becomes repetitive and mundane. It's better to always have something new and exciting to look forward to each day. **MB**

Question 3:

To what extent have your internship experiences, to this point, (good or bad) influenced your career choices? That is, has it made you question your major, emphasis choice or whether HTM is actually for you?

My experience at the Main St. Pub has not changed my decision to go into event planning. I have always known I don't really want to be on the food side of hospitality, but I know that it is important to feel comfortable around it, and know what it's like so you can empathize with employees and co-workers. So far everything I have done that involves the actual planning or setting up with the event itself I have loved. So that internship only made me more excited about my career choice. **RL**

I discovered just how green I was to the event planning world; it's exciting and nerve racking to think I'm starting something completely new! I'm gaining confidence through schooling but I definitely would like to get more hands on experience in my next internship. I've tried to leave the Hospitality industry but I always come back to it, HTM is defiantly where I belong. **JM**

This internship confirmed my true passion for Event Planning and if anything, has encouraged me to put myself out there more and network so I can continue to do larger things. **RW**

Thus far my internship experiences have only somewhat influenced my career choice. I do know that I will never work for non-profit, however it has solidified that I love working on/at events. I love my major and my emphasis choices. I will say, since I have more experience in lodging I'll probably start working in that field before moving into doing events - which I'd like to do mostly corporate events or weddings.

LC

I expected my interning experience to be booked with busy events, but I've learned that there's a lot more time spent on the prep work to carry out a successful event. This includes booking the rooms, finding a theme, figuring out decorations and the layout of the room, inviting people, asking them to RSVP, etc. I am much more excited when I am at an event because of the interaction with others rather than the busy planning work that does not involve being face-to-face with others. With this said, my interning experiences have shown me that I do see myself continuing on with this major in my future. I love being busy planning ahead and being part of executing an event. Though some of it has been a bit rough and can be stressful, the end result is worth it, and I feel I'm headed in the right direction with HTM. **AY**

When I first got into this internship I was so excited to help plan weddings and yes it is really fun and I do enjoy it a lot, but I don't know if I want to end up planning weddings. I am so open to whatever comes my way I don't want to settle just yet. I do know however that Event Planning is something I will be doing. I love that we have office hours, but also get to go do things during the day, it's not a constantly sitting at the desk job and I love that! Also meeting all the different types of people and interacting with them and hearing their creative ideas is a really neat. I am very organised and I think getting all the time-lines ready, making lists and sending emails is a perfect way for me to use my organization for someone someday at some organization. So my internship has taught me that yes I am headed in the right direction and also there is endless possibilities for my future as well as maybe weddings aren't something I will end up doing even though I enjoy them very much.

KJ

This first internship for 290 definitely influenced my career choices because I went from being a lodging emphasis to now an event planning emphasis. I didn't think I had an interest in event planning until I began this internship and things started to become more interesting and becoming something I could definitely see myself doing. I love the variety and creativity in event planning and how I wouldn't be doing the same thing every day. This kind of thing is extremely important to me in a future job. I feel right where I belong and confident in the fact that HTM is the correct major for me. Being able to re-evaluate my emphasis area based on this internship is a good thing. This shows that internships are very important and that a person's mind could change based on their experiences in internships. **CA**

I totally agree with you! I love planning events and stuff but can never and probably will never work for a non-profit. It's not so much hands on because you are so focused on fundraising and money that it takes away and makes all the details (which I like to do!) the last priority, especially when you work for a non-profit. My internship has given huge influences on my future career choices. I know that I do not want to go into non-profit event planning. They should switch that to fundraising event planning. Most of the details of events such as decorations, meal menu preparations and guests are some of the last priorities when planning a non-profit event. I would love a chance to get off of the computer and do hands on preparations and prepare details for an event. Sitting at a computer doing 8 hours' worth of computer work to find people to donate money is not my ideal dream job. I want to continue to explore my options in event planning and get into corporate event planning or weddings. I know I want to continue HTM and by starting the majority/core of the program in the fall will only raise my expectations and hopes for my future career choice. **MM**

In all honesty, I'm not sure how I feel about event planning now. I don't really enjoy planning these festivals but I do still enjoy planning. I'm starting to love promotions now and am even considering a minor in it. I think once I land a career that's more one day events that don't deal with a music concert, I will start to love it again. **LW**

My internship has not made me question my career choice of the HTM field nor my emphasis. However, it has made me realise that I will never find myself falling into a

career choice of a non-profit organisation. I had already taken a course at GV for non-profit which kind of gave me a heads up on how an organisation like that is set up. Constantly asking for money from people doesn't seem like that ideal of a career. I have seen both good and bad event planning processes happen throughout my internship and if anything my career has made me realize what NOT to do at a business if you are seeking to be successful. Overall, I can say I have learned a lot from my internship whether it be something positive or negative. **DM**

I have had a rather good experience so far. What I have learned about my emphasis is that I am very inexperienced in this area. I have much more knowledge and experience in the lodging and food and beverage area than in event planning. I had never taken any event planning classes or worked in that field before now. I have found it difficult to know where to start or what to do. I have a feeling it would be easier if there were someone with more experience teaching me how to do things. But it has been fun learning on my own and learning from my mistakes. I believe if I would have had the knowledge I have now at the end, I could have done a much better job. And I think if I still feel I know and understand the lodging industry better maybe I will change into that field. **SB**

Question 4:

To what extent does your internship enhance the classroom knowledge previously gained and your general educational development? How important is this to you?

The biggest thing I have brought from the class room to my internship is all the classes and segments on food and beverage management. Things like knowing how long certain foods can be out, and danger zones in temperatures. And certain information on wines, and different ways to pay at the bar. Having knowledge going into an internship not only makes your job that much easier while you're there, but it helps the people you are working with too, customers and co-workers. They all seem like very common sense things, but class brings them to your attention, so when the time comes to apply it, it's on your mind and you don't overlook a small detail that could potentially be a big problem. **RL**

I think having internships is highly educational. It enhances knowledge for the hospitality industry by having a "hands on" experience. My internship has allowed me to gain knowledge in both the food and beverage AND event planning field. Before I started my internship I knew what hospitality was but I definitely got a better feel and sense for it after working in it this summer. Now I know that hospitality is ALL about the guest and making their experience the best possible. It's easy to memorize and learn concepts in the classroom. Actually seeing these concepts in action on a day to day basis in my internship has taught me the most. This component is what is very important to me and why I think all these different internships are a good thing. Learning first hand and actually seeing something allows me to learn things a lot better and my internship has definitely done this through watching my boss plan and organize events and weddings. **CA**

Being in the classroom is great but I believe internships are where you get to put all of that classroom knowledge to use and really apply it to real situations. Having hands on experience is really what is going to prepare us for future jobs. Seeing and watching the event planners at work handle hard situations and get through them with class and confidence is exactly what I need to see before I go out in the real world and get in those exact situations. The classroom can only teach us so much but I believe getting out there and putting that learned knowledge to test is really what is going to help us stand out from any other student that does not have that hands-on-experience. **LL**

This internship has enhanced my classroom knowledge tremendously. It is one thing to learn the logistics in a classroom and being able to regurgitate the information back out for testing purposes, but it is another thing to actually take everything you have learned and put it into a job/internship. **MP**

I have been amazed at how much my internship enhances the classroom knowledge I have previously gained. I feel as if those I work with have written the text from my previous classes. It has been a really good experience for me to see the things I have learned about in action. I am glad I have been able to put to use the knowledge I have gained in the classroom. It is very important to be able to apply what you have

learned in the classroom to your internship. My internship reinforces what I have learned in the past while still teaching me new things. **RD**

My internship differs from what I learned in classes because of the "hands on" experience I've gained. I've enjoyed keeping myself busy by being involved in the events, planning it from the start, and following through with it up till it's done. It's very different from the classroom setting because I am always up and running around--making sure everything is all set and ready to go. It feels like a real job, and has definitely kept me busy. The knowledge I've gained from this internship is very important to me because now I've become much more familiarized with event planning. I'm a "learn by doing" type of person, and so far its teaching me many things about this emphasis and what to expect when an event is introduced to me.

AY

I think internships are a great learning tool, and enhance everything we have learned in the classroom. You can only learn/retain so much information in a classroom, hands on experience is where the real learning takes place. It is also a way for you to truly find out if you can handle situations, etc. This is also very important because in job interviews they always ask you how much experience you already have in your field of study... sitting in a classroom is definitely not considered real work experience. Therefore, these internships are very important for me/everyone, and I am actually thankful that the department requires us to do so many. **LC**

My internship enhances the classroom knowledge previously gained because it helps to put it into perspective. I have only taken HTM 190 and 101, so my knowledge of HTM was very broad and general going into my internship. The internship has shown me how much the principles I have learned are really put into practice; all of the time! I have especially noticed this in the information I learned about service, because that's what my internship is (banquet server). Everything that was taught about service in 101 has come up as necessary in my internship. I think this is huge for my general educational development because it makes me very anxious to learn more in the classroom. I feel that the more I learn, the more things I will be mindful of while using them in the field. This is very important to me because

it assures me that the accumulation of classroom knowledge and actual experience that I am gaining are the right combination to really pay off in the end. **BB**

As I've stated before, I think hands on learning is the best way to fully understand and learn the concepts we are learning about in the classroom. I returned to the same job I did last summer as a server. However, I have learned so much from observing others and how they handle certain situations, I able to take topics from our HTM classes and actually experience them. I also feel that the classes have raised my awareness level and as a result I have more informed questions to ask management and gage things better so I can get as much out of each internship. I've also learned while doing this internship (my first internship) that shortly after starting I had a better understanding of what and who was available, however my objectives were already in and I defiantly would change them if I had an opportunity to do so.

JM

In my opinion, for an internship to be a successful one, you should have enhanced your classroom knowledge from your hands-on experience. Concepts that we have talked about in class have been put into good use at my internship. For instance, you could totally understand an aspect of the industry based off of textbook information, but being placed in the situation where you have to react, is the best kind of education you can get. We talk so much about customer service in the hospitality industry, and learn the do's and don'ts. Since my internship is in a visitor's bureau and I am in constant contact with tourists, it has challenged me to work at understanding what customer service is, both tangible and intangible. I overall, have learned a lot from my internship, and know that my other two internships required will well-round my knowledge and ability to have success in my future. **DM**

I haven't taken many HTM courses before this internship, but since I'm working at a front desk, some of what I have learned in HTM 101 was helpful. Even small things like vocab terms regarding occupancy was helpful in understanding our reservation system. A management class I took helped give me good perspective on working with people and working together as a team. For taking future classes, this internship will really benefit me in that it will give me real world perspective. It helps connect what the textbook is saying to what my actual experiences are. You really learn

what hospitality is when you're dealing with it every day. You're right, it is interesting to see if you can handle the situations you hear about in the classroom. It's so much different to read about something in a book and then for it to happen to you. I've found that the hospitality major is very much a "learn by doing" sort of major. You can learn a lot of valuable information in a classroom, but when you're literally running around doing tasks and using your head, it's much different. **RS**

I think no matter what field someone is studying, it's always better to get first hand experiences rather than just all in the book. Books can't show/teach you all the different types of reaction people you interact with will have. Especially in the Hospitality field. We get many different types of people while in other field studies, they tend to have a target audience. Hospitality, however, gets them all, everyone eats, sleeps, and a majority also plans events. That being said, I think that having this internship experiences does enhance what I've learned. Meeting and seeing how people react in the same situation prepares me for any curveball reactions people may have in the future. **SC**

Great point Sherry! Dealing with guests' reactions is only something that can be taught through hands-on experience! You may be able to read about examples in a textbook, but you can only really learn through our internships. **EK**

For me personally, I can relate my HTM 353 class to my current internship but not a lot. I feel like what my class taught me was more structured events while my internship seems more chaotic. I feel like that may just be the company I work for though. I feel like I learned more about the industry through my one internship than all my classes combined. I feel as though what I have learned in the classroom has been solidified in the workplace. When they tell you that networking is important, you don't realize how important it is until you get there. I'm pretty sure that's how I got my first internship. It's hard to extract exact stuff I've learned that has been useful. Above all, classroom knowledge, however classroom-style it is, still is important when it comes to applying for jobs. Nothing says dedication like a diploma. **LW**

Interning at Stella Event Design really allows me to experience what goes into planning a wedding. It is definitely more helpful than the information I could receive just sitting in a classroom. Though most of the planning has already been completed beforehand, it is good exposure to have to deal with the details leading up to the actual ceremony and reception. Most of the time, however, it seems like we aren't doing anything. We do have a side task to find topics to blog about on the company's website. That can only go so far. I believe it would be beneficial to witness or be part of the entire planning process that goes into an event, from start to finish. The experience is much more useful than just classroom exposure, though. It is definitely more beneficial. **GV**

My internship working at the Amway Grand Plaza Hotel as a Front Desk agent was a wonderful experience. It was a great opportunity for me to learn a lot about the hotel industry working at the front desk. I was given the opportunity to learn with a hands-on experience. In many of my Hospitality and Tourism classes we talked about the hotel industry and with my internship I was able to take the information I learned from class and apply it to a real life situation. The hands-on experience was much more intense and beneficial than reading something out of a textbook. Working at the front desk has enhanced my opinion about working in a hotel because there are so many opportunities for every employee to work and grow as individuals. I really enjoyed the opportunities I was given working as Front Desk Agent at the Amway Grand Plaza Hotel completely agree! I think that working at the Amway Grand Plaza Hotel has definitely given me a better understanding of HTM by giving me a hands-on experience. It's interesting to see and use the information that we learned in the classroom and apply it to real life situations. **JK**

I think that having the educational classes for hospitality prepares you for your first internship. I think though that if your internship doesn't relate to the classes you have taken you might not be as prepared as if you had an internship that fit the classes you had taken. The General educational classes don't really help you in internships. I feel that most of them don't relate to the actual work place. I also feel that once you start your internship you learn much more as you start working. I think that internships are the best way to learn because you are getting hands on experience. I

believe that the more classes and internships I do the more I will learn and I will be prepared for me career. **SB**

I feel as though I am going to have higher expectation for the rest of my HTM classes at Grand Valley. My internship was extremely hands on as well as my Special Events & Festival Class. Both required hard work on site, which is something the class room does not offer. I can only hope that the class room will better prepare me for the hands on experiences yet to come, however I feel like getting out there and just doing it may be the better learning atmosphere. I completely agree. I feel like personally the lodging and F&B aren't really for me in the 'working hands on aspect' but maybe after gaining an understanding of the industries

HTM 290 (only) – After the surveys were complete it was clear that many students undertaking HTM 290 were motivated by the need for the job to have more Task Significance (explain). Do you agree or disagree with this and why? In addition Task Identity (explain) was not seen as significant at all...any thoughts?

As an event planning intern for Laker Late Night, I definitely feel as if my job has a lot of Task Significance. Like the survey concluded, I am definitely motivated by this factor. In all honesty, most of the time, I feel like if we didn't plan and run the events, many of them wouldn't happen, making the interns role very significant. As far as Task identity goes, most of the time, I am very happy to play any part in the delivery, and don't think this factor is as important as Task Significance. **AW**

My internship was also with Laker Late Night. I do agree with the need for the job to have more task significance because an intern wants to feel like they're actually contributing to their job. I know when I plan events for Laker Late Night, I feel so great when I see the end result of my events. I definitely feel that the role I play in my organization is meaningful and contributes to the overall goals and missions. As for Task Identity, I can understand if an intern worked really hard but it was only part of the whole picture so it doesn't show on its own. But I definitely like to get the whole task done, and be the main player in an event that the whole team is playing. Other times I do like just having a small part, mostly when I have a lot of other things going

on, but most of the time I like being the one who is doing all the planning and decision making. I think the reason that Task Identity was not seen as significant as Task Significance is because they either want to see the customer be happy or that people are getting lazy and don't want to be a leader and just want to be a role player. **EB**

Personally, I feel that every role in an organisation is meaningful. There is a reason for each position and those who work line level jobs or work in the back-of-house have some of the most important roles. In the same way, even though I am such a small part of my organisation and perform some very basic tasks, I do feel that my work is an important contribution to the overall goals of the Foundation. I think it helps that I am able to see what everything I am doing is going towards. For example, I stuffed and mailed envelopes, which is a simple and tedious task, but I was aware that they were invitations to an event and I was responsible for getting these invitations to the possible attendees. I think it's a good idea to try to look at the big picture of the organization and be aware of how your specific tasks tie in to the overall projects. Even when I am doing very simple jobs at the Foundation, I try to picture how they are related to an event or a fundraising effort.

As for the second question, I guess it does not matter too much to me that my job is only a small part of the guest's experience and satisfaction. I think that either way, I am getting a lot out of this internship. In the future I would really enjoy playing more of a major role, but I have always been fine with just being a part of the guest's experience. Guests to our events and the hospital experience Saint Mary's the way that they do because of the Doran Foundation, and many of them not only don't know who I am, but don't even know what the Foundation is. I think it is more important to get the job done well, no matter what it is, and in some small way it will have an effect on the guest. I do not mind not seeing every task go through to the end. I am happy working as a role player towards the main goals. **JW**

I have my emphasis in the Event/ Meeting Planning area. I agree with the results of feeling the need for more task significance. I personally feel more important if I participate in a role that will help to further the process of achieving the overall goal. I also feel that for me, personally, task identity would also not matter much. I am much

more interested in accomplishing the job as an overall team than as a one person show. I feel that teamwork is a very important part of the hospitality industry. I agree that there are some jobs that are more solo based, but what I do right now at VanAndel Arena is to serve guests who are staying in our suites, so that is a very team-based area. That task requires a whole team of people. Just because I deliver the food does not mean I am most important person in the chain, we work as a team. Without the kitchen or my pantry supervisor, the guest would not even have been able to place an order. I think that the results of the survey swayed toward more task significance and less toward specific identity is because teamwork is also a large part of a lot of other "HTM-ers" philosophy, as well. **AH**

HTM 390 (only) – After the surveys were complete it was clear that many students undertaking HTM 390 were motivated by the need for the job to have more Feedback from Agents (explain). Do you agree or disagree with this and why? In addition Task Identity (explain) was not seen as significant at all...any thoughts?

I believe that feedback is very important. It allows students who are doing their internships to learn what they are doing right and what needs improvement. Without feedback it is hard to determine whether or not you are doing a good job. Feedback allows you to grow as an employee and continue to improve your performance. It allows you to build a relationship with supervisors or managers and shows them that you care about improving your performance and that it isn't just another job to you or just another internship. Being an intern means not always finishing a task from start to finish is important to me. Although this is important being a team player is also something I take pride in and if that means I am just one small part of creating overall guest satisfaction than that is okay with me. In my current internship I am planning an expo that is held in November. Since my internship is only for the semester I obviously will not be part of the actual expo. This is somewhat disappointing but I know that all my hard work is appreciated and is worth it if the guests are satisfied at the show. **JH**

Yes, I do agree with that feedback does come from supervisors, co-workers, and guests. When I'm working a project my supervisors do tell me when I'm doing

something good or need to do more about something. I think that if feedback were to come back from guest it would be if you were doing something really bad or outrageously good. I don't think you'll get much feedback in-between the two extremes from guests. I do think that you can get some good feedback from co-workers and I also think it would differ from the supervisor's feedback. I think it differs in a way that your co-workers can give you more pointers or suggest certain things when they notice the way you may do something other than a supervisor who usually praises or gives constructive criticism. A co-worker may give constructive criticism but I don't think there would be much praise. As interns (or just myself) I feel that I know I'm going into the internship as more of a helper and I'm not playing a huge role in the event planning. I'm not worried about being completely involved if I get to see everything that goes into planning and learn from the experience. But if I was completely behind the scene and didn't get to see or listen to any of the action then I would be concerned. **SVP**

I agree that feedback is very important and come from the job itself and doesn't have to be filled out in paperwork form in order to be heard. Every time I work I feel as if I am getting some type of feedback especially with being a server. Every time I have a table I can tell if they are happy with me or not. If they are they are usually respectful and nice back, if not they tell me the problem and I try to fix it. Also when speaking to managers or co-workers it is easy for me to establish how they think I am as a server because the way they act toward me. I think that every task in order to make a guest very satisfied with their stay/time at the property is important. Teamwork is needed in every job and even more in the HTM industry. **KC**

Feedback of any type is very helpful and a great learning tool. Feedback from guest helps you to understand their needs better and helps you know if you are meeting their expectations. Feedback from supervisors is also a great learning tool. It's nice to get advice from some who is working in your field and has years of experience that you can learn from. Feedback is especially important during your internship because is you're doing something wrong, or need to adjust the way you tackle an obstacle its best to learn that in an environment conducive of learning. As for task identity I would say I like to complete a project in its entirety. Sometimes I find it hard to take over a task that someone else has started because you may not know

important facts or details that first person had. I also feel that sometimes, when you take over a task from someone else you're getting stuck with the dirty work the other person did not want to complete. I also feel that when you start a job and pass it on to someone else that hard to trust that person to complete the job properly. Because if I promise a guest something and then pass the job on, I want know that what I promise happens for them. **AP**

At the (name of organisation deleted) I do not rely on the pay and benefits because my internship is unpaid. I rely heavily on others and feedback from my supervisor. However, my supervisor rarely gives me direction which makes it very challenging sometimes to fully understand how I'm doing. My last internship I was given direction almost every day and the constant interaction resulted in me being given more tasks to complete on a day to day basis. **AY**

I agree, I think that feedback is extremely important to job performance and satisfaction. As someone else already mentioned, it is important to get positive feedback when performing tasks and not just negative feedback when you do something wrong. What's the point in doing internships that are supposed to gain a person experience and knowledge if they aren't given feedback that teaches them how to better themselves and their performance? Feedback is something I thrive on and currently I am not getting any from my internship. One would think that working at a company with a small staff would allow for more feedback but it tends to be the opposite, at least the places I have worked for are that way. When it comes to task identity, I think the importance of it depends on what sector of the Hospitality Industry you are in. My event planning emphasis makes being there for the entire guest experience very important to me. I want to be a part of the initial booking, be there through the entire event and then part of the post-meeting evaluation. I think that the longer it takes for the guest experience to be complete, the more a person wants to be involved in the entire experience. **LM**

Feedback is given a lot at FMG. After each event we email surveys to get feedback on every aspect of a client's event. This helps us not only improve ourselves, but as a team as well. We also give feedback in an end of the night report after each event. This lets us express any concerns we may have had throughout the night. Not to

mention all of the coordinators are very close, and they are always willing to listen, give advice, or simply speak their mind when appropriate. When it comes down to it, I would much rather have a client satisfied and happy, rather than complete a task as I may think it should be done. As long as the event goes with no problems, and all of the guests are having a good time, I don't think a person's personal preferences should matter. It is not my event, therefore I am there only to make whoever it is happy. **RL**

Feedback from anyone, I think, is a wonderful tool especially when it comes from a variety of sources, because feedback from guests would be very different than feedback from a supervisor or a co-worker. All are very important. Without feedback from guests you wouldn't know what the guests want or even where to begin to accommodate them. Also, feedback from a supervisor and co-workers is important if you want to advance in that career field. Without knowing what your weaknesses are you would be unable to better your performance. **VM**

I definitely believe that out of everything that going to GVSU has done for my development the internship program has made the biggest impact. I learn better by doing so my low grade point definitely reflects the fact that my in class activity was very unbeneficial, but my continued success in my internships reflects my eagerness to learn and do. I especially like the evaluations because it shows me what I am doing right as well as what I need to work on. My emphasis was lodging, but after doing an internship in professional sports I have decided that event management is more my bag. So I hate to discredit all of my professors but really I didn't learn anything worth learning in the classroom it has all been taught to me through these internships. **AF**

I agree that feedback is extremely important in a job, especially during an internship where I am learning how to do a job for the first time. I have learned a lot in my classes that have helped me get to where I am now, but it is the internship itself that is going to train me how to be successful as an event coordinator or event manager in the future. Therefore, in order to continue to improve I need to know what I am doing right and what I should change. It is always good to evaluate employees and allow them to understand where they are heading, not only to make sure they are on

track, but to motivate them as well. Event coordinators take a tremendous role in the client's satisfaction, because they are the liaison from the event planner to every person and service in the facility.

In my internship I am constantly getting feedback from my manager, because of the fact that I am taking over all of their small events, and I have to learn their system. Since I did not have formal training, I am learning everything by doing, and then it is double checked. When my manager looks over my paperwork (event memos, room diagrams, IA calls, etc) I ask her questions and she gives me advice on what to change and how to improve next time. In regards to working the day of the event, she lets me know if she hears anything and tells me if I need to change something for next time. I think that this is a great way of learning the job, because you really cannot understand all of the aspects of event coordinating without getting out there and doing it. I also get feedback and advice from the other event coordinators as well as heads from almost every department in the building, because I am the one who schedules them, and lets them know what they need to do the day of the event. They let me know if I miss something on the event memo and answer all of my questions. This hands-on approach to learning has been a little nerve-wracking, but it has made me understand every aspect very well. Because of the constant feedback, I know that I will learn something new every day, and therefore I will be very prepared when the internship is over. **SM**

I think feedback is very important. It is extremely important for Event Planners to receive feedback because often times it's hard for a planner to judge how the client reacts to that specific event. It's good to know if the client is satisfied or if there was something that could have been done better. Therefore, I agree that feedback can come from the job itself, supervisors, co-workers, and guests. Supervisors are great resources because they have handled previous events, know a lot about events, and they are also great at giving advice and tips that they have learned from their personal experiences. Getting feedback from the client themselves is also important because this allows you to learn from your mistakes or positive qualities and to take that information and utilize it towards other events. It is important to push yourself to do the very best that you do. Task identity is the extent to which a job involves doing a complete from beginning to end and bring able to witness the visual outcome of

your work, as opposed to doing only a portion of the job. Task identity is an important component of job satisfaction. I think that it is important to have task identity because I feel as though it gives you a sense of satisfaction in your job. It also teaches the ability to take pride in your work and to successfully complete a task from start to finish. Task identity allows you to learn other portions of the event planning process that could potentially help make future events more successful. **JK**

I believe that feedback is a great motivation tool. Feedback can tell you what you are doing well at and what you might need to work on. It can help motivate you to keep doing good at some things and to work on others. I also believe that feedback coming from a variety of people can also be beneficial. Something your supervisor may not see may be seen by a co-worker since they are working with you on a more regular basis. Guests are also a great way to get feedback because it is coming from someone on the outside looking again. And again, sometime they can see things differently than a supervisor or co-worker. I think having a more constant feedback would also help in job performance. I feel that most students would agree that if they know what they are doing wrong then they are more likely to try to get better at it. If what they are doing wrong goes unseen then they do not know that they need to change anything. While personally I have not really received a lot of feedback at my internships. My supervisors may critique me at times when I need to do something differently, but overall I do not get a whole lot of feedback. I do get thanked for the work that I do though which lets me know that I am doing things right.

I think that task identity is important. Even if you do only play a small part, that small part can have a major effect. I know that at my internship a lot of what I do is only a part of the overall project. Some of the things that I currently do include choosing the menu, creating speaker folders and creating name tags. These things are only part of what goes into the actual event. Right now I don't mind being that person in the middle since I am an intern. I know that I don't have the "power" to make the final decisions. I'm not sure if I would want to be the person that makes ALL of the decisions at one point, but I feel as I get further into my career I will want to be less of a middle person and be more of a decision maker. But right now as an intern I feel that it is kind of my role to complete some of the smaller tasks in order for the overall task to be completed. **KC**

I consider feedback to be very important. Especially for an event planner because it's not always easy to see if it was done right or satisfactory or if something else could have made the event that much better. Therefore, it's important to have feedback from supervisors, because they have been in the job longer and can give you tips and suggestions from their personal experience. They might also have a better understanding of what the client needs because they may have worked with that client before or one like them. But it is also important to get feedback from the clients themselves, so you can learn and grow as a professional. It's important to constantly be thinking about what you can do better for the next event. As for task identity, this is something I am kind of struggling with at my internship. It doesn't necessarily bother me that I am not completely in charge of the event, but I would like to see everything that goes on for the event. I would say I am a little bit of a control freak, which I think is a common trait in event planners, so it's hard for me to do something without knowing why it's being done, or what it needs to be done for. I think it is important to have task identity, and at least know what kind of role you play in the overall process. It gives you more of a sense of pride in your job because you know you are important. Also, you learn other aspects of the process that may help you in the future or that you may be more interested in. **EG**

HTM 490 (only) – After the surveys were complete it was clear that many students undertaking HTM 490 were motivated by the need for the job to have more Autonomy (explain). Do you agree or disagree with this and why? In addition Task Identity (explain) was not seen as significant at all...any thoughts?

I like that my supervisors trusted me enough to just get on with the job. They were confident enough in my ability to show me how to do something and then let me work independently. Giving me this autonomy allowed me to make my own decisions and to work on a project without having to keep checking on things. As a result, I worked harder and thought things through as they wanted to test my abilities and I want to prove to them their faith in me was justified. **SC**

I agree, it was nice for my employer to recognise my prior experiences gained through my internships and as a result, she left me to get on with things. The

message that sent, in terms of trusting me, was important and I really appreciated the opportunity to show what I could do. **LM**

Job variety is very important to me. I would become bored and burnt out if I didn't have variety in my career. Once you get bored, the work is no longer done to the best of your ability. Dealing with others, whether it is clients or co-workers is also very important. I would not be able to have a job that I never interacted with others. I also think autonomy is nice. Being allowed to work on projects and making your own mistakes (hopefully not big ones!) is all part of the learning process. I definitely value this. Task identity is important in the event planning business as the outcomes of a wedding have to be perfect as you may leave a lasting impression on a family if its not. Therefore, I have to see my connections to the project and thus task identity is important to me. **KT**

I do believe that I am motivated by feedback. Luckily at my current internship I am constantly receiving feedback regarding things I can do better, how I can improve, and why I did a good job as well. I receive praise and constructive criticism at this job. At the end of each day my direct supervisor and boss both always say, "Thanks for everything you did today" or "Thank you for all of your help". This makes the busy work and the little things seem more worthwhile. The positive feedback and helpful criticisms make the job easier. I am able to critically analyse what I have learned and where I need improvement. Without asking objectives and receiving feedback I would not know how to correctly do many of the tasks asked of me. **AW**

I also love the way my supervisors take interest in my professional development by exposing me to different projects and giving me the autonomy to work on them alone and check back in for guidance once in a while. It really helps build my confidence as an event planner. I agree with Katie on the task identity...its crucial in our business to understand and care about the role we have in making events successful. **GH**

Task identity is an important component of my job satisfaction but it sometimes gets lost in the prioritisation of my internship learning goals. I think that it is important to have it in your work because I feel as though it leads to a sense of satisfaction in

your job when you see how your contribution counts. It also teaches the ability to take pride in your work and to successfully complete a task from start to finish. Task identity allows you to learn different portions of the event planning process and by identifying with these, you could potentially help make future events more successful. **JK**

I consider myself a fairly social and outgoing person. I like to keep busy but not be held down with a repetitive and mindless job. It is extremely important for me to receive feedback as to how I am doing in my work over autonomy. I like to think that what I am doing has meaning and is not just a job to pay the bills so connections to task identity and task significance are important to me. All of this is in consideration when I am looking into a job. I may have to take a job at times in life when money is one of the biggest considerations, but I will always seek out the meaningful and fulfilling job. **RD**

At the XXX (name of organisation deleted) I do not rely on the pay and benefits because my internship is unpaid. I rely heavily on others and feedback from my supervisor. However, my supervisor rarely gives me direction which makes it very challenging sometimes to fully understand how I'm doing. My last internship I was given direction almost every day and the constant interaction resulted in me being given more tasks to complete on a day to day basis. I was also given more autonomy which I enjoyed but that doesn't occur as much in my last internship. **AY**

My last internship also wasn't paid so I didn't have a lot to gain other than what I learned. I do value the benefits, but the only benefits are what I learn and who I meet. Jessica Ann, my supervisor, had lots of contacts and relationships with people that are very beneficial to being an event planner. The things I did, the meetings I went to, and the people I met were all important to the learning experience. And, I value that a lot. If I was getting paid, it was just be an added benefit. I still know event planning is what I want to do and I know that I need to learn to be successful at it. So, it is more about that. **AS**

To be honest I take it all into account. Currently I am more concerned with the characteristics (because I have another job that helps with the pay) I take into

consideration if the job sounds interesting in the description before I apply for it and then consider the rest if I get an interview/offer. If I did not have the second job, pay and benefits would be very high, only because of all the expenses that I have to start paying (like loans and bills). **RL**

I think that if we just focused on what the pay was, then there would be no great customer service. I value working and dealing with others because it is great to get to know people and have a conversation with people instead of sitting in a cubicle staring at a computer screen all day. Doing something different every day or during the working hours is a great for me to stay focused because when I have to do the same thing all the time, I lose concentration and motivation to get the work done. I need something to relate to at the end of every day or I constantly ask myself why I just wasted a day doing something that I can't relate anything that I want to do with my current job. Pay is important but I don't think it's the only thing to think about if you have a job that you love and have a great time doing it. When you love your job, other people respect you more and they praise the service that you give to them. When you enjoy your job, people are inherently pleasant to be around. Feedback from my supervisors is important to me, over task identity or autonomy, because I would not like to keep doing something that they don't like and them not telling me. If I was doing something wrong and not told about it, I would be upset that they didn't tell me, and they might fire me because of it. **JD**

In my early work career, I think pay and benefits would be characteristics with a strong emphasis on what I value most. However, just those two things alone wouldn't be enough I don't think. If I don't enjoy my job then money might hold me there for a little while but I am sure as soon as I found something else I may go to that. I am a really cheap person, I love getting money and putting it into the bank, therefore, money and benefits might have a stronger hold on me than most people. But I would definitely value a job that offered variety. I know I am not a person that wants to sit in a cubicle and do the same thing every single day. So autonomy is less important. Also, I would like a job that allows me to work with others. My last internship when I was serving was something that I enjoyed because I was working with a large group of people that I liked to be around. I definitely would like feedback from a supervisor, either good or bad. I think that would help me do my job better

and continually improve. Task significance would be huge, because at the CVB I didn't do much worth any significance and it made me dread going to work each day. So although, pay and benefits are big influencing factors to me, there are other things of importance as well for my early career. **JA**

For me, the characteristics of the job must have something to do with what my future expectations of my career actually include. If the characteristics aren't in the best conditions, with the best pay, but get me the experiences that I need to be a well-rounded event planner, you better believe that I will continue to do them. People would be crazy not to look at and weigh the pay and benefits of a position, this is simply how you will carry yourself through life without living on the streets, however, grunt work is necessary to understand the industry completely. In my internships I've been able to apply what I have learned in classroom and from previous experiences to help with certain tasks. If I can continue to do that with other positions, I believe I am growing. Job variety is important to me, I have done several different types of events, from trade shows, to dinners, to concerts and although they are different in nature, the way I conducted business, including timelines, scripts, and other paperwork, has not changed a whole lot. Feedback is very important in my eyes, how will I know if I am doing what others expect of me, how will understand things from another's point of view if I do not deal with others? Dealing with people in general is a very important task in my industry and I believe it is a very important task, one that I have paid attention to while learning from superiors. One person may think of a different way to talk to a difficult person or how to recognise people for their great work. I would much rather do these things than stuck in an office all day, however, all of these items are part of an office atmosphere as well. Any event planner will tell you that it is not all glamorous, meeting political figures and having a successful event day, I have spent many of hours in the office and depend greatly on my co-workers. A good balance would be the best case scenario for me. **BE**

Appendix 17

Tourism Students

This focus group had 17 participants and consisted of students from all three internship classes (HTM 290, 390 and 490)

Question 1:

Describe your expectations leading into this work experience. Outline some of the factors that have influenced these expectations (good or bad)

To be honest, I really didn't know what to expect when applying at the Chicago Yacht Club. I had been searching for jobs mostly in F&B for the summer and stumbled upon the listing about an open position at the club. I applied though because I thought it would have a good atmosphere and I would work with customer service. And using it as my 290 internship made me kind of nervous, especially with getting in all the assignments and evaluations. I tried finding an actual "internship" but I thought a regular job would suffice and making some money in the summer wouldn't hurt in the slightest. When getting the job at the club, I had literally zero knowledge of club management and especially anything maritime related. Also, being a travel and tourism emphasis I never know what I should include in that emphasis and specifically what I want to do in it. However, that's what I'm hoping will help me, the internship process because I know I love my emphasis but I will probably end of doing a combination of something involved in event planning and tourism. Taking classes in both those will help me I believe in preparing me for what I want to do as a career. **MB**

I was a ride operator at Michigan's Adventure. Because this was the second season working there, I really didn't have any expectations. I was going to be working on the same ride and doing the same job, so I knew exactly what the job would be like. When I started working last year, I got transferred rides and made a team leader. When I got promoted, I talked to my friends that were team leaders and they told me what to expect. Everything they told me was right. For the most, everything I knew

about my job had changed. I thought being a team leader would be great. You get more money and hours but that's about it. The managers expect a lot out of you and you always have to be on top of your game. You have to be able to deal with guest complaints and all types of people. At times, it could be overwhelming but in the end it was totally worth it. **HB**

Throughout the internship some of my expectations had been met and others had not. I was disappointed I'd not been able to observe more of what my supervisor's responsibilities involved. I would like to have seen what goes into constructing weekly staff schedules, budget reports, ordering materials, planning and conducting weekly staff meetings, and more of what my supervisor's job description includes and how the tasks were completed. However, there were aspects of this internship that did exceed my expectations. Due to the responsibilities I was given, my leadership skills and my ability to react to situations have further developed because of my experience from this internship. In addition, the standard for customer service at this resort was exceptional. We used a method known, as MAGIC and I never expected to learn something that has such a significant and successful impact to guests at this resort. These are just a few of the numerous things I will take away from this internship. **AS**

For my first internship I didn't really know what to expect. It was a welcome center, so I figured I'd just be telling tourists where to go and what to do in this little ol' town. But no, it was way more than that. The job was nothing like an ordinary job. Not one day had gone by where I'd been doing the same thing I was doing the day before. I was always running around, getting things in order, planning events, making signs and brochures, booking artists, planning parades, going to city meetings, organising the centre and people. **BB**

My emphasis is in tourism. However, I decided to work the front Desk at the Holiday Inn to gather more experience. I had some expectations of what the front desk entails. I'd previously worked in similar positions and knew it would include lots of face to face interaction. I expected this job to be heavy on customer service and representation of the hotel and of course it was. I didn't expect the computer system to be as difficult as it had been. **DM**

Going into my internship at Protravel, I was very anxious and excited. I am in the travel/tourism emphasis of HTM because I am interested in becoming an eco-friendly travel agent at a company just like Protravel. Because working at a company like this was my goal, I came into this work experience with high expectations.

As an intern, I knew my workload wouldn't follow exactly what a travel agent does daily, however I did expect to do more of the planning-side of the industry. Mostly, I'd been acting as a secretary and tech-girl. I'd had some opportunities to shadow a few of the travel agents and do some research of my own, however not as much as I would like.

Another expectation I had coming into this internship was that the employees would be much more strict and serious about their work. The first day I walked into the office I was greeted warmly and invited in by everyone. I was given my own desk and computer and felt comfortable right away. After being there for a couple weeks, I knew that all of the agents have great relationships with each other. In-between phone calls and meetings, they're really all just a bunch of great friends that love to laugh and help each other out. I'm glad I got to share this experience with people like them. **AL**

Question 2:

During the early stages of your work career, how important are the characteristics of the job itself to your satisfaction levels? That is, do you value job variety, dealing with others, feedback (from the job and your supervisors), task significance, & task identity rather than simply considering the pay and benefits?

We all know that pay and benefits are pluses to any job, but so are the job characteristics. I feel that the level of job satisfaction early on in someone's career can make or break the continuation of it in the future. No one wants to continue to work somewhere if they are not happy. For me, having variety is very important. Doing the same things everyday can get boring. My position at the hotel allowed me to interact with different people every day and I made different food everyday as well.

Sometimes I was asked to do tasks that are not normally within the scope of my job, like helping housekeeping catch up on laundry, but I loved to do it because it gave me something different to do. It is also important that you get along with everyone you work with to be satisfied. I loved working at Residence Inn because everyone was very laid back and easy to talk to. Even though I'd not worked there very long, we were all close. Even my managers were easy to talk to. They'd tell you when you made a mistake, but they'd also tell you when you did a great job. Hearing positive feedback made me want to work even harder. **EK**

My job at the golf course has given me many different kinds of work experience. I did the day to day tasks that were easy and required little skill. I also did tasks that required skills such as scheduling, ordering inventory, and learning how to complete payroll tasks. I loved the job variety more than anything. It gave me a chance to go from doing work that could get stressful if I made mistakes to jobs that were stress free. However, the aspect of the job that I liked the most was dealing with customers. I loved the interaction that I got with them whether it was talking about their golf swing or just their day in general. I also got a lot of advice from both of my managers on how to run a business efficiently and also provide good customer service. I liked the advice they gave because it helped me to find a proper balance with always giving the customer what they want and still making a profit in the business. **MB**

I agree with you that a job that has a variety of different tasks usually makes it more fulfilling. When I'm at work just doing the same rigorous tasks over and over it gets boring. I get habituated to my environment incredibly fast, and I know I have a short attention span. When I can move from one task to the next and not be standing doing nothing, that's when time really seems to fly at work. I like to get into a work mode when I find that I'm becoming busy, or else the day just drags on. I also like doing smaller tasks as well because you can achieve a more instant gratification from your work. I think I would like your job a lot because I've been golfing since I was 3. There aren't whole lot of things that can top being paid to teach people a sport or hobby that you're passionate about. **TG**

I agree 100% that working with people who you enjoy being around makes a job great. I've had days at my job when I actually looked forward to being with my friends at work, having fun, doing my job, and getting paid all at the same time. This is the reason I'm in college. I'll do what I love when I graduate and be surrounded by fun and friendly people hopefully. On the contrary, when there are people at work who always have bad attitudes and unjustly treat you like garbage, it can make work miserable. There are a few people at my work who come in the majority of the time with generally mean and selfish personalities. I wouldn't want to live if I was as miserable as them. When I become a manager I'm going to have to get good at hiring enthusiastic and outgoing employees who treat other people how they would want to be treated. **BLS**

Hearing positive feedback is always a great thing and really does make you feel accomplished at your job! I loved my job too but I totally agree about there being boring parts. Whenever I opened, there was usually no one around and it was literally like dead in the place. And there were long periods of me doing nothing and then spurts of me having to take care of like 10 people all at once. **GZ**

Question 3:

To what extent have your internship experiences, to this point, (good or bad) influenced your career choices? That is, has it made you question your major, emphasis choice or whether HTM is actually for you?

I think that your job satisfaction has to a lot with your attitude and outlook. If you go into work every day thinking that you're not getting paid enough or you hate your job, chances are you are not going to be happy. I think in order to be happy with your job, you need to find something that you are passionate about and work really hard to achieve it. You need to try your best and not be afraid to put yourself out there and try new things. Yes, pay and benefits are important, but they are not everything. If you are happy with the work you do, chances are others, including managers/supervisors, will be too. **HB**

It is very important that I have job variety that is why I went into this major. I love dealing with others and feedback is how I learn things so that is a major plus. I don't necessarily like when I get work that will never be used (busy work). I don't get a lot of busy work here, but I feel like I do get a lot of different types of work at one time so I am constantly busy!

I haven't really decided on my emphasis. I thought my internships would help me with that and so far it has. So after one internship, I'm leaning towards travel and tourism (we will see how many more times that changes. **BB**

I believe that when you begin to work in your career field, learning from the job is the most important part. I love getting paid, don't get me wrong, but to be in an environment that will teach me things I need to know for the future will help me a lot more than my bank account will. With my internship now, I am working with people who make me comfortable and want me to learn as much as I can while I am there. Although some of my tasks can seem simple, they all add up in creating amazing events. I am dealing with so many different people from different departments and guests that all have different needs. All of these experiences will make it easier when I am striving for a higher position and need to know how to handle different requests and situations. Money and benefits are important, but if you are not enjoying and learning, it isn't worth it. Stress can really ruin you also, but I know that event management is for me because at the end of the day the success of an event makes all the stress and the hard work completely worth it. **EJ**

At this point in my career I am not really focused on the benefits like insurance. I think that once I get older that will be a main concern for me along with pay. Right now I am more focused on getting experience so I know what I really want to do with my degree. I like moving around from department to department to get a feel for everything and what I like and dislike. I am also concerned with the work environment. I want my work place to be structured and give the tasks I need to do for the day and give me the choice of how and when I do them. I like my work environment to be friendly and I like to work with people and interact with guest and not be secluded by myself all day. I also would like my job to be close to my family

and friends and where I live to I don't have to travel too far to get to work every day. Those are what I look for in a job.

At this point in time I am finding it important to try and build my resume. It is important to work for a lot different companies and gain experience. Also working in different departments and branches of the field allows for more knowledge overall. With the economy as it is, it is good just to find an internship. When I am finished with my degree, it may be necessary to move to another region of the United States to find a job in something that is interesting. If an opportunity is available somewhere far from home i may have to look into taking that position. Overall, I am just looking forward to starting a career that allows me to be out on my own. **LC**

Question 3:

To what extent have your internship experiences, to this point, (good or bad) influenced your career choices? That is, has it made you question your major, emphasis choice or whether HTM is actually for you?

Right now I am working in the food and beverage department of a hotel. I mainly decided to take this internship so that I can fall back on the lodging or F&B industry if need be in the future and have a more diverse resume. I like interaction with people but prefer the planning and preparing of the meals more. I have F&B experience from high school jobs and although I feel that I am good at it, I don't foresee myself making a career out of it. My emphasis is tourism and I am excited for my future internships. I hope to get one with a tour operator company or a CVB. **EK**

I am so happy I got the job/internship that I did. Working at the front desk at the Chicago Yacht Club has really given me a ton of customer service experience, a look inside private club management, and even event planning. I think by far, having this position, has only affirmed how much I love HTM and shows me that it is definitely the major for me. Going to class and learning the best way to work in the hospitality field is good, but having to actually put that knowledge to use at a real job position allows you to put everything you are learning to good use. Furthermore, it allows

you to gain a good perspective of the areas that you have had experience in. And it creates even more networking opportunities.

One thing it has made me think about is what exactly I want to do with my degree. I enjoy event planning, however, I don't know if I would change my emphasis right now because I still enjoy Travel and Tourism (especially since there is an immense areas in which you can work). However, it does make me want to take more event planning classes. Additionally, I really like the maritime area of the field, and has given me ideas of working with cruises or clubs, etc. Overall my internship has fully convinced me that this major is for me. **MB**

In 10th grade, I decided that I wanted to something with traveling and tourism, not necessary management. I have travelled a lot over the years and it is by far my favourite thing to do. Being able to surround myself with people with the same interests as me would make for a more enjoyable career. My goal is to work for a tourism bureau in the city of Freeport, Maine (my favourite place to go). Working at Michigan's Adventure has shown me that working in an amusement park is not the environment I want to work in. **HB**

Interning with St. Joseph Today has been a great experience so far, and I guarantee it will just get better. It really has helped me realise that this is something I want to do for the rest of my life. And it has really influenced me on making my decision on an emphasis, which I believe Travel and Tourism is exactly what I am looking for. **BB**
This internship working at the front desk of a hotel has made it easy to realise more and more what I wouldn't like to do. I am glad my emphasis is in tourism and not lodging. At least this is a good experience with customer service. I am looking more into event or facility management for my future career. **DM**

Question 4:

To what extent does your internship enhance the classroom knowledge previously gained and your general educational development? How important is this to you?

I believe that classroom knowledge is always an important asset to any job. However, in my case my prior working experiences have been more important. Since my emphasis is tourism, I have not taken any food and beverage classes yet, therefore since I work in the F&B department of the hotel, I have not used any specific classroom knowledge. With that being said, I have used some of the skills learned from classroom teachings about what hospitality is and how to provide a memorable experience for your guests. Based on my own experience, I feel that hands-on experience gained from on the job training is the best way to learn. Skills and knowledge from classes can only be so useful. They can provide a basic groundwork in which to expand on in the workforce, but as far as being directly related to my internship, I feel that in my case, classroom knowledge has not been that beneficial. **EK**

I think even the best classes can only teach of half of what we are going to need to know in the field, thus the point of internships. I totally agree when you say that when working you didn't need to know a ton of stuff you learned in class, however I don't think it hurts. But the point of classes is to give us book smarts and the internships are supposed to set us up with experience, which will give us a different wisdom. Do you ever wonder though that you'll get to class and they'll start teaching you something and you'll think, "that's not how they did it where I worked." Because I feel like that's very possible with HTMers, that once they've been out there a bit, they have some knowledge of what to expect, at least in some places. I completely agree. The classroom can only help to a certain extent and then just learning on your feet and through the internship is what helps you gain more knowledge. **MB**

I think that what we learn in the classroom lays great ground work for when going into the field, however, I'm beginning to really realise how important these internships are. It's really when you're working when you gain the best knowledge. I'm trying really hard to think if there was ever a moment during my internship that I was like "thank goodness I learned this in class!" And the only moment I really thought that was when I was using a couple of computer programs I learned about in computer science. Not saying that HTM classes haven't helped, those classes are the reason I was so pumped to get an internship and finally put the idea of great customer service to real life situations. However, it not all classes we take are going to be helpful in

every situation and in every field. However, I am waiting on that one instance on the job that I'm going to say, "I'm so happy I took HTM_____"

I am glad to go back to classes, because I still would like to learn about different areas of the HTM field without having to work through each one. Internships definitely give you that hands on with dealing with communication issues and mad guests; those kind of problems you can't deal with in the classroom. But I definitely agree also with the importance of communication. It's such a basic concept but sometimes very easily looked over. **MB**

I could not have said this better myself. I realised that the most beneficial aspect of the HTM department as a whole is the networking and internships. Everyone goes through the courses and shares personal experiences. But the networking to get you those personal experiences for yourself is key and that is what Grand Valley has offered me. **RW**

Since I just declared my major, and I haven't decided on an emphasis, the classes I have taken so far haven't really been helpful. But now that I have done my internship here, I believe I want to have an emphasis in Travel and Tourism, so now I will be able to choose the classes that will be helpful because I do believe that is important. **BB**

Throughout my internship, I have seen some similarities between the classroom and real life job experience. I feel like what we learned in class does not really have anything to do with my current job. My job now really focuses on people skills and learning to deal with the craziest situations. I think my job now will help me with my classes and job in the future. **HB**

I agree, after experiencing the job we can relate to the classroom even more! **NB**

I would say that the internship goes hand in hand with the knowledge gained from class. I think working in the field allows me to understand more of the concepts from a hands on standpoint. I have already been through all my classes and I think that some of the classes helped with general knowledge about the hospitality and Tourism work environment. **DM**

HTM 290 (only) – After the surveys were complete it was clear that many students undertaking HTM 290 were motivated by the need for the job to have more Task Significance (explain). Do you agree or disagree with this and why? In addition Task Identity (explain) was not seen as significant at all...any thoughts?

I feel like my role along with everyone else's role at the casino was very important and meaningful. As the casino told us, everything is your job, meaning if you see trash pick it up, if a guest needs help either help them or find someone who can. I was more than satisfied with being a role player, because if everyone at the casino played their role to accommodate the guest then more guests will want to return. Guests won't just want to return to gamble or eat, they will want to return for the exceptional service that we provided. **JG**

I see the tasks that I completed at the CVB to be essential for the organisation. I researched potential convention business for the City of Grand Rapids, so essentially I was where this organisation began. If I came across an organisation or business that was interested in working with Experience Grand Rapids to bring their meeting to Grand Rapids, I then passed them on to a Sales Manager who submitted a bid on their meeting/convention and then passed the client on to the service team who worked with them through the end of their meeting in Grand Rapids. My job was mostly data input and research and was boring and sometimes unrewarding because it was not often that I received a positive response, but when I do it could mean new business for the city. Experience Grand Rapids is non-profit and depends on Grand Rapids hotels' rooms being filled to generate a profit so constantly seeking new clients was very important. **LG**

HTM 390 (only) – After the surveys were complete it was clear that many students undertaking HTM 390 were motivated by the need for the job to have more Feedback from Agents (explain). Do you agree or disagree with this and why? In addition Task Identity (explain) was not seen as significant at all...any thoughts?

Obviously pay is one of the most important factors to a job. It's the reason I work. Working for an unpaid internship, however, has really taught me the value of the job I do. If I didn't love what I do at Clear Channel Radio I would never have asked to stay on for another internship or considered making a career out of it-but I did. Even without seeing that pay check weekly this internship was the single most rewarding thing I have ever been able to be a part of in my entire life. It was a taste of my dream job and I know that I could see myself doing exactly what I do when I walk into that office. The feeling of accomplishing something and working as a team with my co-workers really proved to me that this job works with what I am looking for in a career and I can say that without receiving any compensation other than an amazing experience. One of my favourite parts about working at clear channel radio was that we had a team of interns and we could learn from each other and we always communicated and gave each other feedback on tasks we had done or were doing. I have never considered working for free in my entire life unless it came to volunteer work that was short term but working this unpaid internship had been quite rewarding and I rarely missed the pay check with the experience I gained in the meantime. **SM**

The top three characteristics that really appeal to me are:

1. How fragile the guest's experiences are. It takes all day of hard work to make a good experience for them and only one bad moment to ruin it.
2. Variety in the workplace. Every day there is a new concern or reward that happens through experiences with other employees and guests.
3. The feeling of purpose. There is a little pride you can take in yourself knowing that if you weren't there, many of your accomplishments would/will never happen.

Recently, I started to understand the importance of benefits. Seeing many friends my age start to fall off their parent's health insurance, has reset my priorities. I enjoy the happiness I currently have at the workplace, yet realise coming out of GVSU my main concern is getting that full-time job so I can have peace-of-mind through that benefit. **MB**

For me, having feedback on the job is an essential part of the learning process. By gaining feedback, I was able to find what I was doing well as well as what else I could improve on. It also helped me to identify my strengths and weaknesses when I was given feedback, which helped in the learning process. When I'm working on a task, I like to see the entire process carried through and not only work on a small part of it. I think it's more enjoyable to see how the final product looks and all the work that went into it as opposed to doing a small part of the project and never seeing it again. **KR**

Feedback whether it is positive or negative can come from many different sources, including feedback from your employer, guests or your fellow co-workers. However, I do not completely agree with the fact that you can receive feedback from the job itself. The idea behind feedback is to acknowledge whether you are doing your job correctly or not. If you are not confident in your job, then you may not realize when you are doing something that is incorrect. You may believe that you are doing your job correctly, when in fact you are not. This would be a time to ask for feedback from others. As far as task identity goes, I feel that it is very important to complete any and all parts of your job completely regardless of whether you play a small role or a large role in the guest's satisfaction. More often than not it is all of the small things added together that contributed to the guest's overall experience. For instance, if your only role is to wash laundry in the housekeeping department of a hotel and you miss a stain on the sheets, the guest will remember that! Chances are that the guest will not remember the friendly front desk agent or the delicious complimentary breakfast, but instead will remember dirty sheets. So even though some jobs may seem insignificant, they are all important from the viewpoint of the guest. It is important to enjoy your job no matter what tasks it entails and keep in mind that without your small or large contribution, the hospitality industry would not operate as it does. **EK**

Feedback is a good way to know from supervision if the job is being done correctly. Feedback can be a good or bad, either way it helps teach what can be improved upon or what is already being done well. Feedback also lets you know that management is working to make sure things flow smoothly in each department. I don't find it all that important to be the only person who provided the guest with

service or only person completing a task. Companies especially in the tourism side of things, need several different departments working together to provide the best guest experience/service possible. So working as a team and being part of that team is more important than being the only one to provide the guest with service. It is important for all parts of the business working on a task to work in unison sometimes in order to provide the guest with a good experience. However, in some instances one department can spoil that experience, so cohesion then is more important than being the sole group or person providing service to a guest. **DM**

Absolutely I value job variety, dealing with others, feedback (from the job and your supervisors), task significance, and task identity rather than the money and benefits. I am the kind of person who could never have a job as a line cook; instead I'd do better in a GM position, because I like having a hand in everything. I chose this career path after already knowing and working in the field. I am an intern and I get paid peanuts, but I still show up and am perfectly content in what I am doing. I love interacting with others, especially when they have a problem, I like to help and make people's days. When I get good feedback that is a form of payment in itself. For example, at the beginning of my last internship and for the first half of the season I busted my ass with no good compliments from the people above me and I was rather irritated, then one night after a game the VP of the Whitecaps came to me and sincerely said that he thought I was doing a great job. It absolutely made my night. As far as the tasks I am assigned it doesn't matter how large, small, or insignificant they are in the larger picture I have figured out that if you take care of the small stuff, the large stuff takes care of itself. **AF**

I think that feedback is a good thing because you are able to see how well you are performing and what you need to improve on from both your managers and your co-workers are able to help you in this area. I feel that during my HTM 390 I did not receive the feedback from my managers that I would have like seen, however with my internship now I am receiving the type of feedback from my managers that I would like to hear. Guests are able to help because they sometimes tell you if you are doing a good job and would like to write it down for a manager to see. At times though they can say negative things and make you feel like you are not doing your job correctly. Task identity as a whole makes me want to be somewhere in the

middle. I do not want to have to make every single decision on my own because when there are more people to help make decisions it makes the business run more smoothly and ideas are combined. I believe that the more feedback the better because there ways that everyone needs to improve. Sometimes hearing the negative feedback doesn't make you feel good in the end sometimes it can help you on making decisions on how you want to improve. Task identity works when you have more than just yourself making decisions. **AMH**

HTM 490 (only) – After the surveys were complete it was clear that many students undertaking HTM 490 were motivated by the need for the job to have more Autonomy (explain). Do you agree or disagree with this and why? In addition Task Identity (explain) was not seen as significant at all...any thoughts?

Once I obtain a job in my career path the people I work with and approval from my boss will both be extremely important to me. I think that giving feedback to an employee is vital in an employee's success. If they don't know what they are doing right or wrong then it will be impossible for them to be an exceptional employee. If my supervisor constantly evaluates me then I will be better at my job. I find constructive negative or positive feedback both drive me to do better at my job and allow me to take pride and meaning from my contributions. From this I think my task identity will become apparent as I'll start to treat the job seriously as I'd be out of college on my the path to my career.

I think Autonomy is important as you get more experienced but at this stage, we still have lots to learn so I'm happy to take direction from my boss. **SH**

Job satisfaction is extremely important to me. With job satisfaction comes all the other elements: job variety, dealing with others, task significance, task identity, and pay/benefits. While it would be wonderful to receive all of these things at one time at an early stage in my career, I do keep in mind that I have to be willing to accept some things for lower than I'd wish just to get experience. Some of the best experiences are the worst because it allows you to know exactly what you don't want. However, I hope to have all of the above elements incorporated into my

career. As I prepare to graduate, I think autonomy is important as when we start our first jobs, they'll be less of a hand holding expectation and we should be prepared to work independently. **LG**

Being able to identify with the tasks I did was important so I could see how my contributions helped in the bigger picture. However, in my opinion, that wasn't the most important part of my job. I much prefer to get feedback from my boss and learn new skills through my co-workers and would happily trade the former for the latter.

AR

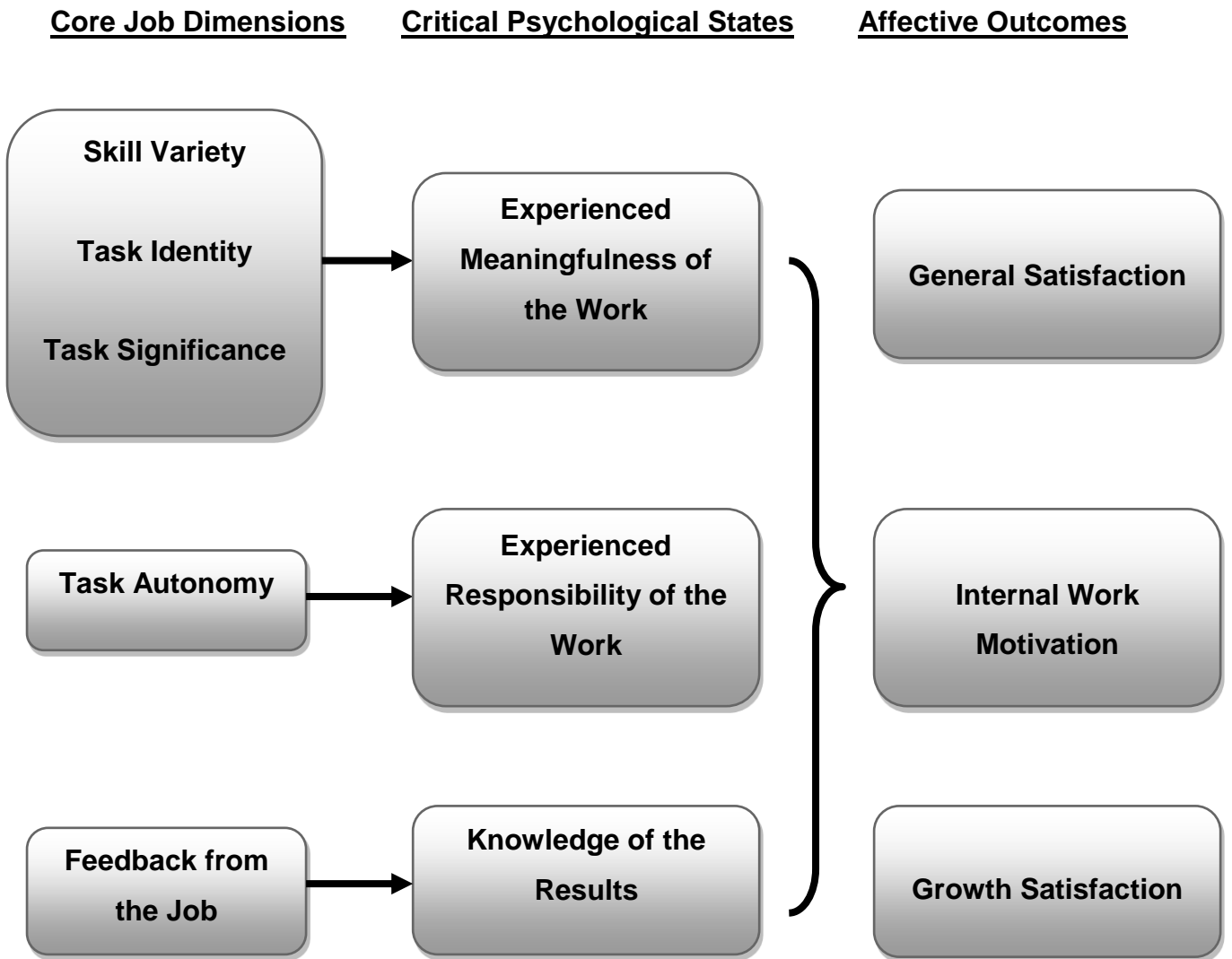
As my internships progressed, I found myself projecting myself further down my career path and it was apparent to me that pay and benefits was not the key driver to job satisfaction. At my current job (not an internship) what I am experiencing is a need for more feedback; I am receiving little to none at the moment. Also, my responsibilities are not as challenging as I had anticipated and feel that this is due to a lack of job identity and task significance. I feel that this is an organisation that has a very relaxed managerial strategy and does little to make me feel my contribution is valued. This leads me to the conclusion that I am in need of a more structured environment with more opportunities to use my skills and initiative and thus would welcome more autonomy. **JT**

Like you Jess, I'm currently looking for a job and I find that the importance of the characteristics of a job to be much more important than the salary or benefits. If I will not enjoy what I am doing on a day to day basis, it won't matter how much I get paid. The most important aspect in a job when looking for one is what exactly the job entails and where the job is located. If it doesn't have those two things then I will probably pass. Once I obtain a job in my career path the people I work with and approval from my boss will both be extremely important to me. I think that giving feedback to an employee is vital in an employee's success but so is the opportunity to be given a long enough leash to work on your own. If they don't know what they are doing right or wrong then it will be impossible for them to be an exceptional employee. If my supervisor constantly evaluates me then I will be better at my job. I find constructive negative or positive feedback both drive me to do better at my job and allow me to take pride and meaning from my contributions.' **SH**

As an amateur in the workforce, I find that actually having a job regardless of the pay and benefits is more important than the characteristics of the job itself. Ideally, I would love to have a job which is rewarding and my “dream job”, but when reality sets in, a job is a job. Eventually, when I become more advanced in the workforce, the importance of certain characteristics will certainly change accordingly. Things like job variety, autonomy, task identity and task significance will become more important but I must gain more experience. **KG**

Appendix 18

Hackman and Oldham's (1975a; 1980) Job Characteristics Model



Affective Outcome – General Satisfaction

APPENDIX 19

HTM 290 – First Internship Class (n=159)

Inter- Correlations of the Core Job Dimensions and Students' General Satisfaction Levels

	Skill Variety	Task Identity	Task Significance	Task Autonomy	Feedback from Job	Feedback from Agents	Dealing with Others
Skill Variety Mean							
Task Identity Mean	.265**						
Task Significance Mean	.431**	.276**					
Task Autonomy Mean	.456**	.460**	.450**				
Feedback from Job Mean	.273**	.407**	.362**	.424**			
Feedback from Agents Mean	.411**	.373**	.397**	.365**	.637**		
Dealing with Others Mean	.001	.247**	.437**	.217**	.214**	.209**	
AO General Satisfaction	.503**	.358**	.591**	.582**	.442**	.539**	.357**

** Correlation is significant at the 0.01 level (one tailed)

Affective Outcome – General Satisfaction

APPENDIX 19

HTM 390 – Second Internship Class (n=110)

Inter- Correlations of the Core Job Dimensions and Students’ General Satisfaction Levels

	Skill Variety	Task Identity	Task Significance	Task Autonomy	Feedback from Job	Feedback from Agents	Dealing with Others
Skill Variety Mean							
Task Identity Mean	.379**						
Task Significance Mean	.410**	.184*					
Task Autonomy Mean	.525**	.266**	.418**				
Feedback from Job Mean	.314**	.433**	.372**	.397**			
Feedback from Agents Mean	.269**	.242**	.403**	.275**	.454**		
Dealing with Others Mean	.095	.029	.153	.078	.245**	.349**	
AO General Satisfaction	.441**	.184*	.245**	.346**	.330**	.543**	.487**
** Correlation is significant at the 0.01 level (one tailed)							
*Correlation is significant at the 0.05 level (one tailed)							

Affective Outcome – General Satisfaction

APPENDIX 19

HTM 490 – Third Internship Class (n=73)

Inter- Correlations of the Core Job Dimensions and Students’ General Satisfaction Levels

	Skill Variety	Task Identity	Task Significance	Task Autonomy	Feedback from the Job	Feedback from Agents	Dealing with Others
Skill Variety Mean							
Task Identity Mean	.455**						
Task Significance Mean	.666**	.328**					
Task Autonomy Mean	.609**	.452**	.556**				
Feedback from Job Mean	.519**	.465**	.312**	.598**			
Feedback from Agents Mean	.091	.042	.156	.114	.401**		
Dealing with Others Mean	.035	-.014	.480**	.201*	.282**	.199*	
AO General Satisfaction	.776**	.309**	.727**	.747**	.634**	.318**	.361**
** Correlation is significant at the 0.01 level (one tailed)							
*Correlation is significant at the 0.05 level (one tailed)							

Affective Outcome – Growth Satisfaction

APPENDIX 20

HTM 290 – First Internship Class (n=159)

Inter- Correlations of the Core Job Dimensions and Students' Growth Satisfaction Levels

	Skill Variety	Task Identity	Task Significance	Task Autonomy	Feedback from Job	Feedback from Agents	Dealing with Others
Skill Variety Mean							
Task Identity Mean	.265**						
Task Significance Mean	.431**	.276**					
Task Autonomy Mean	.456**	.460**	.450**				
Feedback from Job Mean	.273**	.407**	.362**	.424**			
Feedback from Agents Mean	.411**	.373**	.397**	.365**	.637**		
Dealing with Others Mean	.001	.247**	.437**	.217**	.214**	.209**	
AO Growth Satisfaction	.575**	.433**	.632**	.637**	.501**	.594**	.355**

** Correlation is significant at the 0.01 level (one tailed)

Affective Outcome – Growth Satisfaction

APPENDIX 20

HTM 390 – Second Internship Class (n=110)

Inter- Correlations of the Core Job Dimensions and Students’ Growth Satisfaction Levels

	Skill Variety	Task Identity	Task Significance	Task Autonomy	Feedback from Job	Feedback from Agents	Dealing with Others
Skill Variety Mean							
Task Identity Mean	.379**						
Task Significance Mean	.410**	.184*					
Task Autonomy Mean	.525**	.266**	.418**				
Feedback from Job Mean	.314**	.433**	.372**	.397**			
Feedback from Agents Mean	.269**	.242**	.403**	.275**	.454**		
Dealing with Others Mean	.095	.029	.153	.078	.245**	.349**	
AO Growth Satisfaction	.589**	.322**	.397**	.574**	.403**	.469**	.315**
** Correlation is significant at the 0.01 level (one tailed)							
*Correlation is significant at the 0.05 level (one tailed)							

Affective Outcome – Growth Satisfaction

APPENDIX 20

HTM 490 – Third Internship Class (n=73)

Inter- Correlations of the Core Job Dimensions and Students’ Growth Satisfaction Levels

	Skill Variety	Task Identity	Task Significance	Task Autonomy	Feedback from Job	Feedback from Agents	Dealing with Others
Skill Variety Mean							
Task Identity Mean	.455**						
Task Significance Mean	.666**	.328**					
Task Autonomy Mean	.609**	.452**	.556**				
Feedback from Job Mean	.519**	.465**	.312**	.598**			
Feedback from Agents Mean	.091	.042	.156	.114	.401**		
Dealing with Others Mean	.035	-.014	.480**	.201*	.282**	.199*	
AO Growth Satisfaction	.806**	.464**	.777**	.809**	.459**	.083	.192
** Correlation is significant at the 0.01 level (one tailed)							
*Correlation is significant at the 0.05 level (one tailed)							

Affective Outcome – Internal Work Motivation

APPENDIX 21

HTM 290 – First Internship Class (n=159)

Inter- Correlations of the Core Job Dimensions and Students' Internal Work Motivation Levels

	Skill Variety	Task Identity	Task Significance	Task Autonomy	Feedback from Job	Feedback from Agents	Dealing with Others
Skill Variety Mean							
Task Identity Mean	.265**						
Task Significance Mean	.431**	.276**					
Task Autonomy Mean	.456**	.460**	.450**				
Feedback from Job Mean	.273**	.407**	.362**	.424**			
Feedback from Agents Mean	.411**	.373**	.397**	.365**	.637**		
Dealing with Others Mean	.001	.247**	.437**	.217**	.214**	.209**	
AO Internal Work Motivation	.296**	.298**	.526**	.391**	.448**	.435**	.210**

** Correlation is significant at the 0.01 level (one tailed)

Affective Outcome – Internal Work Motivation

APPENDIX 21

HTM 390 – Second Internship Class (n=110)

Inter- Correlations of the Core Job Dimensions and Students’ Internal Work Motivation Levels

	Skill Variety	Task Identity	Task Significance	Task Autonomy	Feedback from Job	Feedback from Agents	Dealing with Others
Skill Variety Mean							
Task Identity Mean	.379**						
Task Significance Mean	.410**	.184*					
Task Autonomy Mean	.525**	.266**	.418**				
Feedback from Job Mean	.314**	.433**	.372**	.397**			
Feedback from Agents Mean	.269**	.242**	.403**	.275**	.454**		
Dealing with Others Mean	.095	.029	.153	.078	.245**	.349**	
AO Internal Work Motivation	.360**	.236**	.214*	.270**	.320**	.523**	.254**
** Correlation is significant at the 0.01 level (one tailed)							
*Correlation is significant at the 0.05 level (one tailed)							

HTM 490 – Third Internship Class (n=73)

Inter- Correlations of the Core Job Dimensions and Students’ Internal Work Motivation Levels

	Skill Variety	Task Identity	Task Significance	Task Autonomy	Feedback from the Job	Feedback from Agents	Dealing with Others
Skill Variety Mean							
Task Identity Mean	.455**						
Task Significance Mean	.666**	.328**					
Task Autonomy Mean	.609**	.452**	.556**				
Feedback from Job Mean	.519**	.465**	.312**	.598**			
Feedback from Agents Mean	.091	.042	.156	.114	.401**		
Dealing with Others Mean	.035	-.014	.480**	.201*	.282**	.199*	
AO Internal Work Motivation	.491**	.264*	.441**	.597**	.579**	.286**	.519**
** Correlation is significant at the 0.01 level (one tailed)							
*Correlation is significant at the 0.05 level (one tailed)							

Affective Outcome – General Satisfaction

APPENDIX 22

Food and Beverage Emphasis (n=55)

Inter- Correlations of the Core Job Dimensions and Students' General Satisfaction Levels

	Skill Variety	Task Identity	Task Significance	Task Autonomy	Feedback from Job	Feedback from Agents	Dealing with Others
Skill Variety Mean							
Task Identity Mean	-.069						
Task Significance Mean	.429**	.135					
Task Autonomy Mean	.474**	.078	.467**				
Feedback from Job Mean	.405**	.215	.394**	.643**			
Feedback from Agents Mean	.376**	.177	.258	.232	.548**		
Dealing with Others Mean	-.048	.216	.187	.062	.282*	.287*	
AO General Satisfaction	.545**	-.083	.379**	.457**	.643**	.534**	.376**
** Correlation is significant at the 0.01 level (two tailed)							
* Correlation is significant at the 0.05 level (two tailed)							

Affective Outcome – General Satisfaction

APPENDIX 22

Lodging Emphasis (n=117)

Inter- Correlations of the Core Job Dimensions and Students’ General Satisfaction Levels

	Skill Variety	Task Identity	Task Significance	Task Autonomy	Feedback from Job	Feedback from Agents	Dealing with Others
Skill Variety Mean							
Task Identity Mean	.304**						
Task Significance Mean	.435**	.250**					
Task Autonomy Mean	.426**	.257**	.456**				
Feedback from Job Mean	.289**	.343**	.327**	.385**			
Feedback from Agents Mean	.462**	.364**	.455**	.380**	.679**		
Dealing with Others Mean	.146	.222*	.470**	.259**	.239**	.223*	
AO General Satisfaction	.607**	.309**	.473**	.463**	.444**	.524**	.430**
** Correlation is significant at the 0.01 level (two tailed)							
*Correlation is significant at the 0.05 level (two tailed)							

Affective Outcome – General Satisfaction

APPENDIX 22

Meeting and Event Planning Emphasis (n=44)

Inter- Correlations of the Core Job Dimensions and Students' General Satisfaction Levels

	Skill Variety	Task Identity	Task Significance	Task Autonomy	Feedback from the Job	Feedback from Agents	Dealing with Others
Skill Variety Mean							
Task Identity Mean	.553**						
Task Significance Mean	.552**	.291**					
Task Autonomy Mean	.587**	.644**	.465**				
Feedback from Job Mean	.428**	.563**	.352**	.519**			
Feedback from Agents Mean	.239*	.358**	.250**	.312**	.626**		
Dealing with Others Mean	-.006	.104	.434**	.161	.217*	.284**	
AO General Satisfaction	.606**	.577**	.598**	.635**	.470**	.455**	.372**
** Correlation is significant at the 0.01 level (two tailed)							
*Correlation is significant at the 0.05 level (two tailed)							

Affective Outcome – General Satisfaction

APPENDIX 22

Tourism Emphasis (n=44)

Inter- Correlations of the Core Job Dimensions and Students' General Satisfaction Levels

	Skill Variety	Task Identity	Task Significance	Task Autonomy	Feedback from the Job	Feedback from Agents	Dealing with Others
Skill Variety Mean							
Task Identity Mean	.325*						
Task Significance Mean	.283	.188					
Task Autonomy Mean	.605**	.392**	.235				
Feedback from Job Mean	.179	.452**	.290	.203			
Feedback from Agents Mean	.069	.104	.190	.235	-.088		
Dealing with Others Mean	-.084	-.047	.268	.076	.297	.283	
AO General Satisfaction	.270	-.087	.492**	.435**	.135	.688**	.428**
** Correlation is significant at the 0.01 level (two tailed)							
*Correlation is significant at the 0.05 level (two tailed)							

Affective Outcome – Growth Satisfaction

APPENDIX 23

Food and Beverage Emphasis (n=55)

Inter- Correlations of the Core Job Dimensions and Students' Growth Satisfaction Levels

	Skill Variety	Task Identity	Task Significance	Task Autonomy	Feedback from Job	Feedback from Agents	Dealing with Others
Skill Variety Mean							
Task Identity Mean	-.069						
Task Significance Mean	.429**	.135					
Task Autonomy Mean	.474**	.078	.467**				
Feedback from Job Mean	.405**	.215	.394**	.643**			
Feedback from Agents Mean	.376**	.177	.258	.232	.548**		
Dealing with Others Mean	-.048	.216	.187	.062	.282*	.287*	
AO Growth Satisfaction	.501**	-.005	.281*	.506**	.672**	.538**	.217
** Correlation is significant at the 0.01 level (two tailed)							
* Correlation is significant at the 0.05 level (two tailed)							

Affective Outcome – Growth Satisfaction

APPENDIX 23

Lodging Emphasis (n=117)

Inter- Correlations of the Core Job Dimensions and Students’ Growth Satisfaction Levels

	Skill Variety	Task Identity	Task Significance	Task Autonomy	Feedback from Job	Feedback from Agents	Dealing with Others
Skill Variety Mean							
Task Identity Mean	.304**						
Task Significance Mean	.435**	.250**					
Task Autonomy Mean	.426**	.257**	.456**				
Feedback from Job Mean	.289**	.343**	.327**	.385**			
Feedback from Agents Mean	.462**	.364**	.455**	.380**	.679**		
Dealing with Others Mean	.146	.222*	.470**	.259**	.239**	.223*	
AO Growth Satisfaction	.596**	.367**	.627**	.617**	.406**	.499**	.426**
** Correlation is significant at the 0.01 level (two tailed)							
*Correlation is significant at the 0.05 level (two tailed)							

Meeting and Event Planning Emphasis (n=44)

Inter- Correlations of the Core Job Dimensions and Students’ Growth Satisfaction Levels

	Skill Variety	Task Identity	Task Significance	Task Autonomy	Feedback from the Job	Feedback from Agents	Dealing with Others
Skill Variety Mean							
Task Identity Mean	.553**						
Task Significance Mean	.552**	.291**					
Task Autonomy Mean	.587**	.644**	.465**				
Feedback from Job Mean	.428**	.563**	.352**	.519**			
Feedback from Agents Mean	.239*	.358**	.250**	.312**	.626**		
Dealing with Others Mean	-.006	.104	.434**	.161	.217*	.284**	
AO Growth Satisfaction	.720**	.593**	.714**	.701**	.475**	.367**	.277**
** Correlation is significant at the 0.01 level (two tailed)							
*Correlation is significant at the 0.05 level (two tailed)							

Tourism Emphasis (n=44)

Inter- Correlations of the Core Job Dimensions and Students' Growth Satisfaction Levels

	Skill Variety	Task Identity	Task Significance	Task Autonomy	Feedback from the Job	Feedback from Agents	Dealing with Others
Skill Variety Mean							
Task Identity Mean	.325*						
Task Significance Mean	.283	.188					
Task Autonomy Mean	.605**	.392**	.235				
Feedback from Job Mean	.179	.452**	.290	.203			
Feedback from Agents Mean	.069	.104	.190	.235	-.088		
Dealing with Others Mean	-.084	-.047	.268	.076	.297	.283	
AO Growth Satisfaction	.647**	.337*	.451**	.785**	.295	.443**	.162
** Correlation is significant at the 0.01 level (two tailed)							
*Correlation is significant at the 0.05 level (two tailed)							

Affective Outcome – Internal Work Motivation

APPENDIX 24

Food and Beverage Emphasis (n=55)

Inter- Correlations of the Core Job Dimensions and Students' Internal Work Motivation Levels

	Skill Variety	Task Identity	Task Significance	Task Autonomy	Feedback from Job	Feedback from Agents	Dealing with Others
Skill Variety Mean							
Task Identity Mean	-.069						
Task Significance Mean	.429**	.135					
Task Autonomy Mean	.474**	.078	.467**				
Feedback from Job Mean	.405**	.215	.394**	.643**			
Feedback from Agents Mean	.376**	.177	.258	.232	.548**		
Dealing with Others Mean	-.048	.216	.187	.062	.282*	.287*	
AO Internal Work Motivation	.263	.278*	.349**	.258	.645**	.557**	.102
** Correlation is significant at the 0.01 level (two tailed)							
* Correlation is significant at the 0.05 level (two tailed)							

Affective Outcome – Internal Work Motivation

APPENDIX 24

Lodging Emphasis (n=117)

Inter- Correlations of the Core Job Dimensions and Students’ Internal Work Motivation Levels

	Skill Variety	Task Identity	Task Significance	Task Autonomy	Feedback from Job	Feedback from Agents	Dealing with Others
Skill Variety Mean							
Task Identity Mean	.304**						
Task Significance Mean	.435**	.250**					
Task Autonomy Mean	.426**	.257**	.456**				
Feedback from Job Mean	.289**	.343**	.327**	.385**			
Feedback from Agents Mean	.462**	.364**	.455**	.380**	.679**		
Dealing with Others Mean	.146	.222*	.470**	.259**	.239**	.223*	
AO Internal Work Motivation	.450**	.115	.530**	.351**	.278**	.366**	.394**
** Correlation is significant at the 0.01 level (two tailed)							
*Correlation is significant at the 0.05 level (two tailed)							

Meeting and Event Planning Emphasis (n=44)

Inter- Correlations of the Core Job Dimensions and Students’ Internal Work Motivation Levels

	Skill Variety	Task Identity	Task Significance	Task Autonomy	Feedback from the Job	Feedback from Agents	Dealing with Others
Skill Variety Mean							
Task Identity Mean	.553**						
Task Significance Mean	.552**	.291**					
Task Autonomy Mean	.587**	.644**	.465**				
Feedback from Job Mean	.428**	.563**	.352**	.519**			
Feedback from Agents Mean	.239*	.358**	.250**	.312**	.626**		
Dealing with Others Mean	-.006	.104	.434**	.161	.217*	.284**	
AO Internal Work Motivation	.494**	.529**	.320**	.572**	.516**	.464**	.185
** Correlation is significant at the 0.01 level (two tailed)							
*Correlation is significant at the 0.05 level (two tailed)							

Tourism Emphasis (n=44)

Inter- Correlations of the Core Job Dimensions and Students’ Internal Work Motivation Levels

	Skill Variety	Task Identity	Task Significance	Task Autonomy	Feedback from the Job	Feedback from Agents	Dealing with Others
Skill Variety Mean							
Task Identity Mean	.325*						
Task Significance Mean	.283	.188					
Task Autonomy Mean	.605**	.392**	.235				
Feedback from Job Mean	.179	.452**	.290	.203			
Feedback from Agents Mean	.069	.104	.190	.235	-.088		
Dealing with Others Mean	-.084	-.047	.268	.076	.297	.283	
AO Internal Work Motivation	-.067	-.038	.495**	.031	.303*	.535**	.431**
** Correlation is significant at the 0.01 level (two tailed)							
*Correlation is significant at the 0.05 level (two tailed)							

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