GLOBAL CITIZENSHIP

AN EMPIRICAL ANALYSIS OF THE IMPACTS OF INTERNATIONAL INTERNSHIPS ON PERSONAL DEVELOPMENT

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EXECUTIVE SUMMARY

Tourism is seen as an industry that can contribute to the diminishing of tolerance, the correcting of stereotypes and to support cross-cultural understanding (Lyons, Hanley, Wearing, & Neil, 2012). This is essential in times of globalization and hence an increasing interconnectedness of states and with this also the increase in international travels (Munar, 2007). This new dependency between states shapes an era of new found requirements to compete in this global tourism market. International internships are thus seen as an added value for students to develop personal competencies, which contribute to better employability and a fruitful career in this international working sphere. UNESCO provides data of the Erasmus programme, via which 1.5 million students did a study exchange in 2003 (see Wijk, Go, & Klooster, 2008). This number is constantly rising and the student population is expected to become ever more mobile according to the authors. Nevertheless, insights are missing into the development of personal competencies during an internship abroad and the impact such a period abroad has on the student and developments with regards to global citizenship. Therefore, this research tries to contribute to this new research agenda evolving around the possibility of an internship to trigger the development of global citizenship and furthermore the perception of the tourism industry on requirements in the industry with regards to global citizenship.

Qualitative methods, namely interviews have been used in order to gain insights into the perception of global citizenship and the ability of the international internship to trigger its development. Semi-structured interviews were conducted with fifteen tourism and hospitality students as well as with seven tourism organisations. The respondents from the industry include two branch organisations, four tour operators and one hotel human resource manager. The findings have shown that the tourism industry perceives global citizenship as a positive phenomenon, with a more practical view of the tour operators and a rather ethical perspective established by the branch organisations. Concepts such as curiosity and being eager to learn from other cultures as well as openness, respect for difference and cross-cultural understanding came forth in this research as contributing to global citizenship as argued by the tourism industry. It is further argued that global citizenship is nothing that can be implemented easily it takes time and discussions as it has to be part of a company's DNA in order to be successful. Branch organisations can act as an accelerator, while tour operators should be using their influence on the mind-set of the customer to enforce change to a more ethical and responsible tourism approach. With regards to employment, it has been argued that respect for difference, next to language skills, cross-cultural understanding and flexibility are the most relevant characteristics that young professionals need in the tourism industry. The students connect their international internship with notions such as leaving their comfort zone and thus becoming more mature and independent. It is further argued that an internship can provide a setting for cross-cultural understanding and learning from the locals, as the students get to meet and engage with the local community during a longer period of time. Self-awareness and awareness of global issues are further mentioned as being developed during the period abroad. An internship abroad is thus seen as providing an environment to develop a range of personal competencies, which are furthermore seen as an added value by the tourism industry to compete in the international working sphere.

CHAPTER 1: INTRODUCTION

"Tourism, is perhaps, one of the most potent apparatus for peace and justice in our world. It provides the basis for building a global community based on notions of global citizenship – one that transcends barriers of class, ethnicity, religion, nationality..." (Khid-arn, as cited in Bianchi & Stephenson, 2014, p. 205)**.**

In his book 'Liquid Modernity', Bauman describes two types of travellers; vagabonds as being refugees, asylum seekers and the dissidents of this world, compared to tourists who are travelling for pleasure reasons. Bauman named it as "green light for the tourists, red light for the vagabonds" (Bauman, 1998, p. 93). By creating this dichotomy, the question is, whether together they can create peace and justice through travels, as claimed in the quote above. Can tourism build a global community, which would be based on the notions of global citizenship which transcends ethnicity, class, religion and other barriers? Before being able to answer this question, one must understand the relations between tourism and global citizenship. This research will thus be looking at a specific case: students going abroad for an internship, and whether this can serve as a mechanism to develop global citizenship. Moreover, insights into the perception of the tourism industry on global citizenship, and whether a link exists between the development of global citizenship and the fulfilment of international requirements in the tourism industry will be sought.

This research will provide a deeper insight into the discourse of global citizenship, by looking at internships abroad. A mobility standpoint will not be of focus for this research, neither will this phenomenon be looked at from an economical perspective; instead globalization and cosmopolitanism from an ethical perspective will be central in this study. A discussion that is talked about often surrounds the question, whether internships abroad can have a positive impact on the personal development of the student and specifically can offer a long term effect. Dwyer and Peters (2004) suggest that 97% of 3400 students responded that the study period abroad served as a mechanism to increase maturity. The question however related to internships abroad and further to which personal competencies are being enhanced has not completely been answered yet. The question of the development of personal competencies is of high importance for educational institutions in order to best prepare and assess the student's development abroad.

Stated by the World Health Organization: "Globalization, or the increased interconnectedness and interdependence of peoples and countries" (WHO, n.d.) is understood as a general definition of globalization, which further leads to an increase in flows of people, finances and goods. The reasons for the changes brought by globalization seem to be the opening of borders between states as well as institutional and policy changes on a national and international level. These changes create the need for a global perspective and a more open worldview. This relates to a growing necessity to be knowledgeable and skilful with regards to international requirements. According to Schattle (2009, p. 18) "developments such as the rise of the internet and other global media platforms, the increased accessibility of international travel, and on-going social changes that point toward multicultural societies" are responsible for shifts in attitude in terms of welcoming internationalisation instead of fearing the ever more interdependence. Thus, the opening of borders makes

social change and the international interactions between different states possible. This leads scientists, such as Hahn to note that "we share a common destiny and, to an increasing extent, we share a common culture. Although most of us do not realize it, we are participants in a global society" (as cited in Schattle, 2009, p. 5). Coming back to the opening quote, globalization seems to be leading us into a direction of internationalisation and interconnectedness. A prevailing question is, whether tourism can be the mechanism to trigger global citizenship. This research will thus explore, whether an internship abroad can be the mechanism to develop global citizenship. Educational institutions are aiming at stimulating global citizenship with measures such as incorporating an international internship in the curriculum ("Global Citizenship," n.d., Oxfam, 2006, Saxion, n.d.). The next section will provide an introduction to global citizenship education in order to contextualize the issue at hand.

1.1 GLOBAL CITIZENSHIP EDUCATION

To understand the context of this research topic, it is important to first look at the principal idea of global citizenship education and how this plays out in educational institutions and on the students' experiences. Global citizenship education aims at educating students to develop universal concern and global responsibility (Oxfam, 2006). This can take on various forms, as for instance the reflection and storytelling of narratives about experiences abroad, as well as the incorporation of educational travels to foreign countries (Caruana, 2014). Looking at the international compositions of university campuses, it is argued that these provide a scene for the practice of dealing with challenges and resilience, which are also encountered when travelling or living in a foreign country (Caruana, 2014, p. 86). Very simply put, global citizenship is understood as supporting harmonious relations between people of the entire world (Carter, 2004). Beck states that "global citizenship education would transcend boundaries of the mobility model acknowledging and responding to a process of 'cosmopolitanisation' in which the lifeworlds of different peoples converge in a social landscape where the local and global are increasingly interconnected and interpenetrating" (as cited in Caruana, 2014, p. 86). Students going abroad for their internship are thus faced with the encounter of a different lifeworld and might face challenges to overcome the difference in order to finally function in this interconnected world.

There are also more critical voices with regards to the education of global citizenship. Nussbaum asks, whether the values of a global citizen act against the proposed values of patriotism, which is assumed to help nationalist sentiments and to create national cohesion. Also Davies argues that "Education for global citizenship is in some tension with education for national citizenship" (2006, p. 9). Nussbaum (2010, p. 156) debates, whether students should be learning about another nations' history, problems and global issues such as hunger and pollution and its impacts on the entire world, as opposed to only learning about patriotism and the history of one's own nation, as the latter might restrict global thinking. Another critique to global citizenship education states that "as the capacity to act globally is limited, […] those who can and do act globally are in effect often projecting their local [assumptions and desires] as everyone else's global" (as cited in Andreotti, 2006, p. 43). It is further stated that the projection of these Western values as universal can lead to the naturalisation of "the myth of Western supremacy in the rest of the world" (Andreotti, 2006, p. 44).

Andreotti (2006) supports a differentiated type of global citizenship education, namely a more critical notion. She explains that criticality in this sense does not reflect being "right or wrong, biased or unbiased, true or false. It is an attempt to understand origins of assumptions and implications" (Andreotti, 2006). She thus argues that global citizenship education needs to be more critical and should not simply reflect assumptions of developmental character, as this would reinforce the issues of colonial notions.

1.2 RESEARCH PURPOSE

The purpose of this research is to gain insight into the social phenomenon of students going abroad for their internship and whether this can act as a mechanism to trigger global citizenship and positively impact the personal development of the student. Moreover, the research aims at getting an insight into the opportunities and challenges for students and how educational institutions can better support these in developing a sense of global citizenship. Based on a prior research conducted by the Research group Ethics and Global citizenship from Saxion University of Applied Sciences (2014), it was found that an internship abroad positively impacts behaviour and attitude of the student. Due to this, a positive impact on personal growth is expected. As the student population is becoming more mobile, an insight into the impacts of the international experience is essential (Wijk et al., 2008). Furthermore, the study will explore whether elements of global citizenship gained during the internship abroad can contribute to the tourism industry in terms of a global citizenship mind-set of the employees as well as improving the tourism businesses and positively adding to the understanding of the tourism industry to be more globally aware and passing on this awareness to tourists. It will further be explored, whether the development of global citizenship can lead to the fulfilment of international requirements in the tourism industry.

1.3 RELEVANCE OF THE STUDY

The relevance of this study is twofold; firstly it will contribute to the disciplines of tourism and cultural geography. It will do this by adding to the knowledge on the experience of students going abroad for an internship and in how far this can enhance personal development. Secondly, the research will add to the understandings of global citizenship and its implications on the tourism industry and whether global citizenship can positively contribute to the industry and its developments for the future. The research outcome will further guide educational institutions in preparing and assessing internships abroad on personal competencies as opposed to only professional, which is mainly the case at the moment as argued by Downey and De Veau (as cited in Robinson, Ruhanen, & Breakey, 2015). The research will add to a new agenda, by looking at the phenomenon with a qualitative approach, as most studies in this field so far made use of quantitative methods. These studies have mainly assessed the successfulness of studies abroad with regards to the development of personal skills and its usefulness for an international career.

1.4 PROBLEM DESCRIPTION

"If global citizenship is to continue gaining traction in the coming years, it will be in no small measure due to the efforts of countless educators, from elementary school teachers to university administrators, who have sought to highlight and advance understandings of global citizenship in curriculum content and extracurricular programs" (Schattle, 2009, p. 18)*.*

This quote highlights the importance of understanding the impacts of global citizenship and its implications for the tourism industry. Tourism is seen as an industry contributing to the development of global citizens, as it can contribute to tolerance, cross-cultural understanding and the reducing of stereotypes (Lyons et al., 2012). In times of globalization and increasingly blurring borders between different states, not only travels are increasing, but also interactions between nations and peoples are strengthening (Munar, 2007). This shapes a new era of interconnections between states and the uprising of international requirements to compete in a global market. This phenomenon further leads to changes in basic understandings, as for instance questions of identity, nationalism and the right to travel are re-established in times of fading borders (see Bornman, 2003; Gans, 2005).

According to UNESCO, 1.5 million students went to study abroad via the Erasmus programme in 2003 (as cited in Wijk et al., 2008, p. 93). It is furthermore mentioned that "the world's student population is expected to become ever more mobile, and universities will continue to reach beyond borders to tap the international flow of students in order to survive in the increasingly competitive world of higher education" (as cited in Wijk et al., 2008, p. 93). An important note is made by the authors, as they name the beneficiaries of this increasingly international education to be "businesses involved in transport, hospitality and intermediary service organizations" (as cited in Wijk et al., 2008, p. 93). The authors state that international internships can foster cross-cultural learning, while experiencing the 'other' culture. It is therefore not surprising, that educational institutions are keen on implementing notions of global citizenship in curricula and extracurricular programmes, such as sending students abroad for their internship, in order to stimulate international competencies and global citizenship. The question is, whether these activities, such as an internship abroad, can enhance notions of global citizenship. Moreover, which skills or competencies related to global citizenship and personal growth can be triggered by living and working abroad for a semester. Even though research has been carried out in relation to internships abroad and the difficulties that students face, insights are lacking with regards to the personal development and personal growth, triggered by an internship abroad.

Recently, William Maddux, a professor from INSEAD, supported the view that students with international experiences are better in solving problems and have a more creative view compared to their fellow students with no such experiences (as cited in Schattle, 2009, p. 18). Also, the minister of education in the Netherlands notes that "internationalisation is crucial for the acquisition of knowledge, skills and professional competencies" (Bussemaker, 2014, p. 1). Savicki and Selby (as cited in Caruana, 2014) "argued that there is insufficient knowledge and understanding of how intercultural competence, growth and transformation occur as a result of mobility" (p.89). In accordance, King et al. inform that "evidence from students, mobility

managers and employers of how study abroad enhances graduate employability is sparse" (as cited in Caruana, 2014, p. 89), which is another reason for carrying out this research. It can be seen that the understanding of the mechanism an internship abroad can be for developing the skills and growth which are expected by educational institutions and future employers is lacking.

It is to be noted that a period abroad can be a study abroad, which usually lasts five to six months, or an internship abroad, which lasts around four to six months, depending on the educational institution as well as educational curriculum. This study will focus on the latter, as this seems to be even more relevant, due to the fact that the student has to work abroad and closely interact in a specific cultural-context by networking with colleagues, clients and is faced with daily work- and life-related issues in a new environment. Study-abroad can further provide the student with a safety-net of fellow international students and possibly friends or students from the same country, which might lower the encounter with a different culture and the challenge to master this experience alone (Anderson, Lawton, Rexeisen, & Hubbard, 2006, p. 47). It is further essential to mention that the discussion around global citizenship is rather Eurocentric, with Europe being the breeding place for this theory (Schattle, 2009, p. 18). It is therefore important to take into consideration the standpoint of the author of this research report and the fact that she herself grew up in a Western society, specifically in Europe. In this paper, the term internship will be used for reasons of consistency; however placement and traineeship abroad are understood as pointing at the same phenomenon and are used by various scientists and institutions in the same context.

1.5 Research objectives and research questions

The objective of this study is twofold; firstly, the study tries to gain a better understanding of the personal competencies students develop when going abroad for their internship, and if an internship abroad can act as a mechanism to develop global citizenship. Secondly, this research will explore, if these skills and characteristics are appreciated and seen as useful by the tourism industry. It will be explored whether an international internship can have an added value for the students in terms of employability and their future career.

The following research questions have been formulated in order to meet the objective of this research and to provide a deeper insight into the exploration area. The following main research question will be supported by several sub questions, which will help answering the main question comprehensively.

CENTRAL RESEARCH QUESTION

How can an internship abroad function as a mechanism to develop global citizenship and can this further have a positive impact on the tourism industry?

SUB QUESTIONS

- How are the experiences of an internship abroad impacting the student's personal development?
    - Can an internship abroad trigger the development of personal competencies and if so, which personal competencies can be enhanced?
    - Which elements of global citizenship can be developed during an internship abroad?
- How are notions of global citizenship impacting the tourism industry?
    - How does the tourism industry perceive global citizenship?
    - Are elements of global citizenship important characteristics employees in the tourism industry should possess?

1.6 Reading guide

This report has been developed with care and has served as a framework and guidance for this research by analysing existing theory and studies with regards to global citizenship, elements describing this and its connection to tourism and personal development. The report thus provides a theoretical framework and an insight into the discussion evolving around global citizenship and the phenomenon of students going abroad for their internship, which served as the basis to create new knowledge about the social phenomenon in question. Furthermore, a detailed data analysis and explanation of the methods used are outlined in chapter three including limitations of this research. The last three chapters then offer findings from the data collection and discussions and conclusions drawn from these by the researcher. The last chapter also provides a link between the theory discussed in the theoretical framework and the findings that evolved out of this research.

CHAPTER 2: THEORETICAL FRAMEWORK

This chapter will function as an exploration of existing literature, concepts and theory in relation to the topic. Various perceptions of scientists in relation to global citizenship will be looked at in order to be able to study the relationship between students going abroad for an internship and the development of global citizenship and further to be able to study its impacts on tourism more generally speaking and the tourism industry and its requirements as an employer in more detail. An understanding of current issues and discussions related to global citizenship as well as an understanding of the experiences of an internship abroad will be developed. As will be seen in this chapter, cosmopolitanism and global citizenship are closely related, which leads to the exploring of both ideologies in order to get a better understanding of their implications. The first section will provide an understanding of global and local concern in tourism, which aims at pinpointing the connection between tourism and global citizenship. The next section will provide an introduction to identity and citizenship, while section three is concerned with the notions of global citizenship and the elements connected to this. The last section of chapter two introduces the experiences students make when going abroad for their internship and how these are connected to global citizenship, by looking at former studies that have been carried out on this topic. This chapter will develop a theoretical framework, which will build the basis of the methodological approach to this research and can be found at the end of chapter 2 (see figure 3).

2.1 GLOBAL VERSUS LOCAL CONCERN IN TOURISM

Butcher claims that "these developments [sustainable initiatives and ethical tourism products], ... would advance the cause of sustainability and encourage tourists to see themselves as purveyors of a new ethical travel imperative" (as cited in Bianchi & Stephenson, 2014, p. 176). As an outcome of these developments, the UNWTO's Global Code of Ethics for Tourism has been set up in order to secure an ethically correct treatment of all parties involved in tourism activities. Germann Molz suggests that global citizens are obliged "to be informed about the state of the world, to live in an ethical and sustainable manner, to act in the interest of the global public" (as cited in Bianchi & Stephenson, 2014, p. 178). Furthermore, it is stated that Turner (as cited in Bianchi & Stephenson, 2014, p. 178) understands travel as an essential part to develop a cosmopolitan perspective on other cultures. These ideas suggest that tourism can be a medium via which one can develop a sense of universal concern and cosmopolitanism. Moreover, it is also argued that tourists have the right to be informed about an ethical conduct, for which the tourism industry is responsible. Bianchi and Stephenson (2014, p. 182) note that through certain forms of tourism, such as volunteer tourism and gap year tourism, an appreciation of cosmopolitanism and global citizenship can be created. On the other hand, scientists (see Simpson, 2004; Sin, 2009) have argued that these forms of tourism only reinforce the dichotomy of rich and poor, and north and south instead of delivering help to poor communities, as volunteers, coming from rich countries, are seen as offering help, to the poor, which enacts this dichotomy as opposed to helping the poor community. Bianchi and Stephenson (2014, p. 213) point out, that the relationship between these forms of tourism and the ideas of global citizenship and cosmopolitanism are rather weak and cannot be accepted without criticism.

This research will look at a different type of mobility, international internships. Comparable with the two types of tourism mentioned here; volunteer tourism and gap year tourism, this also involves a relatively long stay in the host country. It is however based on a different societal order, as it does not involve the caring for the host community and neither is it based on hierarchies of poverty. But

Besides the global perspective on tourism and travels, there is on the other hand also a more local approach in relation to global citizenship, which connects global citizenship rather to local involvement as opposed to universal responsibility. Thus, coming back to the idea mentioned by Turner (as cited in Bianchi & Stephenson, 2014, p. 178) with regards to travel and its potential to develop a sense of cosmopolitanism, Roman Stoics oppose this claim by believing that travels will work against developing a cosmopolitan understanding. Seneca, a Stoic philosopher, supports this latter claim, by stating that travelling tends to change the self (see Hermans, 2001). The basic belief of stoicism refers to the fact that our mind is a blank space, on which knowledge gets inscribed that is derived from our senses (Baltzly, 2013). This belief supports the idea that travelling would change the self, as outside experiences made through the human senses will change knowledge and truth inscribed on the mind. As seen here, the link between travelling and developing a cosmopolitan sense is not universally believed to be true, which shows the importance of this current research. Many scientists focus on global responsibility and caring about the citizen at a distance, the Stoics on the other hand believe that we should not forget about our close surroundings, even further, we should be paying close attention to family and closely connected groups, while at the same time not forgetting about humanity as a whole. Nussbaum thus describes the Stoic circles (see figure 1) as encircling the self, family, friends, the local community, the nation, and so on, with the last circle being humanity altogether (2010, p. 158). The prevailing question therefore is, whether tourism and travels can enhance a sense of global citizenship with caring for further bonds beyond the first circle. This research will try to shed light on global citizenship by looking at students going abroad for their internship and getting in touch with a different culture.
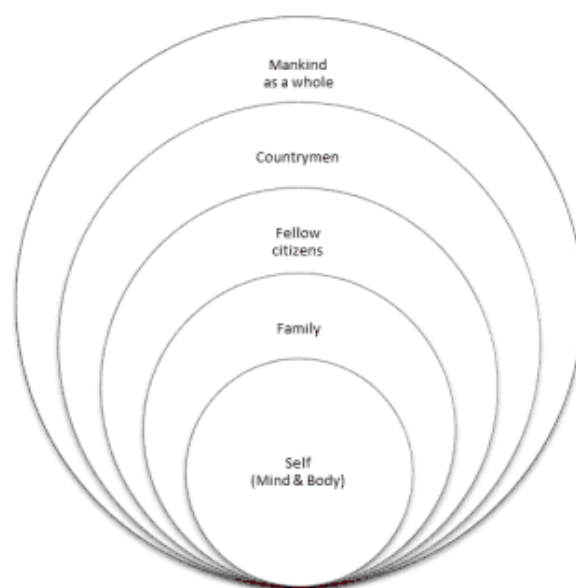

FIGURE 1 STOIC CIRLCLES

2.2 NATIONALISM, CITIZENSHIP AND IDENTITY

In order to develop an understanding of global citizenship, it seems inevitable to provide a short introduction to citizenship and closely related to this, identity and nationalism. Delanty (2000, p. 59) argues that nowadays national identities are negotiable and overlapping, but no longer are they the traditional reference point for individuals. In former times, citizenship was either connected to the state or to a form of participation in a group or the society. Due to a "change in the position and institutional features of national states since the 1980s resulting from various forms of globalization" (Sassen, 2002, p. 277) the conceptions of citizenship are understood to be changing. Reason for this is further named the "growth of the Internet and linked technologies" (Sassen, 2002, p. 277) which facilitate the creation of networks across borders, that are prone to be specialized and connected with a specific interest. This transformation is further argued by Sassen to have led to "alternative notions of community and membership" (Sassen, 2002, p. 277). But let us start with the prevailing question: What is the difference between nationality and citizenship, are they seen as identical, or do they have different implications? McCrone and Kiely (2000) claim that for instance in the case of the United Kingdom pointing out the borders between nationality and citizenship seems to be a rather difficult undertaking. Citizenship in this case seems to be referred to as British, while the nationality is considered as being English, Scottish or Welsh. Sassen (2002) explains the relationship between nationality and citizenship as both confining to the national state and argues that citizenship refers to the 'national dimension', while "nationality refers to the international legal dimension in the context of an interstate system" (Sassen, 2002, p. 278) It is further argued by McCrone & Kiely (2000) that being a citizen, in times of changing compositions of the political sphere, entails belonging to several political levels, as citizenship belongs to the political realm, while nationality has its place in the cultural realm; these political levels are constituted of "the national, the state and the supra-state" (McCrone & Kiely, 2000, p. 29). Sassen (2002) further argues that dual and multiple nationality will be normal in the future, as nowadays the highest amount of dual nationalities has been reached, which is constantly increasing. McCrone and Kiely (2000) further argue that due to new political systems, such as the European Union, the question of identity is becoming more problematic to declare. Sassen supports the dilemma of the previous identification with the nation-sate by noting that "it is important to question the assumption that people's sense of citizenship in liberal democratic states is fundamentally characterized by nation-based frames" (2002, p. 281). McCrone and Kiely (2000) argue that identification in the West has been related to rather political terms, while ethnic forms prevail in the East. As an effect of this distinction, the authors then express the predominant concern; whether nationalism is responsible for the ethnic division in the world. However this argument is then moderated by the authors in saying that these ethnic differences do not necessarily lead to conflicts, as different ethnic groups can peacefully live in close proximity without causing open conflicts, as outlined by McCrone and Kiely (2000). This leads to a further argument, namely that the issue of nationalism and what it entails is no longer solely a political concern, as it used to be, when sociologists such as Weber, Marx and Durkheim developed an understanding of nationalism. Instead, nowadays it has become a matter of sociological studies, as borders and notions of nationalism are changing and overlapping, which brings social issues and the question of identity upfront.

McCrone and Kiely (2000) further argue that nationalism and citizenship stand in a complex relationship to each other as they seem to require one another, rather than contest, but are also not aligning in that matter. While nationality is rather a cultural concept, citizenship is described as a political concept unfolding the affiliation between the folks and the state. As argued by McCrone and Kiely (2000), countries or nations have been formed in different manners and with this also nations and nationalities emerged in different ways. Germany for instance turned from a nation into a state, while France on the contrary was a state at first and later became a nation. The United States however had to forge their daily pledge of allegiance in schools in order to foster the boundaries of the state and the national identity, as it emerged from a melting pot of a vast number of different immigrants. When trying to understand notions of nationality and citizenship, one has to take into consideration the diverging genealogies of those nations. From a different perspective, scientists researching the discourse of global citizenship state that global citizens can derive their identity from a cause rather than a state, as argued by Urry, who states that environmentalists are prone to claim their identity from their duty of taking care of the environment, rather than from the state they might belong to (as cited in Bianchi & Stephenson, 2014, p. 181).

Various conceptions of citizenship exist, such as economic citizenship, cultural citizenship and psychological citizenship (Sassen, 2002). Delanty (2000) notes that "in the most general sense citizenship is about group membership" (p.9). The debates about citizenship mainly discuss the nature of this membership and what it entails to be a member of a specific group. Falk (1993) supports this claim and further states that "citizenship can be understood both formally as a status and, more adequately, existentially as a shifting set of attitudes, relationships, and expectations with no necessary territorial delimitation" (p.39). Especially, the understandings of rights, participation, identity and duty with regards to the membership, are generally discussed in this matter. While on one hand citizenship might bring rights, on the other hand it also brings duties, such as responsibility in relation to the environment and humanity, which adds a new sphere to the long-lasting discussion about environmental responsibility. Citizenship is now changing into and enveloping a new form of citizenship, which Delanty (2000) describes as a form of ecological citizenship including "wider issues of responsibility for nature and for unborn generations" (p.60). This responsibility he argues further cannot be given to one nation but has to be of global concern, as it is of planetary scale. Ecological citizenship thus is understood as a specific type of citizenship with a certain care for the environment, while global citizenship involves caring for the universe including all species and concerns.

Hence, identity is used to identify the affinity to a certain group, or as mentioned before to a cause or duty. This brings with it a sense of belonging. Nationalism then specifically is the identification with one's nation. Citizenship, understood as a rather political concept, describes the relation between the citizen and the state of belonging, while securing this relationship with laws and customs (see table 1). It is therefore clear, that "for the vast majority of the world's population, citizenship status is not a matter of choice but an accident of birth" (Schattle, 2009, p. 9). It should be mentioned here that already decades ago, Socrates believed himself a citizen of the world, rather than an Athenian or a Greek. He thus identified himself as belonging to humanity as a whole rather than to a political sphere mapping the boundaries of a country. Having an idea of the difference

between identity and nationality and their implications on the reference an individual or a group uses in relation to their belonging, the next step is to look at global citizenship and what it means to be a global citizen as opposed to a national or local citizen.

TABLE 1 NATIONALITY AND CITIZENSHIP

Nationality	Citizenship
Informal membership or identification with a particular nation - characterised by language, culture and territory	Legal status in a political institution - set of rights and duties determines this relationship
<u>Nation-state:</u> The boundaries of nation and state coincide, thus in this case commonly no distinction is made between the two.	

2.3 GLOBAL CITIZENSHIP

It is important to note that the discourse of global citizenship is closely related to cosmopolitanism, with regards to its notions and understandings. In the course of this chapter it will be explained how these two ideologies are related and possibly overlap, and where differences in meaning occur. Both concepts deal with the notion of otherness and how this is related to modernity and changing ideas of nationalism and citizenship due to the effects of globalization. Even though, Caruana (2014, p. 88) argues that "global citizenship is a concept that is abstract and ill-defined", in this chapter an overview of understandings of global citizenship will be outlined and critically discussed. A variety of questions are dealt with by a number of scientists, as for instance which elements global citizenship is comprised of and whether world citizens will emerge who care for the entire planet, by employing global citizenship in education and extracurricular programmes.

Schattle (2009) defines global citizenship as encompassing a range of concepts and further argues that "awareness, responsibility, and participation are […] the primary concepts of global citizenship, while cross-cultural empathy, personal achievement, and international mobility are important secondary concepts" (p.10). According to him, the first three concepts are seen as the more prevailing concepts, while the second set of concepts should be seen as more loosely related to the discourse, however still important to consider. He further states that global citizenship has nothing to do with leaving behind "national citizenship but is a mind-set that makes us aware of being a part of the human family" (Schattle, 2009, p. 11). Schattle states that "global citizenship [...] implies a readiness to cross intangible borders that others might consider all too formidable" (2009, p. 14). He further argues that several characteristics are commonly accepted as describing global citizens; open-mindedness, self-awareness and the acceptance of difference and global responsibility. Not only scholars define global citizenship, also organizations such as Oxfam define global citizenship and incorporate this into their educational programmes.

> "Oxfam sees the Global Citizen as someone who: is aware of the wider world and has a sense of their own role as a world citizen; respects and values diversity; has an understanding of how the world

works; is outraged by social injustice; participates in the community at a range of levels; from the local to the global; is willing to act to make the world a more equitable and sustainable place; takes responsibility for their action" (Oxfam, 2006)*.*

Appiah (2006, p. xiii) believes in the term Cosmopolitanism, opposed to globalization and multiculturalism, as he believes that these terms are both trendy and limiting the phenomenon they are destined to describe; the term cosmopolitanism enables a broader way of thinking. Appiah (2006) states that cosmopolitanism consists of two ideas, firstly we have obligations to others ("universal concern") and secondly, we ought to lend otherness significance ("respect for difference"). The first belief can be translated into the idea that we ought to take responsibility for humanity on a global scale, which means beyond the familiar ties and groups in proximity and even beyond our shared citizenship, as described earlier with regards to the Stoic circles. The second belief relates to acceptance of difference and thus to the acknowledgement of otherness and tolerance or even an interest in other cultures (Appiah, 2006, p. XV). As can be seen here, the debates around the notions of global citizenship are not far apart from understandings of cosmopolitanism. Concepts such as universal concern and respect for difference seem to be essential for understandings of cosmopolitanism as well as global citizenship.

"Global citizenship is about being proactive, being capable of making change happen and living ethically in both the global and the local, distant and the proximate simultaneously" (as cited in Caruana, 2014, p. 89), while cosmopolitanism looks at the difference of individuals who adapt global responsibility. Global citizenship points to the interrelation and interdependence of individuals and the growing closer in terms of understandings, beliefs and universal concern. Global citizenship therefore enacts the bridging of the gap between different nations, while cosmopolitanism sees individuals as individual bodies acting according to global concerns. Various elements are understood as contributing to global citizenship, which will be discussed in the following sections. These are universal responsibility, respect for difference, self-awareness and civic engagement. Even though the terms used are not always identical, the understandings of these concepts are commonly accepted as contributing to global citizenship as discussed earlier in this chapter.

2.3.1 Universal responsibility

Looking at global responsibility, Schattle (2009) notes that "global citizenship as cross-cultural empathy depends heavily on a willingness to build personal relationships with those from other backgrounds" (p. 14). This is related to openness towards others when travelling but also welcoming foreigners into one's own place and space. New forms of tourism and more specifically ethical forms of tourism are making us aware of our civic responsibilities as cosmopolitan citizens. Polly Pattullo argued that globalization reminds us of our duties as global citizens (as stated in Bianchi & Stephenson, 2014, p. 180), due to the increase in interdependence and interrelations. Also in relation to cosmopolitanism, Appiah (2006, p. 153) argues that "the real challenge to cosmopolitanism isn't the belief that other people don't matter at all; it's the belief that they don't matter very much". At what point can we argue that we are taking on the obligations to help others and when are we doing enough so we can say that we are acting according to universal concerns? Is it enough to be helping

during a natural disaster or a famine? Or "must we do more than this?" (Appiah, 2006, p. 153). One answer he suggest is that "if you can prevent something bad from happening at the cost of something less bad, you ought to do it" (Appiah, 2006, p. 160). This argumentation is supported by Wringe, who comments that the challenge to social justice in the context of global citizenship is "ensuring that the collective arrangements to which we give our assent do not … secure the better life of some at the expense of a much worse life for others" (as cited in Davies, 2006, p. 7). It is though further warned to not reduced global citizenship to "international dogoodery" (Davies, 2006, p. 7), instead global citizens are meant to understand global issues and influence the decision-making processes. Looking back at what was said about identities and the relation between rights and duties, it can be seen that universal responsibility and being a world citizen brings about duties that include a far broader range of issues than only on the national or local level. Caring about issues on a globular scale is seen as duty of global citizens.

2.3.2 RESPECT FOR DIFFERENCE

Globalization has changed our world into a fluid place, where cultures intermingle and the other is not solely found in other countries, instead, we can meet the other in the street or it could be our neighbour. The interaction with strangers and the accepting or at least respecting of this difference in terms of values and beliefs is mainly the issue discussed with regards to otherness. Appiah (2006) states that the main problems in terms of interaction with strangers is the disagreement about values. He identifies three kinds of disagreements; the issues of having different interpretations of vocabulary, giving different weight to specific values, and failing to share vocabulary of evaluation, which can all bring about discrepancies. All three of these issues are connected to the interpretation and understanding of vocabulary used in different ways. In addition to these also facial expressions and non-verbal communication can lead to misunderstandings. It is stated that these types of disagreement are more likely to cause discussions if the participants are from different cultures. He further claims that "understanding one another may be hard; […] but it doesn't require that we come to agreement" (Appiah, 2006, p. 78). With this Appiah clearly draws a line between understanding and agreeing to beliefs and values of others. According to him it is thus not always necessary to agree upon certain things, while understanding and thus respecting different beliefs is essential for respect of difference and thus global citizenship.

2.3.3 OWN POSITIONALITY IN RELATION TO OTHERS

Schattle (2009, p. 10) describes the characteristics of a global citizen not as "an absence of place" but rather as being rooted in a community as well as being rooted as an individual. This he furthermore explores based on interviews with self-ascribed global citizens, who declare that it helps to always feel at home and thus be able and ready to encounter others with an open mind and open heart. Nussbaum (2002) argues that education for global citizenship is needed, and reflects on the following set of goals, which are related to self-awareness and knowing one's own positionality in relation to otherness: Firstly, critical examination of one's beliefs and traditions, instead of accepting these by virtue without reasoning; only beliefs are accepted that can withstand reasoning by the beholder. According to Nussbaum, it is important to give students the ability to analyse and

construct arguments, which should be part of every institution's curriculum. Secondly, human beings are connected to all other human beings. Nussbaum argues that we, humans, refer to ourselves mostly in terms of for instance Germans firstly and secondly European, but tend to forget that we are also human beings, which are connected to all other human beings on this planet. We tend to see ourselves in groups that are connected by proximity, rather than as a citizen connected to other citizens living at a distance. Thirdly, narrative imagination to understand the perspectives of others and to decipher their meaning is an essential capability of global citizenship, as stated by Nussbaum. She also claims that these understandings are not done without judgements. Whenever we try to understand the beliefs and the narratives of the other we do this by judging these narratives. When taking a look again at cosmopolitanism, Appiah describes his second idea as lending otherness significance, but he does not mention the judgement of this act. He further reflects on respect for difference, which goes further than understanding otherness, as paying respect and accepting difference calls for judgement of moral beliefs and the approval of these beliefs. According to Schattle (2009) "self-ascribed global citizens think of looking behind barriers such as ethnicity, nation, religion and looking at common experience" (p.16). He further understands self-awareness as "an initial step of global citizenship", which then provides a lens through that later impressions are analysed (Schattle, 2009, p. 11). It leads to understanding a situation from different perspectives: "Seeing the human experience in more universal terms" (Schattle, 2009, p. 11). This combination of awareness and self-awareness can then be understood as feeling comfortable and rooted as an individual and thus being able to understand situations from various standpoints. Schattle (2009) cites a UNICEF administrator, who claims that according to him "the essence of global citizenship is found in awareness, not actions such as making ethical purchases" (p.11). He thus declares that the concept is about inside and outside awareness and the change of a mind-set as opposed to consuming more ethical purchases. This is a very important point, as it leads to the assumption that global citizenship manifests itself as a mind-set rather than as physical behaviour. This will be discussed further in the following section.

2.3.4 CIVIC ENGAGEMENT - BEHAVIOURAL

In addition to the aforementioned three elements of global citizenship, a fourth element is commonly accepted, which is related to a rather behavioural trait. Schattle (2009) argues that awareness leads to the urge to "take responsibility for a global common good" (p.11) in the form of involvements in activism, politics or community projects, which are rather physical actions. In addition, the term responsibility is named by many scientists (see Appiah, 2006; Schattle, 2009) in connection to global citizenship, as it implies taking care of the common good as for example the environment but also being aware of the consequences of each action and thus taking actions in a responsible way and living according to the slogan "think global, act local". Also Perry et al. (2013) alike Schattle refer to mental as well as behavioural aspects, when defining global citizenship and the connected elements. They claim that even though global citizenship is a term, which is highly contested by many scientists, three aspects are universally accepted, of which one refers to civic engagement. This feature describes the impact and engagement of each individual in global as well as national issues and relates to physical or behavioural traits. We can thus see that Perry et al. not only consider global citizenship as a mind-set but also mirrored in physical activity. Global citizenship is furthermore closely related

to education for sustainable development, which according to Oxfam refers to being "willing to act to make the world a more equitable and sustainable place" (as cited in Davies, 2006, p. 7).

2.4 SUMMARY OF THEORIES

Looking back at the theories and understandings of global citizenship, leads us to the important question, whether global citizenship relates to mental or behavioural engagement, or includes both equally. Looking back at the theories outlined here, global citizenship seems to entail both mental and physical aspects, while a clear focus is on the mental traits. Nevertheless, educational institutions, such as Oxfam, try to implement mental as well as physical education in their curriculum. On their website, three different areas are mentioned (see figure 2): Learning, thinking and acting with regards to global citizenship education. "Learning" refers to considering an issue from different perspectives and trying to understand its causes, whereas "thinking" relates to critically considering measures to solve the issue, while taking into account different worldviews and values. Lastly, "acting" relates to acting upon the issue as a global citizen on an individual as well as collective basis (Oxfam, 2006). In this research the focus will be on mental as well as behavioural traits, in order to illustrate all areas of global citizenship without missing out on important elements. The research will further demonstrate, whether mental or behavioural elements seem to be more closely related to global citizenship in the understandings of students and managers from the tourism industry.
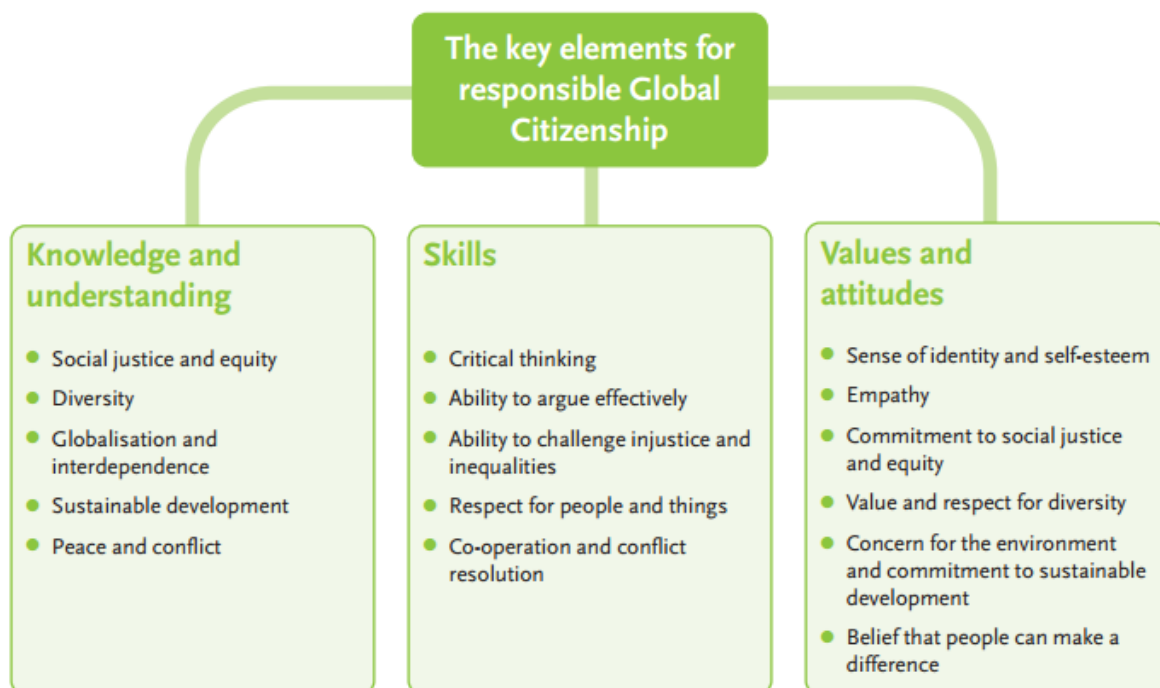
FIGURE 2 GLOBAL CITIZENSHIP ELEMENTS (OXFAM, 2006)

In the following table (see table 2), all aforementioned understandings of global citizenship are listed in the first row including the author and source. These elements have been checked for similarities and differences and then ordered into groups of matching elements and will thus be used in the methodological approach of this research. In the second row, these groups can be seen, which will be used as a final selection of elements

of global citizenship. As can be seen here, philosophers tend to use different terms for similar understandings. A number of elements stand out, as they have been mentioned by all scientists, which can be argued as the more closely related elements to global citizenship. These elements will be used in this study in order to find out, whether students going abroad for their internship are able to develop these elements of global citizenship.

TABLE 2 SUMMARY UNDERSTANDINGS GLOBAL CITIZENSHIP

Universal concern Respect for difference (Appiah, 2006)	Open-mindedness Self-awareness Acceptance of difference Global responsibility (Schattle, 2009)	Critical examination of oneself Connection of human beings Narrative imagination (Nussbaum, 2002)	Global awareness Social responsibility Civic engagement (Perry et al., 2013)
Mental Universal responsibility Respect for difference Self-awareness Behavioural Civic engagement			

2.5 DEVELOPING PERSONAL COMPETENCIES

In this section, the discussion evolving around students going abroad for an internship and the reports of previous studies in relation to this topic will be looked at. Moreover, former studies researching personal competencies and skills developed during a period abroad are discussed. Even though this research focuses on internships abroad, several studies have been conducted about study periods abroad and will be looked at in order to get an idea of possible competencies that can be enhanced when abroad. An internship abroad can be considered as providing the same opportunities and ground for developing personal competencies as does a study abroad, which gives reason to paying attention to studies conducted with students spending a study period abroad.

As mentioned earlier, global citizenship is related to universal concern and the respect for difference, which is closely connected to intercultural sensitivity. Out of literature research it was found that this competence is most commonly shared with regards to global citizenship and thus plays an important role in this research. Chen et al. claim, that "intercultural sensitivity—embracing awareness as cognition and competence as behaviour drawing on attitudes, knowledge, skills and action propensities to engage with difference—is vital for effective interaction, dialogue and participation in the multicultural societies that constitute the globalised world of today and is in turn, a central component of global citizenship" (as cited in Caruana, 2014, pp. 88–89; see Oxfam, 2006). So, intercultural sensitivity is here understood as including both a mental awareness as well as behavioural attitudes. Intercultural sensitivity envelopes far more than simply encounters with others, as for instance participation in the international society as well as intercultural communication. Contrastingly,

Gmelch, who followed 51 American students travelling through Europe in 1993, found out that this extensive travelling in a foreign country did not significantly trigger cognitive development, which he explains as collecting knowledge about issues and cultures of the country travelling through. Even though this study is relatively old, its findings are still relevant to consider (Wijk et al., 2008). Carlson and Widaman divide the competence of international understanding into two elements: "The knowledge of and awareness about issues and events of national and international significance, as well as general attitudes that reflect heightened sensibility to international issues, people and culture" (as cited in Wijk et al., 2008, p. 96). Anderson et al. (2006, p. 458) note that four areas have been found by the Study Abroad Office of the Michigan State University, as being developed during a study abroad programme. Two of the areas, namely personal developments (such as confidence, flexibility, appreciation of own nationality and personal identity) and intercultural competencies (reduced ethnocentricity, cultural sensitivity and an interest in other cultures) are important to consider for this research. These competencies are found to be developed during a study abroad, however are expected to not be diverging too much from personal competencies developed during an internship abroad. Gmelch supports this finding by stating that travelling abroad seems to trigger personal development, such as self-confidence and maturation as well as a better handling of unexpected situations (Wijk et al., 2008, p. 96).

Internships abroad support the development of language skills, open-mindedness and appreciation of other cultures, intercultural competencies and self-efficacy, which is the result based on a study with 33 international internship students, reported in 2005 by Stronkhorst (Wijk et al., 2008, p. 97). Due to the fact that this is a rather small amount of data, it should be regarded as an idea of the competencies, which are developed during such a period abroad (Wijk et al., 2008, p. 97). Another study, carried out by AIESEC in 1998 found out that 82% of the 1000 alumni enhanced their skills in communication with other cultures, 76% developed their open-mindedness towards different cultures, 63% stated that they became more tolerant and 72% of the alumni increased their awareness towards global issues (see Wijk et al., 2008, p. 97). In all here mentioned studies it can be seen that the competencies enhanced and acknowledged by the students can be related to personal competencies as opposed to professional skills, which educational institutions tend to focus on primarily. Also a study carried out with alumni from the RSM, Erasmus University Rotterdam, shows that the alumni highly rate the international internship on its impact on their personal development (Wijk et al., 2008, p. 101). Especially, internships abroad allow for the encounter with a different culture and enhance the need to deal with associated challenges. While working as an individual student in an international organization abroad, the cultural barrier seems to be important to cross in order to secure the wellbeing and to form a social network.

The aim of this current research is to further develop an understanding of the personal competencies that are enhanced while spending a time abroad for an internship. Links and connections for this study between the here mentioned findings from previous researches on the development of personal competencies while abroad and the theory in relation to global citizenship can be found in the following figure (figure 3), showing the relation and use for this study.

Student

Internship abroad

Personal competencies

Global citizenship

Tourism industry

Mental
- Awareness/Knowledge about issues and events of inter-/national significance
- Open-mindedness
- Reduced ethnocentricity
- Interest/ appreciation of other cultures

- **Universal responsibility** [awareness of local and global issues, aware of actions and their consequences for people and planet]
- **Respect for difference** [understanding values/norms of others and respecting/accepting/agreeing with these]
- **Self-awareness** [being rooted in community and self, critical examination of one's beliefs and traditions, connected to others vs. seeing oneself as part of a small group]
- **Civic engagement** [attitudes, actions reflecting heightened sensitivity to international issues, taking action in relation to universal issues]

Behavioural
- Attitudes (reflect heightened sensibility to international issues, people and culture
- Skills (language, communication)
- Action

Mental and Behavioural
- Self-confidence
- Intercultural Sensitivity
- Maturation
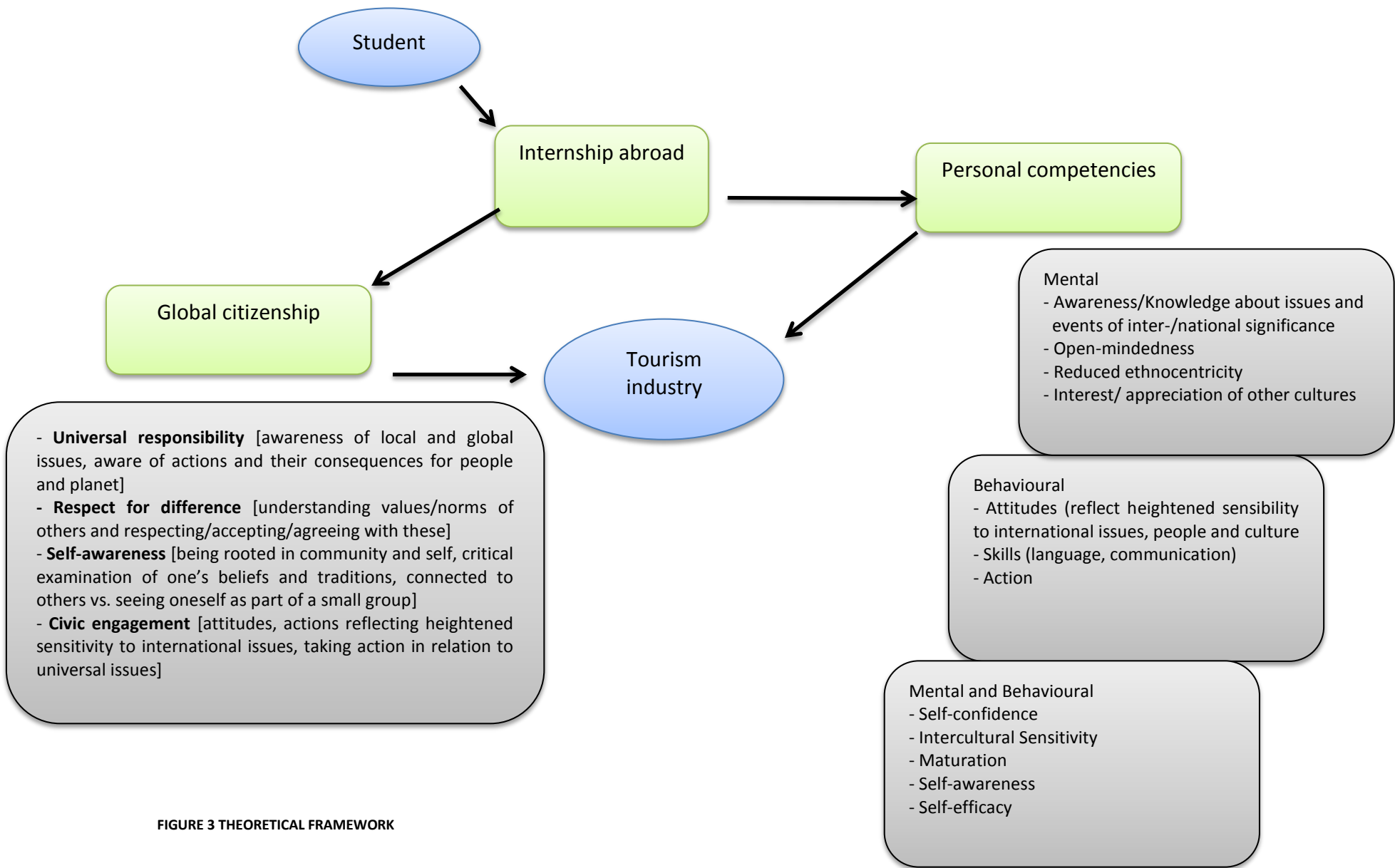- Self-awareness
- Self-efficacy

FIGURE 3 THEORETICAL FRAMEWORK

CHAPTER 3: METHODOLOGY

This chapter will provide an overview of the methods that were used to conduct this research in order to meet the research objective. This methodology chapter will provide a detailed research plan with the interview guide which was used to conduct the interviews, which can be found in appendix I. For this study, a qualitative approach has been chosen as this will provide most valuable results with regards to exploring a phenomenon and adding to a new research agenda. An interview guide was written with care to provide guiding while carrying out the interviews, while still providing room for adjustments and flexibility, as this is essential in qualitative research (Boeije, 2010, p. 19). This research aims at exploring the possibilities of developing global citizenship during an internship abroad and how this can further lead to the fulfilment of international requirements in the tourism sector. This study intents to contribute to a new research agenda, aimed at discovering the advantages of global citizenship, as seen from the perspective of the Dutch tourism industry. A qualitative approach is most useful, as the development of personal competencies and personal growth in relation to global citizenship is too complex to quantify and measure. In this chapter, the method of data collection (3.1), including the sources of information, the methodological approach and the research sample will be outlined. In addition, the data analysis will be delineated (3.2) and it is reflected on the standpoint of the researcher and possible limitations of the research method (3.3).

3.1 DATA COLLECTION METHOD

SOURCES OF INFORMATION

In this research, secondary data builds the basis for the methodological approach, by making use of the conceptual framework developed in chapter two. The secondary data, evolving around the concept of global citizenship, cosmopolitanism and their implications and understandings with regards to tourism has been looked at thoroughly and is subject to the analysis of the researcher. Primary data generated during the data collection phase will then serve for the creation of new knowledge by drawing links to the theory developed in the conceptual framework. The primary data is the outcome of interviews with students as well as tourism organizations and will be made useful for further analysis in the form of transcripts.

METHODOLOGICAL APPROACH

Semi-structured, in-depth interviews were carried out in order to get an insight into the opinions of the students and the tourism organizations likewise. A semi-structured interview enables the interviewee to not only answer a specific question but rather elaborate on a topic and the interviewer is able to adjust the direction of the interview according to the answers given (Boeije, 2010). This leaves more room for exploring a specific topic, while another topic might be less important to a specific respondent. The interview topics were developed in accordance with the previously established research topics, which are based on the conceptual framework. A more detailed interview guide, including research topics and keywords can be found in appendix I. The use of an interview guide gives the researcher a guideline to make sure no topics are missing but on the

other hand leaves much room for alternation (Boeije, 2010). Keywords were given for each topic, which made it easy to ask follow up questions and to dig deeper into specific topics during the interview.

The student interviews served as an exploration, whether an internship abroad can trigger the development of personal competencies and global citizenship. For this, it was important to determine whether the students have been abroad before their internship for a longer period of time as this can have a major impact on their experiences during their internship period. The first part of the interview relates to personal growth and the development of personal competencies, while the second part of the interview links the experience to global citizenship. Students were asked to talk freely about their experience and the competencies they noticed to be enhanced, to first explore what they observed about themselves. Only in a later part of the interview, the researcher has pointed at specific competencies to get an insight into the development of the personal competencies established from the previous desk research. In order to establish an understanding of the development of personal competencies, a selection of ten skills and competencies has been used that were previously determined in the theoretical framework. For each of these ten elements, the students were asked to provide a situation from their internship during which they learned or reflected upon this specific skill. Before asking about these specific skills, an open question about what the students had learned about themselves seen from a very broad perspective had been asked in order to find out what they would reflect upon, thus what learning curve seemed most relevant to them when thinking about their internship abroad. Next to this, the interviews aimed at finding out whether the students see themselves different from fellow friends and students who did not go abroad for a longer period of time. The last part of the interview evolved around the topic of global citizenship and addressed the four elements, which were determined in the theoretical framework as contributing to global citizenship. The students were asked to relate their internship to these four elements by reflecting upon them and finding situations in which they have experienced or internalised these characteristics.

Furthermore, semi-structured, in-depth interviews with tourism organizations were used to find out about their perception of global citizenship. The first part of the interviews dealt with the notion of global citizenship and how this is understood by the tourism industry. The second part related to the question, whether global citizenship is appreciated by the tourism industry with regards to tourists as well as employees. The third part of the interview explored if the elements of global citizenship, developed in the conceptual framework, can have a positive impact on participation in the international labour market. The conceptual framework has served as a guideline, however the participants were asked to freely elaborate on their opinion with regards to their experience with global citizenship and employees with international experiences in that matter. The chosen method instrument gave room for the thoughts and opinions of the interviewees, while making use of interview topics as guidance. Four main themes were covered in the interviews adapting to each and every interviewee in relation to their expertise and knowledge. These four topics are the changes of the industry with regards to internationalization, the definition of global citizenship, the adaptation of the industry to global citizenship and the requirements in the industry for employees. The tour operators were asked about their own experience in the business world and their perception of the tourism industry, while the branch

organisations were asked to share their rather broad view on the whole sector. The interviews with the branch organisations were conducted after the interviews with the tour operators in order to additionally get the opinion of the branch organisation on the perception that the tour operators had shared. This approach gave the researcher the opportunity to investigate, whether the opinions would coincide. A series of questions dealt with the requirements of employees in the tourism industry as well as with the opinion of experts towards the need of global citizens for the industry. Part of the discussion was also about the difference between international and national internships and issues related to this. Furthermore, this section aimed at getting an insight into the differences between going abroad for an internship as opposed to a gap year or a study period abroad.

The data collection took place in December 2014 and January 2015, which gave the researcher the opportunity to make appointments with the respondents over a period of two months. Even though the Christmas holiday fell within the field work period, the researcher was able to conduct interviews with a reasonable amount of respondents. The location for the conduction of the interviews was in most cases the University of the responding student, where a silent room was booked in order to fully focus on the interview without any disturbances around. The interviews with the tourism sector were held at their office location, while one of the interviews was held in a grand café, as this was a more convenient place to meet for the interviewee and the researcher. Before jumping into the questions, the researcher introduced the research topic and why the respondent had been chosen to participate. After the interview time for further questions was given to the respondent as a lengthy and in-depth explanation of the research topic before the interview could have led to biased answers. The length of the interviews varied between 30 to 45 minutes with students and the industry similarly. All interviews were recorded with a recording device in order to later on be able to create complete transcripts of the interview, so that the researcher was able to completely focus on the respondent's answers and the discussion of the topic as well as to be able to use literal quotes from the interviews for the analysis in this research. During the interviews, the researcher made methodological notes in order to adjust the interviews and to improve the process of conducting for further interviews. For instance memo cards with the characteristics have been created in order to show these to the students for them to better stay on track with their answers as they can always reread the characteristic and focus on this specifically without drifting off with their story. Furthermore, a memo card with the elements of global citizenship has been used for the interviews with the industry in order for them to not have to remember these four elements out of their heads. At the point where saturation of information was reached, namely, when the answers of the respondents were barely adding new information to the empirical research, the data collection process was stopped.

RESEARCH SAMPLE

Bachelor students from three different educational institutions were part of the research population, which promises validity of the research, as the students did not all have the same preparation and experiences afore going abroad, coming from different educational institutions. University of Applied Sciences Saxion in Deventer, NHTV Breda University of Applied Sciences and University of Applied Sciences INHolland in

Amsterdam/ Diemen were the chosen locations, due to the fact, that all three institutions offer a bachelor programme in tourism and leisure or hospitality studies. Five students from each institution were randomly chosen for the interview, whereby one institution provided six students and another one only four, which added up to fifteen interviews with students in total. The bachelor students who served as interviewees in this study have completed or are currently following one of the tourism or leisure studies in any of the three institutions and already went on an internship to a country outside of the Netherlands as well as outside their home country. The network of the researcher has been used to approach study advisors from each institution that can provide contact details of students who are matching the criteria set out. These students were then contacted by the researcher via an email and asked whether they are willing to participate in the research. All of the contacted students were indeed willing to participate; the success rate was thus 100%. The nationality of the students did not matter for this study, however as was the aim, a variety of different nationalities has been chosen in order to make the research most valuable and get a good understanding of impacts an internship abroad can have on the development of personal competencies. In total, twelve female and three male students were interviewed. While eight of the students were Dutch, five were from countries such as Germany, Luxembourg, Bulgaria and Poland.

The group of representatives from the tourism sector consisted of tour operator managers, hotel human resource managers, as well as two branch organisations; ANVR and RECRON. Seven interviews in total were conducted with experts from this sector to get an idea of their perspective on global citizenship and their expectations for future employees. Tour operators and hotels were chosen as these are the organisations for which the students interviewed in this research are being educated during their studies. A short introduction of the tourism organisations will follow.

ANVR is the Dutch Association of Travel Agents and Tour Operators, which is a Dutch branch organisation. Besides providing support for tourism organisations of the Dutch tourism sector, ANVR also offers advice and information for tourists with regards to travel law and regulations as well as important information on the destinations. Detailed information is also given about sustainable projects and certification such as travelife, which is addressed at tourists who want to be informed about these types of initiatives before travelling.

Delta Travel Service is an inbound travel agent focused on business travel and located in Amsterdam. Besides organising trips for companies from all over the world to visit the capital of the Netherlands and surrounding cities, the agency also plans travel rewards for companies and offers support for conferences.

NOVOTEL Amsterdam a hotel located close to the Amsterdam trade fair with many international guests. The hotel has more than 600 rooms and offers a perfect environment for business travellers but also weekend travellers coming to visit Amsterdam or the trade fair and business district of Amsterdam.

RECRON is the Association of Leisure Entrepreneurs Netherlands, which is a branch organisation and supports small and medium day attractions in various tasks and challenges, such as setting up their business structure

and implementing sustainable measures as well as improving their marketing strategy and increasing visitor numbers.

SNP Natuurreizen operates as an outbound tour operator focused on adventure and nature travel. Everything revolves around adventure experiences for individuals, groups and young travellers. Special about this tour operator are the biologists, environmentalists and experts for animals and nature who are acting as the tour guides for the organized groups.

Sawadee, an outbound tour operator focused on adventure travel and group travel for a variety of different age groups. Destinations all over the world are included in the package, while a focus on sustainable travel is essential to each of these trips.

TUI an international outbound tour operator focused on the mainstream sector for the Dutch tourists. The target group includes all travellers from young to old, singles, groups as well as beach holidays to adventure travels. TUI pays close attention to sustainability and the impact on planet and people by implementing a range of ethical and responsible initiatives.

3.2 DATA ANALYSIS

The transcripts of the interviews conducted by the researcher formed the basis for exploring the research topic. This data has been analysed according to concepts and theory explored beforehand in the theoretical framework, by making use of qualitative data analysis and research software, ATLAS.it. An open coding process was the first step, as the themes that would develop out of the respondents' answers were not as clear beforehand due to the fact that this is an explorative study. As this is a rather explorative study, new categories and themes that were found during the data analysis process, were used in the further interviews, specifically with the branch organisations. Thus, Boeije (2010)states that qualitative research supports explorative research, as it leaves room for new findings and categories, which can be used for the further study of the phenomenon. Once the data had been aligned with the themes connections were made and similarities or differences were looked at. The data has been looked at with the conceptual framework in mind and data was assigned with codes. As a next step, axial coding aimed at checking whether the codes developed earlier sufficiently describe the data or if new codes had to be added. Some categories were merged while others were split up in order to better describe the data. During the last phase of the data analysis, selective coding was used to determine core categories and linkages between the various codes that have been established along the process (Boeije, 2010). The final list of codes and the assigned data has then provided a basis to answer the research questions.

3.3 RESEARCHER'S POSITIONALITY AND REFLECTION ON METHODS

"Research in general is a human practice in which social values and ethical principles apply and moral dilemmas occur" (Boeije, 2010, p. 44). Due to this fact it is important to reflect upon the positionality of the researcher and the implications for the research subjects. Boeije (2010) states that "social scientists follow ethical rules of behaviour to prevent them from doing harm to others and to protect themselves" (p.43). Research, especially in social sciences can be harmful to the research subjects, while exploring a social phenomenon. The researcher thus has to apply to ethical principles in order to make sure that no harm is paid to anyone involved in the study. The students were asked to reflect on their development during their internship which has to be treated with respect as such a reflection process can lead to negative feelings as well as to the realisation of certain aspects and characteristics of which the student was not yet aware. The respondents from the industry might be faced with questions about the business and their opinions which they do not feel comfortable answering; due to this fact the respondents were informed beforehand about their right to neglect an answer. It is further important to acknowledge the role of the researcher in the research process, the analysis of the data and finally the creation of knowledge, as this most probably has an impact on the process and the final results. As can be seen from the data collected, the researcher is part of the interview and respondents did acknowledge this by stating for instance that they are not sure whether they are providing the researcher with the answers she would like to hear, which shows that the respondents are trying to please the researcher and thus this might lead to falsified answers. Research done by human beings can never be absolutely objective and thus it has to be taken into consideration, that the researcher was born and raised in a Western context and has followed education in western societies as well. Moreover, privacy and confidentiality have to be paid to the research subjects, as this is their right and the researcher has to acknowledge this right to all interviewees involved in the study. Confidentiality further reassures the treatment of any data, as agreed upon with the interviewee beforehand, in order to assure privacy (Boeije, 2010, p. 46). For this reason, the names of the students have been exchanged with fake numbers in order to secure privacy.

In terms of limitations to this research, it has to be noted that a rather small number of interviews, namely fifteen with students and seven with the tourism industry have been carried out. Even though the majority of the students were female, this is commonly representative for the tourism and hospitality industry (Robinson et al., 2015). Moreover, the respondents representing the tourism industry include more tour operator managers and only one hotel human resource manager, which limits the insight into the hotel industry. The two branch organisations however bring in a different perspective being in contact with a range of different businesses and knowing the needs of the overall industry with regards to employees, which offered valuable information for this research. Moreover, it might have been useful to observe facial expressions during the interviews as this valuable information is lost by only taping and transcribing the spoken words of the interviewees. Facial expressions are especially relevant when it comes to this type of research, where respondents are asked to describe themselves and their behaviour. The behaviour can be significantly different from what the respondent says about himself as he or she does not want to reveal negative

behaviour and thus only mentions positive characteristics (Boeije, 2010). Videotaping the interviews and analysing facial expressions could have added another dimension to this research. For instance several students were not able to provide an answer to the question whether they would call themselves global citizens, as they were rather insecure about making such a statement or felt they were not living up to the characteristics they had just defined as global citizenship. By looking at facial expressions, a more complete analysis could have been conducted. Another approach could have been a qualitative content analysis of a diary written by the students while being abroad for their internship. This might offer the advantage that the students are reflecting upon situations and experiences right in the moment as opposed to months or years after. In addition a diary would offer a description of emotions and extensive data to make sense of the students' personal growth during their internship abroad. A qualitative content analysis tries to make sense of large amounts of text, by looking for meaning, intentions, language and placing this into the context of the author (Boeije, 2010). This would however ask for an extensive research study and a larger time frame that this particular study scope did not offer. However, the methods used in this research have proven to be useful for this research, as the data gathered is very extensive and an insight and overview of the issues at stake when it comes to global citizenship and the ability for personal growth during an internship abroad has been gained.

CHAPTER 4: RESEARCH FINDINGS TOURISM INDUSTRY

After an extensive coding and analysis process, the findings that emerged from the data collection are presented in this chapter. This chapter will evolve around the findings from the interviews conducted with the interviewees from the tourism industry. A few themes emerged out of the data analysis, which will be presented and analysed in this chapter by making connections between the theoretical framework and the respondents' opinions. The respondents include managers of tour operators as well as branch organizations and a hotel human resource manager. An overview of the respondents can be seen in the following table (see table 3).

The first part will describe new developments in the tourism industry, with regards to globalization and internationalization as outlined by the respondents. The second part will outline the definition of global citizenship and its implications for tourism students as well as the impacts on the tourism industry. The third part will delineate the need for global citizenship in the tourism industry by taking a look at the requirements for employees and the added value global citizenship could offer.

TABLE 3 RESPONDENTS INDUSTRY

Name	Company
ANVR	Dutch Association of Travel Agents and Tour Operators - branch organisation
Delta Travel Service	Inbound Travel Agent focused on business Travel
NOVOTEL Amsterdam	Hotel located close to the Amsterdam trade fair with many international guests
RECRON	Association of leisure entrepreneurs Netherlands - branch organisation
SNP Natuurreizen	Outbound Tour Operator focused on adventure and nature travel
Sawadee	Outbound Tour Operator focused on adventure travel and group travel
TUI	Outbound Tour Operator focused on the mainstream sector

4.1 Developments in the tourism industry

According to Munar (2007) in times of globalization the interconnectedness between nations are increasing due to a variety of reasons, which leads to a re-structuring of the international market and with this also the needs and demands with regards to tourism affairs are constantly changing. Hence, globalization and internationalization of the working sphere and of regulations and implications for tourism concerns have left their marks on the tourism industry. Tourists have always been travelling, however the approach of the industry on how to develop products, how to work and the products themselves seem to have gone through a major change. *"Working together and becoming international tour operators"* as described by SNP is part of the new trends in order to keep up with the fast changing market and demands of the industry. The reason and driver for this change *"is not because they want to [change their way of working], but because they have to, because their customers are asking for that"* as stated by ANVR. Moreover, according to ANVR, Business to Business organizations are more advanced in their development with regards to sustainable measures as well as a more relationship-focus as opposed to a transaction focused approach. This will be more important in the future as will show the *"trend from transaction to interaction (ANVR)",* which asks for cooperation between the businesses in order to improve the tourism industry and the way of handling tourists and travellers as well as environmental concerns. This can be supported by the effects of globalization, cooperation across borders becomes easier, while globalization is also understood as increasing the spreading and sharing of ideas, which can further lead to cultural and social change (WHO, n.d.). In addition, ANVR states that if we want to change the industry and improve the operations, the change has to come from the customers, described as an *"intrinsic motivation"*. Once the customers ask for something, the industry will adapt in order to satisfy their needs and wishes and to keep them loyal.

<u>Transaction to interaction</u>

The change is however not only seen as coming from changing customer needs, but also from an internal change, as *"it's also a change of a new atmosphere and another generation of managers or owners, that's changing the industry (SNP)".* This new generation of managers is described as working in a different way than an older generation in terms of work ethics as well as the approach to managing the business. This is also outlined by ANVR in relation to the younger generation of managers and entrepreneurs, who are

> *"more flexible and the mentality is different and if you look at how the younger people are cooperating and using social media for instance I think they are much more human oriented than people working now in our industry and especially the companies in our industry, because if you look at the way that the situation in our sector is at the moment, then it's too much oriented on the product".*

ANVR thus explained that a younger generation of managers is moving the operations in the tourism industry from a transactive- to an interactive-approach, which was described as a more human-oriented as opposed to a product-oriented working style. TUI supports the idea of a new generation taking over the tourism industry.

However it cannot clearly be stated in which direction this will be headed due to the fact that society is changing so fast and new jobs are being created, while needed characteristics are constantly changing, according to TUI. ANVR further explained that the focus should lie more on the customer needs and a cross-cultural understanding and interaction with partners all over the world. But with the proceeding of the interview it became clear that also the difficulties for the businesses that have to adapt to this very fast changing industry are known, as it is stated that "*the difficulty is if you start a company it is much more simple but if you have a legacy, if you are a traditional company like TUI, Corendon or so, then it's more difficult (ANVR).* ANVR describes the struggles between on-going affairs and reaching a certain turnover, while at the same time attempting to restructure operations and working towards a more human and customer oriented approach. It was also made clear that there is a difference between smaller tourism organisations and legacies, while the latter tend to have more man-power, but also a thicker company structure and thus less room for fast changes and the implementation of a new business model, smaller companies tend to be more flexible but have less finances to carry out these adaptions. Several authors however suggest that this distinction is not as easily made and many more factors, such as sector and managerial approach influence the ability to adapt quickly to changes and innovation in the tourism industry (see Thomas, Shaw, & Page, 2011).

Cooperation and interaction

Almost all interviewed managers described their new approach as focusing more on sharing knowledge, cooperating and networking as opposed to competing with each other. An example was given by SNP of a cooperation between three tour operators, who set up Yomads; a travel product catering to a younger target group. Studies had shown that the younger target group in adventure tourism was not booking via tour operators and the aim of the study had been to discover the reasons behind this. As a result, the travel product called Yomads has been set up, which is limited to a strict age group. Travellers from all over the world get to travel together, meet and have an international experience. This trend was also described by Sawadee:

> "*People will travel more and more not in only Dutch groups, but also in international groups, where they then all speak English and people are coming from everywhere in the world sharing and travelling together with different languages, that is something different than nowadays*".

This trend can be seen by different tour operators, for instance Joker describes their new tourism products as a partnership with other international tour operators and make it attractive for the customer: "You will join an international group of travellers […]. Hence, you will return home with a bunch of new international friends and some seriously improved vocabulary!" ("Adventure tours in international groups," n.d.). Even though identified on the websites of various tour operators, no theoretical support could be found for this new trend. According to SNP, for setting up such an initiative a few things are essential: "Y*ou have to have an open attitude, you have to share*" otherwise this cooperation would not be possible. Talking to local agents as well as competitors is essential to learn from each other and to set up these types of initiatives to improve the tourism industry. Besides these guidelines, SNP also describes the positive effects of such cooperation:

> *"It is also fun and we are not competing with each other, because we are all busy with our own markets but we can make something together, which is more successful and even for international groups it's even essential to work together"* (SNP).

Organisations bringing together different tour operators, agents and other companies involved in a specific type of tourism, as ATTA, the Adventure Travel Trade Association in this example bringing together adventure tourism organisations, seem to be opening up doors for a new way of operating in the tourism industry. These organisations provide a platform to communicate and cooperate and offer room for sharing insights as described by SNP: *"These things that used to be top secret [turnover, facts and experiences] are now shared with everybody that is incredible".* Topics such as sustainability, guiding, certification of guides, social media, storytelling but also profit, margins and more is talked about at these yearly meetings of ATTA partners. A different perspective on this was given by RECRON who explained that there is a difference in sectors when it comes to cooperation and that it all depends on the level of competition as was described that day attractions for instance tend to have less direct competition as opposed to for example cafes in a city centre who have to compete directly with many other cafes. This shows that specific sectors within the tourism and leisure industry are more inclined to cooperate and work together as compared to other sectors.

<u>International human resources</u>

One effect of globalization is the opening of borders and an interdependence of countries and thus spreading of human resources (WHO, n.d.). As described by an incoming tour operator from Amsterdam, this phenomenon brings a great advantage to their business, due to the fact that international employees have several important added values, one of which is described as a higher motivation to work when going abroad as making the effort to move abroad tends to lead to higher motivation as explained by Delta Travel Services. The interviewee further described that hiring natives from the various countries is essential when trying to attract tourists from that market as well as communicating with agents from those regions, as English is not always an option. This year for instance, a Chinese employee will be hired in order to answer to the demand of Chinese customers. This phenomenon of human resources being moved between countries can also be seen in relation to tourist guides. The manager of SNP explained that a trend can be seen, which is going into the direction of using more and more local guides, as they have the best knowledge about the destination and the culture, which answers to the demand of travellers who want to interact with the local community and learn about the local culture and their traditions. It was thus described that *"more and more tour operators are training their own local guides" (SNP)* in order to secure good quality and service, which previously could only be promised for the companies' own guides that were trained in the location of the company. An issue in this relation however is that the local guides, not speaking the language of the travellers, might miss out on inter-group conversations about the tourists' opinion of the hotel, activities or food. Due to this issue most tour operators are sending a guide with the group who speaks their language in addition to hiring a local guide who has knowledge about the region according to SNP. The type of employees however has not changed according to SNP, and the interest of their employees was explained as follows: *"We have a lot of people who have a*

passion for the product, passion for nature, so they are not all tourism professionals". As explained by SNP, this is common in these types of niche tour operators, as many employees join companies of which they are enthusiastic about the product as stated by SNP.

4.2 PERCEPTION OF TOURISM INDUSTRY ON GLOBAL CITIZENSHIP

It became clear that global citizenship is understood in different ways, while the elemental understanding is commonly shared and seen as very positive. The perception of global citizenship by the tourism industry, its definition and how they see a possible integration into the businesses and who is carrying the responsibility for this will be outlined in this chapter.

<u>Defining global citizenship</u>

Global citizenship was often connected with travelling to see the entire world and being able to experience other cultures, while working or volunteering in a different country. SNP for instance said that "*they [students] don't have any fears of traveling"* as it is something that students all over the world are participating in nowadays and "*they [the students] just book the flight to whatever country and they are looking for those experiences, like doing some volunteering work in Vietnam and then go to New York with some friends" (SNP).* Delta Travel Service supported this by stating: *"Someone who wants to experience the new things and is curious about things going on in the world and should be able to adapt to other cultures".* TUI further stated that global citizenship is connected to "*endless possibilities, you can do everything you want, but also valuing the locality and small things".* TUI thus relates to the idea of being a member of the world, while also being rooted in one's community as stated by Schattle (2009). ANVR described global citizenship rather in ethical terms as opposed to the aforementioned statements that related to more practical ideas:

> "*For me it means openness, not judging, being very eager to learn from other cultures also to be very confident in different cultures that you know how to react and how to act and respect also for other cultures and respect for your colleagues and the way you operate and the respect for the destination where you are in and that you want to be treated as a guest but that also means that you yourself you should also have the same attitudes towards people who come to you" (ANVR).*

As can be seen from these two descriptions, SNP relates global citizenship rather to something practical, like travelling and seeing the world, while ANVR defines it in fairly ethical terms and relates it to characteristics such as openness, respect for others and being eager to learn from others. The latter definition is very much in line with the definition by Schattle (2009) who states that global citizenship is connected to open-mindedness, self-awareness and respect for difference. The definition given by SNP, which is seen in more practical terms, relates to exploring the world by doing good to others, which relates to the secondary elements explained by Schattle (2009) as contributing to global citizenship, namely international mobility and cross-cultural empathy.

These two connotations were however not the only associations to global citizenship, it was also commonly related to the idea of not belonging to one specific country, but being a member of the world as can be seen in

these two statements: "*Some people really feel that they don't live in a country, they live in the world. You don't belong to one country anymore but you belong to the world and that you can live wherever you want to live*" (Delta Travel Service) and "*they [the students] are becoming more and more global citizens instead of Dutch students*" (SNP). This idea is supported by McCrone and Kiely (2000) who argue that as a consequence of new political borders, the country is no longer the only point of reference and questions of identity become more difficult to affirm. RECRON partly supports this idea connected to global citizenship, relating to the idea of open borders as well as being an open-minded person: "*Be open to all kinds of influences and there are no physical borders*" (RECRON). It however seems that not everyone is able to or would want to be a global citizen, as SNP further stated that "*for what I see they [global citizens] are mostly highly educated, you don't see that so much with people from lower educations, I think it's also restricted to a certain elite group of young people*". This statement defines the population that can be described as global citizens. Simpson (2004) refers to a similar group, by stating that tourists can turn into a better student, a more ethical consumer or a perfect professional through travelling and spending some time abroad. This was only mentioned by one of the interviewees; however it is a very essential argument that should be taken into consideration when delineating who could be considered a global citizen.

Implementing global citizenship

ANVR as the only respondent described what needs to be taken into consideration when talking about the integration of global citizenship into a business structure and with this into the tourism affairs. As a branch organisation, part of the responsibility includes support of businesses in the setting up of a business model and the process of learning how to operate in a most efficient way. ANVR clearly stated that global citizenship is nothing that can be trained on a specific schedule it comes from a mind-set, as stated in this quote:

> "*It should not be something you do between a quarter to five and five o'clock, but it is something you do, because you have to do it and it is included in your organization and in your activities that you do as a company*" (ANVR).

For global citizenship to be part of the business affairs, can only be successful when discussed and talked about as further stated by ANVR: "*It is not something we can arrange tomorrow, it is really talking, discussing and this will take years and gradually, slowly, slowly, we will never get there, but what Ruud [Ruud Welten, professor at Saxion University of Applied Sciences] said, it's a process it's not the end result that matters*". Sawadee supported this statement by adding that "*it has to be part of your DNA […] you have to bring the idea into your product, pricing, assortment, destinations and then guides, tour leaders, everything*" (Sawadee). Besides not having a schedule, global citizenship does furthermore not only apply to a specific sector within the tourism industry as described by ANVR; contrarily "*it doesn't matter where you go, it has to do with your own attitude, as a tourist whether you go to Spain, to spend your time on the beach or go to a jungle in Bolivia, that doesn't make any difference. It starts with yourself*" (ANVR). Moreover, it seems important that this has to happen "*in a playful and funny way, not in a very teaching way*" as explained by ANVR, in order to convince every partner involved in the tourism package and to initiate a change in the industry. Measures of

sustainability have shown that making use of a rather teaching and imposing way does not necessarily lead to success. These lessons learned do now explain the attitude of a rather playful way for making important steps in the tourism industry. Budeanu (2005) argues that still "being the main information channel [for customers], tour operators are able to know the levels and trends, of supply and demand for leisure products and can have a significant influence on the equilibrium and on the way markets evolve" (p.94). ANVR described a communication workshop, which is used for managers to learn how to communicate the importance of sustainability to their clients:

> "Not using the word sustainability but using the word quality or global citizenship that is why I like the word global citizenship. Because, that means you have to have respect for your destination and your people, wherever you are" (ANVR).

When it comes to implementing sustainable and responsible measures RECRON explained that these are not solely important as a marketing tool and stated that big companies, such as Landal and Centerparcs have started this many years ago due to a trigger in the market, while smaller companies might have a drive from themselves. The reason for this being that large-scale operators know the demands and are able to influence these due to their massive data from millions of customers (Budeanu, 2005).

Responsibility of improvements in the tourism industry

The role of the tourism sector is defined in different terms; firstly the responsibility for more sustainable and responsible tourism and to enforce good developments in the tourism industry lies on everyone as opposed to only certain sectors as described by the interviewees. Sawadee argued that everyone working in the tourism industry has a stake in a good treatment of our planet and explained in addition that *"global citizenship is more than sustainability; respect for the environment is only a part of global citizenship".* ANVR went even further by stating that it is partly the tour operators' responsibility to support the consumer in making the right choices and by managing the businesses in such a way and explained that *"that should be one of the tasks, the tour operator has to exert his influence to do that and to really get a kind of mind-set change in their customers, in their tourists and their consumers".* It is Budeanu (2005) who argues that tour operators possess contacts to millions of consumers and thus "representing a great persuasive force for sustainability in tourism" (p.92). Secondly, RECRON added another perspective to this, seen from the standpoint of a branch organisation:

> "What you see is that the branch organisations can be an accelerator. I think a lot of companies in the Netherlands feel the necessity to implement something like the green key and an important aspect is always cost reduction besides being an entrepreneur who feels the responsibility towards the environment" (RECRON).

Even though mentioned by both sector organisations, no theoretical support could be found for the ability of branch organisations to accelerate changes in the tourism industry. The responsibility however is not solely that of the industry, but it partly lies on the whole nation and should be part of the DNA, as described by Sawadee: *"Weltburger [global citizens], open-minded, which is very Dutch, was typically Dutch, it's changing. I*

think that ten, fifteen years ago, we in Holland were one of the most liberal countries in the world, also one of the most tolerant people in the world and you see that there is a change". This change was further seen as a risk to society, which is a consequence to political issues and terrorism putting a threat on tourism affairs. It is nonetheless clear that *"in fact for the development of tourism in the future, most important is respect for difference, which was in the past important and will be important in the future as well" (Sawadee).* Also this quote showed that global citizenship is seen as something essential: *"World citizenship, yes, in the world we have to be that in the future" (Sawadee),* it is though also seen as a difficult task as stated by Delta Travel Service: *"That is really hard in the industry I would say. Everyone is fighting for their own good in order to survive to keep on existing; you need to first think about yourself".* One question remains, which relates to the importance of such developments and the actions that need to be taken and by whom. ANVR clearly stated that everyone plays a part, but it is not clear who will initiate this change if the demand from the customer is not existent at the moment.

4.3 REQUIREMENTS FOR EMPLOYEES IN THE TOURISM INDUSTRY

In this section, the requirements needed in the tourism industry as defined by the interviewees from the industry will be outlined and analysed. Various skills and characteristics were named by the tourism industry as being of importance for young professionals and future employees. Besides these requirements in the industry, topics such as the added value of an internship abroad and the importance of global citizenship to various sectors will be discussed in this section.

Language skills

One requirement that all interviewees agreed upon, is languages. Language skills in the tourism industry are essential as they make communication with other cultures possible. All interviewees agreed on the need for language skills, and especially mastering the English language in a fluent manner, in order to communicate with partners and colleagues in the tourism industry. Therefore, very plainly and simply stated by SNP:

> *"The first thing I would do is make sure that I would speak fluently English, because if you don't, no way".*

In accordance with the need for language skills, all tour operators mentioned the shift in generations and the improvement of the ability to communicate with other partners in the industry due to better understanding. All interviewees gave an example of former times, in which working with other cultures was more difficult due to the language barrier. This has changed in tourism, as nowadays almost every employee in the industry is able to communicate in English, for it is needed. It is further emphasised on the fact that language skills alone are not enough: *"You also have to have your other skills to be successful" (SNP).*

Cross-cultural understanding

Next to language skills, an understanding and empathy for clients and customers is needed as stated by NOVOTEL. Furthermore, cross-cultural understanding seems to be of high value, as stated in this quote: *"You*

need to understand other cultures and that you can adapt, that you know their values and beliefs and that you are open-minded for other cultures, to know their way of doing business. We work in such an international team, that we have to do that on a daily basis" (Delta Travel Service). Delta Travel went even further by stating that interacting with other cultures and doing business with other cultures in tourism *"can ruin their culture if you are not willing to understand them".* It is Zehrer and Mössenlechner (2009) who support the argument that cross-cultural understanding is needed in the tourism industry and base this on the required skills determined by tourism organisations. This skill tends to be connected to living abroad for a period of time, due to the fact that students who have lived abroad for a certain period of time seem to have an added value in the tourism industry, as they have experienced a different culture and learned how to communicate and adapt to a different environment, in the best case. Cross-cultural understanding was described as:

> *"Respecting other cultures and that you see where they come from and understand why they are doing things the way they do it. It all has to do with the history of the country, where they come from"* (Delta Travel Service).

This idea was finalised by stating that *"I have to respect their values. So, it is a characteristic that I really need" (Delta Travel Service).* Understanding and respecting other cultures is thus seen as a very important skill that employees in the tourism industry should possess. SNP claimed that respect for difference is the main characteristic that is needed in the sector, by saying that:

> *"One of the aspects that are needed is a respect for each other cultures and also to acknowledge that you don't have the truth in yourself, you are not the owner of the truth and also for instance a very strong sense for sustainability in tourism and to know that we have to work together to change our industry in a good direction. You have to be open-minded it is also about sharing knowledge and insights" (SNP).*

This way of thinking is in line with the statement by Sawadee: *"Respect for difference; people who are working in this company have to have respect for the differences in the world, otherwise you can't work in this kind of company, everyone; even people on the finance department".* However, it has to be argued that a difference between understanding and accepting of other cultures cannot be mistreated as argued by Appiah (2006) with regards to the fact that understanding might be difficult, but it does not always require agreement. Cross-cultural understanding reflects the idea of understanding other cultures' values and beliefs, while respecting the other culture goes further and assumes a standpoints of agreement, which are often times not reached.

Soft skills

Besides language skills and an understanding of other cultures, further soft skills are necessary for an employee in the tourism industry. As a shift from transaction to interaction was described earlier, a human-oriented approach asks for specific skills related to understanding the customer and fulfilling their needs and wishes as well as networking, communicative skills and team-working in an international environment.

According to ANVR the following characteristics are needed for an employee in the tourism industry in times of globalization and internationalization:

> "*First of all they have to be very creative, they have to be very flexible and I think in the future more than in the past there will be much more importance of what we call the soft skills, so the human factor. How to behave or to cooperate in teams and individually and mostly in teams and working together with people from abroad, international, the international dimension is getting more and more important".*

Soft skills are related to personal competencies and social competencies, such as self-awareness, self-confidence, teamwork and the understanding and empathy of colleagues. Hard skills on the other hand are related to sector specific skills needed to carry out a task and knowledge about the specific tools used in that sector. This shift is seen by ANVR as a major trend as described earlier from transaction to interaction, due to the fact that the focus will "*shift from being product-oriented to being service-oriented".* Zehrer and Mössenlechner (2009) support this shift and argue that "today, employers are looking for a more flexible, adaptable workforce as they themselves seek to transform their companies into being more flexible and adaptable in response to changing market and customer needs" (p.269). This shift is essential according to ANVR, as attracting customers will become more difficult and demanding, as stated in the following quote: *"The success of a tour operator or the success of a travel company is much more depending on the way you can attract customers".* The product will keep its important status, however binding clients and keeping them loyal will be more essential than ever, and for this task the soft skills are needed, as explained by ANVR. The trend will thus lead to the challenge of a successful interaction with the clients of the tourism organization. RECRON shared another perspective by arguing that

> "*it is important for the student that he or she is trying to understand entrepreneurship; being an entrepreneur […] you have to have many talents to be able to function as an entrepreneur, and you have to do everything from the very simple things to manage the whole company" (RECRON).*

It is further argued that what is needed in the industry can be related to experiences as stated in this quote: *"Entrepreneurs want to hire somebody who is young, doesn't cost that much but knows what somebody of 40 years already knows" (RECRON).* It however has to be made clear that an internship abroad can be of great value and RECRON argued that the student should not be too modest but sharing their ideas, while on the other hand accepting easier tasks and carrying them out with a positive attitude. This idea is also shared by NOVOTEL with regards to being hospitable and treating each and every guest with respect, whatever their needs and wishes. A service-minded attitude seems to be the key characteristic that is needed in the hospitality industry.

Importance of global citizenship to different sectors

The tour operators note that differences exist between sectors with regards to needed characteristics of employees; two main differences are outlined. Firstly, Delta Travel Service described a difference with regards

to the need of international experience and being a global citizen, as certain tour operators who are more focusing on sustainable tourism might be more in need of these types of employees. Business travel organisations seem to have a different perspective, according to this respondent: *"It is pure business and everybody is fighting for their own position" (Delta Travel Service).* ANVR on the contrary explained that specifically business to business companies are more focusing on responsible developments:

> *"Because their customers are asking for that, because they are dealing with corporate companies and those corporate companies tend to be much more dealing with these kinds of things like sustainability and like empowering their own employees to do things on their own".*

This shows that B2B agents are rather pushed by their clients to innovate and develop their business in a specific direction as opposed to leisure tour operators, whose customers are not asking for a change yet. The difference between the demand by the customers and the responding offer by the industry was supported by an example given by RECRON, as tourists for instance from Norway are more conscious about environmental care and a respectful treatment of planet and people as opposed to tourists from Germany or the Netherlands. This phenomenon also seems to be occurring when it comes to sustainable measures, which leads to the fact that business agencies are more focusing on being sustainable and creating sustainable packages for their clients, due to the fact that the clients are demanding it.

Secondly, it was mentioned that there is a slight difference between international and national companies. The latter attracting international tourists tend to be smaller and have less room and finances to focus on these specific skills and developments when it comes to their employees. Bigger tour operators sending the Dutch tourists all over the world tend to have more man-power and are able to develop faster in a global world, as emphasised by ANVR. However, ANVR further argued that no specific difference with regards to their duties and responsibilities can be seen between the sectors and stated that:

> *"In general there shouldn't be any difference, the trends are the same. Looking at very demanding customers, spoiled customers, asking much more for less money and that is the same whether it is an incoming or an outgoing organization".*

An example was provided of the difference between a larger and a smaller organization, as smaller companies *"are more flexible […] on the other hand bigger companies tend to have more financing, more brainpower, because they have the people to really focus on that and to really develop a new vision and a new focus on how to operate in the future. But in general if you are a smaller and a younger company, it is simpler, it is easier" (ANVR).* Two differences were mentioned; the type of company including their focus as well as the size of the company. These differences were however neglected by the branch organisations who stated that all organisations in the tourism sector should pay attention to for instance sustainable measures and cross-cultural understanding instead of only paying attention to the customer's demands. NOVOTEL argued that in the hospitality industry, experiences are not the key factor any longer for employment, contrarily, the personality is more important as skills can be trained and learned in the education, personality on the other

hand is harder to change. It is further stated by NOVOTEL that knowing the guest and their culture as well as having a service-minded attitude is more important than showing for instance universal responsibility. The examples given in this section have shown that global citizenship is seen as important for all sectors by the branch organisation, however the tour operators and the hotel do not entirely share this opinion, contrarily they see other points such as service-minded and a focus on making profit more important to their business.

<u>Advantage of experience abroad</u>

Looking at the advantage that students with international experience, such as an internship abroad or a study abroad could have in the tourism industry, the opinions of the experts were rather similar and can be seen in this statement: *"If you are used to travel, if you are used to live a little bit, for half a year or so in another part of the world, that gives you always an advantage" (Sawadee).* Also ANVR provided an example of the need for international experience: "*I think it is essential to have an international experience and most favourably when you are studying, that is the main thing".* A reason for this argument is further emphasised:

> *"Because it gives you lots and lots more dimensions if you talk about getting some experience and working together with people from other countries, especially when you are working in the travel industry" (ANVR).*

This argument is supported by Zehrer and Mössenlechner (2009) who argue that "presently, internships or other forms of supervised work placement seem to be the most important link" (p.268) between higher education and the industry with regards to acquiring skills needed for future employability. Also Robinson et al. (2015) recognise the importance of practical training for the tourism and hospitality industry in addition to the educational curriculum. The most crucial characteristics that these students will bring back from their experience abroad is according to ANVR "zelfrelativiering", which was further translated into self-awareness, being self-critical and "*not taking things for granted, just to get the bigger picture, a bigger frame of reference and that makes you a better person, it also makes you a better employee" (ANVR).* Only one respondent, NOVOTEL mentioned the advantage of an internship within the country, in this case the Netherlands, namely the fact that the student would learn more about how the business world works in his or her own country as opposed to seeing different countries. It is further stated that an internship within the Netherlands could provide the student with a higher level of responsibility as the student would be familiar with the culture and the language, which is essential for providing the student with responsibility, as stated by NOVOTEL.

The opinions about learning outcomes of a working experience as compared to a travelling experience were not unanimous. Sawadee explained that *"only travelling to Beijing and working in an office behind the computer is good for your cultural understanding but it is not so important for the tourism industry, because every morning you go to the same place and every evening back".* But it is further noted that travelling and seeing a range of different places would be of high value for a career in the tourism industry, specifically in companies, such as a tour operator. ANVR clarified the distinction between a work and a travel experience, by noting that:

"It learns you a lot, by dealing with colleagues, speaking the language, dealing with the different culture and conversing with them during the work and in the evening and having this working experience in an international culture, it really gives you an extra dimension […] I am sure it will be an added value to really go abroad and spend some time there, also working there".

Also RECRON stated that both experiences would be of added value to the young professional by arguing that *"you should do both, if you have an internship you have to operate in certain limits, of course if you work in a company there are things expected from you, if you are on vacation you just do everything what you like to do. So, I think it's a combination of the two" (RECRON).* ANVR further stated, that this experience will also have a great value for working in the Netherlands, as the world is becoming more international and many companies are adapting to this by hiring students with an international perspective and an international experience, because it is very important to be able to communicate within the company and with international colleagues. This is in line with the argument by Heath (2007), who argues that a graduate degree is not enough for a young professional to be successful in the industry, in addition being well-travelled and having gained experiences from traineeships and working is of high importance. This experience gained can further lead to an advantage in the job market, when competing against fellow young professionals as described by the sector interviewees.

CHAPTER 5: RESEARCH FINDINGS STUDENTS

In this chapter, the research findings related to the student interviews will be outlined. These include the experiences and personal development of tourism and hospitality students who went abroad for their internship and furthermore their possible development of global citizenship as a result of their experience in a foreign country. The sub-chapters are used to show the various themes that developed out of a continuous coding process of the interview data. These themes have been encountered in the answers given by the students and finally will be most relevant to finding an answer to the main research question. The chapter will start off by providing a description of the respondents (see also table 4) and their previous experience abroad as well as their reasons to go abroad for their internship in order to better understand further argumentation.

TABLE 4 STUDENT BACKGROUND

Name	School	Internship	Previous experience
Anastasia	NHTV Breda University of Applied Sciences	Rio de Janeiro, Brazil Incoming Travel Agency	First time abroad (previously with study group 4 weeks in Cambodia and Vietnam)
Anna	University of Applied Sciences Saxion	Australia Hostel/Resort	First time abroad
Caroline	University of Applied Sciences INHolland	Kathmandu, Nepal Inbound Tour Operator	Lived for two years in England
Christina	University of Applied Sciences Saxion	Cardiff, Wales Chain Hotel	Moved to the Netherlands to study
Cindy	University of Applied Sciences INHolland	Cork, Ireland Chain Hotel	Moved to the Netherlands to study
Diana	University of Applied Sciences INHolland	Cape town, South Africa Lodge	High-school year in USA
Inge	University of Applied Sciences Saxion	Phalaborwa, South Africa Lodge	First time abroad
Linda	NHTV Breda University of Applied Sciences	Kathmandu, Nepal Incoming Travel Agency	First time abroad
Lisa	University of Applied Sciences INHolland	Seville, Spain Event Agency	Moved to the Netherlands to study
Martin	NHTV Breda University of Applied Sciences	New York City, USA Caribbean Tourism Organisation	Study exchange in Latvia for six months
Nathalie	University of Applied Sciences INHolland	Leon, Nicaragua Inbound Tour Operator	Work and travel in Australia for one year
Peter	University of Applied Sciences Saxion	London, UK Housekeeping department Hotel Soji, Russia Pre-opening Hotel	First time abroad in London
Renske	University of Applied Sciences Saxion	Auckland, New Zealand Backpacker Hostel	High-school year in Oregon, USA
Rosi	University of Applied	Wellington, New Zealand	Work and travel in

	Sciences INHolland	Inbound Tour Operator	Australia for nine months
Stephan	NHTV Breda University of Applied Sciences	Village in the jungle, Suriname Local NGO, project for UNDP	Moved to Scotland with family at the age of six

Internship countries and organisations

About half of the fifteen students have chosen an internship within a tour operator, while one student worked at a local NGO and seven students chose to work in the accommodation sector, such as a hotel, lodge or hostel. Out of these fifteen students, twelve went for their internship outside of Europe while only three students stayed as close as Ireland, England and Spain. The students who travelled outside of Europe went to destinations such as Brazil, Suriname, Australia, New Zealand, Nepal, Nicaragua and the United States. On average most students did an internship abroad for about five months, while some stayed only four months and others stayed for a period of six months. The majority used another month to travel and explore more of the country that they had not seen while working on a daily basis. All of the students interviewed were enthusiastic about their internship as well as about the country and culture they stayed in, as for instance Anastasia stated: *"It was an amazing time"*. Furthermore, all students were excited and willing to share their experiences and feelings they had during their internship with the researcher. It appears that only Peter who has done two internships abroad, one being in London and one in Russia, was not very happy about his second internship, however even more enthusiastic about the first internship in London. According to him his experience in London was more valuable as he learned a lot about the workplace and gained experiences in a hotel department in which he could imagine working in the future. The experience in Russia was rather the opposite as his supervision was not well organized and he was rather left alone, as opposed to the internship in London. All students, except one, had a rather operational internship, as this is most common in the tourism industry. Stephan as an exception worked for a local NGO and explained that *"the project was in a small village in the jungle, and they don't have any source of income so my job was to find some way to start tourism there"*. This project was part of a bigger developmental UNDP project in Suriname. All other students did internships, such as at the front desk of a hotel, lodge or hostel or being an assistant in a tour operating business. Most students mentioned that they liked the job for the time being but felt rather unchallenged, once they had learned the basics. Some of the students got to see a variety of different departments while for instance working for a big chain hotel, which they valued rather high. The level of responsibility the students were given stayed relatively low throughout the time.

Previous experience abroad

Being abroad for the first time or having travelled to many different places has an impact on the experience of a student going abroad for an internship, which made the exploration of the previous experience of the students very important. A longer period of time in the interviews was clarified as a period longer than one month, as this is longer than most people would go on holiday for. Five of the fifteen students had not been abroad before going away for their internship. All of these five students were Dutch and had only been abroad

for holidays but never for such a long period of time. That leaves ten students who had already spend some time before their internship experience in a different country. Two students had been in the USA for a high school year, while three students moved to the Netherlands for their bachelor studies from countries such as Germany, Luxembourg and Bulgaria. Two students had been to Australia for a work and travel year, while Martin had been to Latvia for a study exchange during his bachelor studies. The last two students had experienced many different countries and cultures as they used to move rather often with their families. Concluding, for the majority of the interviewed students the internship abroad was not the first experience in a foreign country.

Reason for going abroad

The main reason for going abroad for an internship as opposed to staying in the Netherlands differed slightly. Even though an internship abroad is not a requirement at all schools, the students do seem to feel a slight pressure to spend some time abroad as Linda argued: "*Well the most obvious reason is that because it is an international study, so you feel that you kind of have to go".* Caroline further mentioned the reason of group pressure with regards to the fact that all fellow students were discussing where to go for their internship and which places they had already seen in their lives and therefore decided to also take the step and look for an internship in a country outside her comfort zone, which ended up being Nepal. This points at the prestige that can be gained from travelling, which is often mentioned as highly influencing the travel motivation (see Mathieson & Wall, 1982; and Ojha, 2013). Two of the students were very keen on going to a specific country in which they wanted to spend their time abroad, for Anastasia that country was Brazil, while Martin wanted to live in the USA and specifically in NY for his internship. The majority of the students however did not have a specific country they wanted to go to; the reason was rather related to curiosity, exploring and seeing other places and experiencing living in a different culture as well as working in a different environment. An example is provided by Stephan:

> "*Just for the experience, because in the Netherlands we already know how everything works and how people are and how the culture is, it is all familiar to me so I wanted to go somewhere different, where I can explore a different environment, because I think you can learn a lot from other cultures. It is good to see something new".*

This reason was given by eight students in total. Four students mentioned the opportunity to improve a language they had learned in school, being English, French or Spanish as mentioned by Lisa: "*I wanted to improve my language skills, which was why I applied in France and Spain".*

5.1 LEAVING COMFORT ZONE AND BECOMING INDEPENDENT

Going abroad for the first time can be a great experience but also brings with it some rather difficult situations that need to be mastered. Since the students in most cases went on their own abroad, this feeling of having to master certain challenges seems to be even stronger. Even though the students mentioned many issues and problems they encountered and had to go through, they were still enticed to go on the adventure and experience a different culture. This phenomenon can be related to a certain prestige which can be gained from going abroad and going on the adventure (see Mathieson & Wall, 1982; and Ojha, 2013). Many of the students stated that their friends back home asked why they were going abroad all on their own and why they are willing to go through this scary phase of being all alone, which shows that it is seen as an adventure to go abroad for a longer period. Peter reflected on this idea by stating that "*at first you get out of your comfort zone but next to that there are no family or friends close by, you are alone*". This statement shows the initial issues that the students have to go through and the difficulties of being by themselves in a foreign country. He strengthened his argument by stating that he felt more comfortable in the English culture as opposed to the Russian culture as it seemed something he did not fit in, which turned the stay for him even into a bigger challenge as he stated that "*I really had to fight my way through it. It's the culture itself it wasn't something I feel comfortable in*" (Peter).

Development of personal competencies

Wijk et al. (2008) argue that travelling abroad has the most intense impact on personal development, such as self-confidence and maturity as well as being able to cope with unknown situations. This outcome is confirmed by the answers given by the students in this research, as all of the students reflected upon the topics of mastering this new challenge alone as well as having to survive, which asks for a certain degree of growing up and leaving the safe bubble of their home environment as Anastasia explained:

> "*When you are abroad for a long time, it really helps, you learn so much about yourself and also you have to do everything on your own there is nobody to help you*".

This statement mirrors the idea of mastering a challenge as well as simple daily tasks without family and friends around and so does the explanation given by Renske, who argues that taking care of one's finances and making sure to always have food as well as going to the doctor and other small issues that she had to take care of on her own, made her more mature. The majority of the students stated that they had become more self-confident due to their work experience and the skills they learned as well as the language they were able to master, but also the changes and improvements on their personal level, especially in relation to becoming aware of strengths and weaknesses. Anastasia provided an example: "*Because you change so much and you actually know now what you can do or the things you are good at*". Inge supported the idea of becoming self-confident due to the rather difficult circumstances and explained how a fellow student left South Africa after two days as she was home sick and that faced Inge with the challenge of mastering on her own as she stated:

"I felt really good and because I was alone and so far away, that really helped to build self-confidence. I managed to survive, that sounds a bit weird, but that is kind of how it is".

Being able to master a different language seems to be another factor influencing the raise in self-confidence and independence as can be seen from this quote: *"After a while you get used to it and you are not afraid anymore to pick up the phone and to call someone or to talk to important people or to order a meal in a restaurant. I even did some public speaking in front of some ministers" (Simi).* Cindy reflected on her experience with regards to adapting to another country and a new situation, as she had anticipated it being easy due to the fact that she had moved to the Netherlands before and now would move to England. She thus had to learn that it is not easy to move to a different country as it involves adapting to "*country, to people, to culture, to rules and regulations".* The students thus explained to have acquired or enhanced a range of personal competencies, such as being able to cope with unknown circumstances, becoming more mature and self-confident as well as learning about their strengths and weaknesses.

<u>Development of language and communication skills</u>

Being in a country in which a different language is spoken than the native language of the students helped to improve their language skills. Nine of the students stated that they had significantly improved their language skills, while two explained how they have improved their way of communicating with others, especially with regards to body language. Anastasia explained the circumstances under which she was pressured to learn the local language as can be seen in this quote:

> *"You really had to pick it up and learn what to say in order to communicate in the supermarket or in a restaurant, but also I didn't have any Dutch friends, so during my entire internship I didn't speak Dutch, so my English has improved as well".*

Lisa supported this idea and mentioned that her Spanish skills have significantly improved*.* Nathalie, also going to a Spanish speaking country reinforced this argument and said that *"these classes [Spanish classes] and the fact that English is not as common as in other Central American countries, such as Costa Rica, I learned the language quite fast".* Also Inge referred to the fact that she had to speak English all of the time, within the lodge as well as with her friends and the local people, which improved her language skills rather quickly*.*

Looking at communication skills, several students reflected on a different way of communicating that they had to get used to. Nathalie mentioned body language and how she learned the different meanings that are reflected in those specific expressions as she stated:

> *"It was very interesting to learn the differences in body language. I often wondered why people wiggled with their noses, for example. After a while I learned that that is a common thing to do, when you don't completely understand what the other person is saying. Also hand-gestures are used differently than in Europe, which I tried to adapt while I was there".*

Besides learning the specific body expressions people in Nicaragua use to communicate, Nathalie was able to learn about different ways of communicating and being open to using a different body language than the one she is used to, which is important for cross-cultural understanding and respect. Therefore, not only a language skill can be gained during a period abroad, which is made easy due to the pressure of the need to communicate, but also communication skills and the awareness of different types of body language were developed as argued by the students.

<u>Difference to students without international experience</u>

Twelve of the students explained that they see their friends who have not been abroad for such a long period of time differently and supported this with various arguments evolving around the idea of being scared to leave their comfort zone. Diana explained that fellow students have not made this experience before and thus might be scared to leave their comfort zone and their familiar environment. Renske supported this by stating: *"I want to take the risk to go to the unknown and they want to stay in the known and the unknown is maybe two cities further. For me it is maybe ten countries further"*. Furthermore, Lisa stated that it is a choice everyone makes for himself and whether he or she wants to be adventurous and experience a different culture or staying within the own environment should be commonly accepted. She provided the following argument:

> *"Some people enjoy the experience, the unknown, the challenge and some people are most happy when at home with their family and friends, within their own comfort zone. They would be miserable abroad. And that´s okay too"*.

A Dutch student further explained that "*it is a life experience, I broadened my horizon and some of my friends didn't, they always play it safe and I think that makes you very independent going abroad and that is something I have seen and that is different for my friends*" (Martin). Martin therefore sees himself as an independent person, while his friends who did not make the same experience of going abroad on their own lack this experience. Three students named arguments why they are different from their friends who never went abroad that dealt with their personal growth as this quote shows: *"You grow so much from those experiences abroad and I do feel that people staying in the Netherlands themselves, they will lack that experience, they will lack that kind of growth, that maturity"* (Peter). Diana added that friends who have not left their country tend to be more narrow-minded in their thinking and arguing, due to the lack of the experience abroad. Stephan referred to friends staying in their own country as missing out on an experience that will teach them to appreciate their own culture and wealth more by seeing different rather underprivileged communities: "*I think in general if you are used to the Netherlands, life is a bit more spoiled*".

Coming back to the initial argument, that the internship supports the students in becoming more independent, due to the fact that they are leaving their comfort zone, it has been shown that these students are seeking for an adventure and value the personal growth they have gone through, while they see their friends as wanting to stay in their comfort zone and being too scared to master the challenge of living in a different country without the support of friends and family.

5.2 LEARNING FROM THE LOCALS OR ENFORCING DICHOTOMIES

As described in the theoretical framework, periods abroad, such as volunteering and doing good, can lead to an enforcement of the dichotomies such as rich and poor and the West as the helper and the Rest in need of help (Bianchi & Stephenson, 2014). The internships that the interviewed students in this research have followed are not so much related to this social dimension of helping the poor. However, two of the students stated that they have been involved in the local community, Stephan in Suriname being involved in a development project and Inge in South Africa who was involved in fund-raising and events for the poorer communities. Even though most internships in the accommodation and tour operating sector are not directly related to helping the community, the argument that they might be enforcing dichotomies and being of neo-colonial character needs to be taken into account. Due to this the possibility of tensions between neo-colonial tendencies and an attitude of learning from the locals will be discussed.

Learning from the encounter

More than half of the students stated that their way of encountering people has changed due to experiencing an absolutely different way of life. Experiencing a different perspective on issues and daily challenges has made them aware that their own way is not always the best way and that meeting and encountering people asks for a certain degree of tactfulness in order to have a positive encounter and to set the base for mutual understanding. Caroline provided an example of her personal experience of when an initial observation would help her to not let her stereotypes and assumptions lead her behaviour and thus explained that when she first met her host mum she was rather hesitant to greet her in order to not do anything wrong but rather first observe how her host mum would be greeting her. Against all her expectations, her host mum gave her a warm hug rather than greeting her from a distance as she had expected. She used a good approach in order to learn from the other culture's way of greeting, rather than sticking to the way she was used to. Furthermore, Nathalie reflected upon her experience in the foreign country and how she was able to learn from a different culture and stated that *"it was a big change for me to live in a country like Nicaragua and I learned a lot about their culture and their way of life, as I was living with local host families".* According to her, working with other people helped her to broaden her horizon and she learned to appreciate their way of greeting other people and especially the fact that in Nicaragua, socializing and the interpersonal relationships are valued higher as compared to in her own culture.

Nathalie going to Nicaragua to spend six months in a developing country further reflected on her experience of seeing poverty and children living in the street, which was rather unusual to her and she shared her experience on how she was able to learn from locals on how to deal with this issue:

> "Seeing that Nicaragua is a developing country, I have learned a lot about local issues, especially when it comes to poverty, especially little kids that prefer to live on the street instead of an orphanage, as they don't have to follow any rules on the streets. They usually hang around busy places in the cities to beg for money from tourists. In the beginning I didn't know how to deal with those situations, but my

local friend, for example, never gave them money, but bought them something to eat and drink or medication they need instead".

Nathalie thus learned to see the issue of poverty with different eyes than she had beforehand and she learned how to best deal with it from a local friend instead of using her assumptions of what would be a good way to deal with it. Lisa mentioned that she *"grew up in a multicultural country and while studying in Amsterdam met people from all over the world"*, which made her assume that she has learned how to encounter different people and how to be tactful towards different cultures when needed and did not have to learn this anymore during her internship. Peter reflected upon his experience in Russia by stating:

"In Russia the hierarchy is really strong and I sort of rebelled against that a bit. I have seen different ways of treating people in Russia, which to me most of them were not really positive. So, I do think it makes me a bit more sceptical at first. You know I'm still trying to start with a positive mind, I think I am more aware of when I have to be sceptical".

He claimed to be more open-minded towards a different behaviour; however the statement made by him does not reflect this attitude, as he stated that he rebelled against the hierarchy. He was not willing to learn from the approach used by the culture; on the contrary, he neglected the expectations from the local community. Caroline reflected on a comment made by her aunt and provided the following example: *"My aunt actually said to me you go and teach them something. And then I said I am not going to teach, I am going to learn something".* She thus went to Nepal with a very open attitude and curiosity to learn about a different culture and their traditions. Caroline is one of the students who have been abroad many times before their internship, which might be the reason for her very open attitude and her sense of cultural sensitivity.

Learning about different priorities

During the international internships, the students got to see how other cultures might have different priorities, such as family and health as opposed to career and success, which are common in Western societies where the students grew up in. Linda provided an example of her internship experience in which she described how she started reflecting upon her world view and beliefs:

"We are just becoming these machines, that everything has to go faster and better and more profitable and in the end we don't have anything and in other parts of the world, they do really know how to cherish life".

She thus experienced a different culture and attitude towards planet and people, as she explained that people in Nepal have a closer relationship to nature and know how to treat friends and family and value relationships as more important than career and material wealth, which made her reflect upon her own culture. Anastasia argued further that we have to enjoy life more and see that certain things are less important and focus on the really important moments in our life. Anna agreed to these two ways of thinking and explained that *"we are kind of better or something, which is absolutely not true. We are maybe more privileged and we have all*

facilities and we are kind of rich. You have to appreciate what you have. People are always complaining here in the Netherlands, while everything is really good here" (Anna). These students got to compare their own way of living to a different culture's way of living and thus reflected upon their traditions and came to realize that this might not be the best way, and certainly not the only way. Realizing that other cultures are able to enjoy life with less financial matters and that the division of third and first world is not as easily made as it is, was mentioned by two students in relation to their experience abroad as Anastasia put it:

> *"Life is just not always that strict and that busy, you have to enjoy every moment actually. The first world and third world division is just bull-shit, in my opinion at least. Because I am with people, also from the favelas and they live really poor, but they are not, I mean I am poor here, but it is just the government that is supporting me, but over there the government doesn't do a thing, but the people there are still really smart and I mean they work for their money, they work even harder than sometimes we do here. What would qualify them different from us, because of the money? Brazil is one of the richest countries in the world, but the money is just all on the top and there is a huge gap between the poor and the rich actually".*

She claimed that the division of First and Third world is not correct due to the fact that in the Western society governments support the citizens, which is not the case in for instance Brazil. This she argued made her understand that fairness and equity is not always given and injustice prevails.

<u>Adaptation to different culture</u>

Experiencing and learning about a different culture is essential for cross-cultural understanding and mutual respect (Anderson et al., 2006). The struggles and opportunities to learn to adapt to a different culture were mentioned by many of the students. Anastasia stated that: "*I think you see more 'this is my way but it is not always the right way', so you change your way a bit because not everything that you are used to saying is appreciated by other cultures".* Renske emphasised the fact that language can lead to misunderstandings and explained a situation in which a Chinese tourist totally misunderstood her explanations, which made her realise that she has to adapt her way of explaining and the words she is using and clarified that this can also lead to frustration if she cannot make herself understood, however this encounter can also be nice and help her in learning how and when to adapt to a different way of communicating. Anna explained an experience she had with regards to her way of greeting other people and said that *"now I am not really distant but I would wait how the others are going to do it and observe first. You first want to know a bit more about the other person before you do something wrong".* Linda provided an example of her internship which made her question certain actions and beliefs by other people and made her come to the following conclusion:

> *"I don't think I am more sensitive, but more curious, I think I got more curious. If you know what's inside, you better understand what others say you know where it comes from".*

Two other students elaborated on the fact that they had to adapt to a different hierarchy than they were used to from their own culture. This made them realise that attitudes and expected manners differ per country and

culture. The students have learned that the way they are used to communicate is not necessarily the only way and traditions and culturally accepted manners might differ. This experience further led to a curiosity to understand other cultures and the differences they bear as stated by the students.

Looking back at the initial argument that international internships might be part of the types of tourism that are treated sceptically with regards to their effects to reinforce unwanted dichotomies; as was shown here, the students did only have experiences in relation to learning and experiencing a different culture, rather than teaching and helping the local community. Even though it was mentioned that two students were involved in rather developmental activities in the community, this study did not show that the internship of these students had a negative effect on the local community with regards to enforcing dichotomies.

5.3 INCREASE IN AWARENESS (SELF- AND GLOBAL)

According to Nussbaum (2002) part of being a global citizen means to critically reflect on one's own beliefs and traditions and to understand one's own positionality in relation to others, while global awareness relates to being aware of global issues and being curious to learn and to gain knowledge about these.

Reflecting on values and beliefs

Nussbaum (2002) explains that self-reflection or the "critical examination of oneself and one's traditions" (p.293) is an important characteristic a global citizenship should possess. She explains further that the importance lies in the critical reflection upon beliefs and traditions that were handed down by tradition, without accepting those that cannot withstand reasoning. The majority of the interviewees claimed that they had become more self-aware due to their internship abroad and named the reason of encountering other people with different values, which initiated a process of reflection upon own beliefs. Anastasia described a situation during her internship in which many international students had brought food from their country and she came to realise that her countries kitchen does not have that much to offer in her opinion and explained that "*it is a situation when you think that we have some weird traditions*". She described further:

> "*Self-awareness comes from these situations, where you really have to reflect on your country and why things are the way they are. For example, at one point my friend asked, why do you have a queen and I just said, why do you have a president? It is the same, weird question and it makes you think about it*" (Anastasia).

By meeting people with different perspectives and traditions made Anastasia reflect on her own culture, which leads to a more open and critical way of looking at one's own culture and others. Martin described a moment during his time in New York when he met rather wealthy people, who had been complaining about a deleted Xbox account:

> "*And that was a few weeks after I stayed in Latvia for four months and also visited the country-side and I saw people who are really struggling to survive, so that contrast between poverty and wealth that struck me, that was a moment of awareness, what are we talking about here? You know, you are*

talking about an Xbox, while other people on the other side of the world are perishing and almost starving to death. So that created a certain awareness of the differences in the world for myself. I saw the contrast, I saw myself somewhere in between, I have a good life and I don't have to think about what I will be eating or how I pay my rent" (Martin).

Martin thus came to see different parts of the world and with this different ways of living. He started reflecting upon his own way of living because he got to see poverty and wealth with different eyes, as he explained. Also Diana started reflecting on her own culture, however mentioned that she had a more critical reflection on her own norms and values when going abroad for the first time: *"Afterwards or even within that stay I became really critical of myself or of my culture of my home country, but that was really from my first staying abroad. But there I could definitely really see it".* Inge described how she experienced different cultures and the effect it had on her own way of thinking and living and talked about the example of time management and how she had to get used to a different approach and that she learned from this reflection. She described how she learned from the local culture but also shared her traditions and values with them, by for instance cooking for her friends and talking about holidays and traditions back home. Linda had a very intensive experience when abroad, which relates to self-awareness and reflection as she started questioning her life, values, traditions and beliefs due to encountering a different way of living for the first time and provided a very detailed example of her experience:

"All of a sudden I became really aware of what I did and how I acted and why I do things and how I behave. That was a big thing for me, also because I encountered people that had completely different beliefs, because they lived a different way of life. I finally started to see that the way I was raised, not necessarily the way I was raised but the way, in our society you must get a job and you must have good education and you must sustain yourself and otherwise you are nothing. There it was completely different, I don't think it's possible not to think about that [...]. It's mostly in the little things, the goals are the same, but to come back to global citizenship, every single persons goal is the same, everybody wants to be happy, everybody wants to be beautiful and everybody wants to be loved, that is a global thing, everybody wants that but the way to accomplish that, the way that makes you feel loved and wanted that can differ everywhere. And that is why I also think, the whole acceptance part and the understanding is so important, because we understand why somebody does something but we just don't get the why".

It was the first time Linda went abroad for a longer period of time and thus started reflecting on her traditions and values for the first time. By living in a developing country and being confronted with a different perspective on life and a different way of living, she came to realize that the way of her home culture was not how she would want to live anymore and started questioning everything that she was used to. Most students learned to reflect on their traditions, cultures but also on their own behaviour and stereotypes of other cultures. This seems to happen when confronted with a different culture including their norms and values, as

the students then came to realise that their own norms and values are not shared all over the world and they start reflecting and questioning these which leads to a more open attitude.

<u>Becoming aware of strengths and weaknesses</u>

Part of becoming self-aware is to learn about oneself and to get to know one's own strengths and weaknesses and personality, which can easily be discovered during unfamiliar circumstances, such as travelling abroad (Wijk et al., 2008). Several students claimed that they had become more self-aware in the sense that they learned more about their strengths and weaknesses while abroad:

> "*In my internship I had to take the decisions in the name of the company and that also helped me in my personal life because I am normally indecisive so that really helped me to be more confident*" *(Cindy).*

Stephan summed up the importance of being self-aware and the negative effects it could have otherwise on other people: "*I think you have to be aware what you are doing because if you get to know somebody you can be very offensive or you have to be aware what your behaviour means to them so you should be self-aware otherwise conflicts will arise. But you shouldn't change your personality just for anybody else".* Besides stating how important understanding of differences is, he also argued that the personality should not be changed, which points to a tension between adapting and staying true to one's one beliefs and values. The students further stated that they had become more flexible, because they had to adapt their way of operating and the way they were used to from their own country. The main reason for becoming more flexible relates to the fact that the students were living in countries in which punctuality and competitiveness are of rather low importance, which was a very new experience:

> "*Well, they say South Americans are a mañana-mañana-culture, well I think Nepal is a next-week-next-week-culture, so you have to be quite flexible. Busses don't leave at the time you think they will and being Dutch I am kind of punctual. Also if you make an appointment with someone it is more like a guideline rather than an appointment. So to get anything done, you just need to be flexible and I think what I learned the most was that I shouldn't really care as much, instead of being annoyed" (Linda).*

Hence, Linda got to experience a different time management and had to get used to this in order to function in this different world. This is supported by the following quote from Inge who went to South Africa for her internship: *"Well you have to be flexible towards the cultures, you go to the city centre with a friend, you meet up at five and they arrive at six or seven, in that way you have to be flexible".* Furthermore, some students learned about things they did not appreciate thus learned about their weaknesses and learned to avoid these:

> "*I would say I became less flexible, because you find out the things that you don't like so you try to avoid those. I always thought that I was very open-minded but I found out that I am not as open-minded as I thought".*

Also Peter elaborated on his ability to be flexible, while he cannot always let go of his own beliefs and opinions: *"Flexibility to a point is something that I can do and also it's not my strongest suit. […] I think I am still more stuck in my ways and I think some events may have loosened that up a bit while others strengthened it only".* His statement suggests that he is less open-minded and flexible towards other cultures than he would like to be. Nine students said clearly that they had become more open-minded, while three students rather doubted this statement. Their arguments ranged from already being open-minded before their internship, to being open-minded to an extent, as Peter described that he is *"not easily taken from"* a strong opinion he holds. The arguments of the students who believed that they had become more open-minded tap on various topics, such as a need to survive, as Anastasia stated:

> *"I think you become automatically more open-minded, because you have to survive and make friends, if you are narrow-minded you won't meet any new people and the experience of the internship abroad is less positive. And then you are just really alone if you do not connect to people and become friends with them, it is part of the whole internship experience I think".*

This statement shows that Anastasia believes to be more open-minded as she was forced to find new friends during her internship period. The majority of the students considered themselves more self-confident due to their internship, while two students mentioned that the internship abroad was one of many events in their life which contributed to who they are and that have influenced their level of confidence. Linda was the only student who elaborated on the fact that she experienced the opposite in that she became less confident about her life and about herself and started questioning her traditions and beliefs which made her rather insecure and the experience abroad triggered a process of having to find her own personality. She laid out the situation in a detailed description of her feelings and thoughts during her time abroad:

> *"That was because I started doubting everything and I think in the end it is a good thing, but it was a huge crisis for me, so I became less self-confident, because you are just being taught to do things a certain way without really questioning it. People did things completely different there [Nepal] so I started thinking and then I kind of went to the extreme and started questioning everything, what I want to do and who I am, so that brought my confidence down, not only on the outside, but kind of becoming a mess, and in the inside I started crumbling. I think it was some kind of early mid-life crisis I guess".*

The experience of turning from critical reflecting upon one's traditions and beliefs as mentioned by Nussbaum (2002) to a crisis and questioning one's entire personality and culture was named only by one out of the fifteen students interviewed; however other students did name certain challenges with regards to the experience of starting to question their own values. This section has shown that the internship abroad has triggered a process of reflection upon norms and values for all of the fifteen students. For certain students this process was more intensive and the reflection was more critical than for others. It is however difficult to establish an understanding of the reasons for these differences as the study did not particularly look for this.

Most of the students argued that international friends have more interesting stories to tell as well as often made a similar experience of being in a different country and experiencing a different culture. Another argument for international friends being attractive was the fact that locals might not be as interested in international students as shows this quote:

> "I like to meet people from other countries I think they are more interesting than people from my own country" (Martin).

Anastasia strengthened her argument that she tends to look for friends who have had a similar experience by explaining that they can better understand her experience, as friends who never left the country are not able to appreciate or understand her experiences abroad. A few students mentioned that it is not of importance if their friends are international or not, the important fact is that they have something to say:

> "That is the criteria for my friends just have something to say rather than just talk about how much partying you did" (Linda).

Renske argued that "you can learn so much more from other people, from international people, because they come from different cultures". Peter stated that he likes being in contact with international people however it is a challenge to stay in contact as they tend to be far away and even though social media helps to stay in contact, it can also be annoying in his opinion: "I do find it difficult to keep in touch over long durations of time. It's only very few that really stick with you even though with mediums like Facebook. It's only a few that really do stay in touch". This section shows that the students interviewed in this research are very interested in international friends for reasons, such as sharing similar experiences or being able to learn from each other's traditions and cultures.

Experience global issues on a local level

The study carried out by AIESEC as described in the theoretical framework showed that 72% of the alumni increased their awareness of global issues (Wijk et al., 2008), which is in line with this study. The majority of the students interviewed in this study stated that they are more aware or more interested in global issues after going abroad for their internship. The majority of the students argued further that the internship made it possible for them to experience global issues on a local level, such as poverty in developing countries as well as global warming and the effects of it as Renske described her experience in New Zealand with regards to global warming:

> "Once travelled to the South you see a lot of beautiful mountains and you hear that ten years ago the snow was ten meters high and now it's just five just because of global warming then you think oh shit and it is also because we visit, we come with busses, tour busses around ten every half an hour. Of course you think about how it could have changed so much".

This statement by Renske shows that seeing a global issue such as global warming on a specific example creates awareness and better understanding as she was able to see it with her own eyes. Martin following an internship in Manhattan stated that *"there is all this about global warming and when you are actually there, you see where it is all coming from; the ostentatious attitude of certain Americans"*. He thus experienced a rather wasteful life in the United States and thus came to the judgement that it is this that supports the global warming effects all over the world. Inge, who spent her time abroad in South Africa, reflected on the issue of apartheid and that her knowledge about this issue heightened by being there and experiencing discrimination on her own friends, as she explained with an example:

> *"Once there was apartheid and you hear about it in the news and before going to South Africa I read about it, to know what it exactly is but when you are really there and if you have friends which are both black and white then you really see there is definitely discrimination between those groups […] they live in two separate groups. I had my birthday for example and I wanted to invite all my friends and then the black group said ok but are the white people coming and the white people said are the black people coming, so I thought what? Yes, all my friends are invited, I don't know who is what colour I just invited my friends. But they both said the same, they both said, they come in the evening and then we can come in the afternoon. So, I had two birthdays, because people had different skin colours. Then you are really aware, because you really experience it yourself. Everywhere you hear that the black people are the minority or they are discriminated, that is what I heard before I went, but when I went there, it was both ways, they both ignore each other and they both don't want to do anything with each other".*

She thus argued that by being in the country and experiencing such an issue as apartheid on her own friends and seeing it with her own eyes creates awareness and even though reading about it beforehand did not prepare her for what she then got to experience in the country. Peter reflected on the news and media and how he got more insights into local events and effects on the communities and economy of the Soji Olympics, compared to his parents who were not in the country, as he explained that *"you are so close to such an event [Olympics in Soji], you sort of know more about what really happens, I mean the knowledge my parents got was entirely different from the news I got" (Peter).* As all of these students reflected on the way they got to experience global issues on a local scale during their internship, Stephan summed up this experience and provided an example of his own internship experience:

> *"I think it helps to understand because when you see something in the news about poverty, normally it is just far away and you don't really know what's going on but now you also have an idea about the things behind it. It also helps you to put things into perspective. Like the people in the jungle, might have 20 cents per day which is not a lot but they don't' need more than that so you put things into perspective".*

Stephan described his perspective on the local community and with this made a judgement about their needs, it is however not clear if this is based on his own opinion or on the opinion of the local community. He further

stated that the internship did not influence him much, as he lived in a very sustainable manner before, however it did make him more aware of how important it is to separate trash and to be aware of how we are treating the environment. Martin described his internship experience as making him more aware of the issues in the world and how that influences him: "*I am more aware of all of the waste, waste of food, waste of money and I think becoming more aware of the resources that we have in the world and the way they are being wasted, especially in the rich countries*". He thus claims that he is more aware about global issues and the usage of resources as a result of experiencing the over-usage by various countries.

Brownlie supports this idea of experiencing global issues on a local level and clearly affirms its importance to global citizenship by stating that: "Global citizenship is more than learning about seemingly complex 'global issues' such as sustainable development, conflict and international trade […]. It is also about the global dimension to local issues" (as cited in Davies, 2006, p. 9). This section has shown that the international internships provided the students with the opportunity to experience global issues, such as poverty, trash management and global warming on a local level. It has to be noted that not all students mentioned these experiences. The students who went to England, Ireland and Australia did not mention to have experienced any issues during their stay.

5.4 ELEMENTS CONTRIBUTING TO GLOBAL CITIZENSHIP

Global citizenship seems to be connected to a variety of elements according to the students. Making sense of differences as an effect of the encounter with a different culture seems to be part of this experience. Curiosity and gaining travel experience furthermore are named by the students as contributing to global citizenship.

<u>Making sense of differences</u>

In different examples the students clarified how they made sense of differences and how the encounter with a different culture made them understand a range of issues from a different perspective. Stephan explained the learning curve most relevant to him by relating to certain emotions that he never knew existed while living in the Netherlands and provided the following example:

> "*What I found very interesting in Suriname is that a lot of times you have to be afraid, because it is not that safe and in the Netherlands there is not much fear. In Suriname, sitting in the boat, it might happen that the boat is going to turn over or we go into the jungle and you might hear the jaguars roaring, it is really much different from here. It tells you something about emotions that you actually don't have in the Netherlands*".

Many of the students had to learn that the stereotypes they had created were wrong and when in the country had to put them aside to see who the people really are. Cindy stated that she learned to see the world from new perspectives, as she was working in a different environment than what she was used to. She elaborated on this experience: "*I listen to other opinions, other perspectives on life*". She further explained that she has learned to be careful with stereotyping people, as the stereotypes she had of Irish proved her completely

wrong, which led to a more open-minded perspective. Stephan learned from a prior intern who had stopped his internship due to conflicts with the local community. He provided the following example:

> "*Because I was working in the jungle, I was working with the people, and some really oppose tourism and you are white, so you really have to get to know the people but once you get into them then they are really friendly and nice*".

Even though he stated that he arrived in the country with a very open-minded attitude, his statement on the contrary does reflect the stereotypes he had in mind, as he explained that due to him being white, the locals might not appreciate him being there. Martin argued that he was more open-minded than friends he met in the United States and argued that he is able to put things better into perspective, for which he provided an example:

> "*That is just how they [American friends] were raised and that is their perspective and if they haven't looked anywhere outside of their own borders, of the borders of the US, that is reality to them and I have a different reality, we all have a different reality and none of them is real or is the complete truth*".

This statement made by Martin shows, that he understands different perspectives on the world, however it does not make clear, whether he accepts these different world-views. Nevertheless, he is aware that different worlds exist and that his truth is not the ultimate truth, which one might argue that he seems to be open-minded towards other world-views. Linda, who spent her internship in Nepal, reflected upon the cast system and how the husband for young women is chosen by the parents. To her this seemed like a wrong way of going about and a threat to her personal norms and values, such as freedom. She then got to listen to the perspective of another Nepalese girl, whose marriage was not arranged by her parents and who seemed disappointed about them leaving her alone with this important decision in her life. Linda had an eye-opening moment and explained:

> "*If you see it that way it kind of makes sense, because it is one of the most important decisions in your life and that took me a while for it to sink in, because it is a totally different way of thinking and a different point of view, but it does make sense*".

It can be seen that Linda first had to listen to a different perspective in order to understand an approach to what she believed as being unacceptable. It seems that she has learned to scrutinize a different understanding first, before judging it. The majority of the students explained, their way of viewing the world has become stronger in seeing that different worlds exist but not believing in a way of categorising countries as stated by Stephan:

> "*I am a person that doesn't focus much on the division of West and Rest, because I don't really think that the West is better in anything than the third world countries and I don't like this distinction myself because you put another country in a position that is based on our vision of the world*".

He further mentioned the experience of seeing a map of Suriname, in which the country itself was in the middle of the world as opposed to Europe being in the centre, which was rather unusual to him. He appreciated seeing the world from a different perspective and with a different central point than what he was used to. Diana supported this idea and stated how she sees the world and how it has changed during her internship by stating that "*I know that there is the West, which is like Europe and the USA and then the Rest, I guess that it exists in some minds, but that is not how I would define the world*". Peter experienced a similar shift in world-views in Russia as his way of viewing Europe and the relation to Russia differs from the way Russians see this relation, as he explained:

> "*Being in Russia did give a slightly different view to that because you literally have crossed a border and the people really seem to experience that there is a border. There were some Ukrainians with us, who were from Kiev and they really looked at it like there is Europe and that is entirely different and it is much better, while most of the Russians thought Russia is the best way and Europe is a bit different*".

These examples from the students show that being in a different country and experiencing a different culture brings with it the encounter with a different culture and many differences that the students had to make sense of. By experiencing a different perspective on issues, the students claimed to be more open-minded to other world-views and accept that different truths and different perspectives on the world exist.

Accepting and respecting differences

Appiah (2006) argues that understanding one another might be difficult, but it does not always need an agreement. He thus states that understanding is sufficient for respecting one another, without coming to an agreement. Another characteristic that was connected to being a global citizen was described as accepting there to be differences between cultures as for instance this student described:

> "*Being open to other cultures, I think that is most important. Open in a way that you except there to be differences even though they might be things that you do not wish them to be, to accept them the way they are. I think also to see the value of each of those differences I think that is most important of all*" (Peter).

He thus argued that a global citizen should be able to accept the differences between cultures and value these differences. Lisa is in line with the majority of the students and explained that the main characteristics of a global citizen would be open-mindedness and curiosity, while respect, empathy and consciousness are secondary characteristics. This explanation is supported by an example given by Inge who explained that "*you don't have to necessarily know everything but you have to be open or to want to understand*". Stephan sums up the thoughts and ideas of the majority of the students with regards to the definition of a global citizen:

"Somebody that is open to other people and can accept and mingle in other cultures and tries to understand others' values and not push own values on somebody else, because everybody has his own culture, if you accept that and try to understand others".

Stephan thus argued that a global citizen is trying to understand other cultures and accepts these differences. According to the majority of the students, respect for difference is one of the most important characteristics for a global citizen and for world peace. They further argued that mutual understanding is the magic to all respect and to a better world. Stephan described the importance of mutual understanding:

"That [respecting differences] is very important, that is also of course, what I learned a lot there [in Suriname] because before me there was one other internship student who had to leave as he got into a fight with the local people, because he couldn't adapt to them and they couldn't adapt to him so there was no mutual understanding".

In his example he explained that mutual understanding and being able to adapt to each other is essential for successful cooperation as was needed in his internship. Peter described his experience in Russia with regards to a lack of respect for difference and described his observation:

"In Russia respect for difference was not so much there. And it is also something you see in the news but that really was an issue. For example one of the colleagues was obviously gay, though he couldn't speak it out loud, but he obviously was and you did notice there to be a lot of colleagues that sort of thought well, he is too different, not how they want him to be. But I do feel that if you are a citizen of the world, you'd have to respect that".

Peter clearly described how in his opinion a global citizen would have to deal with a colleague who is different, in his opinion however the colleagues in Russia did not show the behaviour he would expect of a good citizen. Cindy provided an example of her internship period in Ireland and explained how a new manager came to lead the hotel. The new manager's English skills were according to the student not as good, which led to misunderstandings, but showing respect to the new manager was done by each and every employee. Furthermore, Inge described her internship experience in South Africa as getting deeper into the culture and by understanding the local norms and values and certain behaviour, she argued that *"you are able to put things into perspective and be able to respect their behaviour as you know where it comes from"*. Anastasia described her experience of waiting a very long time at the cash register in the supermarket and how she learned to respect that things are not working the way that she is used to from her own country, but that she has to respect the way it works in Brazil. A few students reflected upon the difference between agreeing and understanding as Anastasia described a situation that she could understand however not agree with, she thus stated that *"there is a difference between understanding why people do things and really accepting the way things happen"*. She referred to her landlord in Brazil who raised the rent on a yearly basis and implemented very strict rules. Coming back to the initial argument with regards to accepting differences, this section has shown that the students learned to understand differences during their internship and in certain cases tried

accepting these, while an agreement seems to be difficult. This is in line with the argument by Appiah (2006) that agreement is not always necessary for mutual understanding.

<u>Curiosity for other cultures and travel experiences</u>

The students argued that being curious about other cultures and countries is part of the characteristics of a global citizen. Lisa explained that not the internship has made her be more a global citizen but she has made the decision to go abroad due to her being an open-minded person and described it as follows:

> "*I consider myself a global citizen, because I am curious and want to learn more about other countries and cultures. I think that me choosing to do the internship abroad is a consequence of my global citizenship and not vice versa. I did not become an open-minded person because of the internship. I was open-minded and therefore I decided to do the internship abroad*".

This statement by Lisa shows that she considered herself a global citizen and argued that because she sees herself as a global citizen she has made the decision to go abroad for an internship. Furthermore, Anna described how the internship is part of a series of decisions she has made as for instance to continue studying and to learn more about sustainable tourism and cross-cultural understanding as she described:

> "*I also chose to travel for four months last year through Latin America and then there I decided to start a different master again, it's not only from that one internship, but I think I learned there how it is to live with other people and experience different things and I really like that*".

She explained that several decisions and experiences in her life have contributed to her being curious to gain more knowledge about global issues. Part of being curious about other cultures and countries as described by the students is travelling and exploring the world. Linda for instance explained her idea of global citizenship as the following:

> "*Global citizenship, that the world is your home, you are not stuck in one place physically and you have some places that you want to see and places that you haven't seen yet and you are independent to go somewhere and you have memories connecting you to other places or stories or people*".

Diana had a different idea about global citizenship and rather associated it with open borders and a political situation: "*I think it has a lot of different meanings, and I think that it is an idea of a global state, which would have no borders basically and everybody can travel anywhere, without any regulations that is what I would imagine as being a global citizen. […] They [political boundaries] would not be existing so that we would have one state*". She thus explained that her idea of global citizenship is rather related to a political idea, describing it as a nation without borders and being able to travel without restrictions.

As outlined in the theoretical framework, global citizenship is related to a mind-set rather than a behaviour, as the awareness seems to be more important than making ethical purchases (Schattle, 2009). This is in line with the opinions of the students in this research; the mind-set determines the behaviour, which explains the

importance of a specific awareness that can then influence the behaviour. The majority of the students clearly stated that the mind-set is the more important element. An example is provided by Nathalie: "*With your mind-set you influence your behaviour, so it is very important to be open-minded*". Martin supported this statement by explaining the relationship between the mind and the behaviour:

> "*I think it has to do with the mind-set, because behaviour is an action and an action always comes from a thought, so the thought behind the action, so the mind-set, I think that is more important. If you have a certain mind-set, you will behave according to your mind-set but I think the essence before comes from the mind-set*".

Stephan further explained this relationship by arguing that if the mind is not right, the behaviour will reveal it. Lisa described the difference between behaviour and an open mind-set and used the example of business travellers:

> "*I definitely think that it is connected to a certain mind-set. Some people have to travel a lot (for example for business reasons), but they don´t enjoy discovering other countries, other cultures. They stay in international hotel chains and don´t try to connect with the locals. Even though they might have visited many countries I don´t think they can be considered global citizens*".

By defining who a global citizen is and that it is connected to a specific behaviour, Lisa stereotyped business travellers and thus related being a global citizen to a very specific behaviour, which she expects from a global citizen. She then further described the characteristics of a global citizen as someone who is "*open-minded […] curious and interested in discovering other cultures*". She finished the description by saying that being a global citizen is about "*looking further than the end of one's own nose*". Besides defining global citizenship in a way that is very much in line with theory, she stereotypes business travellers as not being global citizens, which is a categorization she makes based on her own stereotypes. Rosi associated global citizenship to a certain mind-set as well and explained her thoughts by relating it to the way people travel:

> "*I do believe that global citizenship is connected to a mind-set. If you aren't open-minded, you most probably won't adapt to a different lifestyle. Going abroad, mingling with locals opens your mind. Whereas if you go abroad and only have contact to your own nationality, it can happen that you come back from your trip without having gained the traits on becoming a global citizen*".

Also Rosi thus drew on specific characteristics that a global citizen should possess and thus clearly states that a global citizen has to be mingling with locals in her opinion otherwise the person would not be an open-minded person and therefore not a global citizen. Furthermore, a different perspective on this idea was given by Renske who explained that the mind-set is important but the behaviour is essential as well due to the fact that that is what in the end reflects the mind and presents itself in physical expressions: "*I would say it's a combination of both; I think it is a way of thinking but then what you think you still have to show so you still have to act in the way you think, because you can act in a totally different way than what you are thinking*".

The students thus related global citizenship foremost to a mind-set however also argue that the behaviour is essential as it shows for instance how open-minded a person is.

Part of the set of characteristics that define a global citizen as argued in this section is being curious about other cultures and wanting to understand other perspectives on life and on global issues. The examples given by the students have shown that the students did not necessarily become curious due to their internship but rather the other way around, namely due to being curious they chose to follow an international internship. It has further been shown that the majority of the students explained global citizenship being connected to a mind-set, which is in line with theory as argued in this section.

<u>Being a global citizen</u>

Seven students did feel confident to say that either they see themselves as a global citizen or they are on their way of becoming a global citizen as Cindy clarified: "*I would not say that I am but I'm trying, I am getting there and I think if I hadn't studied tourism, I would have never gone there*". Rosi and Peter were more confident in calling themselves global citizen as Rosi stated:

> "*I do believe that I am a global citizen. I have studied in The Netherlands and Australia, did internships in Spain and New Zealand and now made the final move to Australia. My internship in New Zealand has been part of this journey, which is why I do believe it has contributed to me becoming a global citizen. The more abroad experiences I gained, the more confident I felt*".

Her argument for being a global citizen is thus related to travelling and living in a variety of different countries as well as working in those countries. For her being a global citizen is thus about having many experiences abroad and being abroad for certain periods of time. Linda associated a global citizen with a person she would like to be in the future and a rather pro-active and experienced person:

> "*Well, probably, the person I want to grow into. I think they [global citizens] are kind of pro-active people, they don't really wait around all the time and see what fate brings them, but if they want something, they go for it. But then also keep an eye out for other people and things that come to their path. It is not like a tunnel vision, it is like the point at the horizon and either you get there or find a different path on the way. I think easy going with people, like it doesn't have to be the centre of the attention, but you just know how to interact because you have so many experiences*".

Caruana (2014) supports this argument by stating that global citizens are pro-active people that are able to initiate change. This section has shown that the students connect being a global citizen to having gained many experiences abroad in different countries, living with different cultures as well as being a pro-active person who knows what he or she wants and where they want to be in the future.

5.5 BEING ROOTED IN COMMUNITY AND BEING A MEMBER OF THE WORLD

Being a global citizen is connected to being rooted in the own community, however also seeing one's position in relation to humanity (Schattle, 2009). These states of being seem to be able to exist aside each other without creating tensions. The examples given by the students have shown that most of them explained seeing their position as being a member of the world, while one student claimed her perspective with regards to seeing herself being part of her country and feeling strongly about this relationship without considering herself a global citizen.

<u>Rooted in own community</u>

Caroline as the only student connected global citizenship to loosing roots of her own community and to a rather negative phenomenon. She argued that in her opinion globalization is one of various events that make us loose the roots to our culture and community, which brings her to the opinion that global citizenship is something negative and she would not want to give up her culture and tradition for a global culture. Some other students supported this argument slightly and stated that staying connected to their family members as well as knowing to which place they belong is essential as Caroline elaborated in her example:

> "I am kind of resistant to thinking like this [being a global citizen], because global citizenship is like everything and anything and nothing really. Because, I am just Polish and there is no doubt about it and everything about me being Polish is great and in that sense, having said that I feel comfortable in an international environment, I do, but I wouldn't say I am European, or a global citizen or something like this. I am very much attached to me being Polish and to Poland and to values and family, those sorts of things".

She thus explained that she feels a strong connection to her own community and country, even though she is open to exploring other cultures. Even though she does not see herself as a global citizen, it can be argued that she might be a global citizen as she knows her roots and is still open minded towards other cultures, as argued by Schattle (2009). Nathalie provided an example of her internship and elaborated on the tension between being rooted in her own culture, while being open to adapt to new ways of operating:

> "On the one hand, I do try to follow typical values that I grew up with, that are totally different in other countries, but then again, I also try to adapt as much as possible to the country I live in. In Nicaragua, punctuality is not very important to most people, but I still always tried to be on time for work, my Spanish classes and appointments, as I grew up being told that that is important. But I also think it is important to have lived in different countries and to learn how certain things work and are handled there, as the way we grew up is not the only way".

She hence argued that she appreciates her own culture and how she is rooted in her culture, while respecting the country and culture she stayed in during her internship. Two students associated a global citizen with someone who is "*at peace with himself and is able to adapt to other cultures and living standards*" (Rosi) as

well as someone who is rooted in her own values and traditions and appreciates the culture that he or she grew up in instead of seeing oneself as only belonging to the entire world, "*because everybody comes from a certain environment and life will put you in different places but what you had for those ten or twenty years that is actually the core of you" (Caroline).* The examples given by the students show that they do see themselves as being rooted in their own culture and being attached to one's traditions, norms and values while at the same time being open towards others and seeing one's position in relation to others.

<u>Civic engagement</u>

As stated in the theoretical framework, part of being a global citizen is also considered as being engaged in the community or helping others on a voluntary basis (Schattle, 2009). The majority of the students stated that they are not directly engaged in any volunteering projects of sorts however do small things to help wherever possible. Reasons for not being actively engaged ranged from not having money to being very busy with their studies:

> *"I just don't have the time that is the big issue, with studying and working and everything else, I mean I study 40 hours a week and work 20 hours a week so I have one day off and I just want to relax" (Anastasia).*

This is supported by Anna who explained why she cannot be engaged as much as she would like to be, however also provided an example of something she is able to do: "*I am a student so I don't have that much money, so I cannot really change much. In general if I can help by buying biological things instead of normal things, I am always willing to help".* Even though these students claimed they are not able to be civically engaged, it has to be argued that financial matters are not the only way of helping. The students do however engage in small ways, such as collecting clothes for charity, as stated by Anastasia. The same engagement is described by Renske who donates her clothes and participates in an activity that makes use of shoe boxes that can be filled with any type of utilities and is then send to people in need all over the world:

> "*In Holland you have the 'actieschoenedos' you use the box from when you buy your shoes and then you just put books, pens, soap, tooth brush, tooth paste, some toys, like small cars for a boy and then they send it away and then it comes to different countries, like the third world countries and I think I like that idea better than giving money. In New Zealand we did the pillow fight, we paid some money and we did the pillow fight just to raise money or for example a run, I really like that better than if you just give money. If I donate money then there is nothing personal behind this and of course you never know where the money goes".*

Renske described an example of how she believes to be helping people in need. Even though she argued to be sending utilities, the question is indeed where the shoe box is sent to and she further claimed to be helping 'third world countries', however besides the categorization she makes, she does not know what these people actually need and assumes that they are in need of the basic utilities such as a tooth brush. A different

perspective was provided by Inge who went to South Africa for her internship and who described herself as being very engaged while there but upon return to the Netherlands that changed drastically:

> "*I was involved in this fund and we organized children parties, but also for the community or in orphanages, but when I left, I think it was too hard, when you are there you can just do it and you can go there and help out and when I was back at home, I had to go to school and it is a stupid excuse, but then I was already focused on my own work again, instead of helping out people in need*".

This argument shows the difference between seeing issues such as poverty at first hand and living in a safe bubble at home, where global issues are rather far away and lose their importance. The examples given by the students give an idea of their engagement in the community while they provide several reasons for not being more engaged. It shows that civic engagement can have different scales and might have to be defined more specifically with regards to the prevailing question asked by Appiah (2006) how far our engagement has to reach; helping during a disaster or famine or do we have to do more than that?

<u>Member of the world</u>

The perception of the majority of the students with regards to global citizenship evolved around the idea of being a member of the world and knowing ones part and responsibility in it. Stephan described being a member of the world as the following:

> "G*lobal citizenship is that you are not a member of one country but a member of the world. So, I would like to see myself more as a cosmopolitan than just as a Dutch national because I don't really feel Dutch*".

It can be argued that this is a feeling Stephan has developed due to the fact that he did not spend his entire childhood within the Netherlands, instead his parents moved to several countries with him. It might however also point at the fact that his feeling of responsibility reaches further than the border of the Netherlands. Renske mentioned that the world is open to explore and everyone can live in a country he or she feels comfortable in as she described that people with an open-attitude are able to feel comfortable everywhere as they don't see restrictions and can adapt to any situation and culture. This idea of being part of the whole world and belonging to humanity as a whole is also supported by Rosi:

> "*I would define global citizenship with the phrase 'the world is my oyster'. By saying that I mean that their home is not a city or a country; it is the whole world. Being a global citizen means feeling at home anywhere in the world*".

She thus defined global citizens as feeling comfortable in the world, wherever it might be. Martin elevated this idea of being able to live in the whole world to a more political and juridical level by saying that "*because we are all an inhabitant of the world and we are all equal, we are all the same, we all have the same rights*". This is a rather romanticized idea and a future wish as opposed to reality. In his opinion it is equality that would make

the world a better place. Cindy reflected on the way of travelling and how this can support being a global citizen and described her opinion with the following words:

> *"There is a saying that I'm a citizen of the world, so I think it's about being curious about other cultures and I think it's about being open and being tolerant to other cultures and try to sink in as much as you can in the local culture and then I think you become a global citizen".*

She thus referred to belonging to the entire world and being open to other cultures by adapting as much as possible to these other norms and values. The statements by the students show that they see themselves as a member of the world and connect this to global citizenship. The idea is carried further by arguing that equality with regards to rights to travel would be part of global citizenship. Being curious and being open to adapt to other cultures is also seen as contributing to being a member of the world and thus global citizenship.

<u>Responsibility in the world</u>

Experiencing global issues on a local level made many students aware of their own position in the world therefore they described how they came to realise themselves being part of a bigger world and their responsibility in this. Renske described a situation during her internship in which she felt the need to help others and take care of fellow travellers:

> *"I was walking on the street of Auckland and I saw a girl with the backpack on her back, with the phone in her hand and I heard her talking in Dutch and she was crying a lot and you saw people walking by and looking at her and I walked by and I thought no I can't do this, so I walked back and I waited till she finished the conversation and then I approached her and I said hey, how are you doing? Are you ok?"*

She further explained how she sat down with the girl and bought her a drink and helped her figure out a solution to her problems and sums up by saying that "*I think I feel responsible if they need help. I can at least talk to them or sit with them or drink a coffee, I can't solve the rest of the problems but I can still sit there with her" (Renske).* She thus feels responsible for helping in any way possible. The reason for this might be that she encountered a fellow traveller with problems and thus felt connected to her. Anastasia reflected on her experience in Brazil and related universal responsibility to her becoming more aware of issues such as global warming and problems related to the Olympic Games, as they were taking place while she was there for her internship and explained:

> *"Then basically you think more about global warming and everything that is going on in the world and this makes you think, I am just small there is not that much I can do, of course everything starts with me and you are still trying to do something about it within your possibilities".*

She thus reflected on her part in solving these rather global problems. This is supported with an example by Martin who described the responsibilities of all members of the world: *"Global warming, things like that I think it is universal, for example the European Union, when Greece gets in a recession, the rest of Europe had to help*

to keep all of the countries above the water. Like in that sense, it is part of being a global citizen". A similar experience was described by Peter, who went to Russia during the Olympic Games and got to see the organization and the effects of the big event with his own eyes, which supports the idea of experiencing a global issue on a rather local basis:

> *"I feel a very strong universal responsibility, I feel no matter where you are, you have the responsibility not only to your country, the effects are not only regional, they extend beyond that. […] With my traineeship in Russia it became very clear during the Olympics, seeing how much that region has changed in a sense of how much construction has been going on, how much of the beautiful nature around that has been destroyed, simply to put up all those resorts that have now been almost all abandoned. That to me doesn't feel like responsible. That too has an effect that ripples out".*

Peter thus described his experience in Russia as being rather negative with regards to the effects of the Olympic Games on the nature. He was able to observe the effects of such a big event with his own eyes and experience the process of building an area for the visitors until the abandonment of most of these resorts after the event and describes this as irresponsible by the organization. Lisa described her experience in Spain with regards to the financial crisis which hit Spain hard and she experienced the effects on a local level:

> *"I met many young people that had no job. Some of them had been searching for a job for years. And some were planning to leave the country to try their luck somewhere else. Before my internship I never had to experience the effects of the crisis myself, it was only something I heard about in the news".*

Anna described her need to study further and learn more about how to solve or improve global issues as an effect of seeing certain problems and issues during her internship: "*I think you will become more responsible but maybe you also want to know more about sustainability for example and that is why I wanted to study more, not specifically only about sustainability but that is part of it and that has to do of course with responsibility for the whole world".* A different perspective was presented by Inge who described that she has a rather strong connection and interest in the country that she has been to for her internship, however not for the entire world, as she explained that if something would be happening now in South Africa, she would be interested in it and would like to know about it, however she stated that she would not necessarily feel connected to the entire globe. Linda provided an example of how she feels responsible and what she is doing for the world and described her efforts to write a travel book for people who do not get to travel to provide them with the same eye-opening moments that she had experienced during her internship in Nepal. The internships of the students provided them with a moment of experiencing global issues on a local level, which made them understand these better and from a different perspective. The students stated seeing their part in relation to the entire world and their responsibility with regards to bigger issues, however also mentioned that their abilities to help seem rather limited.

It has been shown that the students connect global citizenship to being a member of the world and knowing one's position in it, while on the other hand also claiming their connection to the culture they grew up in and

feel connected to. This is in line with the definition given by Schattle (2009). Being rooted in their own community means knowing one's own traditions and norms and valuing these, while also being open towards other cultures their beliefs and traditions. The strong connection to their own community seems to create a sense of civic engagement and an urge to help wherever possible. Even though the students argued that they are lacking time and finances, the examples have shown that they are engaged to a certain extent. The findings have further shown that the students experienced it easier to engage while in a foreign country for their internship as opposed to being in their home environment. On the other hand during their internship the students claim to have learned more about their role in the world and their responsibility towards others.

CHAPTER 6: DISCUSSION AND CONCLUSION

In this chapter, the findings from this study will be discussed in relation to the concepts outlined in the theoretical framework and conclusions will be drawn with regards to the research objective. In other words, it will be examined whether an internship abroad can act as a mechanism to develop global citizenship and if these notions of global citizenship are appreciated by the tourism industry. Furthermore, the added value of a period abroad and the development of personal competencies will be discussed in relation to the requirements of the international tourism market. This chapter will conclude with recommendations for further research.

6.1 DEVELOPMENT OF PERSONAL COMPETENCIES

The findings have shown that according to the tourism industry the internship will be an advantage for the students, in terms of gaining experience and more dimensions with which to understand others and it further offers the opportunity for the development of self-awareness. Wijk et al. (2008) support this argument by stating that travelling abroad can trigger personal development and supports for instance self-confidence, maturation and being able to handle unexpected circumstances. This is supported by a study conducted by Dwyer and Peters (2004) who suggest that the majority of the students became more mature during their internship abroad, which also show the findings of this study, as the students thought to be more independent, self-confident and mature after their internship experience. The research conducted here supports this development, as the findings have shown that the students became more mature due to the fact that they had to master difficult challenges on their own, which also led to independence and a general personal growth. It is further added to this that the international experience can lead to the improvement of language skills, open-mindedness, intercultural competencies and the appreciation of other cultures (Wijk et al., 2008). Anderson et al. (2006) suggest that students are able to develop confidence, personal identity, flexibility as well as intercultural competencies, such as cultural sensitivity and an interest in other cultures. A recent study by UNICUM (2015) has shown that an internship abroad does not only offer personal growth but also positive effects on the carrier as well as valuable characteristics, such as flexibility, openness and organisation skills besides a range of other soft skills. It is further argued that the students going abroad for their internship are willing to constantly develop their skills and personality (Wiegand, 2015). Thus, it can be argued that leaving the comfort zone and moving abroad provides an environment that supports personal growth, maturation, independence and the development of language skills and intercultural competencies next to other soft skills as shown in this study. This is supported by another empirical study carried out with alumni and their opinion of an international internship, which concluded that "the value of international internships is rated higher [than internships at home] with regard to the learning about oneself, the development of language and management skills, and the development of cross-cultural understanding and appreciation of other cultures" (Wijk et al., 2008, p. 105).

Zehrer and Mössenlechner (2009) argue that at this moment an internship is the most important product linking the educational sector to the industry, by providing the student with valuable skills and an

understanding of the working sphere. It has to be noted that a negative internship experience can lead to the decision to change career and a shift away from the tourism industry, as argued by Robinson et al. (2015). The authors argue further that on the other hand, positive experiences can lead to the reinforced motivation to immerse in a career in the tourism industry (Robinson et al., 2015). A good planning and supportive structure is essential for internships in the tourism and hospitality industry in order to provide positive experiences. As explained by the tourism industry, both travelling and working abroad are of added value as they differ in the experiences and knowledge that can be gained. However, it was also argued, that the quality of the internships in foreign countries is rather unchallenging according to students and of low quality according to industry respondents. These two opinions are in line and reflect a rather negative view on international internships. On the other hand, the industry respondents further stated, a university degree is not enough, travel and working experience are of high importance in addition to a degree, as students get to learn entirely different skills during a working or travelling period, which is supported by Heath (2007) who argues that a young professional should be well-travelled and should have gained working experiences in addition to a university degree in order to be successful. Wijk et al. (2008) further state that "interns who are required to cross cultural and economic gaps tend to experience significantly higher learning effects as a result of the efforts they must make to understand and appreciate the 'other' […] such a process also raises the comprehension of international issues"(Simpson, 2004; Sin, 2009) (p.105-106). This leads us to the assumption that international internships in a country with a very different culture have a higher impact on the personal growth of the student. Due to the fact that this study has not looked at the differences between different internship locations, a conclusion cannot be drawn on this assumption, however it can be said that the students who crossed a rather high border with regards to cultural differences, connected their internship experiences mainly to these cultural differences as opposed to the students who went to a culture similar to their own. Further research could add to this discussion and offer insights into the impacts of cultural and societal differences on the internship student.

6.2 INTERNSHIP SUPPORTER OF NOTIONS OF GLOBAL CITIZENSHIP

In times of changing social orders and the fading of borders, questions such as identity and nationalism are coming forth and have to be redefined (Bornman, 2003). For most people, citizenship is not a choice but a matter of birth according to Schattle (2009). While environmentalists connect their identity to their duty of safeguarding the environment, global citizens on the opposite derive their identity from a cause rather than a state as argued by Urry (as cited in Bianchi & Stephenson, 2014). Although some students saw themselves as being rooted in their own community and derive their identity from their nationality, others claimed being a member of the world and belonging to humanity as a whole while still seeing their roots connected to their place of birth. Delanty (2000) further argues that citizenship is developing into a new form of citizenship, which is considered as ecological citizenship enveloping concern for nature and for future generations. I argue based on this research that the international internship offers a setting which makes the students more aware of global issues, because they got to experience a different way of living and a change of perception with regards to global issues such as poverty, trash management and over-consumption of resources. Being abroad and

experiencing a different perspective on life has opened their eyes to global issues and made them more aware of their responsibility in the global picture. I thus argue that an international internship provides the setting for self-and global awareness. Also Robinson et al. (2015) argue that "in an era where globalization means that cultural interactions have become more frequent and intense, such international experiences undoubtedly improve participants' future marketability and ability to deal with a wide range of global issues" (p.11).

Schattle (2009) states that global citizenship is about a mind-set that creates awareness of being a part of humanity and a willingness to cross intangible borders, such as ethnicity, nationality and religion. This is in line with the opinions of the students, as they connected global citizenship to a mind-set which determines the behaviour. Schattle (2009) further argues that global citizenship is about awareness, responsibility and participation, while Appiah (2006) states that universal concern and respect for difference are the essential elements of global citizenship. Wijk et al. (2008) claim that an international internship can foster cross-cultural understanding, which is part of being a global citizen. The findings of this research showed that three elements were seen as contributing to global citizenship. Firstly, being a member of the world and knowing one's own part in it and one's position in relation to others and respecting differences. Also Hull states that "Global citizenship suggests that we should regard ourselves not only as belonging to our own nation, or the group of nations which we call our natural competitors, but to the world, to human beings, to all life" (as cited in Davies, 2006, p. 9). Secondly, curiosity and wanting to explore the world stand in relation to universal responsibility and wanting to learn about differences and other cultures to be able to make differentiated choices and being able to make sense of the world from various perspectives. Thirdly, increasing global-awareness and self-awareness with regards to being more aware of global issues by experiencing them on a local level was seen as contributing to global citizenship. This is in contrast to Wijk et al. (2008), who states that a significant raise with regards to the interest in global issues was not found in a study with students travelling through Europe. Schattle (2009) further argues that global citizenship is connected to the need to take on the burden of safeguarding the global common good. In line with this statement, Oxfam define global citizenship with a clear focus on communal engagement by stating that a global citizen contributes to the wellbeing of the community on a local and global level (Oxfam, 2006). The findings of this study have shown that the majority of the students claim to be caring for the common good, although the engagement varies drastically between the internship periods in which the students were more involved in the community as opposed to in their daily life at home. As reasons for this the students mentioned lack of time and lack of finances and the fact that it seemed easier to support the poorer community within the framework of the internship company. Hence, I argue that the students have gained elements contributing to global citizenship, such as respect for difference and being curious about global issues. The relation between an international internship and the possibility to develop civic engagement stayed somewhat unclear and could not be fully discovered with this research. This is partly because civic engagement exists on different levels, which leads to different understandings and thus not a common definition was shared.

The tourism industry perceives global citizenship rather as a practical approach, while students understand it as a way of living and thinking which they would like to accomplish in the future. Both sides commonly see

global citizenship as very positive. The tourism industry draws connections to for instance sustainability and calls this a new way of working and a way of turning the industry into something better as well as safeguarding the natural environment in a respectful manner. This is in line with the argument by Perry et al. (2013) that global citizenship is commonly accepted as including civic engagement and the safeguarding of the natural and social environment. Although, no study has yet been conducted that connects global citizenship to a practical approach, this study has shown that the tourism industry makes a clear connection to an ethical behaviour of the tourists as well as to their own responsibility to support a more ethical and responsible tourism product. The branch organisations on the other hand reflected on global citizenship from a more ethical perspective, naming characteristics such as openness, not judging and being eager to learn from others as well as curiosity and wanting to travel. This idea is in line with Schattle (2009) who argued that the core of global citizenship is in awareness and thus a mind-set rather than the behaviour.

The following reasons for going abroad came forward in this research: Curiosity, exploring and seeing other places and experiencing living in a different culture as well as working in a different environment. These are similar characteristics that were connected to global citizenship, namely being curious about other cultures, wanting to explore the world and encountering other cultures. It can thus be argued that the students have partly been global citizens before going abroad as their reasons for choosing an international internship are closely connected to global citizenship. This is in line with the statement by one student, namely that she did not become more curious due to her internship, but on the contrary her curiosity and being a global citizen were reason for deciding for the international internship. I thus argue that some of the students in this study have been global citizens before their internship abroad however as has been shown by the findings, certain aspects have been enforced by the experience abroad. A reason for this can be the fact that many of the students have been abroad many times before their internship, which has already faced them with the setting to develop global citizenship. According to Schattle (2009) a range of characteristics are commonly believed to be describing global citizenship, namely open-mindedness, self-awareness, the acceptance of difference and universal responsibility. The findings of this research showed that students connect global citizenship to characteristics such as open-mindedness, pro-active, respectful and being curious about other cultures and other people. Also Caruana (2014) argues that global citizens are pro-active and able to support change as well as living ethically. It can thus be said that the definition of global citizenship made by the students is very much in line with the theory.

The tourism industry further explained that global citizens are identified as a certain elite, namely higher educated people, rather than coming from a low educational background. This idea of an elite class is supported by Spivak (as cited in Andreotti, 2006) who refers to "an elite global professional class". Nevertheless, she also argues that these people coming from cultures of managerialism and enjoying access to the Internet are commonly reproducing ethnocentric ideas as universal by building on assumptions of developmental necessity. On the other hand, it is argued that an everyday person can be a global citizen without travelling, as global citizenship is connected to universal responsibility, which one can connect to the idea of not making use of airplanes and other transportation, which have a negative impact on the natural

environment. Moreover, one can be civically engaged within one's own environment and respect differences within this setting. As stated by Caruana (2014) the university environments nowadays also offer a setting for critical thinking and a scene for challenges and resilience, which is encountered when travelling, however it has to be argued that travelling will most certainly confront the individual with a new and different environment, while the one not travelling might not necessarily come to reflect upon his norms and values as the university campus still offers a safe and familiar environment. Seneca, a Roman Stoic (see Hermans, 2001) on the other hand argues that travelling tends to change the self and thus works against self-development. I argue that this is not necessarily a negative prospect, as self-awareness seems to be a good characteristic to develop as has been shown in this research. Furthermore, it has been shown that travelling provides an added value as stated by the students, the tourism industry and other researches alike. One can become a global citizen by travelling, as the environment offers the perfect breeding place due to the encounter of difference, which gives the individual the opportunity to reflect upon his own norms and values and thus become more open-minded to others.

6.3 MEETING REQUIREMENTS OF THE TOURISM INDUSTRY

As stated by Munar (2007) globalization has led to an interdependence of states and nations and heightened requirements to compete in the international market for companies as well as employees. The international orientation of the working sphere has correspondingly had a great impact on the tourism industry, which could also be seen from the explanations given by the respondents in this study. A new approach within the businesses and a new focus has led to certain adjustments and a different focus, namely companies have to pay more attention to the customers and their needs and wishes as well as to the environmental effects of their businesses in order to sustain themselves as was argued in the research findings. It is thus demonstrated that internationalisation has changed the approach of working as it reflects cooperation and a more service-minded approach as opposed to a product orientation and competitiveness. This is in line with Zehrer and Mössenlechner (2009) who argue that the focus of the tourism industry will shift to service-orientation rather than a product oriented approach. In order to support this development, platforms to share insights and knowledge have been set up. Branch organisations further argued that they can serve as an accelerator to stimulate change in the tourism industry, based on their experience. For instance ANVR implemented a range of sustainability projects that their members have to comply with ("Sustainable Tourism," n.d.), while the tour operators should be using their power and influence on the tourists to create a mind-set change for more ethical and responsible tourism. These changes have also had an impact on the characteristics and skills an employee needs. The following skills needed for employment in the international tourism market came forward in this research: Language skills, cross-cultural understanding and respect for difference seem to be the most important skills. It was further explained that for respecting differences an agreement is not always necessary but understanding is important (Appiah, 2006). Furthermore, soft-skills are of high importance, such as team-working ability, flexibility, creativity and being a missile, meaning to be able to adjust quickly to new challenges. Also Zehrer and Mössenlechner (2009) support this by stating that employers are nowadays seeking for adaptable and flexible workforce due to the fact that their aim is to make their businesses more

flexible in order to answer to the fast changing market and a highly demanding customer. With regards to global citizenship, respect for difference was the main characteristic named by the industry as being important for young professionals. Civic engagement was not directly related to employment as the respondents could not see its importance for their business. Universal responsibility and self-awareness were considered as being positive attitudes, however not absolutely essential for employment in the industry. Hence, I argue that global citizenship is partially needed in the tourism industry besides a variety of other competencies, namely flexibility, creativity, language skills, cross-cultural understanding, respect for difference as well as universal responsibility and self-awareness.

6.4 STUDENTS AS PURVEYORS OF A NEW ETHICAL TRAVEL IMPERATIVE?

Ethical tourism products and sustainable initiatives are claimed to be encouraging tourists to see themselves as curator of a new ethical travel imperative (Bianchi & Stephenson, 2014). Volunteer tourism, gap year and responsible tourism products are common types of tourism that fall under this category, however it is also argued that certain types of tourism, such as volunteering and work and travel can enforce dichotomies (Simpson, 2004; Sin, 2009). While the type of travel that has been researched in this particular study is not based on social dimensions of helping the poor and therefore will most unlikely lead to the reinforcement of unwanted dichotomies, the argument does have to be considered. It is further argued that travel is an essential part for developing cosmopolitanism and an understanding for other cultures (Bianchi & Stephenson, 2014), which supports cross-cultural understanding and therefore the ability to understand different perspectives and world-views that stimulate the correcting of stereotypes. It is supported by this study as I have shown that the students found their internship abroad useful, as they could learn from the local culture. Firstly, they said to have learned to see issues from different perspectives, as the locals mostly understand issues and circumstances in a very different way as was outlined in the results part of this research report. Secondly, the students thought to have learned to see different priorities in life and living their lives alongside the local community by adapting to their customs and traditions. Thirdly, the students stated to have learned about different behaviours and attitudes when it comes to for instance greeting attire and that the hierarchy they are used to might not be the best way and certainly not the only way. In other words, the students stated to be able to broaden their horizon due to the encounter with a different culture and no direct link can be drawn to the fact that these types of internships would lead to an enforcement of dichotomies as the nature of these working experiences is not based on hierarchies of poverty.

6.5 TOURISM AS A MEDIUM TO DEVELOP UNIVERSAL CONCERN?

As cited by Khid-arn, tourism is considered a powerful apparatus, with which peace and justice can be achieved by building a global community that overcomes barriers such as nationality, class and ethnicity (as cited in Bianchi & Stephenson, 2014). The aim of this study was to investigate the ability of an internship abroad to trigger the development of global citizenship, which would contribute to the aforementioned global community. Bauman (2000) discusses the changing social dimensions and the connections between identity and globalization and further refers to travellers in two different ways, namely tourists travelling for pleasure

and vagabonds travelling under various circumstances, such as finding shelter. In this research the first type of traveller has been looked at, namely students travelling for their own choice to follow an internship outside of their country. Yet, it has to be noted as stated in the beginning of this research report, the ability to act global is limited to those living in a globalized nation (Andreotti, 2006), which lets us assume that the second group of travellers that Bauman is talking about are not able to act global, which means building a global community that overcomes barriers as argued above seems to be impossible. Oxfam (2006) state in their Education for Global Citizenship Guide, that global citizens do not accept injustice and they are involved in local and global engagement to support peace and justice. The students in this research state to have heightened their interest in global issues and were civically engaged while in the destination of their internship, however upon return to their home country this drastically changed due to lack of time and finances. Hence, the definition by Oxfam is not entirely supported by this research as the students were not directly engaged in their community. Schattle (2009) however argued that being a global citizen is about awareness rather than making ethical purchases and being involved in the community. The discussion leads further and an essential question has to be asked with regards to the difference between education for sustainable development and education for global citizenship as these seem to be evolving around similar concepts and have been addressed several times within this research. Davies argues that "as always, the issue seems to be the 'umbrella' term" (2006, p. 12). It can be argued that sustainable development education is part of global citizenship education, as the latter reaches further than environmental safeguarding, as it includes concepts such as human rights, conflict resolution, respecting difference as well as concern for the environment and humanity as a whole. Hence, tourism can have an effect to support cross-cultural understanding and universal concern however as has been shown in this research, globalization can also purvey negative side effects on the tourism industry. The answer by the respondents is clear that the tourism industry itself is not powerful enough in order to influence political issues in the world. It is further explained that it always depends on the demand of the travellers and if instability or political issues are at stake, the tourism industry might not be able to influence these tendencies. Nevertheless, it should be argued that studies have proven that tourism is able to influence a destination image (see Beerli & Martín, 2004) and create stability to a certain extent (see Sönmez, 1998). On the other hand, misleading stereotypes are faster and easier communicated via forms of media as well as new forms of tourism, for instance volunteer tourism, as argued by Raymond and Hall (2008). Due to an increase in possibilities to share information and experiences of a destination via blogs and travel forums, misunderstandings and wrong information are spread faster. Thus, a deeper insight into the country and culture is needed in order to advocate cross-cultural-understanding and to support world-peace. This promotes the idea that staying for a longer period, such as an internship is of importance to provide the needed insights into a culture, mutual understanding and the environment to support the development of global citizenship, via which tourism can act as a creator and supported of world peace.

6.6 CONCLUSION

This research has added to the new research agenda of global citizenship and has given insights to improve the quality of international internships and the preparation of students going abroad. It can be concluded that based on the results of this study, the students claim to have developed a range of different personal competencies, which can justify the importance of an international internship and added to this is the opinion of the industry, that it offers valuable experiences. It has been argued in the theoretical framework and supported by the results found in this study that periods abroad provide an environment in which students can develop a range of personal competencies. The most obvious personal competencies that have been developed by the fifteen students that were interviewed in this particular research are maturity, independence, self-confidence, being more interested in global issues and self-awareness. Going abroad for an internship does not only give the student the opportunity to develop or enhance a range of personal competencies, the travel and work experience is also seen as a significant advantage by the tourism industry as this experience provides the students with a new dimension with which to make sense of the world and the experience is vital in addition to a university degree. The research furthermore provides insight into the characteristics contributing to global citizenship, which the students claim to have developed partially during their period abroad. Three elements came forth in this research, namely universal responsibility, respect for difference and self-awareness. Civic engagement has proven to be difficult to determine, while the students were engaged in their community to a certain extent, this was usually limited to the period abroad. Besides a very positive perception on global citizenship, it was further argued that the tourism industry only sees a value in respect for difference and partially universal responsibility and self-awareness, however could not see a directly added value of civic engagement with regards to employability for the young professionals. Characteristics such as flexibility, creativity, being able to adjust quickly to new challenges and cultural sensitivity are the most important personal competencies a student should possess as argued in this research.

Due to the fact that global citizenship in relation to tourism is a rather under-researched phenomenon, different directions for further research can be suggested. Research with the educational institutions to get an insight into their efforts in providing support for global citizenship education as well as the support with regards to the development of personal competencies could provide helpful insights. The scope of this study did not offer enough time to conduct interviews before the internship periods, which could add to the understanding of the personal competencies that the students claim to have developed. As described in the methodology chapter, a content analysis of a written diary could be useful to increase the insight into the experience of the internship. Thus, this research solely provides insight into the personal competencies that the students claim to have developed, however it would be relevant to find out if these claims can also be related to reality. A deeper insight into the impact of the internship on the local communities and the here discussed possibility to strengthen social dichotomies is moreover essential; getting an understanding of 'the other' has been left out in this research, however is important to get a better understanding of the impact of the internship on the local community and the receiving company.

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APPENDIX I INTERVIEW GUIDE

INTERVIEW STUDENTS

Introduction, purpose, reason selection interviewee, time, recording

Opening questions: Stage of studies, internship abroad, plans afterwards

Topic 1: Experience internship abroad

Questions:

Have you been abroad before for a longer period of time [longer than 1 month]?

What was the reason for going abroad for an internship? *If it was/wasn't a requirement by your school, would you have gone anyway? For what reason would you have gone?*

What have you learned about yourself from your experience? *Think about your character, personality and the way you meet others.*

What did you learn about others in the country you stayed in and about friends and fellow students? Do you see them different from yourself in any way? Has your relation or opinion about them changed in any way? Has the way you encounter other people changed, if so how?

Do you see yourself different from students not going abroad for their internship?

Topic 2: Personal competencies

Which competencies have you developed during your internship abroad? Do you think your personality has changed, if so how has your personality changed due to internship abroad? *[See whether elements of global citizenship are being mentioned by the student at first without mentioning them]*

General questions and then going into the following keywords by asking for situations in which they encountered these characteristics or in which they realized that these characteristics were challenged.

> Mental
>
>> Self/-awareness, knowledge about global issues, open-mindedness, reduced ethnocentricity/ world view, interest/appreciation of other cultures
>
> Behavioural
>
>> Attitudes [reflect heightened sensitivity towards others], skills [languages, communication], action
>
> Others
>
>> Self-confidence, maturation, flexibility, self-efficacy, seeking for international friends/ contacts

Topic 3: Global citizenship

How would you define global citizenship?

How would you identify a global citizen in terms of characteristics and personality traits?

Would you say that you are a global citizen?

If so, in what way has the internship abroad contributed to you considering yourself being a global citizen? If not, do you think an internship abroad could be contributing to this? And why do you not consider yourself a global citizen?

General opinion and knowledge about global citizenship then go into the following keyword areas.

Is global citizenship in your opinion connected to mental or behavioural traits?

> Universal responsibility [awareness of local and global issues, aware of actions and their consequences for people and planet]
>
> Respect for difference [understanding values/norms of others and respecting/accepting/agreeing with these]
>
> Self-awareness [Being rooted in community and self, critical examination of one's beliefs and traditions, connected to others vs. seeing oneself as part of a small group]
>
> Civic engagement [Attitudes, actions reflecting heightened sensitivity to international issues, taking action in relation to universal issues]

INTERVIEW EXPERTS

Introduction, purpose, reason selection interviewee, time, recording

Opening questions: Position in company, experience abroad, and experience with students/interns in general and internationally oriented students

Topic 1: Perception of internationalization

How do you see internationalization and globalization affecting the business and the tourism industry?

How do you see globalization affecting requirements in the tourism industry? What type of characteristics are you looking for in employees in times of globalization?

Keywords: Globalization, adjustment, change of market

Topic 2: Definition Global citizenship

How would you define global citizenship?

How would you identify a global citizen in terms of characteristics and personality traits?

Would you say that global citizens are needed in the tourism industry?

Which added value could they bring/not bring?

General opinion and knowledge about global citizenship then go into the following keyword areas. Are the following elements important characteristics for employees in the tourism industry?

Is global citizenship in your opinion connected to mental or behavioural traits?

> Universal responsibility [awareness of local and global issues, aware of actions and their consequences for people and planet]
>
> Respect for difference [understanding values/norms of others and respecting/accepting/agreeing with these]
>
> Self-awareness [Being rooted in community and self, critical examination of one's beliefs and traditions, connected to others vs. seeing oneself as part of a small group]
>
> Civic engagement [Attitudes, actions reflecting heightened sensitivity to international issues, taking action in relation to universal issues]

Topic 3: Global citizenship as a recruiting tool/ requirement

Would you prefer employing students who went abroad for their internship, for what reason?

Why do you think global citizenship would serve as an important recruiting tool?

In what way could global citizenship be giving students an advantage in the tourism industry?

Do global citizens bring an added value for your business, in what way?

Keywords: Importance, abroad vs not abroad, added value, point out importance of experience abroad, difference study abroad/internship/gap year/volunteer period