

The background image shows a group of students in a wooden room, likely a library or study area. They are sitting at a long wooden table, each with a laptop open. One student in the foreground is wearing headphones and looking at a laptop screen displaying a website. Another student in the middle ground is looking at a laptop screen. A third student is visible on the right, also working. The room has large windows and a modern, minimalist aesthetic. A blue horizontal bar is positioned at the top right of the page, and another blue horizontal bar is at the bottom of the page.

Research report (Thesis) CU37012

**"The internship differences between
Dutch and International tourism
students at HZ "**

Tourism Management 2022/2023

Made by: Beatrice Krasteva 80348

Date: 12.06.2023

On an expedition for an internship

Beneficiaries: Work zone and Tourism Management community of HZ University of Applied Science

Supervisor and First examiner:

Karin Minderhoud-Beenhouwer

Second examiner:

Raoul Kivits



UNIVERSITY
OF APPLIED SCIENCES

**THE
WORK
ZONE** POWERED BY HZ



Preface

The idea of creating this research came instantly when I was thinking of what I wanted to dig deep into and find answers. Throughout my study experience, I have faced many obstacles in finding good internships covering all my desires. Many of my fellow peers have also experienced struggles in finding an internship that not only would make them develop new skills but would make them better professionals. It took me a great amount of time to clarify my ideas and vision, so I hope that with this research and the passion that I inserted, I will be able to help the future of tourism students and their career path. Through this research, I want to bring light to the struggles of the tourism student and find a way to improve the current approach to a better understanding.

Table of Contents

Preface	3
Abstract.....	5
Introduction	6
Theoretical Framework.....	8
The procedure of looking for an internship.....	8
Expectations of the companies towards interns	9
Emotional challenges among interns.....	10
Domestic and International students' differences in terms of academic performance.....	11
Conclusion.....	12
Methodology.....	13
Research design	13
Data collection	13
Respondents	13
Operationalization	14
Data analysis	14
Ethical aspects.....	16
Validity and reliability	16
Methodological limitations.....	17
Results.....	18
Discussion.....	23
Conclusion and Recommendations	27
Advices	28
References	30
Appendix	33
Operationalization table	33
Research instruments	34
Survey answers	38
Open questions transcript	50

Abstract

HZ University of Applied Sciences requires mandatory internship(s) in their curriculum for each student in order to graduate. Every student is given the option to find the internship that they desire. Despite the common main goal of the students, every type of person has different expectations and desires for an internship. This research investigates the internship experiences of the tourism HZ students and testing whether there are differences between the Dutch and International students. To examine the hypothesis a survey of 25 questions was created and spread among second, third- and fourth-year tourism HZ students. The survey was constructed of 21 quantitative questions, while the other 4 were qualitative. The quantitative part of the survey was focused on examining how the students found their internship and the acquired skills, while the qualitative part gave the possibility for the participants to express their opinion regarding their internship effectiveness and if they had struggled in the workplace. The research results are showing the similarities and differences between the Dutch and International students in terms of their internship experiences. The most notable outcomes were found in terms of the techniques that the two groups used to find their internships and the challenges that most affect them emotionally during their internship. For instance, comparing the International and Dutch participants, the most effective technique that the International students found successful is “Help from a social network or family acquaintance”, while for the Dutch students, it is the “Cold-calling” method. To overcome the differences and provide beneficial suggestions at the end of the research, a list of recommendations can be found, showing how the university career center can help each student to better prepare for his/her internship. The given advices are focused on the applying process, coping with emotional stress, updating the internship database of the university career center, etc.

Introduction

Nowadays almost every college or university around the world offers students the possibility to gain practical experience in addition to education (Weible, 2010). According to the study of Hergert, (2009) an internship experience can help students make the connection between their academic studies and the world of business. The students can create valuable connections and networking opportunities to improve their employment and career prospects. In the HZ University of Applied Sciences, all of the bachelor programs require the students to pass at least one internship during their education. The internships are mandatory and by completing one the students acquire the needed ECTS credits. If the student is unable to complete his internship, then the undergraduate wouldn't be able to graduate with a bachelor study. This can lead to the problem of many students feeling stressed due to the pressure of meeting exam deadlines and the competitive atmosphere of the limited internship vacancies (Ruhanen, Robinson, and Breakey, 2013).

The most important benefits of the internship programs are the practical skills and knowledge that the trainee gains after the completion. After the traineeship, the following outcomes may be anticipated: a career that is a good fit, the chance to learn specific job-related skills not covered by the curriculum, increased job stability in their early careers, higher job satisfaction, the ability to become a full-time employee after the internship and the development of students' ambition by easing the transition from school to the workplace (Hergert, 2009, Benzing and Callanan, 2004).

The internship search process requires time and dedication. According to Williams, (2022) the commencement period should be between three and five months prior to the start of the internship. During this period the student has to apply for internships and pass the selection process. However, if the student decides to go abroad, then based on Morel, (2022) the additional preparation extends including finding accommodation, moving his possessions, traveling to the country, registering in the municipality, and establishing himself in the new environment.

A comparative study by Mensah, Azila-Gbettor, Appietu, and Agbodza, (2020) investigated the type of stressors that affect the internship experience of hospitality and marketing undergraduates. The most common types of stressors during an internship are no payment, not enough leisure time, repetitive work, transportation challenges, different supervisor requirements, long working hours, and lack of autonomy and decision-making. The internship opportunity can be a very beneficial practice for the students after their graduation, however, studying and executing an internship can cause an increase in the levels of stress the students. This leads to the assumption that not every internship can be beneficial for the skills and knowledge of the undergraduates and the opportunities can be different for the types of students.

The educational curriculum at HZ for the Tourism Management bachelor offers the opportunity for the students to complete a couple of internships throughout their education. Work Zone is a work agency part of HZ university of applied sciences created to help students find a part-time job or an internship. The Work zone is responsible for the management of the website "OnStage". The main task of the website is to help the students to find an internship by administrating company vacancies in the Netherlands and abroad by organizing the internship supervision. When it comes to seeking an internship, there are distinctions (for example, language requirements and company location) between Dutch and International students, according to Work Zone's internship supervisor, Marcel van Boven. The internship

supervisor of Work Zone is interested to find out how to improve the OnStage platform in order to uncover the differences between the Dutch and International students.

In the research of Lee, Kang, Choi, Joong-won Lee and Olds, (2019) was to compare International and domestic student perceptions of hospitality management programs in U.S. higher education. The results of the study were that in general the industry network was scored higher importance for the domestic students comparing to the International. The possible cause for that according to Lee et al., (2019) is that the different levels of communication skills and immigration restrictions can affect the international student perception. On the other hand, due to the cultural and language differences, international students are more hesitant to connect with industry professionals than domestic students. Another factor that diverse the perception of the domestic and international students in the research of Lee et al., (2019) is that the domestic students value more the credential status of the institution in contrast with the international students. The International students were curious to learn from faculty and staff members with a network with industry professionals, learn how to interpret current trends and the future of the industry. This study illustrates that the perception of domestic and international students can differ, including hypothetically the internship experience. There are numerous academic papers focused on the internship benefits, struggles, and outcomes, (Kim and Sin, 2018; Law and Yiu, 2012; Stronkhorst, 2016; Giner and Vélez, 2015) however, there is no research focusing on the internship experience of domestic and international students in the Netherlands. The absence of detailed studies regarding the hypothetical differences between Dutch and International students in terms of internship experience shows a niche that needs an examination. By finding out the specific needs of the two groups, Work zone may provide suitable counseling for future undergraduates and possibly lower the stress levels.

The aim of the research is to examine the internship differences between Dutch and International tourism students at HZ. To execute the research Dutch and International tourism students from the second, third, and fourth years will be asked to participate in the research to collect data regarding their internship practice. The main scope of the research is to pinpoint the search process of the students when looking for an internship, the user experience of the OnStage, and the emotional challenges of the Dutch and International students. The result of the thesis will be a perspective view of the current tourism students studying at HZ, sharing their knowledge and moments of their internship period. The collected data is going to construct recommendations for Work Zone on how to help students find the internship they want and reduce stress.

Conclusively, a set of research questions and sub-questions have been articulated to fill the knowledge gap by answering each question at the end of the research:

- How can Work Zone understand and act towards the internship experience differences between the Dutch and International tourism HZ students?

Sub-questions:

1. What is the search process when finding an internship between Dutch and International tourism HZ students?
2. How do International and Dutch tourism students use OnStage when searching for an internship?
3. What are the emotional challenges of the Dutch and International tourism students during the whole internship period?

Theoretical Framework

The arrangement of the questions in the Introduction determines the structure of the Theoretical Framework. The components of the TF are connected to one another and serve as the foundation for the research.

The procedure of looking for an internship

Internships are a great tool for graduates to obtain job-relevant experience and to prepare job acquisition skills such as networking and résumé writing (Hergert, 2009). However, little research is available on the preparation phase for internships and how to best perform the internship search process in the hospitality and tourism industry. The first steps of each student required or interested in an internship are to start to read professional literature, listen to speakers sharing their professional experiences, participate in class and club activities that are designed to introduce new career opportunities, or attend professional conferences (Verner, 2004). Collecting information regarding agencies that host interns such as the organization's mission, scope, size, product, and fiscal health is part of the orientation phase. According to Verner, (2004), the students should seek out whether an agency already has an internship program and visit not only the websites of internship agencies but also the websites created by search firms to promote internship opportunities. An article uploaded on Indeed, summarizes the best job strategies related to job-hunting that are in correlation with the Verner article. Indeed, (2023) stated that having a broad network of professionals is a valuable instrument that increases the chances of the individual finding a job (internship). Other practices tailored to the job-hunting process are participating in job fairs, researching the concrete company website for a separate job vacancies platform, and the cold-calling method which is related to directly calling on the company or sending an email inquiring about any possible positions they may have.

The research of Stremersch and Hoye, (2019), have used the concept of Van Hooft, Wanberg, and Hoye, (2013) to identify the four key dimensions of a high-quality job search process. Based on Stremersch and Hoye, (2019) job seekers who go through the phases of goal establishment, planning, goal striving, and reflection during their search are proposed to experience more search success. The first dimension based on the model of Van Hooft et al., (2013) is “goal establishment”, which represents the degree to which job searchers are committed to their goal, have a clear notion of the type of work they are seeking, and can translate that aim into more specific, lower-level goals (e.g., tailor my résumé to each job description). In the next dimension of “planning,” job seekers need to select a behavioral strategy to resolve their search for a job. The planning should be followed in order to achieve their goals and decide on which sources of job information they will rely on. Job seekers should create a clear plan for how, when, and where they will look for work, as well as set deadlines (Van Hooft et al. 2013).

The third dimension of “goal-striving” involves the sustained performance of the planned search behaviors - self-control, self-monitoring, goal shielding, and task-related feedback-seeking. In the final dimension of “reflection,” job seekers must assess whether the results of their searches correspond to their objectives stated by Van Hooft, (2013). Having a resume tailored to the requirements of the company vacancy have the higher ranking of other interviewees, and a higher chance of being invited for a job interview (Hoye, 2019). This leads to the outcome that students who engage in better planning, deadline set, and search strategy selection are more likely to find an internship faster. Moving on back to the study of Verner, (2014) has suggested that the student has to have clear expectations regarding his function in

the company. In order to identify that the undergraduate has to carefully consider the company's culture, activities, projects, supervisor, housing, financial remuneration and additional benefits.

Following the next phase of the internship stage the study of Stratta, (as cited in Odio, 2017) has found that compensation, location, timing, and networking matter in deciding where to intern. The analysis of Odio, 2017 suggests that for many students the decision on whether to pursue internships away from their home or college town is not just about preference, but about finances. Many students are not willing or able to sacrifice living in their college or hometowns with available housing or part-time jobs to work unpaid in another city. These students may not be able to relocate to a new city especially if the internship is not paid. Michael Odio has investigated that the unpaid internships largely benefit students from wealthier backgrounds who have more freedom to network and search for internships and can afford to take on unpaid opportunities even in different cities. On the other hand, undergraduates who have limited resources have less free time to search for internships and often continue working one or more part-time jobs while taking on full-time unpaid internships.

Expectations of the companies towards interns

Based on the Cambridge Business English Dictionary, managed by the Cambridge university the meaning of the word “expectations” is:

What you believe or hope will happen in the future

According to Maelah, Mohamed, Ramli and Aman, (2013), development in the contemporary work environment requires graduates to have solid technical skills, as well as strong soft skills, to enhance their employability in the job market. Three broad components of soft skills developed during the training include communication skills, leadership and teamwork, and self-management. The top 7 elements of self-management skills that were ranked by the respondents in the study of Maelah et al., (2013) are time management, the use of computers, meeting deadlines, extracting information from multiple sources, and coping with stress. As a result of the analysis, it shows that creative thinking is ranked lowest in the list of skills developed by the students while meeting deadlines and working in groups are ranked highest by the university and the employers. These demonstrate that the companies are expecting the students to be able to quickly adapt to the new environment and develop numerous skills during the internship (Maelah et al., 2013; Yui and Law, 2012; Pinto and Pereira, 2019).

The main reasons for conducting internships from the side of the business are the opportunity to try out a potential future staffer, extra labor in value-added emergent or “back-burner” projects, lower payment costs, low recruiting costs (if the intern becomes full-time employee) and low-risk opportunity (interns available for limited period) stated by Maertz, Stoeberl, and Marks, (2013). The expected indirect outcomes from the internship program can increase the popularity of the company among young people and keep the qualified students than recruiting “strangers”.

The study of Plakhotnik, Shmaytser and Feofilov, (2023) about the attractiveness of internship advertisements shows that internship advertisements may be more attractive to students if the companies include information about social and developmental aspects of the internship rather than its economic benefits and visual identity elements. The research has shown that the employer emphasizes economic value such as salary, promotion opportunities, and flexible work hours, while the interns are prioritizing the development value and seek internships that could transform into permanent positions,

provide training and mentoring and help enhance their career and professional skills. In order to avoid misunderstanding between the interns and business Plakhotnik et al., (2023) have proposed that universities should be the bridge between the two perspectives. The university associates, who are the arbitrator are career center advisors, academic program directors, and internship coordinators. The main job of the university career center is to work with company representatives, which subsequently needs students to work for them as interns and possibly attract them as workers in the future (Kretovics, Honaker and Kraning, 1999).

Emotional challenges among interns

Internships are work-based learning opportunities that require the collaboration of students, employers, and educators to be successful. As an essential component of an academic degree program, they require some level of agreement, understanding, or congruence among these three stakeholders to ensure the success of their collaboration stated by Law and Yui, (2012). The process of finding an internship, especially when it is part of the mandatory curriculum can be stressful for undergraduates. The study of Odio, (2017) invokes employers to understand that the process of becoming an intern can be very stressful for students. According to Odio, (2017), the internship search is a different experience than a typical job search where the applicants are guaranteed some sort of salary once they are hired and are not worried about graduation requirements and paying tuition. In the discussion part of the research, as an outcome it has been presented that prior experience with the organization can influence the decision-making process, adding additional weight to the students, who are still figuring out what their career will be. Moreover, an article by Bau Bay Atlantic University, (2022) has stated that applying for an internship without credentials, a previous internship, work experience, or any reference to attach may be a struggle. Particular struggles for international students looking for an internship can be the language barrier and a large amount of domestic students in the institution competing for places within the businesses (Tuomola, 2009; Ruhanen, Robinson and Breakey, 2013).

Despite the benefits of internship programs, some internship experiences simply do not deliver valuable career skills to the students. As it was already mentioned in the previous headline the potential “pitfalls” stem from the fact that employers and interns often do not have consistent or shared expectations regarding the internship. As stated by Maertz, et al., (2013), some companies may assign unchallenging, scattered, routine, or career-irrelevant "busy work" tasks, which, combined with "twisted" workplace practices of providing little substantive learning, closer to personal servitude, can provide no value, or even harm, to the intern. Another potential “pitfall” mentioned in the research is if there is little support from the internship supervisors/mentors, from the top management, or from faculty sponsors, causing reduced internship satisfaction.

A stressor is anything that challenges an individual’s adaptability ,whereas stress is a stimulant of an individual’s body or mentality (Feng, 1992; Basavanthappa, 2004 as cited in Mensah, Azila-Gbettor, Melody Appietu & Agbodza, 2020). The authors Mensah, Azila-Gbettor, Melody Appietu & Agbodza, (2020) of the Internship work-related stress study have used the framework of the US’s National Institute for Occupational Safety and Health, (1999) to display the eight-category of occupational stressors. The first category of occupational work stressors includes work role stressors that are made up of three sub-categories such as role ambiguity, role conflict, and role overload. The sub-categories are related to the exceeded expectations of the employer towards the employee and there is incompatibility. For example, when employees’ role expectations exceed the resources or time available to fulfill assigned

responsibilities or when employees receive incompatible role expectations from different members of the organization (e.g., supervisor, coworker). The second category of stressors is related to workload, while the third category of stressors is situational constraints such as bureaucracy, faulty equipment, inaccurate information, and equipment that interfere with employees' ability to complete work. The fourth category of occupational stressors is job control, for example, when employees have little control over how and when they complete tasks or are excluded from decision-making processes. Moving on to the fifth type, is related to interpersonal conflict at work, while on the other hand, the sixth category is career-related concerns (e.g., job insecurity, underemployment, lack of learning and advancement opportunities). The last two categories are related to the physical conditions in the workplace such as temperature, noise, lighting, work hours, and rare acute stressors (e.g., homicide in the workplace, natural disasters). A supplementary study by Zhao & Ghiselli, (2016), has exhibited that the major stressors related to hospitality work: include hard labor, strict deadlines, unexpected interactions with guests, long working hours, night and evening shifts, repetitive work in frequent rotations, work overload, antisocial working hours and interaction with demanding customers. The outcomes of the Mensah et al., (2020) study showed that students who indicate high levels of stress will report lower levels of internship satisfaction and the possibility to change workplaces or perceive the probability of staying or leaving an employing organization would be higher.

Domestic and International students' differences in terms of academic performance

In recent years higher education in the Netherlands has increased its International students. According to CBS, (2022) the number of overseas students has increased quicker than domestic students over the last 16 years. In the 2021/22 academic year, 115 thousand International students were enrolled in higher education. This is 3.5 times the amount from 2005–2006 when there were 33 thousand. Nowadays, at universities, the proportion of first-year students from abroad is as high as 40 percent.

Rusell, Rosenthal and Thomson, (2010) claim that the international student experience commonly challenges a person's sense of well-being. According to his analysis, the range of problems that international students face in their effort to live and study successfully within an unfamiliar culture in a foreign country are homesickness, loss of support systems, loneliness, lack of meaningful relationships with host nationals, culture shock, perceived discrimination, language difficulties, unfamiliar academic approaches and overload, unrealistic self-expectations, financial problems, and difficulties at home in their own country. Compared to domestic students, international students are more prone to have information gaps in their personal lives. The most required information needs of international students include finance, housing, health, transportation, groceries, shopping, and entertainment (Hyldegård, 2006; Sin et al., 2011, Oh & Butler, 2016, Chung & Yoon, 2015, as cited in Kim & Sin, 2018). These negative indicators can later lead to psychological correlates of depression, anxiety, sleep disturbances, etc stated by Rusell et al., (2010).

According to lifestyle experience international students generally express satisfaction with their academic experience; however, they tend to express less satisfaction with their social experience, have stated Glass and Westmont, (2014). It can be a common situation between domestic and international students often to live in different social worlds and be cut off from one another's important interactions. In order to establish meaningful cross-cultural interaction requires a social environment that enables domestic and international students to establish social relationships. In the study, it is mentioned that one of the most effective acts of creating belongingness in both groups is the perception that their institution honors

diversity, in particular for overseas students. As a result of this act the sense of belongingness among international students issued in academic success, as compared to domestic students overall.

The study of Richarson, (2020) claimed that international students upon graduation are more likely to pursue a career in the industry and develop their career within the industry. The study is focused on the Australian undergraduates studying hospitality and tourism and the students' perceptions regarding their career path. Scott Richardson have mentioned that many Australian students are reportedly entering tourism and hospitality programs without a solid understanding of the kinds of jobs available in the sector and without much knowledge of the working conditions in the sector, which is one of the problems faced by domestic graduates.

Conclusion

In conclusion, the theoretical framework combines different dimensions that are providing an important scientific direction as a "skeleton" of the research. Each paragraph followed the structure of the progressively made questions regarding the aspects that the research will be focused on. In the theoretical framework the topic about the search process for an internship was explored, illustrating practices that would prepare the students and give them confidence in their procedure. In order to understand the expectations and the desires of the companies towards the students, an immersive analysis was made, to present the expected skills and knowledge that each intern should possess, from the employer perspective. The emotional internship challenges reveal the common type of stressors that the interns possibly may face during their traineeship and the following outcomes of them. Lastly, exploring the general differences between domestic and international students several outcomes had been established related to the student's lifestyle and performance during their study. With the help of the scientific data, this research is starting to frame the context of the research that is going to be executed, in order to understand the internship differences between the Dutch and International tourism HZ students. In the Appendix part of this document, it was made an operationalization table, briefly connecting the topics and ideas that were used in the Theoretical Framework.

Methodology

Research design

The process of designing research started by giving the definition of the methods and later on being immersed in the explanation of why they were chosen. Designing the study required making decisions about the type of case or samples, how to measure relevant factors, and what research techniques such as questionnaires or interviews to be employed (Neuman, 2006, as cited in Choy, 2014). For the purpose of this research and the data that needed to be analyzed, the main method that was used was quantitative (survey) with 4 additional qualitative questions.

According to Choy, (2014), the quantitative research method is characterized by a standardized questionnaire that was administered to individuals or households, which were identified through common indicators. The method's strengths are reliability through critical analysis (no human perceptions and beliefs) and a short time frame for administering the survey. The benefit of legitimate quantitative data is that has been collected rigorously, using appropriate methods, and critically analyzed, presenting its dependability. On the other hand, the qualitative research method allows researchers to investigate the perspectives of homogeneous as well as diverse groups of people can aid in unpacking these differing perspectives within a community. The primary strength of the qualitative method of cultural assessment was the ability to probe for underlying values, beliefs, and assumptions (Choy, 2014).

The main reason for choosing the survey format as a research tool was due to the motive that the qualitative research method is time-consuming, an important issue can go unnoticed, and the bias can influence the observations and conclusions. However, in the survey four additional open questions were added, to give the opportunity for the respondents to express their personal views, which later brought beneficial feedback. In conclusion, while the quantitative research method was chosen for testing the main hypothesis of the research, the quantitative method granted the possibility to tabulate the responses within a short timeframe and reliability, providing valuable outcomes that couldn't be collected if only a quantitative approach had been used.

Data collection

Respondents

The target group of the research was chosen to be Dutch and International tourism students from the second, third, and fourth years studying at HZ University of Applied Sciences. The reason to conduct a survey of this group of students was due to the reason that in the bachelor curriculum of the Tourism Management profile, these are the groups of students who have completed an internship. The second, third-, and fourth-year students have already completed an internship, and these students were the most suitable for the purpose of the research. The students were asked to fill out an online survey for approximately 5~7 minutes. The survey was to be online due to the major scope of the students that had to be reached out to and the inability to contact each one individually. To contact the respondents two types of approaches have been used. The first approach and most effective one was uploading the survey to the online platform Microsoft Teams, where there is a created group collecting all of the tourism students studying at HZ. In the Tourism community group, a message with the online survey was uploaded, using the "tag" option (sending reminders to all of the group members). This was the most

efficient method compared to the others that had been used, and roughly 70 % of the people had been collected, during the data collection process. The other approach that has been used was manually reaching out to personal tourism connections and asking for the possibility to ask their tourism friends for additional respondents. The second-mentioned approach contributed slightly to the total amount of the respondents contributing with the other 30 % of people. According to preliminary plans, the only method to be used was to be the message sent in the Teams community, however, due to concerns about the low rate of respondents, the second approach of personally contacting tourism undergraduates has been executed.

The total current number of students studying at HZ from the Tourism Management program is 150 including Dutch and International undergraduates. Since the target group is a mix of Dutch and International students only from the second, third, and fourth years the total number becomes [150 – 25% (first year) = 112.5] or approximately 112 students (MyHZ, 2023). However, in reality, according to MyHZ, (2023), the number of Dutch and International students from the second, third, and fourth years are 40 (Dutch) and 72 (International). By using the quantitative sample calculator of FlexMr, (2023) with a confidence margin of 90 % and error margin of 5%, the ideal number of students to accomplish data saturation should have been eighty. However, due to the low response level from the undergraduates, the total number of the collected respondents is 41, with the number of 25 International and 16 Dutch students from the second, third, and fourth years. In summary, the preliminary number of data saturation hasn't been reached, on the other hand, the gathered data was enough to provide valuable generalizations.

Operationalization

The operationalization process converts abstract concepts into measurable observations. After developing the theoretical framework, it was necessary to refine the main question and sub-questions into a visual conceptual model, so that it would become clearer. The purpose of creating an operationalization table was to present visually the explored articles in the Theoretical framework and construct survey questions directly linked to the table indicators. The first part column of the table is “construct” and combines the main topics of the Theoretical framework. The next part of the table is “dimensions”, it represents the general ideas discovered through literature search. The following column is the “sub-dimension” extracting the general idea into several small ones, which lead to the “indicators” showing the specifics of each sub-dimension. For example, starting from the construct “searching for internship” following the dimension of “starting steps”, leading to the sub-dimension “Preparation” finishing with the indicators “reading professional literature, attending professional practice activities, etc.”, which are concrete to the main concept. Each of the survey questions is directly linked to the specific sub. dimension and indicator, made in a way that follows historical events. For example, the survey answers are directly related to the indicators, while the questions are starting from the preparation process of finding an internship to the final evaluation of it. In the Appendix, the operationalization table can be found.

Data analysis

The survey was carried out voluntarily and anonymously on Google Forms. One of the many benefits of the Google Forms platform was the customization layouts, mobile-friendly browser, variety of form questions, and email notification for responses (Totaldigitech, 2022). Due to the established advantages

of the platform such as free service and a variety of options offered Google Forms was used. The survey was made up of 25 questions, 21 of them representing the quantitative research method, while the other 4 were qualitative. The survey consisted of questions with multiple choice, checkboxes, linear scale, and short answers. The short answer questions represented the qualitative method, while others the quantitative method. Most of the questions are going were mandatory, excluding 2 due to the connection with the upper question.

The platform that was used to analyze the results from the survey was Google Spreadsheets. The reason to analyze the data through Google spreadsheet was that the software is free of use online, the program is based on the Microsoft Excel software with more intuitive user options and no special license was needed compared to other programs such as SPSS. After collecting as many as possible answers in the timeframe of 2 weeks, Google Forms has the ability to show in detail the answers of each respondent. After getting the respondents' answers the first actions were to separate into two spreadsheets the International and Dutch students. Since the topic of the research is to test if there is a difference between the Dutch and International student's internship experience, this step was significant for the data analysis. The next steps of sorting the data to transform it into charts were related to identifying outliers and conversion to a common group. For example, there were many identical responses given as answers to the questions under the "Other" section, however, the differences were the contrary way of writing a word (synonyms), which Spreadsheets identify as new information.

In the survey various types of questions with specific answers had been used and, so to analyze the data several charts were utilized. The types of charts that were used were Pie charts, Bar charts, and Column charts. A pie chart was used to display questions with "Yes or No", and questions with no more than 4 answers to choose from. The Bar chart was applied to the questions that could be selected multiple choices and more specifically more than possible 4 answers. The last type of chart was the Column one, it was utilized for the questions that were with linear scale (rating question). The Google Spreadsheet looks almost identical to Excel, with the slight difference that it is more intuitive and, for that reason analyzing the data by categories was easy. The certain column with the question was marked with all of the following data, the next step was going to the option of creating a chart and the chart was made. For the questions with a linear scale, the formula "frequency" was applied in order to sort the data with specific categories and then later create a column chart. This function of the Spreadsheet was applied to estimate how many times a data value has occurred amongst a given set of values by providing a vertical array of numbers that correspond to each value's frequency within a range (Waingankar, 2022). After, completing the process of analyzing, the tables were checked by calculating if they were equal to the initial number of the two groups (Dutch and International students). This action was done as a verification.

Moving to the qualitative part of the survey – the open questions, the content was transcript in Word, divided into two groups (Dutch and International students), and constantly checked up, in order to avoid errors and misinterpretations. This was the initial step, and the coding was as follows. Certain common points and points of interest were identified, extracted from the original content, labeled, and then incorporated into the software: QDA Miner version 6. After executing these steps two tables were created for each code category in order to compare the answers of the Dutch and International undergraduates. In the end, the resulting fragments were compared and used to compound a viable conclusion.

Ethical aspects

When interacting with anonymous people, it is critical that they are treated with care, respect, and fairness. As a result, various morals and ethics had been considered. According to Wendler, (2011) to provide valid consent for research, potential participants must be competent, understand the essential elements of consent, and make voluntary decisions. For instance, a voluntary decision requires that the participant has not been inappropriately influenced by others. To ensure the privacy of the respondents, the survey was anonymous, and the names, ages, and gender of the participants were not retrieved. In this way, the privacy of the participants was protected. The questionnaire was shared in the Teams community group as a message with an invitational text. In the introduction part of the survey, it was mentioned that by participating, possible future recommendations would be presented to Work Zone on how to better guide Dutch and International tourism students in terms of upcoming internship practice. The survey directly represents the quantitative research method, and as was already mentioned one of the benefits is that no human perceptions and beliefs are used. Since the method of the research does not require human intervention during the process of filling the survey it can be created an opinion that the survey answers represent objectivity. To ensure the authenticity of the results, the transcript of the open questions plus the survey statistics are located in the Appendix.

Validity and reliability

Considering the majority of the students studying Tourism Management at HZ are International students, more insights are presented from this group. The survey questions were based on the Theoretical framework and on the aim of the research. The questions were explicitly created to be neutral, meaning that neither of the two groups would be restricted or influenced. This led to the perspective that the other bachelor courses were not examined. In normal circumstances, the different bachelor students are not isolated from communicating with each other, which means that friendships between undergraduates from different educational years and courses are possible. This statement led to the assumption that external influences such as friendships or relationships can play a role in the choice regarding the internship among tourism HZ students.

The established questions were focusing on the journey of having an internship, implying that the research only concentrated on the tourism students who completed internships. The main aim of the survey questions was to measure the internship experience of the Dutch and International tourism students and the queries were specifically designed for HZ students. One of the specific questions in the survey was linked to rating the user experience of the students towards the university career center (OnStage). The results of the research are only related to the tourism students studying at HZ; however, the research is also applicable to other bachelor programs under the Faculty of Economics and Business. The number of respondents is 41, out of the ideal number of 80. Although the ideal number of participants wasn't achieved, data saturation was accomplished. The retrieved data leads to conclusions that would be presented in the next chapter, even though if the survey is executed once again under the same conditions, the findings can be expected to be similar. Lastly, to mention, the survey was tested several times by filling it in as a trial respondent and seeing how the data is analyzed and sorted, to make sure that the findings will be valid.

Methodological limitations

The collection period of the research took 2 weeks, during this period the survey was published in the Tourism Management community to gather respondents. The participants of the Tourism community group are 153 members including the teachers of the program. Despite the big capacity of the community group, the total number of students that filled out the survey is 41, below the calculated ideal number of participants – 80. The low response rate led to limited answers to the survey. The community group consists of all of the tourism students studying the Tourism program, which shows that there was no limitation access in the population of interest.

The time period, in which the survey was published was study time (no scheduled holidays) and was active for 2 weeks. At the beginning of the survey collection period, the respondents' rate was optimistic, due to the major student activity. Regardless of the initial high rate, after the first week, the total number of participants was 35. To increase the number, a second message was published in the Tourism community group to announce that more participants would be needed and if there are interested can join. Moreover, sending a message to personal connections studying tourism at HZ was the second approach that was used in order to raise the participant number.

Although the overall low response rate, certain measures were undertaken to enhance the number of respondents, and due to them, more than 40 people filled out the survey. Despite the inability to collect the prior ideal respondents' number, the compiled data would be used to create practical bits of advice for the beneficiaries of the research – Work Zone.

Results

The results section has been divided into two parts, each part relating to one of the sub-questions formed and mentioned in the introduction. Each question will be represented by two charts, one for the Dutch responses and the other for the International students' replies. Under some paragraphs, two charts are placed to give an additional explanation. On the left side, a table with the results of the International students is placed, while on the right side, there are the Dutch students. The results have been selected according to their relevance to their "adjacent" sub-question, while the full outcome figures can be seen in the Appendix.

What is the search process when finding an internship between Dutch and International tourism HZ students?

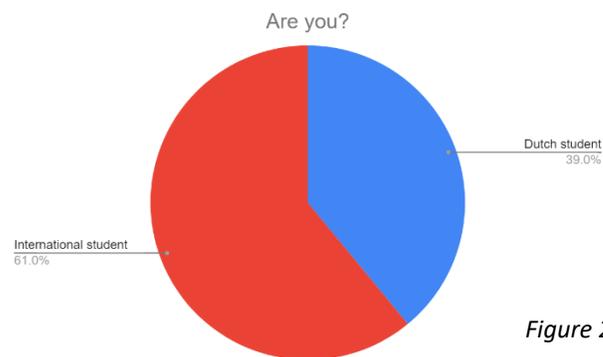
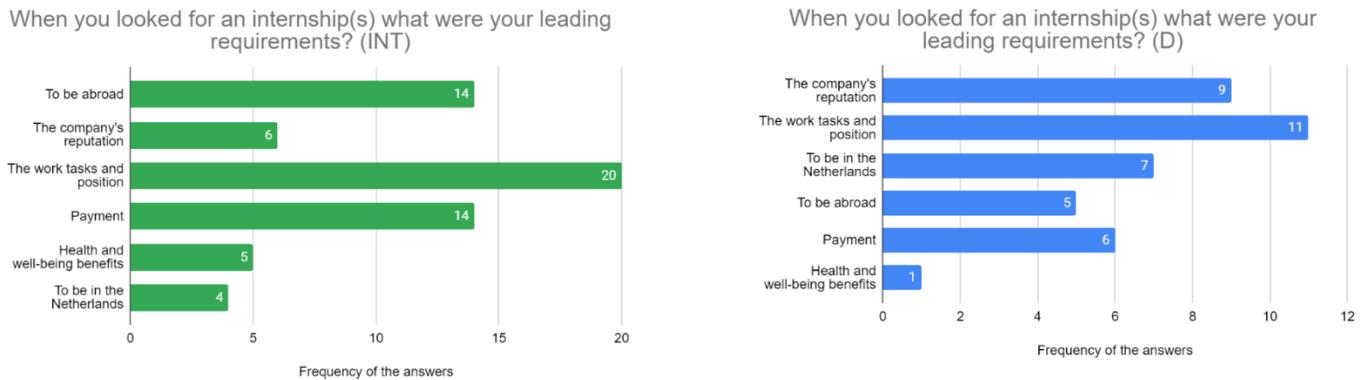


Figure 2

The first important chart to be analyzed was the amount of International and Dutch tourism students. As can be seen from Figure 2, the International students who answered the survey are 61% or 25, while the Dutch students are 39% or 16. From this pie chart, it can be observed that the majority of the participants are International students, since previously was mentioned that the amount of undergraduates is not equal in terms of nationality, the survey results meet the expectations. The other important chart that has to be mentioned is the percentage of the diverse students' educational years. In Figure 1, it can be noticed that in total the biggest group of undergraduates is the Fourth year (41.5%), however, separated by nationality there is a difference. The International students who largely filled out the survey are in their fourth year, whereas the Dutch students who mostly filled out the survey are in their third year.

Comparing the two charts of the same question in Figure 3, the charts show the number of internships that the two groups of students have completed. The two schemes display that regardless of the nationality each student has successfully completed an internship and more importantly was to know how many exactly, so that the student can differentiate his/her experiences. Moving on to Figure 4, which illustrates the leading requirements for each student, it can be noticed that the highest priority for the students was the work tasks and position. Interestingly the second priority for the International students was the Payment and the desire To be abroad, while for the Dutch students, it was important to the company's reputation. The same tendency for contrast can be also observed in the least leading requirement for the International and Dutch undergraduates.

Figure 4



The following question, which was mentioned in the survey asked the students regarding their observations of the companies when they were looking for internships. In Figure 5, it can be noted that the two groups are on a different opinion, regarding the leading requirements of the companies when they source for interns. The International students have stated that the companies are mostly interested in the language abilities and the working hours of the students, while the Dutch students have stated that the companies are more focused on the overall internship period. The other highly scored answers from the Internationals were the Internship period and the soft skills requirements, while for the Dutch students, these were Working hours and soft skills.

The next question related to the search process of the students is related to the used techniques by the students when they were looking for internships. Figure 6 displays the most useful techniques according to the two groups, which helped them to find their internship. The most chosen answer among the Dutch students is the "Cold-calling method", while for the International students, it is "Help from a social network or family acquaintance". On the other hand, the least effective techniques or the least mentioned were "Reading professional literature; Attending activities for developing skills; Agencies recruiting internships and Job fairs".

The last question that has been requested related to the sub-question category was to ask the two group students to rate their experience of looking for an internship. According to Figure 7, the search experience between the International and Dutch students looks contrary. The International tourism students have stated that from very easy to very difficult, they evaluated their search experience with "3" (medium), while the Dutch students rate their experience with "2" (easy).

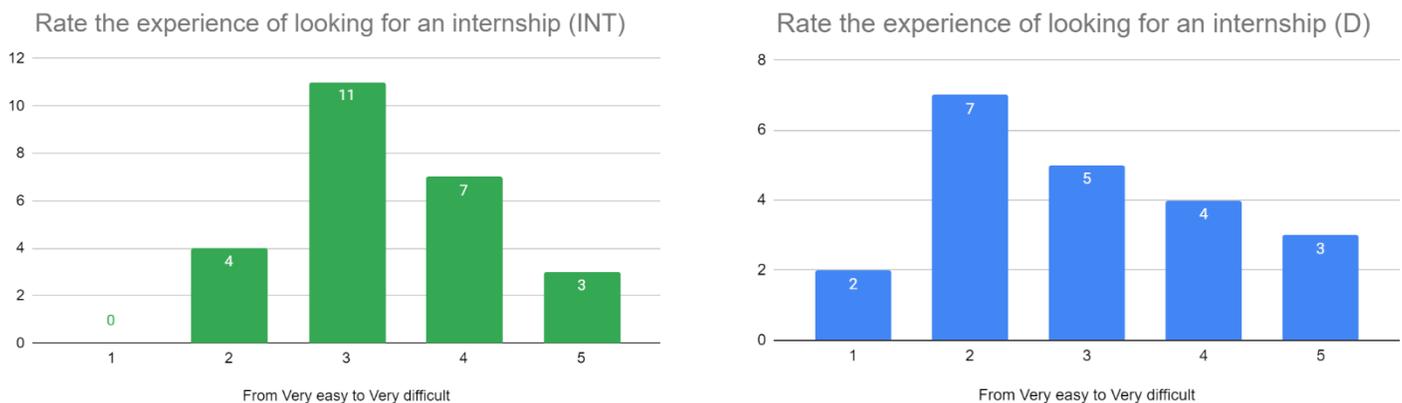


Figure 7

How do International and Dutch tourism students use OnStage when searching for an internship?

To distinguish the students who have used Work Zone and OnStage, a couple of questions have been asked. Firstly, it was important to understand if the two groups knew about the Work Zone and their service. In Figure 8, the pie chart illustrates the percentage of the two groups (Dutch and International students) who have used Work Zone. As may be observed, the major pieces of the two charts are the answers “No”. However, comparing the two graphics it can be detected that the International students have answered with more “Yes” in contrast with the Dutch students. Following the same theme, the next Figure 9, shows from 1 to 5 with the labels of “Worst to Best” the opinion of the students towards the Work zone function. Both groups have given the same high score, which is “3”, but the other bars are different. This could mean that the Work Zone has created a similar picture in the mind of the students no matter the nationality.

To identify the opinion of the participants about OnStage, a request regarding the user experience was made. As can be observed in Figure 10 due to the majority of the participants from the International group more codes were generated. The negative and positive answer indicators mean that the student hasn’t stated his/her opinion and instead, it was written “No or Yes”. This could possibly mean that the students have or have not used the platform and were not willing to share their points of view. The other most evident categories that were prominent in the two groups can be seen in the two tables. The codes categories represent the frequency at which one opinion had been expressed, the bigger the percentage, the more people have the same belief.

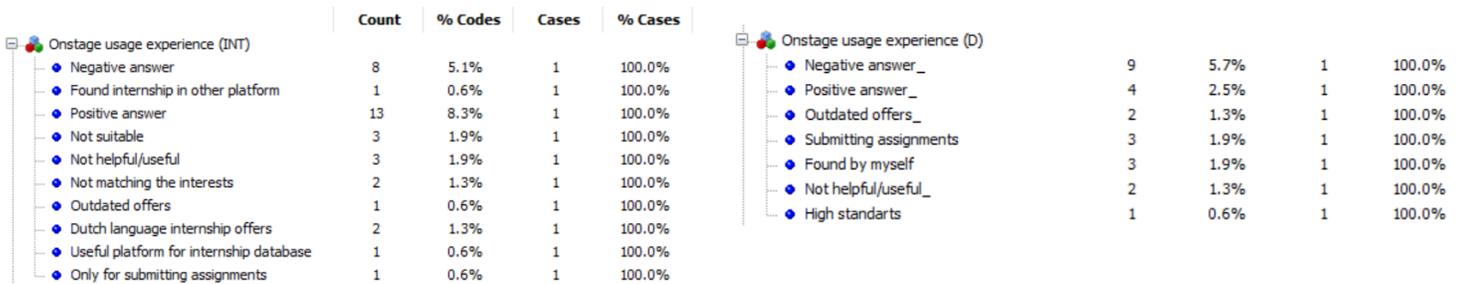


Figure 10

The subsequent question related to the topic of the research is if the students have ever experienced struggles with the platform. Figure 11 shows that the leading percentage in total is 61% and it represents the “No” response. The two groups evidently express the same broad point of view, with only minor changes in answer distribution. Following the same logic of the previous question, a non-mandatory query has been created, to dive into the section of people who chose the answer “Yes”. The next figure illustrates the struggles that the students noticed with the OnStage platform and shared their observations. The code categories are structured with the same logic as in Figure 10, and it can be witnessed the challenges of the two groups. A tendency for more codes can be seen from the left table; however, this is due to the more International students in general over the Dutch ones.

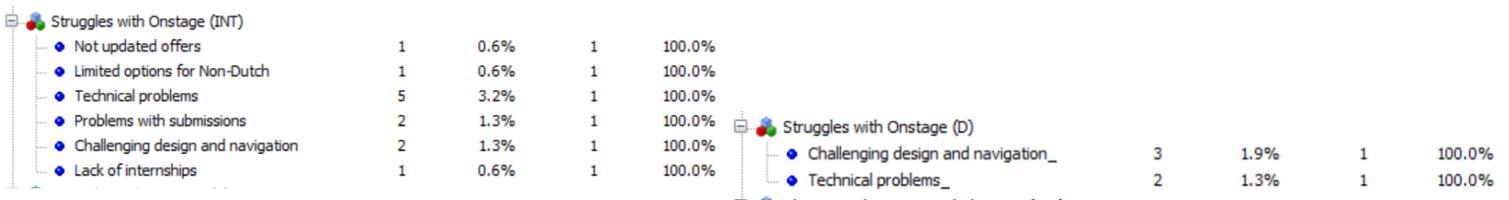


Figure 12

What are the emotional challenges of the Dutch and International tourism students during the whole internship period?

Understanding the feelings of the undergraduates during their internship is a significant part of the research. In order to understand their emotional struggles and their overall opinion about the effectiveness of the internships several questions have been asked. In Figure 13 it can be seen that both groups scored an identical high result, which is “Stress worries”. However, the second highly scored result is “Feeling lost and helpless” for the Dutch students, while the International students have chosen “Combining study, part-time job, and internship applying”. The answers chosen least times are “Non-replying company, Accommodation issues, Low payment rate and Uninformed”.

Tracking the same topic, with the difference that it is more focused on the student's emotional challenges during their internship, the highest bar which is noticed in both groups is” Work stress and adaptability”. In the second place, a distinction between the International and Dutch students' answers can be noticed. The Dutch students have chosen a second struggle to” Maintain the social circle”, while for the International ones, it is “Financial struggles”. The upcoming bars that can be seen in Figure 14 are showing the different perspectives and priorities of both groups.

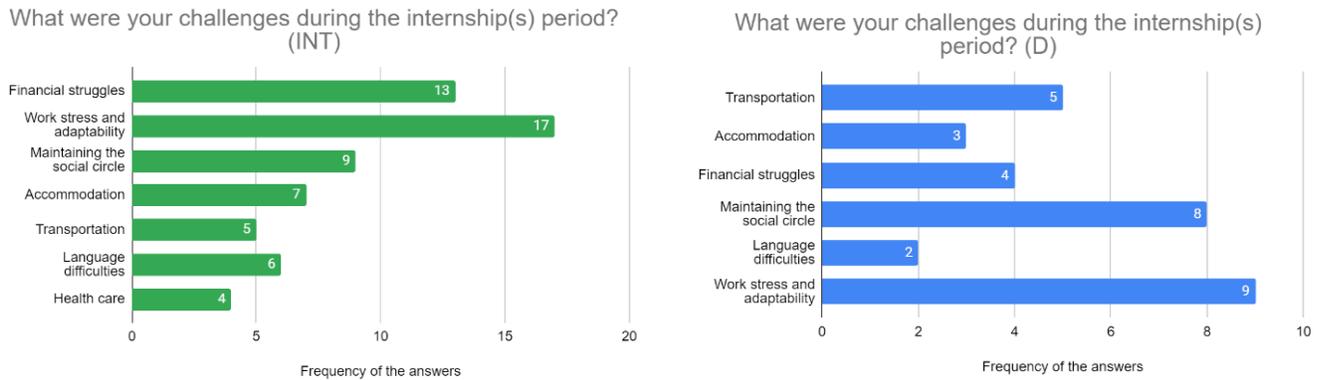


Figure 14

The next important factor that had to be explored was to know what their stressors during the work process were. Figure 15 presents the frequency of the chosen answers by the two groups. The biggest stressor for the Dutch undergraduates is the “Career-related concerns”, while for the International undergraduates, it is the “Workload”. The second superior indicator according to the Dutch participants are “Work role” and “Workload”, on the other hand for the International respondents it matters the “Occupational stressors”. The least scored indicator for both groups is the “Interpersonal conflict at work” showing that the groups successfully may have adapted to the workplace.

Throughout the whole survey the next question (Figure 18) which is related to the sub-question, was asked how much time it took for the students to find their internship. The Dutch and International academics have the same high result and took them a month to find an internship. The second highest percentage from both groups matches with the “2 months” answer, continuing with the next result, which also corresponds. The only exception is that from the International group one student said that it took him 6 months to find an internship, meanwhile for one Dutch student took less than a month.

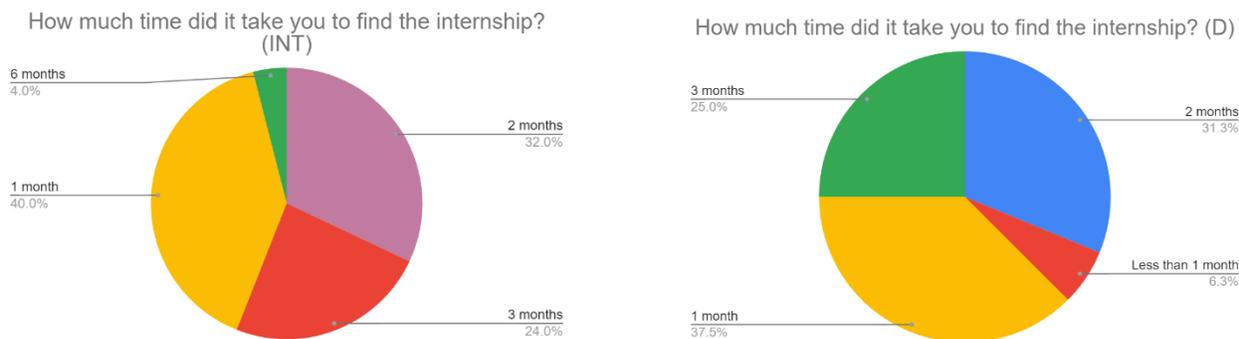


Figure 18

When a person starts a new job, the first impressions of the colleagues and environment are crucial, however in the time the atmosphere gets better or worse. That is why it was important to research what was the company's behavior in the beginning and if anything changes. The pie chart (Figure 21), the majority 51.2% of the two groups have indicated that they have not experienced any change from when they started till the end. Despite that, the other 48.8% stated that there was a change in the company's attitude. The people who declared that they felt that there was a change were asked an additional question to express their observations. The codes tables (Figure 22) illustrate what the students' remarks and code categories were made in order to present in a quantitative method the results. In the two tables, it can be seen that the Dutch academics experienced the same positive changes as the International students. On the other hand, only in the International students group it is visible that there were some negative impressions during their internship. The full transcripts of the questions can be explored in the Appendix, if there is an interest.

Change in the company behaviour (INT)				Change in the company behaviour (D)					
Further in time, more respect and tasks	3	1.9%	1	100.0%	Further in time more responsibilities	2	1.3%	1	100.0%
Better treatment after time	5	3.2%	1	100.0%	Better treatment after time_	6	3.8%	1	100.0%
No change in communication	1	0.6%	1	100.0%					
Getting worse in time	1	0.6%	1	100.0%					

Figure 22

After analyzing the struggles of the students during their process of searching for internships, it was needed to ask the respondents about their overall internship electiveness. By asking this question in the survey the overall evaluation was positive and it can be seen in the code tables of Figure 23 in the Appendix. Some of the students explained their internship experiences broadly, providing useful information, which is discussed in the next chapter extensively. For instance, one of the respondents stated that the internship that he had would contribute to his future growth.

“R3: I learned and practiced new skills in different departments, and I had more responsibilities, communication, and responsibilities related to the guests and the clients. Moreover, I created a great network and I believe these contacts will help me for future development.”

Nevertheless, some answers were not very favorable, from the internship that they got.

“R7: It was not very effective, I stepped out of my comfort zone but without learning new skills and simply having a negative first experience.”

The survey research aims to examine if there are internship differences between Dutch and International tourism students at HZ and construct recommendations for Work Zone on how to help students find the internship they want and reduce stress. Some of the questions that the students have been asked are not presented due to the minor relationship with the sub-questions of the research. At the same time, the given data would contribute to the overall quality of the research by understanding the effectiveness of the internships that they pass and the skills that they developed.

Discussion

This chapter will be presented the correlations, differences, and substance of the outcomes from the survey based on the research topic. To revise, the main scope of the research was to pinpoint the search process of the students when looking for an internship, the user experience of the OnStage, and the emotional challenges of the Dutch and International students. By following the structure of the previous chapter each sub-question will be explored in order to review the outcomes of the survey in depth. As such, a main question and sub-questions have been created in order to shape the research in a direction, which now will be explored, and several conclusions will be created.

Sub-question 1: What is the search process when finding an internship between Dutch and International tourism HZ students?

In the survey, several questions have been asked to explore the search process of the students looking for an internship in the tourism industry. The research of Odio, (2017) about the students' search behavior and career alignment for internships talks about the expectations of a good internship from the perspective of the students. The mentioned expectations are compensation, location, timing, and networking, however, none of them is graded as a matter of importance. As it was presented in the previous chapter the top leading requirement for an internship of the International and Dutch students is the work tasks and position. Now the following second and third place there is a significant difference among the two group answers that can be seen in the Results chapter. These results are showing that there is a variance in the way of prioritizing the potential internship from the side of the Dutch and International undergraduates. The same tendency can be observed within the following questions.

According to the previously mentioned article by Verner, (2004), it is said that one of the first steps when looking for an internship is to start reading professional literature, use internship recruitment agencies, listen to speakers sharing their professional experiences, etc. Despite these suggestions, the research showed that these techniques are one of the least used. As it was shown in Figure 6, the most used and effective techniques according to the students are the cold- calling method, help from a social network or family acquaintance, and internship advertisement. These techniques were already mentioned in a job article of Indeed, (2023), but after conducting the research it was confirmed that they are one of the most applied and seemingly successful. Comparing the International and Dutch participants, it is evident that for each group one of the techniques plays a greater role. The most effective technique that the International students used to find their internship was “Help from a social network or family acquaintance”, while for the Dutch students, it was the “Cold-calling” method. These differences in the techniques can be explained by seeing the International students as people, who do not have connections with the locals and feel save looking for an internship in their social network or family acquaintances rather than calling or emailing their peers' Dutch students. A possible reason can be found in the study of Rusell et al., (2010), where it is explained that International students face the problem of lack of meaningful relationships with host nationals.

To determine what the company's needs are while looking for interns, respondents were asked to select the most frequent requirement from a list of numerous options. The most frequent requirement in the opinion of the Dutch students is the internship period, while for the International students is the language preferences and working hours. As stated by Plakhotnik et al., (2023) companies tend to focus on the economic benefits that the student can acquire rather than emphasizing the social development, as the

student may wish. It turned out that there is a match in the statement of Plakhotnik et al., (2023) because it is stated that an economic benefit can be flexible work hours. On the other hand, the International group of students declared that the soft skills requirements (second place on the chart) were mentioned in an internship advertisement, while the Dutch students have chosen the same requirement in third place. These findings indicate that corporations do stress economic benefits in their internship advertisements; nevertheless, as Maelah et al., (2013) stated, it is important for employers to seek out skilled applicants, and the findings support this. Lastly, the findings contradict the assertion of Bau Bay Atlantic University, (2022) where they have stated that applying for an internship without credentials, a previous internship, work experience, or any reference to attach may be a struggle. Both of the groups selected the answer “Prior experience” in one of the last places, which demonstrates that the either students did not have struggles or fewer companies emphasized such criteria.

Investigating the time frame within which a student can obtain an internship is critical because finding an internship takes time, and according to Williams, (2022), it can be between three and five months prior to the commencement of the internship. However, according to the survey results, the majority of Dutch and International students indicated that it took them a month to locate internships. The following percentages show that the students are skilled in finding an internship by not spending more than three months searching, as Williams, (2022) has indicated. Although there were some exceptions within both groups, the survey displayed that the students are focused and skilled to find by themselves an internship meeting their requirements.

Sub-question 2: How do International and Dutch tourism students use OnStage when searching for an internship?

As specified by Kretovics, (1999), the main job of the university career center is to work with company representatives, which subsequently needs students to work for them as interns and possibly attract them as workers in the future. Considering that the beneficiaries of the research are Work Zone, the survey involved several questions, which were made to understand better the opinions of the HZ tourism students. In the scientific web space, there are almost no articles regarding the role of university career centers and their achievements. According to the results of the survey, the majority of the students have never used the service of Work Zone. That outcome can mean that most of the students either only know about Work Zone or just never felt the need to use their services. This assumption can be explained by the results of Figure 9 (How many would you rate Work Zone as a student career center?). In order for someone to rate a career center, the person must have heard or know about it, otherwise there wouldn't be an impression. Comparing both groups, the result is similar, the student has rated from 1-5 (worst to best) the Work Zone with “3”. This result can be identified as neither good nor bad, simplified as middling.

Analyzing the next questions related to the platform OnStage, created by Work Zone, the majority of the participants stated that they used the platform, but without stating an opinion. From the given answers most of the students have expressed that they used the platform for submitting documents, and assignments and using it as a database. However, a lot of the answers have declared that the platform has outdated offers, unsuitable and not useful entities, and people who never used the platform (e.g., negative answers). Interestingly, the International students' group mentioned twice that there were Dutch internship companies that require only Dutch-speaking students. This situation was expected to appear, as Tuomola, (2009; Ruhanen, Robinson, and Breakey, 2013) have already mentioned that a large

number of domestic students and language differences can be a struggle since the university HZ is a Dutch university and the official language of the country is Dutch.

As may be observed, there are students who were not satisfied with the work of OnStage and to explore in depth what were their struggles. The results of the survey have indicated that the majority of the participants have reported that they haven't experienced any struggle with OnStage. On the other hand, in total 39 % of the respondents have stated that they have felt challenges with the website. Examining what could be the challenges it was found that both groups have experienced technical difficulties, challenging design and navigation. Since the International students are the mass of the research, more feedback was present and it is visible that also there are issues with the submitting phase, limited options for non-Dutch students, lack of internships, etc. The established problems should be taken into consideration, so to improve the service that Work Zone provides to the students in the next chapter a couple of recommendations are given, which can give a strategic overview of how the platform can be enhanced.

Sub-question 3: What are the emotional challenges of the Dutch and International tourism students during the whole internship period?

Understanding the emotional challenges that the Dutch and International students fought during their internship period is crucial information, so to evaluate the mental state and the overall experience. To give an answer to that several questions have been established, to deeply understand the experience of the students. The first and most important question that the students were asked was about their emotional challenges during the search process. The highest result from both groups is the feeling of "Stress worries". The subsequent bar responses evaluate which the two groups have chosen to grade their feelings during the search process. Captivatingly, there are single additional responses given by some of the students that were not given as options. Two Dutch students have specified that they experienced "Non replying companies", which caused them an additional emotional challenge, while the International students have experienced "Accommodation issues, Low payment rate and Uninformed". These extra categories illustrate that certain events can cause additional emotional challenges which the students have to face during their internship period.

Considering that the possible biggest emotional challenge for the Dutch and International students is going to be the stress worries, in the survey a question regarding the type of stressors was involved. In the study of Mensah et al., (2020) eight-category of occupational stressors were created to display the internship work-related stressors. The results show that for the International students, the most frequent stressor was the "Workload" in the workplace, on the other hand, the Dutch participants have chosen the most frequent answer the "Career-related concerns (lack of development)". These results show that the different groups experienced, unlike stressors in the workplace. It should be noted that these workplace stressors may be closely tied to the company itself; nonetheless, each student worked in a separate corporation with a unique work ethic, implying that company ethics cannot influence the overall research outcomes. The result of the question displays that Dutch and International students can feel differently stressed, which awakes the thought that deeper research should be made to explore the reasons.

In the study of Maertz, et al., (2013), some companies may assign unchallenging, career-irrelevant "busy work" tasks or offer little support from the internship supervisors/mentors, which as reported by Mensah et al., (2020) the students who indicate high levels of stress will report lower levels of internship satisfaction. To examine if this event can be observed, the participants of the survey have been asked to

mention the outcomes during their internship(s). The general result illustrates that a greater part of the respondents has marked that they acquired skills and mentor support, despite that when the results are divided by nationality, a surprising reversal can be observed. The majority of the Dutch participants have reported that they experienced an outcome that they “Acquired skills and no mentor support”, while the majority of the other counterpart marked the “Acquired skills and mentor support”. The reasons for such a distinction are currently unknown and further investigation needs to be done. In summary, it can be seen that the Dutch students received less mentor support, and this may have possibly led to a lower level of satisfaction as Mensah et al., (2020) have stated.

The research of Richardson, (2020) claimed that International students upon graduation are more likely to pursue a career in the industry and develop their career within the industry. The statement of Scott Richardson asserts that many Australian students are reportedly entering tourism and hospitality programs without a solid understanding of the kinds of jobs available in the sector and without much knowledge of the working conditions in the sector, which is one of the problems faced by domestic graduates. To test this point of view, the participants have asked if they feel confident that the acquired skills from the internship(s) will ease the search for a job after graduation. The general and divided results by nationality present that the Dutch and International students feel confident (46.3%) that the acquired skills will ease the process of finding a job after graduation. The results directly contradict that the International students feel more prepared for their career path after graduation compared to the domestic (Dutch) students. Richardson's, (2020) statement can therefore be considered true for Australian tourism students, but not as a general conclusion for other students around the world, including the Dutch and International tourism students of HZ university of applied sciences.

In conclusion, the survey has shown that partially there can be differences between Dutch and International students in terms of their internship experiences. The aim was to pinpoint the search process of the students when looking for an internship, the user experience of the OnStage, and the emotional challenges of the Dutch and International students. The results are connected to the Theoretical Framework, by showing the practical and essential insights that were needed. In summary, the results in the Results chapter are partially meeting the hypotheses in the Theoretical Framework.

Conclusion and Recommendations

The research aim was to examine whether there are internship differences between Dutch and International tourism students at HZ. The chapter summarizes the collected information and matches the information according to the specific question, so to provide an answer to the main and sub – questions. Along with that, the chapter focuses also on supplying recommendations, which are going to help the beneficiaries of the research – Work Zone and HZ university of applied sciences on how to help students find the internship they want and reduce stress.

Sub-question 1: What is the search process when finding an internship between Dutch and International tourism HZ students?

Before answering the main question, it is important to first answer the sub-questions and finally provide a complete answer to the main one. The first sub-question is about the internship search process of the Dutch and International tourism HZ students. The internship search process for both groups is different, and each group presents different methods that are used. The International students as can be seen in the results relay more on their social network for finding an internship, while the Dutch students have shown that they prefer to call or email the place where they are interested to do an internship. Despite using different techniques that helped them find an internship, the leading requirement for both of the groups was the work tasks and position. This demonstrates that when it comes time for each student to search for an internship, there is no variation in the top priority. The complete answer to the sub-question related to the search process is that indeed there are differences in the techniques that work the best for each group, however, it should not be excluded that despite it the priorities for both the Dutch and International students seem to be similar.

Sub-question 2: How do International and Dutch tourism students use OnStage when searching for an internship?

Understanding how Dutch and International students use OnStage was one of the crucial parts of the research. By digging into the students' experience, useful outcomes were generated. It is evident that the majority of the students haven't used the service of Work Zone and the overall service evaluation according to the students is middling. Asking the Dutch and International students, it can be seen that both groups mentioned similar opinions regarding their experience with the platform when they were looking for an internship and its usage. However, in the results, it was noticed that International students have more challenges finding internships in English and matching their interests, compared to Dutch students. In conclusion, it was observed that both the Dutch and International students have similar opinions regarding the overall service of the Work Zone and OnStage, but it should be mentioned that the International students feel that they have limited options for finding the platform Non-Dutch language internships.

Sub-question 3: What are the emotional challenges of the Dutch and International tourism students during the whole internship period?

Every student no matter the nationality, specialty, university or educational year has faced emotional challenges when going through an internship. The results of the research showed that no matter the nationality every student experience some dose of stress worries over the period of doing an internship. It is apparent that work stress and adaptability in the workplace are one of the most serious emotional

challenges that the student has to cope with. Interestingly delving into the source of the stress worries it was found that there are disparities across groups. For instance, the major stressor in the workplace for International students was the workload, while for Dutch students this was career-related concerns. The outcomes of the results display that the overall emotional challenge for Dutch and International students is work stress and adaptability. Nevertheless, the cause for this work stress can be generated by different perspectives depending on the group's point of view. This demonstrates that the two groups are more predisposed to different types of stressors.

Main question: How can Work Zone understand and act towards the internship experience differences between the Dutch and International tourism HZ students?

First and foremost, Work Zone is a university career center known by the majority of Dutch and International students. The research has presented that most of the students are aware of the service and the role of the Work Zone, however, the feedback that was given for their assistance and the operation of OnStage was unfavorable. Averagely an HZ tourism student needs approximately 1 month to find an internship and when starting to look for an internship there are a couple of leading requirements that for each of the two groups is important. As an example, the most important thing for each student is to find an attractive work position with useful tasks. Despite the common goal among the students, the International students are more focused on finding a place where the opportunity to be abroad and the payment is more appealing. On the other hand, the Dutch students are more concerned about the company's reputation which is located in the Netherlands. The different perspectives of the perfect place for an internship show how the two groups used different search techniques that led them to find what they were looking for. The same tendency for common perspectives can be observed when the emotional challenges section is presented. All of the students have stated that for them the most challenging aspect of their internships was to cope with stress worries and adapt in the workplace. However, when a close look is taken, International students feel more pressured about their Workload and Occupational stressors, while Dutch students are more influenced by Career-related concerns, Work role, and Workload.

In conclusion, the general goal and emotional reactions of the Dutch and International students are similar, however, they have different expectations and triggers when they do an internship.

Advices

After presenting the final conclusion of the research, the final important step is to provide feasible recommendations that Work Zone and HZ University of applied sciences can apply. Since Work Zone is the creator of OnStage, the first piece of advices will be linked to them. The research has shown that they found the process of looking for an internship stressful. In order to lower the stress worries of the students, Work Zone may initiate a lecture(s) on how the students to prepare for an internship interview, additionally to the lectures that they have already created about how to build a CV, motivational letter and LinkedIn page. This component is crucial for the students when they get selected for internships and Work Zone can provide them with knowledge on how the undergraduates impress the companies and hire them as interns. In addition, to the mentioned skills, Work Zone may create a lecture on the topic of coping with stress during the internship period. Every student experiences some levels of stress during their internships and knowing how to cope with it would advance their overall performance at the company and the final assessment. The topics that can be mentioned in the lecture should be the benefits

and importance of eating healthily; exercising to stay in shape and reduce burnout; taking time for rest. Sometimes undergraduates do not pay attention to the small details in their life and tend to avoid taking good care of their bodies and mental wealth, so showing the consequences and preparing the students in advance, would possibly lower the percentage of the feeling of being lost and helpless.

The next important suggestion that would be beneficial for the students who want to do an internship abroad would be to present a lecture or create a guide, which to help students prepare beforehand. This guide can involve information on how the undergraduates find accommodation (local apartment agencies; Facebook groups or student campuses); Budget planning; being aware of scammers (techniques to avoid them); useful applications for local transportation, etc. This sort of information would help the students to not waste time and feel less stressed.

The research has shown that the OnStage platform has some issues that hinder students. The issues were already discussed and now it is time to address how Work Zone can cope with them and improve their status. There were a couple of viewpoints stating that there is a lack of offers, no interesting options, and limited English-speaking internships. To avoid these issues, Work Zone might consider collaboration with the HZ International office operating the Erasmus Internship support. The HZ International office collects data on students who have completed an internship abroad, including the company name, type, location, and internship tasks. Such information can be collected in a database with the approval of the students, which is to be presented as a source of inspiration for the students who want to do internships abroad. Other challenges that Work Zone may address include technological flaws and the difficult design of the OnStage. To better understand how to design the OnStage website according to the wishes of the students, Work Zone can consider producing a poll or interviewing multiple students about how the website should look like.

Lastly, deeper research can possibly be made to dig into the different points of view and motives between the Dutch and International students. It can be noticed that, despite their common goals and emotional reactions, the two groups have different expectations, and knowing what is causing that may lead to greater aid from the Work Zone side when consulting future interns. The information gathered still stands as viable, despite the limited number of participants, due to the common opinions, for instance in the qualitative part of the research. The small number of participants does not indicate that the study was a failure, as the data show that there are differences as well as commonalities between Dutch and International students. Nonetheless, if the survey is repeated once again, having a time limit of more than two weeks, reaching the primary goal of 80 students would be possible and, more detailed data will be acquired. This data could show if the mentioned findings would still be valid, so as to better understand the student's mindset and experience.

References

- Bau Bay Atlantic University. (2022, August 26). *11 Tips on How to Get an Internship With No Experience*. Retrieved from Bau.edu: <https://bau.edu/blog/getting-internship-without-experience/>
- Benzing, G. C. (2004). Assessing the role of internships in the career-oriented employment of graduating college students. *Education + Training*, 82-89. doi:<https://doi.org/10.1108/00400910410525261>
- Carl P. Maertz Jr, P. A. (2013). Building successful internships: lessons from the research for interns, schools, and employers. *Career Development International*, 123-142. doi:<https://doi.org/10.1108/CDI-03-2013-0025>
- CBS. (2022, March 28). *40 percent international first-year students at Dutch universities*. Retrieved from CBS (Statistics Netherlands) : <https://www.cbs.nl/en-gb/news/2022/11/40-percent-international-first-year-students-at-dutch-universities>
- Choy, L. T. (2014). The Strengths and Weaknesses of Research Methodology: Comparison and Complimentary between Qualitative and Quantitative Approaches. *IOSR Journal Of Humanities And Social Science*, 99-104. Retrieved from https://www.academia.edu/download/48198072/RESEARCH_METHODS.pdf
- Christopher Mensah, E. M.-G. (2020). Internship Work-related Stress: A Comparative Study between Hospitality and Marketing Students. *Journal of Hospitality & Tourism Education*, 4-10. doi:<https://doi.org/10.1080/10963758.2020.1726769>
- Christopher Mensah, E. M.-G. (2020). Internship Work-related Stress: A Comparative Study between Hospitality and Marketing Students. *Journal of Hospitality & Tourism Education*, 29-42. doi:<https://doi.org/10.1080/10963758.2020.1726769>
- FlexMr. (2023, March 16). *The Quantitative Research Sample Size Calculator*. Retrieved from FlexMr: <https://blog.flexmr.net/sample-size-calculator>
- Ghiselli, X. (. (2016). Why do you feel stressed in a “smile factory”? Hospitality job characteristics influence work–family conflict and job stress. *International Journal of Contemporary Hospitality Management*, 305-326. doi:<https://doi.org/10.1108/IJCHM-08-2014-0385>
- Hergert, M. (2009). Student Perceptions Of The Value Of Internships In Business Education. *American Journal of Business Education (AJBE)*, 9-14. Retrieved from <https://clutejournals.com/index.php/AJBE/article/view/4594>
- Hoye, J. S. (2019). Searching hard versus searching smart: The role of search process quality in an internship context. *International journal of asessment and selection*, 31-44. doi: <https://doi.org/10.1111/ijsa.12274>
- Indeed. (2023, February 17). *11 Types of Job-Hunting Strategies*. Retrieved from Indeed. com: <https://www.indeed.com/career-advice/finding-a-job/job-hunting>
- Jean Russell, D. R. (2010). The international student experience: three styles of adaptation. *High Education*, 235-249. doi: <https://doi.org/10.1007/s10734-009-9297-7>

- Law, M. Y. (2012). A Review of Hospitality Internship: Different Perspectives of Students, Employers, and Educators. *Journal of Teaching in Travel & Tourism*, 377-402. doi:<https://doi.org/10.1080/15313220.2012.729459>
- Lisa Ruhanen, R. R. (2013). A foreign assignment: Internships and international students. *Journal of Hospitality and Tourism Management*, 1-4. doi:<https://doi.org/10.1016/j.jhtm.2013.05.005>
- M. Westmont, C. R. (2014). Comparative effects of belongingness on the academic success and cross-cultural interactions of domestic and international students. *International journal of Intercultural Relations*, 106-119. doi:<https://doi.org/10.1016/j.ijintrel.2013.04.004>
- Maria S. Plakhotnik, K. S. (2023). How attractive are internship advertisements to prospective applicants? A mixed-method examination through the lens of employer branding. *Education + Training*, 126-145. doi:10.1108/ET-11-2021-0432
- Mark A. Kretovics, P. S. (1999). Career Centers: Changing Needs Require Changing. *Journal of Student Affairs*, 78-85. Retrieved from https://mountainscholar.org/bitstream/handle/10217/18055/JOUF_JSA1999.pdf?sequence=1#page=78
- Mark Kretovics, S. H. (1999). Career Centers: Changing Needs Require Changing. *Colorado State University Journal of Student Affairs*, 78-85. Retrieved from https://mountainscholar.org/bitstream/handle/10217/18055/JOUF_JSA1999.pdf?sequence=1#page=78
- Morel, C. (2022, February 28). 3 TIPS FOR PREPARING YOUR INTERNSHIP ABROAD. Retrieved from Stud&Globe: <https://studandglobe.com/en/blog-en/3-tips-for-preparing-for-your-internship-abroad/>
- MyHZ. (2023, April 01). MyHZ. Retrieved from Students statistics: <https://hz.nl/en>
- Myong Jae Lee, H. K.-w. (2019). Students' perceptions of hospitality education quality in the United States higher education: Domestic versus international students. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 25. doi:<https://doi.org/10.1016/j.jhlste.2019.100212>
- National Institute for Occupational Safety and Health. (1999). *Stress at work*. Columbus, OH: NIOSH publication. Retrieved from <https://www.cdc.gov/niosh/docs/99-101/default.html>
- Odio, M. (2017). Students' Search Behaviors and Career Alignment for Internships. *Journal of Applied Sport Management*, 1-18. Retrieved from <https://trace.tennessee.edu/jasm/vol9/iss4/7/>
- Pereira, L. H. (2019). 'I wish to do an internship (abroad)': investigating the perceived employability of domestic and international business internships. *Higher Education*, 443-461.
- Richardson, S. (2010). Tourism and Hospitality Students' Perceptions of a Career in the Industry: A Comparison of Domestic (Australian). *Journal of Hospitality and Tourism Management*, 1-11. doi:<https://doi.org/10.1375/jhtm.17.1.1>
- Ruhanita Maelah, Z. M. (2013). Internship for accounting undergraduates: comparative insights from stakeholders. *Education + Training*, 482-502. doi:10.1108/ET-09-2012-0088

- Stronkhorst, R. (2016). Learning Outcomes of International Mobility at Two Dutch Institutions of Higher Education. *Journal of Studies in International Education*, 292-315. doi:doi:10.1177/1028315305280938
- Totaldigitech. (2022, March 31). *What are the advantages and disadvantages of google Forms?* Retrieved from Totaldigitech.com: <https://totaldigitech.com/what-are-the-advantages-and-disadvantages-of-google-forms/>
- Tuomola, N. (2009). *Creating student internship database for Laurea University of Applied Sciences*. Hyvinkää: Laurea University of Applied Sciences. Retrieved from <https://www.theseus.fi/handle/10024/3909>
- Van Hooft, C. R. (2013). Moving beyond job search quantity: Towards a conceptualization and self-regulatory framework of job search quality. *Organizational Psychology Review*, 3-40. doi: <https://doi.org/10.1177/2041386612>
- Verner, M. E. (2004). Internship Search, Selection, and Solidification Strategies. *Journal of Physical Education, Recreation & Dance*, 25-27. doi: <https://doi.org/10.1080/07303084.2004.10608537>
- Waingankar, R. (2022, 10 10). *FREQUENCY Function in Excel*. Retrieved from WallStreetMojo: <https://www.wallstreetmojo.com/frequency-function-excel/>
- Weible, R. (2010). Are Universities Reaping the Available Benefits. *JOURNAL OF EDUCATION FOR BUSINESS*, 59-63. doi:<https://doi.org/10.1080/08832320903252397>
- Wendler, D. (2011). How to Enroll Participants in Research Ethically. *Commentary*, 1587-1588. Retrieved from <https://jamanetwork.com/journals/jama/article-abstract/896873>
- Williams, J. (2022, December 13). *Ask a College Advisor: When Should I Start Looking for a Summer Internship?* Retrieved from Bestcolleages: <https://www.bestcolleges.com/ask-an-advisor/look-for-summer-internship/#:~:text=You%20should%20start%20looking%20for,advance%20of%20their%20start%20date.>

Appendix

Operationalization table

Construct	Dimensions	Sub.dimensions	Indicators
Searching for internship	Starting steps	Preparation	Professional literature, attending professional practice activities, looking for agencies hosting internships
		Job-hunting strategies	Expanding professional network, visiting job fairs, "cold-calling" method (directly calling or emailing for internship opportunities)
		Students desire internship	Compensation (payment), location, timing and networking opportunities
Expectations of the companies	Job skills	Technical skills	Specific work skills characterized for the job
		Soft skills	Communication skills, leadership, and teamwork
		Self-management skills	Time management, the use of computers, meeting deadlines, extracting information from multiple sources, and coping with stress
	Internship advertisement	Companies practices	Social and developmental aspects over economic benefits and visuals
		Prior experience	Credentials, a previous internship, work experience, or any reference to attach

Emotional challenges	Stressors	Work role	The exceeded expectations of the employer towards the employee
		Workload	The amount of work to be done in a period of time
		Occupational stressors	Little control over the completed tasks, no voice in the decision-making process
		Situational constraints	Bureaucracy, faulty equipment, inaccurate information, and equipment
		Interpersonal conflict at work	Supervisor, co-worker, manager/director, or external entity
		Career-related concerns	Job insecurity, underemployment, lack of development
		Physical conditions in the workplace	Temperature, noise, lighting
	Reduced internship satisfaction	No valuable career skills	Assigning unchallenging, scattered, routine, or career-irrelevant "busy work" tasks
		Little emotional/managerial support	Responsible entity: supervisors/mentors, top management, or faculty leaders

Research instruments

The following questions are the “skeleton” of the survey that is going to be created in Google Forms. There are 21 questions with multiple choice and 4 with open questions stating an opinion.

1. What is your educational status?
 - a. Second year
 - b. Third year
 - c. Fourth year

2. Are you?
 - a. Dutch student
 - b. International student

3. How many internship(s) you had completed?
 - a. 1
 - b. 2
 - c. 3

4. When you looked for an internship(s) what were your leading requirements? (multiple options)
 - To be abroad
 - To be in the Netherlands
 - The company's reputation
 - The work tasks and position
 - Payment
 - Health and well-being benefits
 - Other.....

5. What requirements you have noticed that the companies have for recruiting interns? (multiple options)
 - Language preferences
 - Technical skills (specific skills related to the job)
 - Internship period
 - Working hours (4/6/8 hours)
 - Soft skills (Communication skills, leadership, and teamwork)
 - Prior experience

6. Which of the mentioned search techniques you have used to find your internship(s)? (multiple options)
 - Help from a social network or family acquaintance
 - Job fairs
 - Internship advertisement
 - Cold-calling method (calling or emailing directly to the company)
 - Reading professional literature
 - Attending activities for developing skills
 - Agencies recruiting internships

7. Rate the experience of looking for an internship:
1- Very easy.....5 – Very difficult

8. Have you ever used the service of Work Zone?
 - a. Yes
 - b. No

9. How many would you rate Work Zone as a student career center?
1- Worst 5 – Best

10. Have you ever used the platform OnStage when you were looking for an internship and state your opinion? (open question, stating an opinion)
11. Have you ever experienced any kind of struggles with OnStage?
- No
 - Yes
12. Can you please describe them? (open question, stating an opinion, if you answered with Yes)
13. What were your emotional challenges during your search process? (multiple options)
- Stress worries
 - Meeting deadlines
 - Combining study, part-time job, and internship applying
 - Feeling helpless and lost
 - Other.....
14. What were your challenges during the internship(s) period? (multiple options)
- Accommodation
 - Language difficulties
 - Transportation
 - Maintaining the social circle
 - Financial struggles
 - Health care
 - Work stress and adaptability
15. What were your stressors in the workplace? (multiple options)
- Work role (exceeded expectations from the company mentor)
 - Workload
 - Occupational stressors (little control over the completed tasks and no voice in the decision-making process)
 - Situational constraints (bureaucracy, faulty equipment, etc.)
 - Interpersonal conflict at work (supervisor, co-worker, manager/director)
 - Career-related concerns (lack of development)
 - Physical conditions in the workplace (temperature, noise, lighting)
16. Have you experienced any of the mentioned outcomes during your internship(s)?
- No valuable career skills with little support
 - Acquired skills and mentor support
 - Acquired skills and no mentor support
17. Where did you do your internship(s)?
- Abroad

- b. In the Netherlands
- c. Both

18. How much time did it take you to find the internship?

- a. 1 month
- b. 2 months
- c. 3 months
- d. Other.....

19. Have you ever done an internship(s) outside of the Netherlands?

- a. Yes
- b. No

20. Which of the following factors will play a role in your choice if you want to do an internship abroad? (multiple choices)

- Financial sources
- A neighboring country with a nearby language
- Job development after the internship
- Attractive location
- Other.....

21. Did you notice a change in the behavior of the company (co-workers, manager) from when you started to be an intern till the end?

- a. No
- b. Yes

22. What were the changes? (open question, stating an opinion, if you answered with Yes)

23. Can you briefly evaluate the effectiveness of your internship(s)? (open question, stating an opinion)

24. Rate the skills you have developed after your internship(s):

Self-management skills (meeting deadlines, coping with stress, and time management)

1- No development5 - mastered

Technical skills (specific skills related to the job)

1- No development5 mastered

Soft skills (Communication skills, leadership, and teamwork)

1- No development5 mastered

25. Do you feel confident that the acquired skills from the internship(s) will ease the search for a job after graduation?

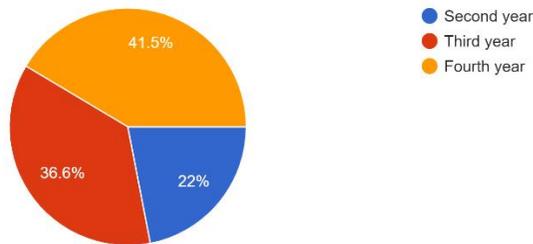
1- I highly doubt5 – I am very confident

Survey answers

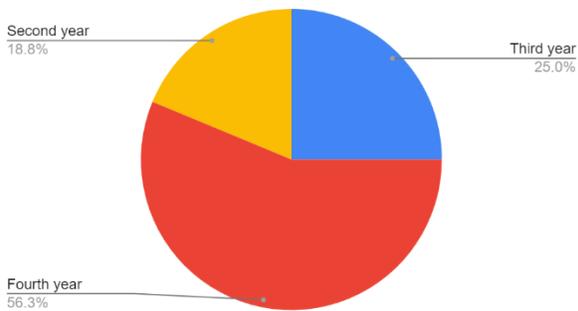
Each question of the survey is uploaded with the general results and the divided one by nationality. The left table represents the Dutch and the right the International students.

What is your educational status?

41 responses



What is your educational status? (D)



What is your educational status? (INT)

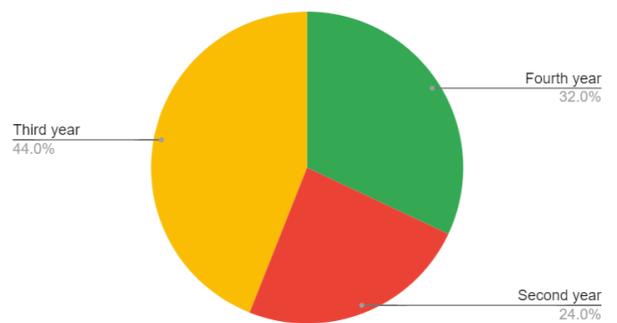


Figure 1: What is your education status?

Are you?

41 responses

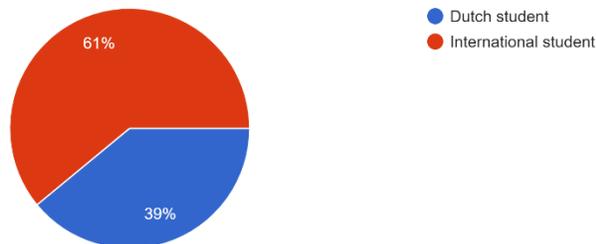
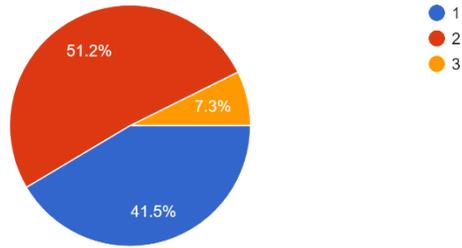
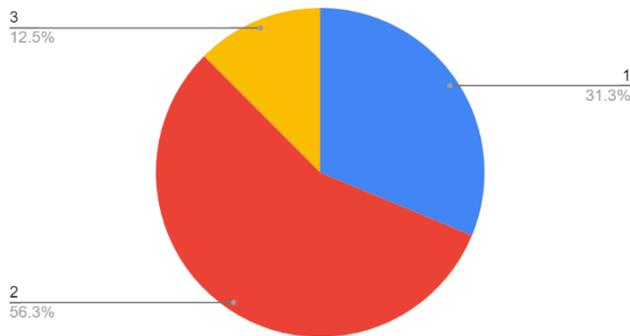


Figure 2: Are you?

How many internship(s) you had completed?
41 responses



How many internship(s) you had completed? (D)



How many internship(s) you had completed? (INT)

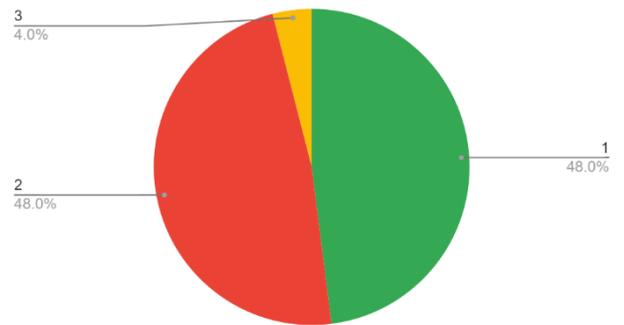
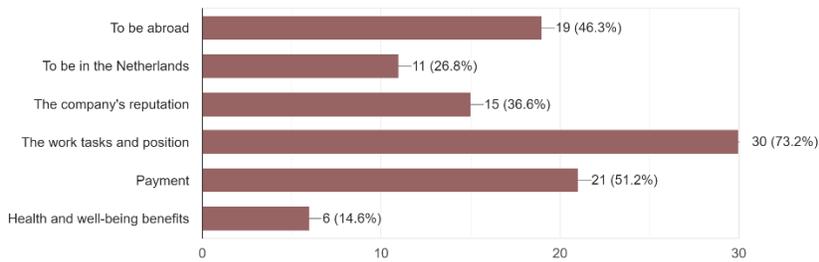
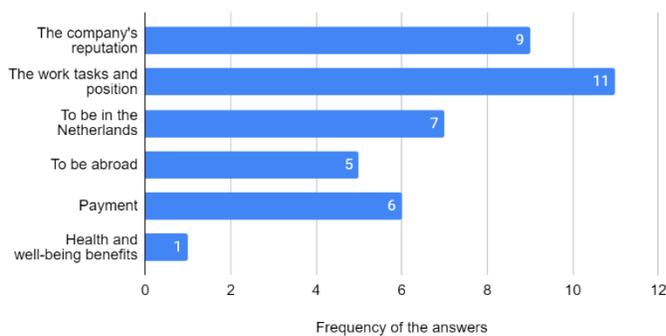


Figure 3: How many internship(s) you had completed?

When you looked for an internship(s) what were your leading requirements? (multiple)
41 responses



When you looked for an internship(s) what were your leading requirements? (D)



When you looked for an internship(s) what were your leading requirements? (INT)

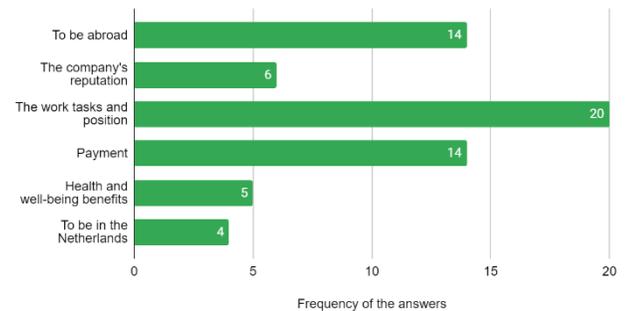


Figure 4: When you looked for an internship(s) what were your leading requirements?

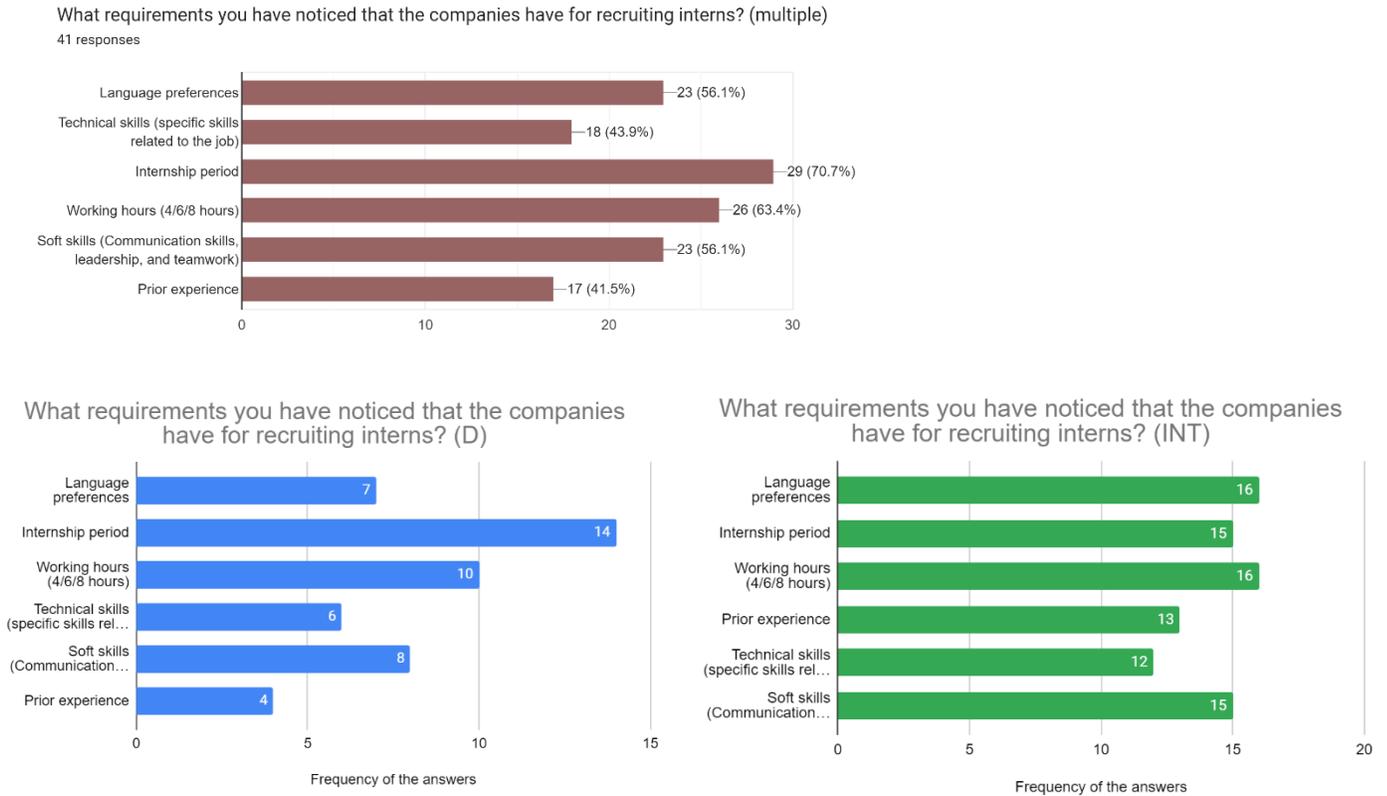


Figure 5: What requirements you have noticed that the companies have for recruiting interns?

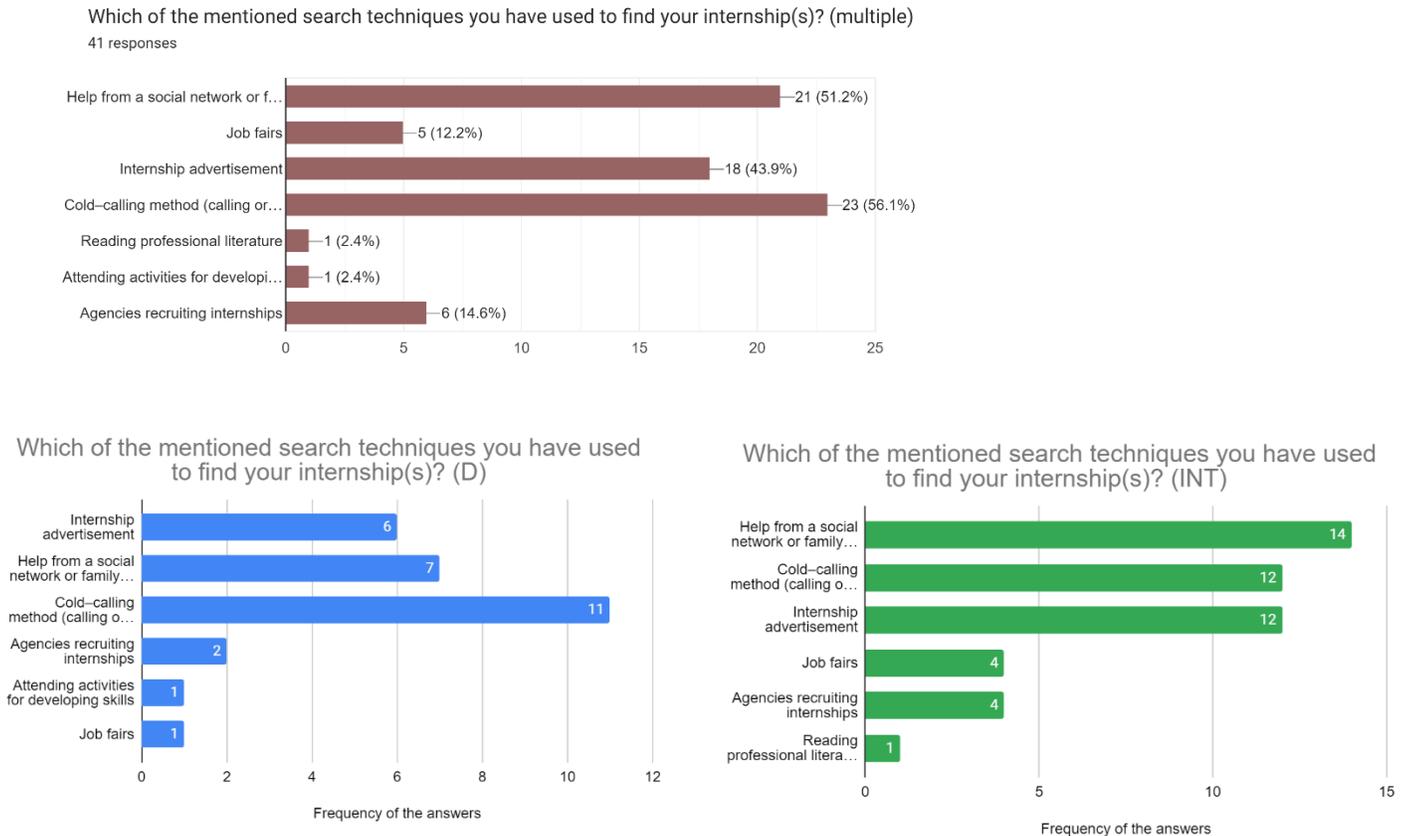
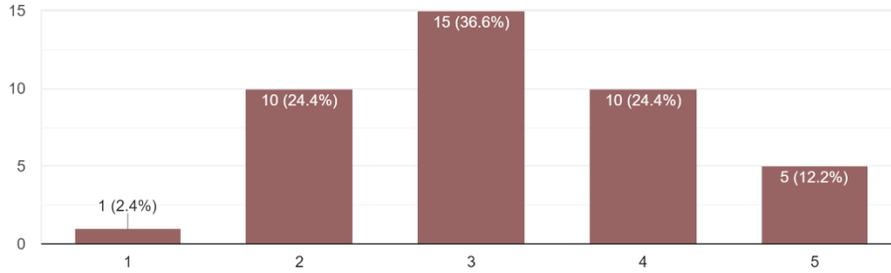


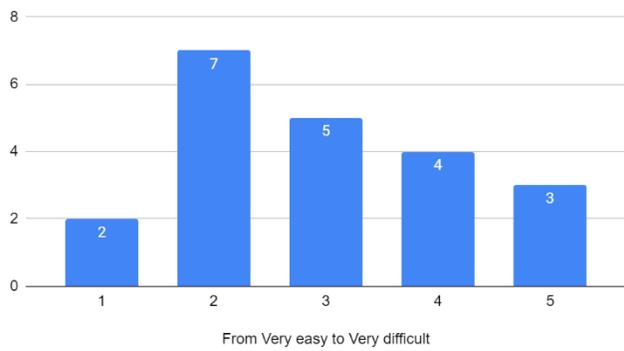
Figure 6: Which of the mentioned search techniques you have used to find your internship(s)?

Rate the experience of looking for an internship

41 responses



Rate the experience of looking for an internship (D)



Rate the experience of looking for an internship (INT)

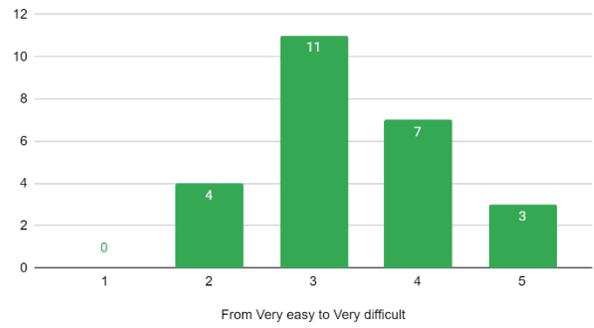
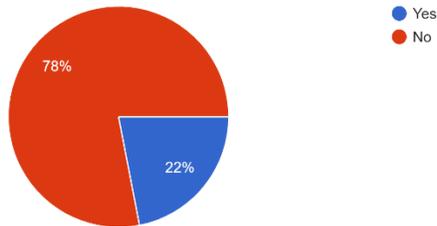


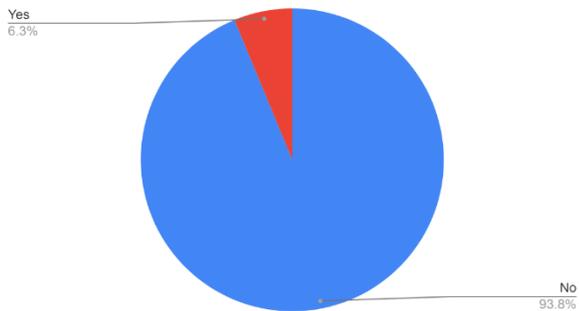
Figure 7: Rate the experience of looking at internship

Have you ever used the service of Work Zone?

41 responses



Have you ever used the service of Work Zone? (D)



Have you ever used the service of Work Zone? (INT)

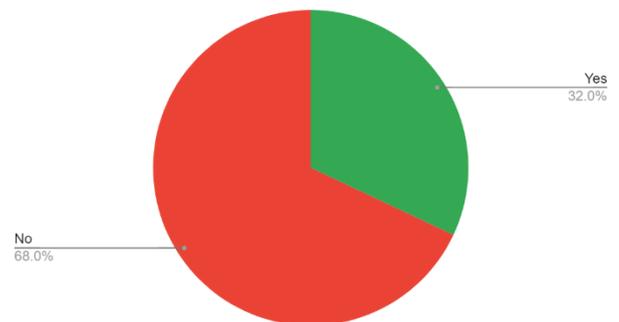
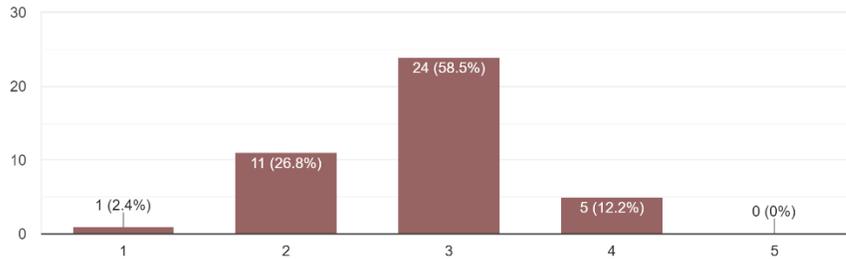


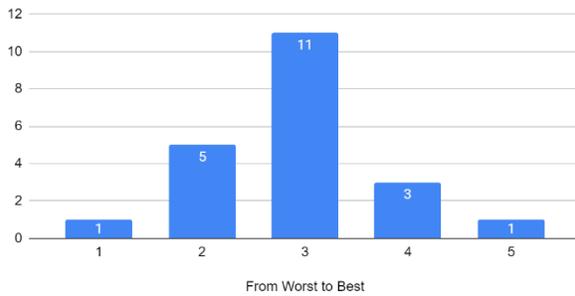
Figure 8: Have you ever used the service of Work Zone?

How many would you rate Work Zone as a student career center?

41 responses



How many would you rate Work Zone as a student career center? (D)



How many would you rate Work Zone as a student career center? (INT)

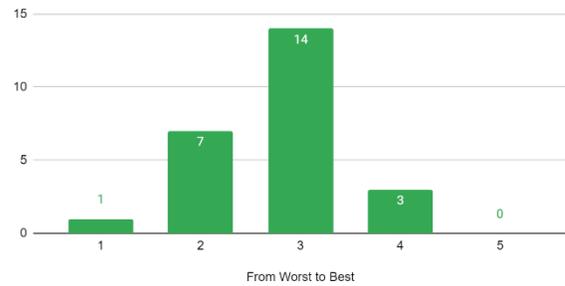


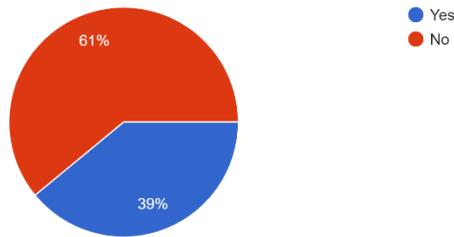
Figure 9: How many would you rate Work Zone as a student career center?

	Count	% Codes	Cases	% Cases
Onstage usage experience (INT)				
• Negative answer	8	5.1%	1	100.0%
• Found internship in other platform	1	0.6%	1	100.0%
• Positive answer	13	8.3%	1	100.0%
• Not suitable	3	1.9%	1	100.0%
• Not helpful/useful	3	1.9%	1	100.0%
• Not matching the interests	2	1.3%	1	100.0%
• Outdated offers	1	0.6%	1	100.0%
• Dutch language internship offers	2	1.3%	1	100.0%
• Useful platform for internship database	1	0.6%	1	100.0%
• Only for submitting assignments	1	0.6%	1	100.0%
Onstage usage experience (D)				
• Negative answer_	9	5.7%	1	100.0%
• Positive answer_	4	2.5%	1	100.0%
• Outdated offers_	2	1.3%	1	100.0%
• Submitting assignments	3	1.9%	1	100.0%
• Found by myself	3	1.9%	1	100.0%
• Not helpful/useful_	2	1.3%	1	100.0%
• High standarts	1	0.6%	1	100.0%

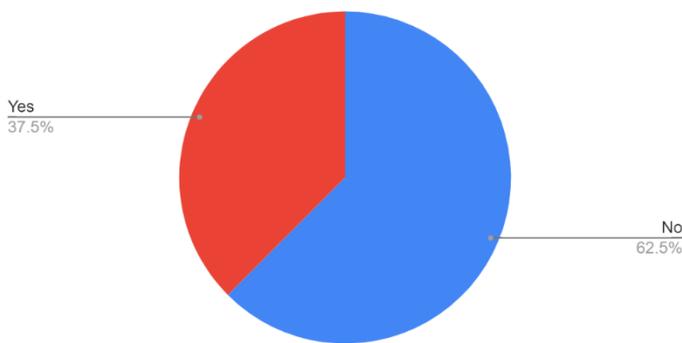
Figure 10: Have you ever used the platform OnStage when you were looking for an internship and state your opinion?

Have you ever experienced any kind of struggles with Onstage?

41 responses



Have you ever experienced any kind of struggles with Onstage?(D)



Have you ever experienced any kind of struggles with Onstage? (INT)

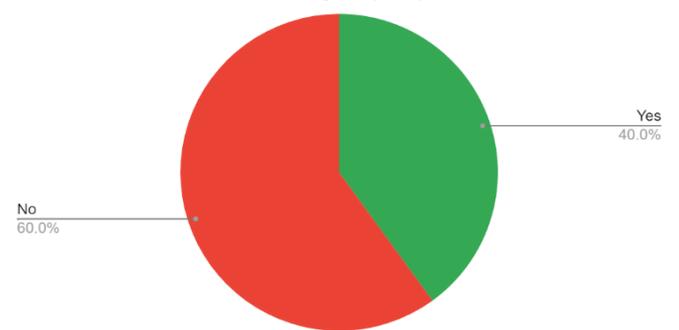
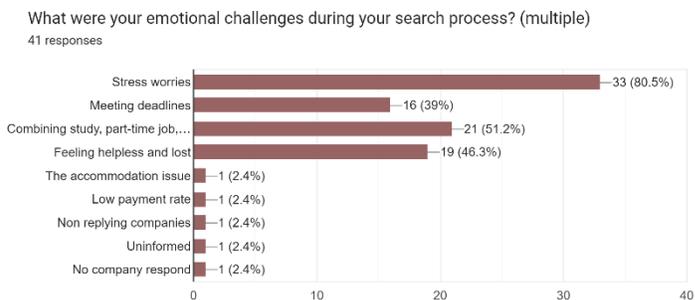


Figure 11: Have you ever experienced any kind of struggles with OnStage?

Struggles with Onstage (INT)				
• Not updated offers	1	0.6%	1	100.0%
• Limited options for Non-Dutch	1	0.6%	1	100.0%
• Technical problems	5	3.2%	1	100.0%
• Problems with submissions	2	1.3%	1	100.0%
• Challenging design and navigation	2	1.3%	1	100.0%
• Lack of internships	1	0.6%	1	100.0%
Struggles with Onstage (D)				
• Challenging design and navigation_	3	1.9%	1	100.0%
• Technical problems_	2	1.3%	1	100.0%

Figure 12: Can you please describe the struggles you had? (if you answered with Yes)



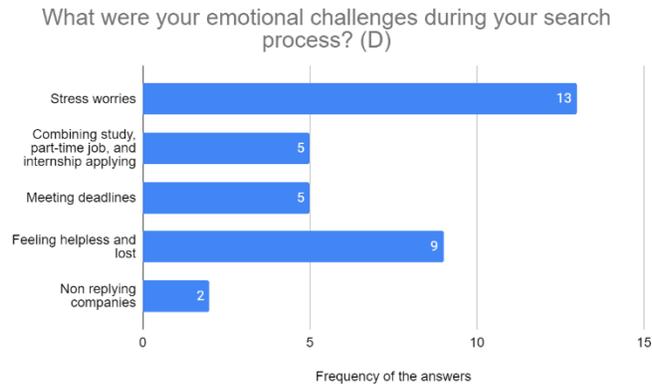
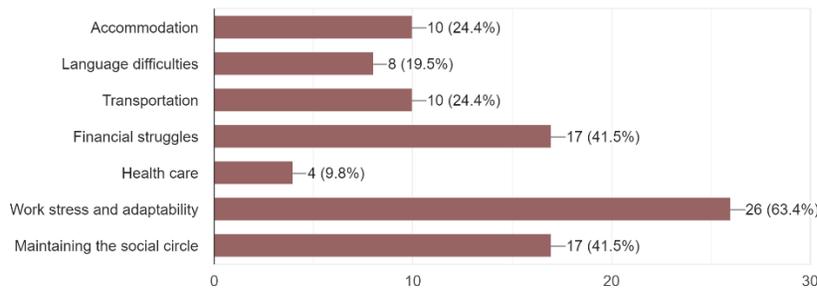
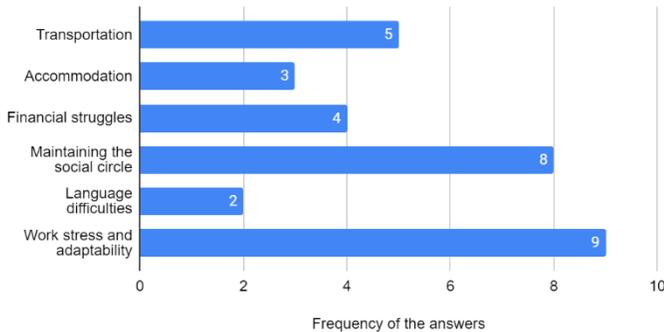


Figure 13: What were your emotional challenges during your search process?

What were your challenges during the internship(s) period? (multiple)
41 responses



What were your challenges during the internship(s) period? (D)



What were your challenges during the internship(s) period? (INT)

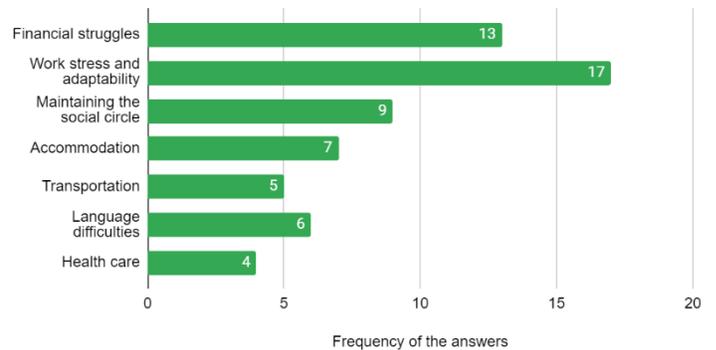
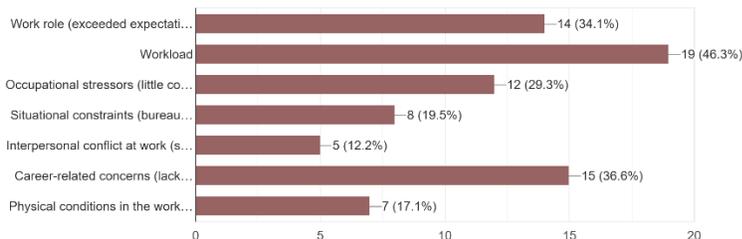


Figure 14: What were your challenges during the internship(s) period?

What were your stressors in the workplace? (multiple)
41 responses



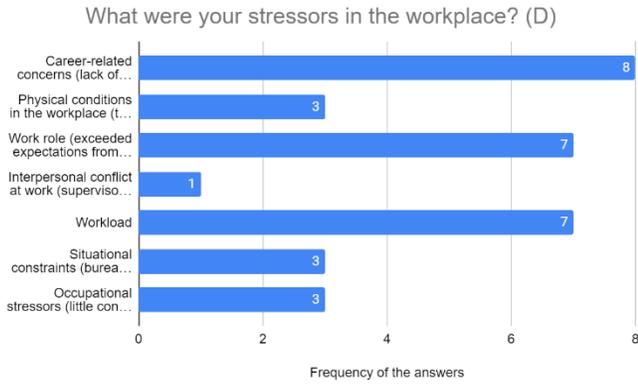
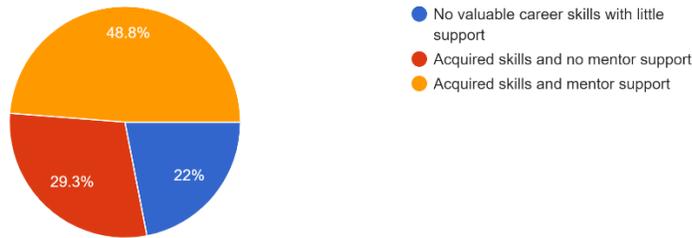
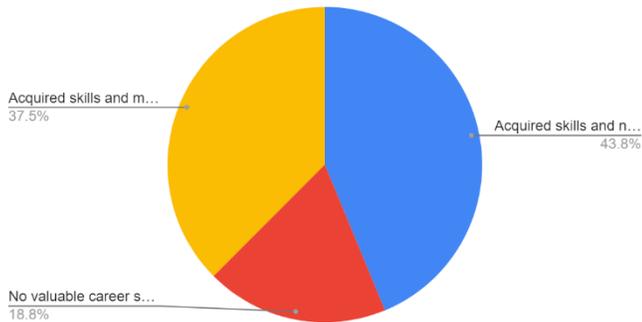


Figure 15: What were your stressors in the workplace?

Have you experienced any of the mentioned outcomes during your internship(s)?
41 responses



Have you experienced any of the mentioned outcomes during your internship(s)?(D)



Have you experienced any of the mentioned outcomes during your internship(s)? (INT)

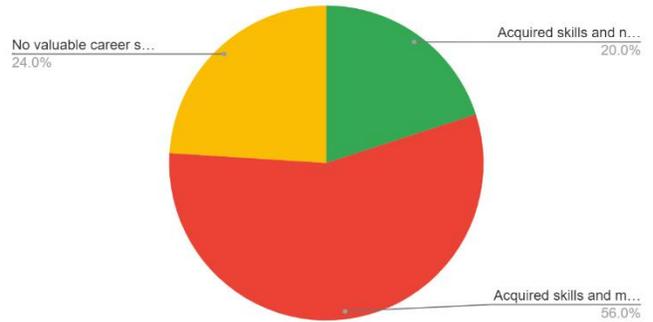
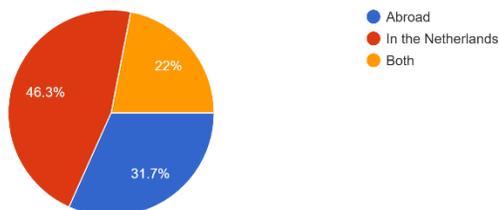


Figure 16: Have you experienced any of the mentioned outcomes during your internship(s)?

Where did you do your internship(s)?
41 responses



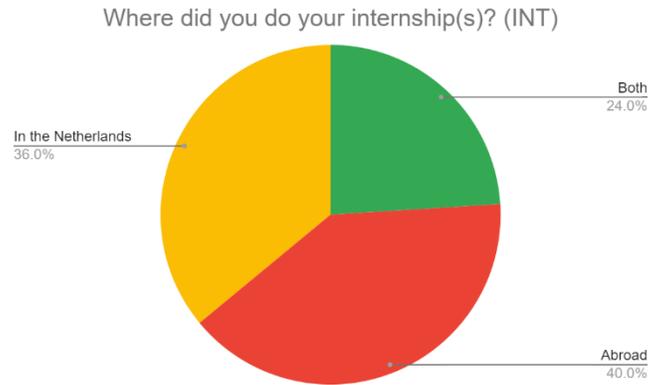
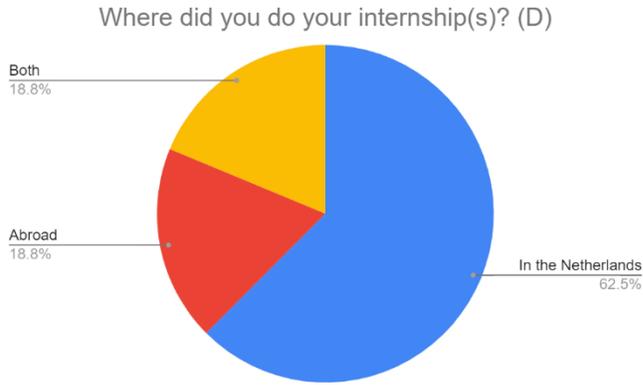
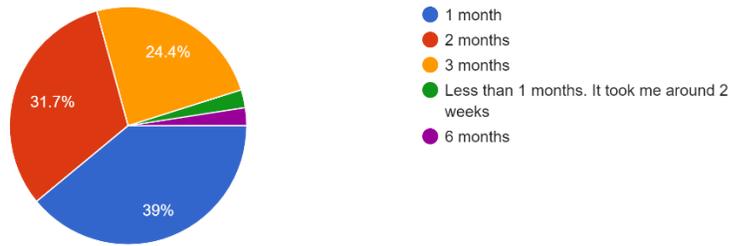
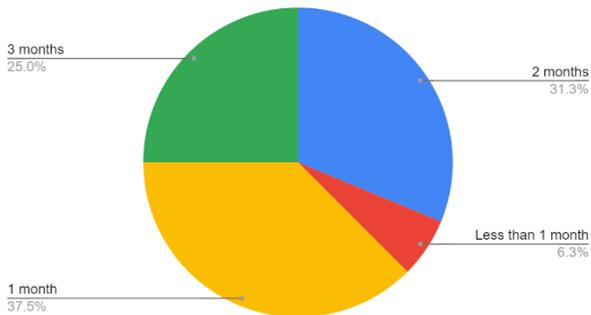


Figure 17: Where did you do your internship(s)?

How much time did it take you to find the internship?
41 responses



How much time did it take you to find the internship? (D)



How much time did it take you to find the internship? (INT)

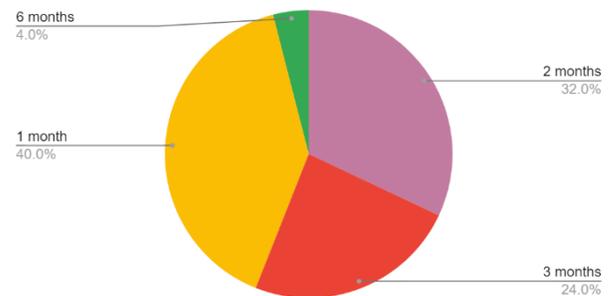
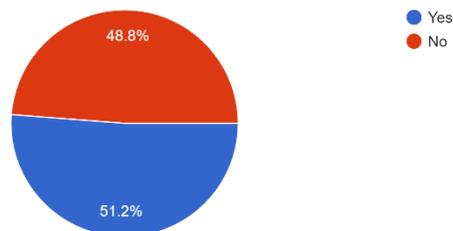
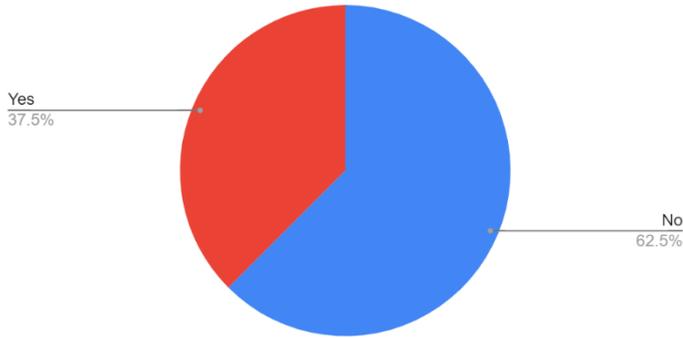


Figure 18: How much time did it take you to find the internship?

Have you ever done an internship(s) outside of the Netherlands?
41 responses



Have you ever done an internship(s) outside of the Netherlands?(D)



Have you ever done an internship(s) outside of the Netherlands? (INT)

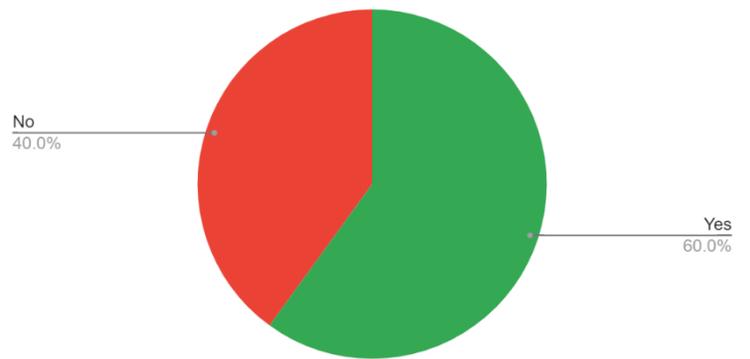
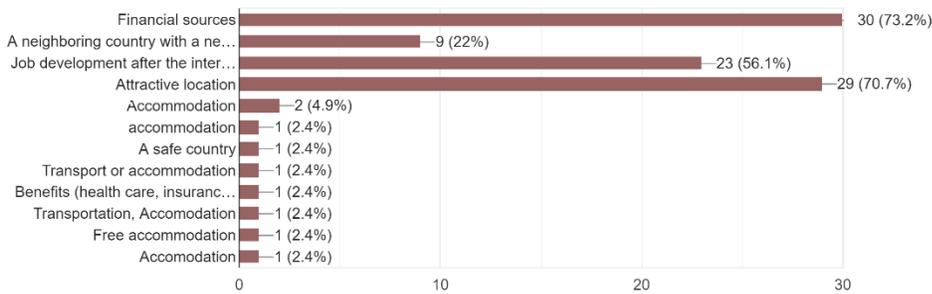


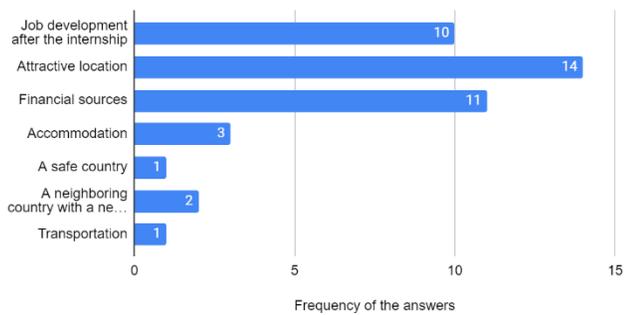
Figure 19: Have you ever done an internship(s) outside of the Netherlands?

Which of the following factors will play a role in your choice if you want to do an internship abroad?
(multiple)

41 responses



Which of the following factors will play a role in your choice if you want to do an internship abroad? (D)



Which of the following factors will play a role in your choice if you want to do an internship abroad? (INT)

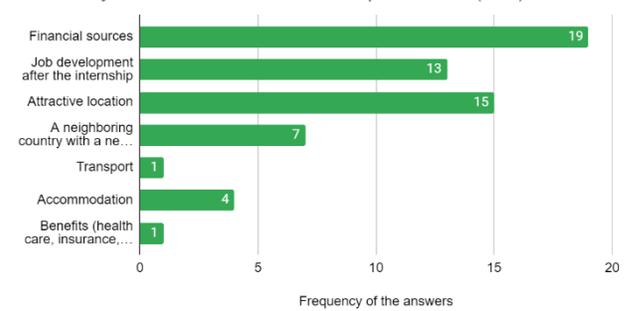
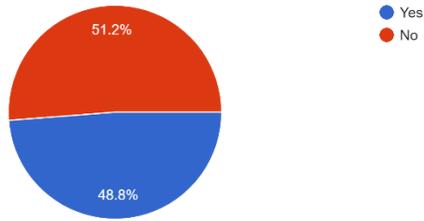
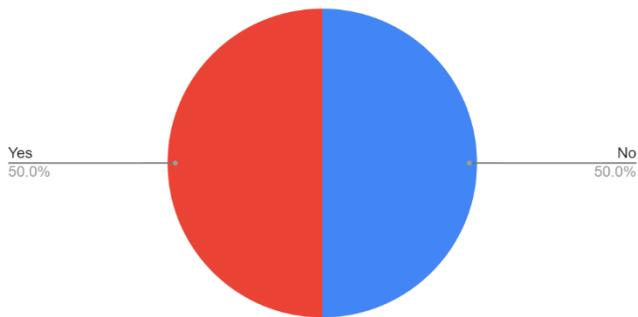


Figure 20: Which of the following factors will play a role in your choice if you want to do an internship abroad?

Did you notice a change in the behavior of the company (co-workers, manager) from when you started to be an intern till the end?
41 responses



Did you notice a change in the behavior of the company from when you started to be an intern till the end? (D)



Did you notice a change in the behavior of the company from when you started to be an intern till the end? (INT)

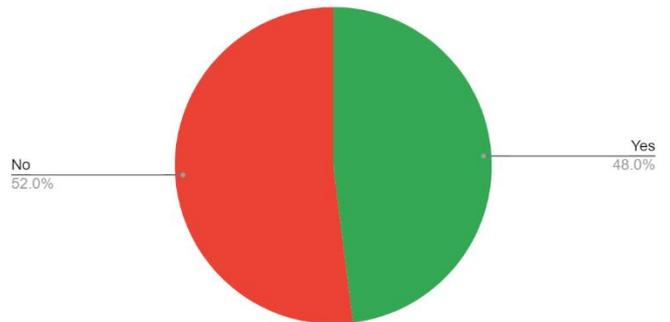


Figure 21: Did you notice a change in the behavior of the company (co-workers, manager) from when you started to be an intern till the end?

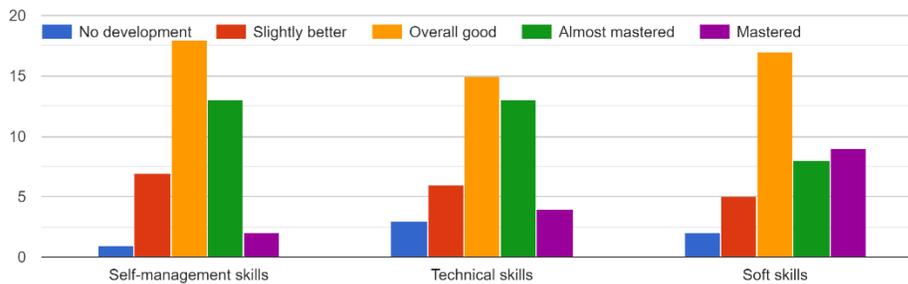
Category	Sub-category	Count	Percentage	Count	Percentage
Change in the company behaviour (INT)	Further in time, more respect and tasks	3	1.9%	1	100.0%
	Better treatment after time	5	3.2%	1	100.0%
	No change in communication	1	0.6%	1	100.0%
	Getting worse in time	1	0.6%	1	100.0%
Change in the company behaviour (D)	Further in time more responsibilities	2	1.3%	1	100.0%
	Better treatment after time_	6	3.8%	1	100.0%

Figure 22: What were the changes? (If you answered with Yes)

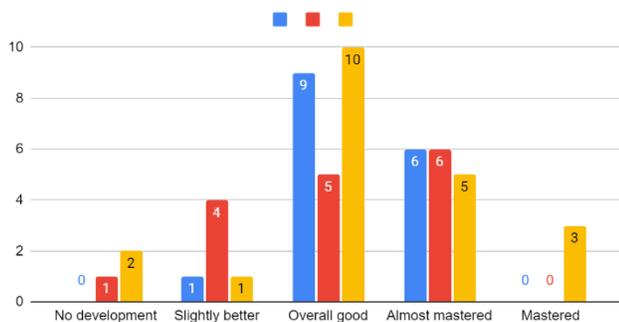
Effectiveness of internships (INT)				
Got more responsibilities	3	1.9%	1	100.0%
Easily adapt to the environment	1	0.6%	1	100.0%
Develop skills	12	7.6%	1	100.0%
Highly satisfied	7	4.5%	1	100.0%
Not helpful	5	3.2%	1	100.0%
Expand network	3	1.9%	1	100.0%
Difficulties finding good place	2	1.3%	1	100.0%
More knowledge in hospitality	7	4.5%	1	100.0%
Low confidence for the future job options	1	0.6%	1	100.0%
Effectiveness of internships (D)				
Got more responsibilities_	2	1.3%	1	100.0%
Develop skills_	2	1.3%	1	100.0%
Higly satisfied_	2	1.3%	1	100.0%
Not helpful_				
Expand network_	1	0.6%	1	100.0%
Difficulties finding good place_				
More knowledge in hospitality industry	9	5.7%	1	100.0%
Low confidence for future options_				
Overall good	6	3.8%	1	100.0%

Figure 23: Can you briefly evaluate the effectiveness of your internship(s)?

Rate the skills you have developed after your internship(s)



Rate the skills you have developed after your internship(s)
[Self-management skills; Technical skills; Soft skills] (D)



Rate the skills you have developed after your internship(s)
[Self-management skills; Technical skills; Soft skills] (INT)

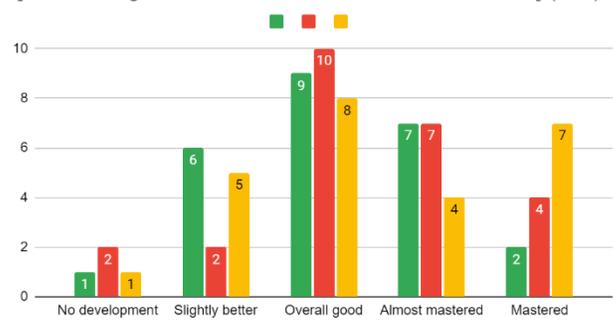
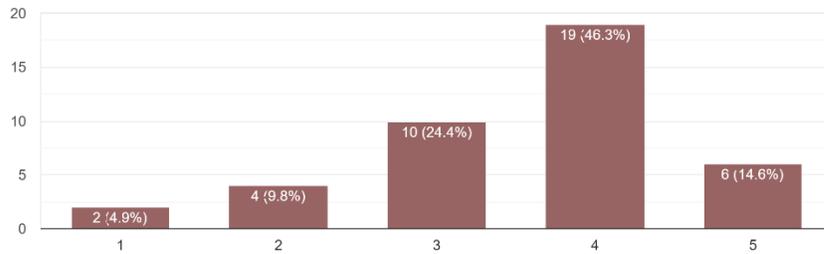


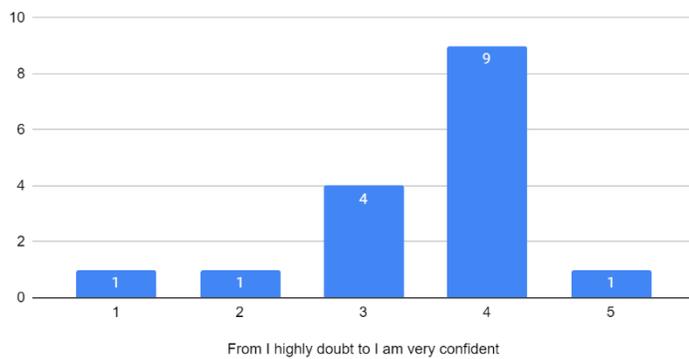
Figure 24: Rate the skills you have developed after your internship(s)

Do you feel confident that the acquired skills from the internship(s) will ease the search for a job after graduation?

41 responses



Do you feel confident that the acquired skills from the internship(s) will ease the search for a job after graduation? (D)



Do you feel confident that the acquired skills from the internship(s) will ease the search for a job after graduation? (INT)

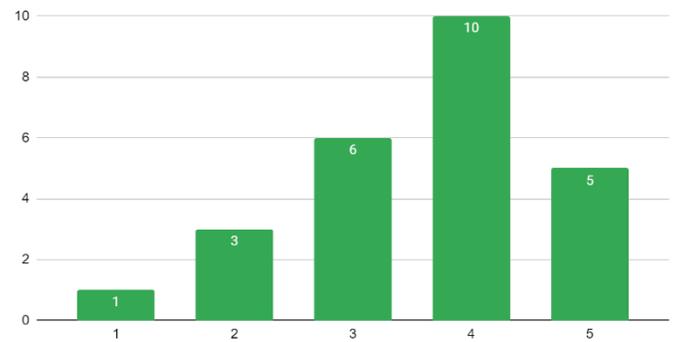


Figure 25: Do you feel confident that the acquired skills from the internship(s) will ease the search for a job after graduation?

Open questions transcript

Question:

Have you ever used the platform OnStage when you were looking for an internship and state your opinion?

Answers

International students:

R1 - No

R2 - No

R3 - No

R4 - No

R5 - No

R6 - No

R7 - Yes

R8 - Yes

R9 - Yes

R10 - Yes

R11 - Yes, you can find useful companies other students have done their internships however it's not always suitable for your type of internship or sometimes they require you to know Dutch if you want to stay in the Netherlands cause it is more convenient.

R12 - yes, however the internships that were offered were mainly for people, who can speak Dutch or the offers were outdated.

R13 - Yes, but the companies on there were not the ones that I was looking for.

R14 - No, I have not used it since I found my internship on other platform.

R15 - Yes, however it did not help me to find internship.

R16 - Yes, but did not find anything of my interest.

R17 - Yes I did use it, but it was not that helpful.

R18 - No, the website was not useful.

R19 - Yes, but nothing was suitable.

R20 - Only to submit assignments.

R21 - No, not enough options.

R22 - Yes, it seems okay.

R23 - I haven't used it.

R24 - No, I have not.

Dutch students:

R1 - No

R2- No

R3- No

R4 - Yes

R5 - Yes. However, I find it not up to date and I started asking around my teachers.

R6 - No, I found a company by myself.

R7 - Not really, I might have taken a Quick look to see if there was something interesting but I mostly looked for internships myself.

R8 - Yes, we were advised to look there but it didn't help me out much. A lot of companies had very high standards or it was outdated.

R9 - No didn't know that was possible.

R10 - I have only looked at the possible options but have not found an internship through it.

R11- I have not.

R12- only to upload documents.

R13 - Yes, the teachers advice us to check it and it has useful information, however it did not help me find internship.

R14 - no, except for uploading documents.

R15 - Haven't used them.

R16 - I used the website only to upload documents.

Question:

Have you ever experienced any kind of struggles with OnStage? → Can you please describe the struggles you had? (if you answered with Yes)

Answers

International students:

R1- Not updated or accurate information. Limited opportunities for non-Dutch speaking students.

R2 - Sometimes it is buggy and is hard to find information that you are looking for.

R3 - Only technical difficulties like page not loading or other bugs.

R4 - the website design is ugly and the functions are not smooth.

R5 - Not many internships available, competition, ghosting.

R6 - No submission button for projects.

R7 - Unable to submit at certain times.

R8 - The website is old and buggy.

R9 - It crashes once in a while.

R10 - Difficult to navigate.

Dutch students:

R1 - The website look old and no all information can be found easily.

R2 - Hard platform to work with in my opinion. I experienced a lot of difficulties with my internship process on OnStage. The company I found was not right for no reason, had to get in contact with someone to get that removed and took a long time to get a response.

R3 - sometimes the website is crappy.

R4- the website looks old and slow.

R5 - Some of the options on the website were not working smooth.

Question:

Did you notice a change in the behavior of the company (co-workers, manager) from when you started to be an intern till the end? —>What were the changes? (If you answered with Yes)

Answers

International students:

R1 - In the beginning I was not valued, other co workers thought I was not able to do anything/ underestimated me, I was given all the shit chores. In the end, when I showed I had skills and actually learned, they valued me and respected me.

R2 - Once you show what you are capable of, they will appreciate you and offer less guidance, as you already know what to do.

R3 - At the end they saw me as a skilled co worker and some colleagues even asked me for advice or help at the end.

R4 - The accepted me more and more into the company like I had been working there for years.

R5 - I was expecting to get closer with the colleagues, however that never happened.

R6 - Positive, the liked me a lot, I did very well.

R7 - More responsibilities with the time.

R8 - With the time were more interesting.

R9 - They started look down on me.

R10 - Much more open.

Dutch students:

R1 - Less boring jobs, more in depth talks, asked to join more activities.

R2 - Towards the end there came more trust, which is logical.

R3 - In the beginning both sides didn't know what to expect, while in the end was a smooth and easy to work together and very friendly atmosphere. It was amazing and great to work there.

R4 - My boss and I got closer the more we worked together.

R5 - At first, everyone is a bit hesitant because you are new there but in the end they are very welcoming.

R6 - the communication between the mentor and me improved.

R7 - The communication and tasks progressed.

R8 - I got closer with the supervisor and the colleagues.

Question:

Can you briefly evaluate the effectiveness of your internship(s)?

Answers

International students:

R1 - Well, I did the internship at my workplace and it was somewhat helpful that I already knew the environment and I was used to it so I knew how the tasks are going to be like but I received some more responsibilities so this helped me to better myself and develop new skills. I would rate it a 4 out of 5.

R2 - First internship was great since that was my starting point in working in a restaurant and the many mistakes i did made me adapt to this work and lead to the experience i have now. Second internship was a waste, since i did not learn anything from working in a small hotel.

R3 - I learned and practiced new skills in different department and I had more responsibilities, communication and responsibilities related to the guests and the clients. Moreover, I created a great network and I believe this contacts will help me for future development.

R4 - The internships are always helpfull it helped me develop but is still a hard proces when looking for one, especially when sometimes does not offer anything or the offers are not that good in a way so you can live and learn at the same time without having worries.

R5 - It was very useful for me because I worked more than the requested 200 hours, since I worked 4 months straight I really became part of the hotel team and learned skills very well.

R6 - I believe it helped me to develop valuable personal and professional skills such as teamwork which is a very essential skill to possess in this industry.

R7 - It was not very effective, I stepped out of my comfort zone but without learning new skills and simply having a negative first experience.

R8 - The traineeship was helpful, I developed my work skills, get to know better the industry, however finding a good place is difficult.

R9 - My internship was highly valuable and relevant to my study program as it helped me learn the basics of working in my career field.

R10 - I learned how to be disciplined, focused and to take on responsibility. Moreover, I learn more about the hospitality industry.

R11 - Overall I gained practical skills, but they are limited and I am not sure if they will be sufficient for permanent job.

R12 - It was good, it helped me to build up skills and be (hopefully) competitive on the job market when I search next.

R13 - At first my internship was good and I learnt a lot. My second internship was not valuable for me.

R14 - Provided me with valuable insight into the industry and helped me make new connections.

R15 - The internships effectively helped me to develop my communication skills.

R16 - Effective in terms of applying theoretical skills into real life.

R17 - My skills both personal as professional have improved a lot.

R18 - It's useful for implementing gained knowledge to practice.

R19 - Extremely efficient and useful for my future career.

R20 - I found new friends and gained practical experience.

R21 - Experience was the best.

R22 - Very effective.

R23 - Not so much.

R24 - No.

Dutch students:

R1 - Work experience, insights in companies.

R2 - More insight in several companies, even if I worked there as an employee, being an intern results in having different tasks.

R3 - To be honest I gained more friendships than knowledge. It was very nice to live alone and independent.

R4 - Experiencing in real life what adds to a good working environment, but also by being critical seeing what should be improved from the managing in the company.

R5 - It was okay, I learned new skills and succeeded school so that is good.

R6 - It was a hard learning school but I learned a lot. Working in the cleaning department, breakfast/ lunch/ dinner service, office work, guest contact. I really grew a lot and know how a company works because I got the opportunity to see every department.

R7 - Very effective it got me a job I love.

R8 - My internships came with good but also bad experiences. In the end, this helps you to look for better companies and experiences because an effective internship provides you with a lot of knowledge and experience for the future.

R9 - It was purely to get a good grade and finish it.

R10 - Exploring and gaining insight in possible career paths in the workfield.

R11 - I gained practical experience and overview of the industry.

R12 - Work development, industry knowledge.

R13 - It was difficult working on the job and combining it with the graduation project, however I learnt new things that may help me in future.

R14 - The first internship showed the operational department of the hotel industry, while the second one was in the administration and I could try various tasks.

R15 - I was working as a waiter and it was not easy to handle.

R16 - Overall I gained experience in different fields, including a view of the hospitality industry.