

Values-based Internships: Combining TEFI Values, Career Internships, and Community Engagement

By: [Bonnie Canziani](#)

Canziani, B. (2014). Values-based Internships: Combining TEFI Values, Career Internships, and Community Engagement. *Journal of Teaching in Travel and Tourism*, 14(2), 129-148. doi: 10.1080/15313220.2014.907957

This is an Accepted Manuscript of an article published by Taylor & Francis Group in *Journal of Teaching in Travel and Tourism* on Jun 09 2014, available online at: <http://www.tandfonline.com/10.1080/15313220.2014.907957>.

*****© Francis & Taylor. Reprinted with permission. No further reproduction is authorized without written permission from Francis & Taylor. This version of the document is not the version of record. Figures and/or pictures may be missing from this format of the document. *****

Abstract:

This paper presents a conceptual framework for exploring the potential of values-based internships that are strategically designed to balance learning across all five TEFI values (professionalism, knowledge, mutual respect, ethics, and stewardship). The paper examines service learning concepts to identify ways in which internships may be improved to engage students more fully in learning goals related to stewardship and ethics by allowing students to take part in activities related to sustainability and corporate social responsibility. Pilot qualitative data collected from local internship partners are examined to explore both benefits and limitations of the values-based internship concept. The author provides subsequent recommendations and identification of areas for future research.

Keywords: corporate social responsibility | curriculum | global citizenship | internship | TEFI values | volunteerism

Article:

INTRODUCTION

The role of values in tourism education is becoming increasingly clear. Tourism programs across the globe are moving steadily toward curricula that incorporate values-based education in order to support the development of their students as global citizens. Networks of tourism educators such as the Tourism Education Futures Initiative (TEFI) have been a critical part of the emerging and complex values-based tourism learning system. Padurean and Maggi (2011) recognize that “an important output of TEFI is the set of five values-based principles that tourism students should embody upon graduation to become responsible leaders and stewards for the destinations

where they work or live” (p. 26). The elements of the five TEFI value sets are outlined as follows:

- Professionalism: leadership, practicality, services, relevance, timeliness, reflexivity, teamwork, and partnerships;
- Knowledge: critical thinking, innovation, creativity, networking;
- Mutual respect: diversity, inclusion, equity, humility, and collaboration;
- Ethics: honesty, transparency, authenticity, authentic self; and
- Stewardship: sustainability, responsibility, and service to the community (adopted from Padurean & Maggi, 2011, p. 26).

There is strong support for building TEFI values into tourism education (e.g., Liburd & Edwards, 2010; Sheldon, Fesenmaier, & Tribe, 2009). Padurean and Maggi (2011) also note that “[TEFI] values do not represent only a theoretical framework but also a practical instrument that educators could use to improve the quality of their pedagogy” (p. 26). Barber (2011) introduces a model of how TEFI core values are being defined and inserted throughout an entire undergraduate academic program, including core, major, and elective courses, as well as the senior internship. However, when designing tourism programs, one must keep in mind the various key stakeholders involved in tourism education, particularly the academic institutions, the industry employers, and the students. They do not all prioritize the five TEFI values in the same way. This discrepancy in attitudes toward the role of values in tourism education is a problem that needs attention and is a problem that this paper seeks to remedy through the concept of values-based internships.

LITERATURE REVIEW

Concern One: Industry and Educator Inertia with Respect to Values Education

Designing tourism education to meet the needs of all relevant stakeholders has been a long-held objective among tourism faculty (e.g., Cooper, 2002). However, there is evidence that the tourism industry and the university sector express largely incompatible opinions about the perceived weighted importance of the five TEFI value sets. Primarily, there is little evidence of industry demand for ethics or stewardship competencies in hiring decisions, while many educators want to see all TEFI values incorporated into student learning plans.

So far, the literature on tourism curriculum design has provided few strategies to firmly counteract industry's lukewarm response to the values of stewardship and ethics. At times, educators, perhaps unconsciously, have contributed to the ambiguity surrounding the roles of stewardship and ethics in tourism education. For example, Swanger and Gursoy (2007) suggest ten core competency dimensions for designing tourism education (based on studying industry needs and expectations): industry knowledge, diversity, global awareness, lifelong learning, technology, critical thinking, effective communication, ethical leadership, teambuilding, and world-class service (p. 17).

Granted, many of these competencies tie in with the TEFI value sets of knowledge, professionalism, and mutual respect. However, the competency of *ethical leadership* seems to encapsulate a muddled array of four items that do not seem to be conceptually linked or well-defined (entrepreneurial thinking, traits of successful leadership, appreciation for diversity, and ethics awareness and behavior), and none of the TEFI stewardship items appear in their industry-driven list of competency dimensions (Swanger & Gursoy, 2007).

In another case, Padurean and Maggi (2011) specifically note that employers' job ads clearly emphasize communication and dynamic business skills. Mention of industry stewardship goals (sustainability, responsibility, and service to the community) was markedly absent in the job postings they analyzed. To date, tourism researchers have not pursued any resolution of this issue of industry inattention to the value of stewardship in hiring practices.

Industry silence on topics of stewardship and ethics is a longstanding habit. Notably, Baum (1991) suggests there may be a cultural divide as well; he found that UK industry respondents were more apt than U.S. employers to rate two competencies, legislation/regulation and professional/ethical standards, as important. Both of these competencies in Baum's (1991) study relate clearly to TEFI values of ethics and stewardship, and Baum clearly states that "while this significant difference [between the United Kingdom and the United States] can generate considerable interpretive speculation, it most likely represents a cultural variation that reflects different expectations that employers have of potential recruits in terms of their educational backgrounds and personal attributes" (p. 82). While the foregoing examples are basically signs of inertia in terms of creating values-driven curricular designs and hiring practices, the paper now turns to a consideration of the direct and potentially disruptive power that industry exerts over the values students learn from experiential or industry-based learning activities.

Concern Two: Industry Influence on Student Learning Outcomes

Several authors address the need to close the gap between industry employers' and higher education's expectations for student competencies by making program learning as relevant to industry objectives as possible (e.g., Ruhanen, 2005; Swanger & Gursoy, 2007; Zehrer & Mössenlechner, 2008, 2009). While program planning based on industry feedback clearly readies students for job tasks, we have noted little evidence that industry feedback helps programs

emphasize to students the importance of balancing the TEFI value sets, that is, so that all value sets are weighted equally when making business decisions.

The paper submits that the inherent power of the employer causes the flow of influence to be markedly unidirectional from industry to higher education when closing gaps, since it generally falls upon tourism programs to ensure that industry's demands for practicality and task relevance are assessed and satisfied by changes made in the way programs are designed and delivered. Given the fact that industry more actively promotes hiring for knowledge and professionalism as compared to ethics and stewardship, one would expect tourism program designs and students to be influenced by industry's prioritization schemes.

Even when tourism programs strengthen their internal curricula and efforts to focus on social justice and sustainability and promote global citizenship learning goals, they continue to focus heavily on developing hands-on projects and internships, in order to offset the perceptions of 'ivory tower' educated graduates. Since most university students want to find post-graduation employment, students generally undertake internships as a way to fine-tune competencies deemed important by future employers and to improve subsequent employability (Harvey, Locke, & Morey, 2002). The education literature supports beliefs about the role of internships in bridging industry and higher education; significant associations have been seen between students' involvement in undergraduate internship programs and their future employment readiness (Billett, 2009; Tynjälä, Välimaa, & Sarja, 2003).

The aim of this section has been to highlight the mixed messages that may be sent to students regarding the importance of global citizenship and TEFI values when students are involved in industry-centric hands-on experiential learning such as student internships. One issue at stake is the degree to which students are vulnerable to the influence of managers and co-workers who might dissuade the students from believing that global citizenship is anything more than academic philosophizing. The rationale underpinning our concern with this issue is that research has shown that internships help students clarify values and priorities (Dall'Alba & Sandberg, 2006; Leinhardt, McCarthy Young, & Merriman, 1995; Tynjälä, et al., 2003). Virtanen, Tynjälä, and Stenström (2008) clearly demonstrate that, through a process of professional socialization during internships, students develop a keener sense of values and self within the workplace. Furthermore, and of considerably more importance to tourism educators, interns increase their understanding of how academic (or theoretical) knowledge is applied (or not) in professional contexts (Dall'Alba, 2004) and may be persuaded by industry counterparts to disregard what we teach them about TEFI values.

These findings about socialization forces at work during internship experiences reveal an important role for internships beyond that of building students' technical proficiency and reinforcing their practicality. Internships are places where values of future managers are reinforced, priorities are set, and superfluous knowledge is discounted or erased. For TEFI values to take hold, students should continue to see that the full set of TEFI values is relevant inside

their internships, rather than permitting some value sets, such as ethics and stewardship, to be diminished or forgotten.

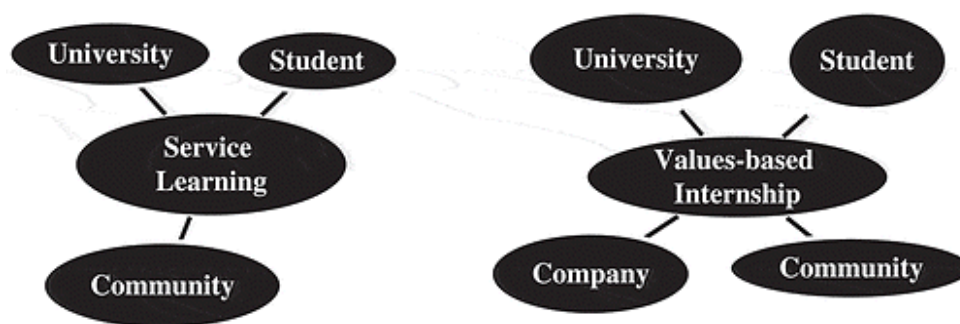
PROPOSING THE VALUES-BASED INTERNSHIP AS A STRUCTURED RESPONSE TO INDUSTRY INFLUENCE

In direct response to the fore-stated concerns, the paper examines community-engaged service learning to identify ways in which internships may be altered or improved to more fully engage student learners in all of the TEFI value sets, particularly those learning goals related to global citizenship, which may not surface naturally in internships. The paper presents the concept of values-based internships, where employers partner with universities and communities to include interns in their corporate social responsibility (CSR) programs.

By definition (e.g., Blowfield & Murray, 2008; Olsen & Gitsham, 2005), CSR is a voluntary effort of a company to manage its business processes to produce a better impact on its employees, the environment, and society. Since CSR activity is highly relevant to the “less visible” TEFI values of ethics and stewardship, tourism interns should be directed to learn what companies are doing in practice. They should be able to see how CSR works in the company and in the industry they want to join later on, and how what companies do connects with what they have learned in principle to expect of themselves and society.

The premise is that, by targeting learning about CSR leadership and companies as global citizens as part of the intern experience, we encourage students to retain confidence in the importance of all TEFI values. Such a design, in turn, could be interpreted as introducing the tourism employer into the community engagement learning environment as depicted in Figure 1.

FIGURE 1 Service learning course versus values-based internship.



The general goal of values-based internships is to permit interns to experience and support CSR and sustainability projects as an agent of the employer, instead of only being an agent of the university as is typical in service learning courses. A more robust network fostering global citizenship among the university, students, company staff members, and the community can result.

CONCEIVING AN INTERNSHIP MODEL BASED ON TEFI VALUES

Our status quo is essentially the career internship as normally designed in industry/school partnerships with all the aforementioned concerns about industry influence on values learning. According to Padurean and Maggi (2011), the TEFI values most prevalent in the traditional career internship are knowledge and professionalism, but stewardship and ethics are neglected to the point that students may get the wrong idea that these values do not matter. Thus, the impetus for finding an alternative future design for internships is strong.

When considering that universities do have experience in other models of service to communities relevant to stewardship and ethics, one might ask “why not simply engage students in community-engagement/service learning or volunteerism to compensate for any undesirable influences of internships?” Following this thought process, in the analysis of options, two types of potentially values-driven learning activity currently available to tourism students were looked at: specifically (1) accumulating extracurricular volunteer service hours (often through student organizations or clubs) and (2) community engagement projects through service learning courses. These three experiential learning alternatives (career internships, volunteerism, and community engagement) are presented in Table 1, which also compares these with our proposed values-based internship model. Through a comparative analysis based on the literature, we will provide further justifications for why values-based internships are a better alternative than the traditional career internship or the two internship plus designs if the goal is to fully emphasize all TEFI values and channel industry influence in a positive direction. The analysis presents the opportunity levels (limited, moderate, or significant) each alternative provides for learning about the five TEFI values, with accompanying explanations.

TABLE 1 Opportunity for TEFI Value Learning across Four Types of Student Activities

TEFI VALUES	Career Internship	Volunteer Hours	Service Learning	Values-based Internship
<i>Knowledge</i>	Moderate	Limited	Moderate	Moderate
<i>Professionalism</i>	Significant	Limited	Moderate	Significant
<i>Mutual Respect</i>	Moderate	Moderate	Significant	Significant
<i>Ethics</i>	Limited	Limited	Significant	Significant
<i>Stewardship</i>	Limited	Moderate	Significant	Significant

Speaking to the terms used in Table 1, the study defines *career internships* as paid/nonpaid employment in a tourism company or agency for academic credit under the supervision of a faculty advisor; *volunteer hours* as an extracurricular commitment to working service hours with nonprofit institutions or their clients; and *service learning* as a curricular-embedded approach to

service that is tightly coupled with lessons in social justice and sustainability concepts drawing upon the community engagement knowledge domain.

The fourth design is the author's contribution of a blended *values-based internship* concept that incorporates the theoretical underpinnings of community engagement learning designs.

Basically, students in value-based internships must be positioned to observe corporate socially responsible activity from a vantage point as close to the inside of the industry organization as possible, paralleling the concept of placing students within the organization during a practicum or internship to shadow managers and co-workers but with the added benefit of the student observing corporate stewardship in action. We now compare these four alternatives on how useful each is in supporting learning about each of the TEFI values by themselves, and also consider the internship in conjunction with one of the traditional community-oriented learning activities.

Career Internships

Career internships involve a tourism field-based learning environment, so tourism-based knowledge and professionalism goals would clearly be demonstrable in that setting. According to Billett (2009), undergraduate internship programs are commonly structured to prepare students to be successful as entry-level professionals in their chosen fields; the opportunity to instill professional behaviors in the intern is seen as *significant* in most internships. Successful interns are described as having a command not only of disciplinary knowledge, but also technical proficiency and the ability to make practical decisions (Dall'Alba & Sandberg, 2006; Leinhardt et al., 1995). Even though the potential for applying tourism knowledge in the field exists in career internships, it may not always be at the level of critical thinking, innovation, and creativity required in the TEFI knowledge value set, so knowledge is set at a *moderate* level for career internships.

In addition, one of the underlying values in mutual respect is that of diversity, a commonly articulated concept in many destinations and companies requiring increased attention from higher education (Devine, Hearn, Baum, & Murray, 2008); opportunities for obtaining student evidence of *mutual respect* are expected to be *moderate* in career internships. As noted in the introduction, there is no direct evidence yet in the literature that TEFI values of ethics and stewardship are strong focal points during typical student internship experiences or during hands-on industry projects, so these two values are set at *limited* for the career internship.

Volunteer Service

Statistics show that one in four college undergraduates is involved in some type of volunteer activity. Between 2009 and 2011, the average U.S. college student volunteer rate was 26.6% per year (CNCS, 2012). Students may be motivated to serve in order to satisfy requirements for academic credit, for formal service awards, for fraternal or religious organizations, or for other personal reasons. Extracurricular volunteerism adds to the quality of life in a society, which

infers a *moderate* opportunity for volunteers to experience stewardship; the act of volunteering gives the volunteers themselves a sense of personal fulfillment, wellbeing, and involvement in society.

Primavera (1999) finds that “volunteer experiences provided [college students] with an opportunity to interact with people who are ‘different’ from themselves and who they might not have met otherwise” (p. 133), which justifies the expectation of at least a *moderate* level for the TEFI mutual respect value set. Within this type of voluntary extracurricular activity, learning opportunities for the TEFI values of knowledge, professionalism, and ethics are deemed to be *limited* (or at best inconsistent). Volunteer service does not necessarily require the use of the student’s disciplinary expertise; application is limited, for example, when a tourism student tutors English or merely participates in an adopt-a-park clean up day. Training is usually brief and not necessarily guided by theories of justice or rights, commitments may involve only a few hours in a semester, and agency supervision of student professionalism and ethical behavior is often lax due to limited human resources.

Community Engagement/Service Learning

Community engagement in the higher education curriculum is a teaching method that links community action and academic study so that each strengthens the other (Cecil, 2012). Students, faculty, and community partners collaborate in service-learning projects to enable students to address community needs, initiate social change, build effective relationships, enhance academic skills, and develop personal civic literacy (Barker, 2004). Cecil (2012) explains that “service learning allows instructors to... evaluate [students’] growth in civic mindedness and motivation to engage with the members of the community” (p. 315). These systematically articulated goals of community-engaged learning resonate with the TEFI value sets of ethics and stewardship.

Ethics, mutual respect, and stewardship are all considered *significant* foci of community-engaged service projects. Students are directly engaged in problems faced by their community clients or partners, which is clearly a tenet of the TEFI concept of stewardship. Applying focused learning about principles of ethics and mutual respect, students may also structure more balanced relationships with communities and clients to ameliorate perceived inequalities when student volunteers try to provide help to persons less empowered than they are. In addition, instructors encourage critical consideration of the ethical dimensions of community engagement through guided reflection, where students may develop their personal roles as champions and advocates of a just society.

With respect to knowledge and professionalism, students performing community projects are able to innovate in creative ways and apply critical thinking to the problems they are charged to resolve (O’Conner, Dill, Burston, & Rainsford, 2004; O’Halloran & Deale, 2004). Nonetheless, the community agency or project may not always require specific knowledge or professional demeanors espoused by the tourism discipline, for example, when the student performs service

learning in the context of a general education course or uses general business skills. Thus, the learning level is set at *moderate* for knowledge and professionalism.

Limitations of the Internship-Plus Approach

Both volunteerism and service learning are praiseworthy in terms of applying principles of ethics and social justice through volunteerism and service projects. In reviewing the pedagogy underpinning community-engaged learning, Peterson (2009) observes that:

Successful community-based education programs involve a classroom forum that theoretically grounds the experiential learning experience of students, a curriculum that rigorously analyzes the complexities of service and social justice, and on-going relationship building, communication, and assessment of the shared values and goals of the community-campus partnership. (p. 541)

Yet it merits notice that in the service-learning setting, students serve the community as university representatives and are not necessarily placed in the mindset of a future tourism or business leader. Separating our students from the specific context in which they are expected (upon graduation) to demonstrate ethical and just codes of conduct seems to be a potentially disconcerting disconnect in the design of tourism programs.

As implied in Peterson (2009), service within the community is a multifaceted endeavor; there are added complexities when the goal is to prepare students to take on the roles of servant leaders in their future tourism industries. This begs the question: are we content to teach students to view community engagement as something they do outside their workplace, as a representative of their religious organizations or social clubs, or do we want to create tourism leaders who are prepared to address the triple bottom line every day of their business lives?

A second and very pragmatic issue with the internship plus service learning approach is that both internships and community projects require considerable faculty commitment, if done well. According to Strange (2004), faculty members might avoid service learning designs because (1) the time and effort required both to create partnerships and to administer the course is great and many times unrewarded; (2) service learning takes time away from other vital student learning opportunities; and (3) there is a lack of clarity as to how service learning benefits the student in the long run. Thus, moving the stewardship and ethics values into the internship experience could benefit both faculty and student, by reducing overall time to task for the TEFI learning goals.

One promising idea has been raised by Barber (2011), who inserts TEFI values into internship evaluations and invites site supervisors to evaluate students on all five values. It should be obvious that for such an internship design to work, all internship stakeholders ideally would need to be introduced to the TEFI values and, better yet, be involved in defining behaviors that correspond to TEFI values so that evaluation ratings are anchored against a sound theoretical

base. Involving industry in educating students about all TEFI values thus requires more action on the part of the industry partner than previously deployed internship models would have entailed. The values-based internship model must take on a new bi-directional form, where both industry and higher education accommodate each other's desired student learning goals.

Values-based Internships: A Bi-directional Blended Model

Arriving at the fourth option of values-based internships, the learning potential of joining the community engagement idea to the idea of student practicum is intriguing, so that, by design, students can work with a company that is already actively engaged in CSR initiatives within the community. Ideally students would be involved in job tasks as well as in CSR responsibilities, increasing the odds that *significant* opportunities will exist for learning about the TEFI values of professionalism, mutual respect, stewardship, and ethics. Knowledge retains its *moderate* label due only to uncertainty about how much creativity and innovation will be required in the internship.

Clearly, best practice dictates that students enrolled in values-based internships be primed first by faculty and employers to understand the influence of employer values and relationships on community well-being, and continually asked to reflect on these issues across the duration of the internship. In Barker (2004) we see that a strong scholarship base has built up around community engagement in higher education, clearly linking learning outcomes such as civic-mindedness and global citizenship to the work students perform in the community. We believe, in turn, that (1) values-based briefings, reflections, and debriefings and (2) theoretically grounded values-based learning outcomes could benefit student internship experiences.

Projected Benefits of Values-based Internships

By combining traditional career internships with community engagement thinking and ideas of corporate global citizenship, students have greater potential to experience volunteerism, civic-mindedness, career and community leadership, guided reflection, and deep learning about the TEFI values in the context of the tourism field. Added benefits of the values-based internship model include the possibility that tourism students, who will be future managers, can learn the importance and values of CSR from within the scope of corporate strategy, as well as how companies in their field operate and evaluate a CSR project or volunteer system.

On a separate note, Astin, Vogelgesang, Ikeda, and Yee (2000) find that service participation has a positive effect on students' decisions to pursue careers in a related service field, which suggests that such values-based internships may strengthen student resolve to enter the tourism field. Values-based internships may be particularly important in the case of exceptionally civic-minded students who will be able to see the tourism profession in the light of social justice rather than purely money-making.

The values-based internship experience can enable students to get a better appreciation for the positive workings of the organizational culture, which may enhance the company's employment brand and attract top students to work for the company when they graduate. Thinking strategically about the position of a student as an agent of both the university and the employer, it is suggested that values-based internships may also be a method through which students and faculty can carry university-learned stewardship principles into industry and conceivably support the CSR and sustainability goals that have been slowly emerging over the past decade among tourism employers.

Distinguishing between U.S.-based CSR as philanthropy and European-based CSR as socially responsible business operations, Baker (2004) suggests that outside the United States "social responsibility becomes an integral part of the wealth creation process—which, if managed properly, should enhance the competitiveness of business and maximize the value of wealth creation to society." Conceivably, the learning experience can be designed with input from tourism faculty so that, as appropriate, tourism and hospitality organizations in the United States can expand their definitions of CSR to incorporate this "European" thinking, and to tie their CSR agendas more tightly to core business functions. Internship sites should also benefit from additional intern labor to implement their current philanthropy-based programs.

EXPLORATORY QUALITATIVE PILOT INTERVIEWS: ARE INDUSTRY PARTNERS UP TO THE TASK?

To glean initial insight into potential industry reactions to the proposed values-based internship concept, using exploratory pilot study techniques, limited qualitative feedback from a group of local internship partners who had previously sponsored student interns was gathered. One of the goals of the interviews was also to identify companies that might have CSR projects or strategies which could be tied to student internships. A convenience sample was invited to participate from the previous summer internship program; industry partners in the centrally located Piedmont Triad of North Carolina comprised the sampling frame. Ten respondents out of 29 industry sites agreed to be interviewed by telephone (travel [3], full-service hotels [4], and chain restaurants [3]), and directors of five professional associations were also interviewed; the set of questions used is presented in Appendix 1.

Model Challenges Based on Pilot Interviews with HR Directors and General Managers

All is not rosy in developing values-based internships. Based on our pilot interviews with local internship partners, we find that tourism and hospitality firms engage in a variety of so-called CSR activities, only some of which have potential to invite student participation. A review of individual firms' CSR agendas showed that they generally followed Monshausen and Fuchs' (2010) findings that tourism companies' CSR-labeled activities are separated from business operations and strategy. Most suggested opportunities for student involvement in CSR activity comprised externally directed volunteerism, rather than internal improvement projects; students

would be generally excluded from projects affecting business policies, operations, products, or supply chains that might positively impact quality of life on a greater scale.

CSR efforts of respondent agencies largely constituted philanthropic donations of time or function space or volunteerism benefiting select charitable institutions. Many individual companies work with charitable organizations throughout the year, for example, offering on-property reduced-cost fundraisers with employee volunteers or permitting associates to have a blue jean and sneaker day by donating \$5 to a few select charities. The problem is that these events do not hold much promise for tourism student involvement. Also, many of the community outreach activities are streamlined through the corporate level, and thus property managers do not have immediate authority to include tourism students in their existing CSR agendas. Another issue was that many CSR activities take place around holiday seasons, and so occasions in which companies could use student volunteers during the typical academic year schedule were limited.

According to responses from individual companies, the biggest hurdle to set up this type of program is finding coordination resources and locating an internal corporate advocate, who is passionate about community service and who is willing to work with the university to find the right type of focus for intern involvement. Industry respondents stress that this type of program is dependent on having someone who will see it all the way through and who wants to do it on his/her own accord. It does not work when a company tells someone to be the “champion.” One company had an already existing *Make a Difference Committee* which organizes several community activities throughout the year, such as food drives, clothing drives, school item drives, and Habitat for Humanity activities to help people build houses. It was perceived as very likely that the committee could involve interns in its volunteer work. Nevertheless, issues such as liability and insurance requirements were fundamental concerns on the company side.

The most fruitful relationships seemed to be associated with multi-company initiatives conducted by umbrella professional associations such as regional restaurant and lodging associations, chambers of commerce, and merchants associations. These groups were already accustomed to and structured for coordinating across multiple organizations, more immediately comprehended the value of university/industry partnerships, and had greater commitment to and regular schedules for community service projects. Student interns were seen as possible liaisons for companies wanting to contribute to these efforts.

Much of our findings corroborate what Gretzel, Prebežac, Joppe, and Edwards (2012) report from an in-depth fact-finding discussion with industry at the TEFI 2011 World Congress on “Activating Change in Tourism Education.” They offer the following advice for industry/higher education partnerships:

1. Partners must engage with a view to a longer-term arrangement. This means a serious commitment of time, energy, and patience is needed.

2. It is better to concentrate on fewer partnerships that provide greater depth than to pursue a greater number that provide limited opportunities.
3. Start small, be willing to experiment, and build progressively.
4. It takes time to build the necessary trust and understanding because the “language” spoken by the partners is not the same and each partner works with different administrative constraints.
5. Both industry representatives and academic representatives need to be willing to learn from each other, the process, and the project.
6. There must be a common interest that brings faculty and industry together, not just an opportunity for collaboration and funding.
7. While it is important that the partnership provide a win–win for both partners, there needs to be a social benefit as well. That is to say, an aspect of the partnership or project should provide a greater good to the community at large.
8. To ensure continuity and take full advantage of faculty strengths and expertise, a dedicated department within the university that can assist in creating win–win partnerships is ideal (p. 122).

CONCLUSION AND RECOMMENDATIONS

In this paper, the usefulness of values-based internships for balancing student learning across the full set of TEFI values and understanding more fully the benefits of personal and corporate global citizenship was explored. The primary rationale behind inspecting student internships is that they are places where students face influence and forces that may sway their beliefs and personal ownership of TEFI values, for example, in internship settings where students see that ethics and stewardship are not yet strongly embedded in agency or community cultures.

On the corporate side, many hospitality and tourism companies are developing programs in response to an increased call for social justice principles and transparency to be applied in business. But there are few, if any, joint values-driven experiential learning programs offered by universities and companies working together. Given strong evidence in the literature that neither internship structures nor CSR activities in their current form are sufficiently supportive of the full breadth of TEFI values, a new model of university-industry-community partnership has been proposed that was initially presented in Figure 1, where the industry partner was incorporated as

a fourth actor into the traditional community engagement network of university-service agency-student.

Further discussion of gaps between industry and higher education expectations for student competencies is meaningful and necessary to tourism educators' goal of fully disseminating TEFI values into tourism programs and employer hiring decisions. It has been seen that the traditional career internship is primarily oriented to helping students comprehend industry's version of reality. This means we must pay careful attention to places such as internships where the industry exerts significant influence over what the student learns and unlearns. It can be anticipated that, left to their own devices, industry employers may send the wrong message about ethics and stewardship to our students.

What emerges is a potentially significant role for student internships in staging a learning environment that supports values-based education in tourism. Values-based internships can serve to bridge efforts between universities and tourism/hospitality companies for targeted student learning about values-based leadership in their future occupational fields. In hopes of achieving the possible in terms of enhancing internships to incorporate values-based learning, the paper has drawn upon lessons from a known values-based experiential learning domain—community engagement (service-learning)—to see how internships might be enhanced through the application of a cohesive values framework.

Through a comparison of four alternative experiential learning models, it has also been explained why, in the author's opinion, traditional career internships are deficient and internship plus university-centered community service designs are imperfect substitutes for values-based tourism internships. Career internships lack focus on stewardship and ethics. The primary concerns with service learning courses are that students are agents of the university rather than agents of the employer and do not fully comprehend their future role as values-driven tourism managers incorporating CSR initiatives into organizational strategy. The reality is that embedding CSR activity and social justice projects within the internship may be less costly in terms of time and effort for both students and faculty than running two separate programs would be.

As noted in the discussion of the feedback offered by industry partners, careful selection of and coordination with internship site organizations and supervisors is the most critical design element for creating successful values-based internships. Monshausen and Fuchs (2010) have examined the programs of the travel and tourism industry, and subsequently paint them as highly selective activities that are often implemented without concern for transparency or authentic value to the intended external community stakeholders. Getting industry partners who have higher levels of commitment to their communities is paramount. While not every potential internship organization has active CSR efforts that would meet the learning objectives of a values-based internship, the tourism program may be able to create new linkages between companies and community agencies as part of the design of the internship program.

Best practices in community-engaged learning designs have suggested that the amount of training that the student receives prior to hands-on service participation influences the success of service learning experiences. At minimum, an instructor employing our concept of values-based internships needs to brief students on the basic TEFI framework and on principles that underpin evolving definitions of CSR. Briefing about CSR should include why the concept has become more popular in the corporate world, as well as a survey and critique of the CSR practices and residual issues in the tourism and hospitality industries across the globe, since it is apparent that tourism organizations take strong liberties in defining CSR agendas based on convenience rather than on merit.

At a minimum, through guided reflections, students should be expected to do the following:

1. Scrutinize the types of community or sustainability initiatives undertaken by tourism organizations and the degree to which regular employees participate;
2. Assess whether employers and co-workers actually share the principles that universities are trying to instill in their graduates, and if not, understand how to respond appropriately to this disparity in perspective; and,
3. Critically examine to what extent exposure to competing organizational or employee values in the workplace enhances or detracts from the lessons traditionally espoused in a values-based academic curriculum.

The feedback from current internship partners was useful in that it showed both possibilities and limitations. Although the sample was small in terms of empirical standards, from an exploratory point of view it included a number of prominent internship sites used by the university and as such provided a good overview of attitudes toward the internship model. While the initial responses were still of the tepid variety, exhibiting a number of scheduling and staffing difficulties, these logistical concerns were not so different from traditional internship barriers, for example, insurance coverage, and hence would likely not pose a critical barrier where there was a spark of interest in the respondent and where the organization has already committed to increasing CSR activities. There were promising linkages established, and as the industry's commitment to CSR and sustainability heats up, so too will the opportunities for meaningful values-driven engagement of student interns.

As a standing practice, managers and/or associates of tourism and hospitality organizations should be regularly invited by the faculty to share their opinions on community and volunteer services or projects they have been personally involved in or have helped to coordinate and to discuss how these relate to organizational goals. In addition, even though for efficiency's sake students may be assigned to different companies and will experience different CSR practices,

students can learn from each other's experiences if opportunities for sharing and critiquing company CSR outcomes are built into the design of the internship program.

Future research needs are considerable. It is unclear from the literature to what extent all five TEFI value sets are considered to be of equal importance within tourism programs and particularly within industry-centric experiential activities such as internships and consulting projects. Researchers can apply a balanced scorecard approach to examine current methods of teaching students about the five TEFI value sets. Further work needs to be done to find the best opportunities for students to be exposed to TEFI values of ethics and stewardship within employer organizations. In addition, stakeholder research methods can be used to compare interns' perspectives on the TEFI values with those of industry employers, co-workers, and faculty, in order to study the impact of value gaps on student learning during hands-on activities.

Appendix 1 Interview Questions

DEFINE CSR, COMMUNITY SERVICE, AND VOLUNTEERISM AND EXPLAIN PURPOSE OF INTERVIEW.

1. Would you please speak to your [organization]'s activities in the area of corporate social responsibility at the local level in your [organization]?
2. Would you please describe the community service or volunteer activities of your [organization] briefly? Why is your [organization] interested in doing volunteer work or community service?
3. Are you interested in involving students from our university in your [organization]'s CSR, community service, or volunteer work while they intern with your [organization]? Why or why not?

THE FOLLOWING QUESTIONS WILL HELP US ANALYZE THE LOGISTICS AND POTENTIAL TYPES OF LEARNING OPPORTUNITIES INVOLVED IN A JOINT UNIVERSITY-[ORGANIZATION] INTERNSHIP/CSR PROGRAM.

4. Are there any existing [organization] CSR activities in which you can use student interns during an academic year schedule, i.e., from Sept to Nov or from Feb to April? If so, how many students or intern hours, and for what types of activities or tasks? What about during summer?
5. Is it possible for your [organization] to involve interns in planning and co-ordinating CSR,

community service, or volunteer projects? [SINCE STUDENTS CAN LEARN BEST ABOUT THE [ORGANIZATION]'S PERSPECTIVE WHEN THEY ARE INVOLVED IN PLANNING ACTIVITIES AS WELL AS PERFORMING TASKS.]

6. Is it possible for a staff member to give supervision or feedback to interns who volunteer or work on CSR or community service projects in the [organization]? [SO STUDENTS GET DIRECTION AND FEEDBACK TO IMPROVE PERFORMANCE.]

7. Would a staff member be able to give interns a short orientation briefing of why your [organization] is interested in doing CSR or community service or volunteer work—either in a class session, through a video-taped presentation posted to the course website, or as a live briefing in the workplace? [THIS CAN HELP THE STUDENTS TO UNDERSTAND THE [ORGANIZATION]'S POINT OF VIEW AND COMMITMENT TO COMMUNITY ISSUES.]

8. Are there any other ideas or concerns you might have that would help or hinder such an internship program being set up with your [organization]?

REFERENCES

1. Astin, A. W., Vogelgesang, L. J., Ikeda, E. K., & Yee, J. A. (2000). Executive summary: How service learning affects students. *Report of the Higher Education Research Institute*, University of California, Los Angeles, January, 1–6. Retrieved June 30, 2012, from heri.ucla.edu/PDFs/rhowas.pdf.
2. Baker, M. (2004). Corporate social responsibility—what does it mean? Retrieved January 21, 2013, from <http://www.mallenbaker.net/csr/definition.php>
3. Barber, E. (2011). Case study: Integrating TEFI (Tourism Education Futures Initiative) core values into the undergraduate curriculum. *Journal of Teaching in Travel and Tourism*, 11(1), 38–75.
4. Barker, D. (2004). The scholarship of engagement: A taxonomy of five emerging practices. *Journal of Higher Education Outreach and Engagement*, 9(2), 123–137.
5. Baum, T. (1991). The U.S. and the U.K.: Comparing expectations of management trainees. *The Cornell Hotel and Restaurant Administration Quarterly*, 32(2), 79–84.
6. Billett, S. (2009). Realising the educational worth of integrating work experiences in higher education. *Studies in Higher Education*, 34(7), 827–843.

7. Blowfield, M., & Murray, A. (2008). *Corporate responsibility: A critical introduction*. Oxford: Oxford University Press.
8. Cecil, A. (2012). A framework for service learning in hospitality and tourism management education. *Journal of Teaching in Travel and Tourism*, 12(4), 313–331.
9. CNCS (Corporation for National and Community Service). (2012). College student volunteer rates—States. Retrieved June 30, 2013, from <http://www.volunteeringinamerica.gov/rankings/States/College-Student-Volunteer-Rates/2011>
10. Cooper, C. (2002). Curriculum planning for tourism education. *Journal of Teaching in Travel and Tourism*, 2(1), 19–39.
11. Dall’Alba, G. (2004). Understanding professional practice: Investigations before and after an educational programme. *Studies in Higher Education*, 29(6), 679–692.
12. Dall’Alba, G., & Sandberg, J. (2006). Unveiling professional development: A critical review of stage models. *Review of Educational Research*, 76(3), 383–412.
13. Devine, F., Hearn, N., Baum, T., & Murray, A. (2008). Cultural diversity in the curriculum: Perceptions and attitudes of Irish hospitality and tourism academics. *Irish Educational Studies*, 27(1), 81–97.
14. Gretzel, U., Prebežac, D., Joppe, M., & Edwards, D. (2012). TEFI 2011 World Congress: “Activating change in tourism education” May 18–21, 2011, Philadelphia, Pennsylvania, United States. *Journal of Teaching in Travel and Tourism*, 12(1), 118–122.
15. Harvey, L., Locke, W., & Morey, A. (2002). Enhancing employability, recognising diversity: London Universities UK & CSU [Executive summary]. Retrieved June 30, 2013, from <http://200.6.99.248/~bru487cl/files/libros/Tendencias/pdf/execsumm.pdf>
16. Leinhardt, G., McCarthy Young, K., & Merriman, J. (1995). Integrating professional knowledge: The theory of practice and the practice of theory. *Learning and Instruction*, 5(4), 401–408.
17. Liburd, J., & Edwards, D. (Eds.). (2010). *Understanding the sustainable development of tourism*. Oxford: Goodfellow Publishers Limited.
18. Monshausen, A., & Fuchs, H. (2010). CSR in tourism: Pretence and reality. *Contours*, 20(1), 4–7.
19. O’Conner, T., Dill, M., Burston, N., & Rainsford, S. (2004). Assessing the personal impact of a service-learning course based in a hospitality-management program at Cornell University. In J. Koppel, R. Kavanaugh, & T. Van Dyke (Eds.), *Hospitality with a heart: Concepts and models*

for service-learning in lodging, foodservice and tourism (pp. 37–54). Washington, DC: American Association of Higher Education.

20. O'Halloran, R., & Deale, C. (2004). Service-learning best practices in hospitality and tourism education. In J. Koppel, R. Kavanaugh, & T. Van Dyke (Eds.), *Hospitality with a heart: Concepts and models for service-learning in lodging, foodservice and tourism* (pp. 55–73). Washington, DC: American Association of Higher Education.

21. Olsen, L., & Gitsham, M. (2005). Catalogue of CSR activities: A broad overview. *Ashridge Centre for Business and Society*. Retrieved January 20, 2013, from <http://www.ashridge.org.uk/website/IC.nsf/wFARATT/Catalogue+of+CSR+Activities:+A+broad+overview?OpenDocument>

22. Padurean, L., & Maggi, R. (2011). TEFI values in tourism education: A comparative analysis. *Journal of Teaching in Travel and Tourism*, 11(1), 24–37.

23. Peterson, T. (2009). Engaged scholarship: Reflections and research on the pedagogy of social change. *Teaching in Higher Education*, 14(5), 541–552.

24. Primavera, J. (1999). The unintended consequences of volunteerism. *Journal of Prevention and Intervention in the Community*, 18(1–2), 125–140.

25. Ruhanen, L. (2005). Bridging the divide between theory and practice. *Journal of Teaching in Travel and Tourism*, 5(4), 33–51.

26. Sheldon, P., Fesenmaier, D., & Tribe, J. (2009). The tourism education futures initiative. *E-Review of Tourism Research*, 7(3), 39–44. Retrieved June 30, 2013, from <http://ertr.tamu.edu/>

27. Strange, A. (2004). Long-term academic benefits of service-learning: When and where do they manifest themselves? *College Student Journal*, 38(2), 257–261.

28. Swanger, N., & Gursoy, D. (2007). An industry-driven model of hospitality curriculum for programs housed in accredited colleges of business: Program learning outcomes—Part III. *Journal of Hospitality and Tourism Education*, 19(2), 14–22.

29. Tynjälä, P., Välimaa, J., & Sarja, A. (2003). Pedagogical perspectives on the relationships between higher education and working life. *Higher Education*, 46(2), 147–166.

30. Virtanen, A., Tynjälä, P., & Stenström, M. (2008). Field-specific educational practices as a source for students' vocational identity formation. In S. Billett, C. Harteis, & A. Etäläpelto (Eds.), *Emerging perspectives of workplace learning* (pp. 19–34). Rotterdam: Sense.

31. Zehrer, A., & Mössenlechner, C. (2008). Industry relations and curricula design in Austrian tourism master programs: A comparative analysis. *Journal of Teaching in Travel and Tourism*, 8(1), 73–95.

32. Zehrer, A., & Mössenlechner, C. (2009). Key competencies of tourism graduates: The employers' point of view. *Journal of Teaching in Travel and Tourism*, 9(3–4), 266–287.