

## **Surviving The Food And Beverage Service Challenge: The Experiences Of BS Tourism Management Students Interns Abroad**

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### **Abstract**

Internship is one of the big help to explore the students' skills. Actual learning and experiences are different from the four corners of the classroom. Developing skills through internship is way too good an experience to enter the real world of hospitality industry one of which is the student internship in Thailand. This program brings universally competent skills and knowledge to all Hospitality and Tourism students. This study aimed to explore the experiences of BSTM students who had internship in Food and Beverages department in Bangkok, Thailand. The study used the Qualitative Research and the method used is phenomenology. Data collection techniques used were unstructured interview, focus group discussion and narrative writing. Rigors of findings were established using member check for credibility, rich description and purposive sampling for transferability, stepwise replication and code-recode strategy for dependability and audit trail for confirmability. This study found out that the experiences of BSTM students revolve around the trainees, internship, Thailand, and food. The experiences and learning of the trainees gave them more confidence making them more ready for their chosen career.

**Keywords:** tourism management, student interns, phenomenology, Philippines

### **INTRODUCTION**

The internship program is developed to provide students with experiences that would be beneficial in the full time employment setting (Mcnulty, Betty, Robinson, Cheryl, Johnson, Linda & McCoy, 2013), to know the use of equipment, construct models, and conduct tests (Davis, 2010) and to improve their professional and personal skills (Jaradat, 2017). Cultivating the practical experience and skills of students through internships is beneficial (Wang, Chiang & Lee, 2014) and bridges the gap between formal education and practical work experience (Mekawy & Abu Bakr, 2014).

Internship is a time of great transition, during which mood disturbances are common (Bellini, 2002), to meet graduate students' training needs within the context of their work (Petrla, Ann, Fireman, Oran, Fitzpatrick, Schnoll, Hodas, Wertheimer & Taussig, 2015), facing new challenges in preparing students for the workforce (Cord & Clements, 2010) and students' willingness to stay in the hospitality industry after graduation (Chen & Shen, 2012).

A successful internship can lead to employment at the internship site or to a favorable employment recommendation from the internship provider (Mcnulty, Robinson, Johnson & McCoy, 2013) and to provide a pathway for students to develop the skills (Cord & Clements, 2010). Overseas Internship Experience, a program designed for undergraduate business students who wish to have an overseas experience

(Toncar & Cudmore, 2000) has a major role in transforming the student interns to ready-to-use professionals (Prabhu, 2016).

The experience abroad benefits the students especially in their personal growth (Kerman, 2016), provides them with the opportunity to develop a more accurate self-concept and creating a set of realistic expectations for work in the business world (Benzing & Callanan, 2004), and as a way of enhancing their job searches and to have the opportunity to make connections with professionals (Arnold & Cannon, 1998).

The positive overall internship experience would help students to develop positive self-image and healthy self-esteem (Nefstead, 1982) and to examine the benefits and challenges hospitality students may be confronted with when they work while completing their degrees (Schoffstall, 2013).

The international food service industry provides millions of meals a day in a wide variety of types of food service operation (Ninemeier, 2005). Training includes activities that are designed to provide learners with the knowledge and skills needed for their present jobs whereas development is the learning (Nischithaa, 2014), a method to assist employees to become more professional at what they do (Xiao, 2010), to develop an understanding of the current situation concerning hospitality graduates' as well as hospitality managers' skills and competencies and career development (Whitelaw, Barron, Buultjens, Cairncross, Davidson, 2009) and the contemporary economy is a matter of considerable academic and political debate (Baum, 2002).

In dealing with the impact of the new skills and flexibilities demanded by increasing globalisation (Devine, Hearn, Baum, Murray, 2008), a direct contact between employees and guests is necessary for providing and realizing the services (Nestoroska & Petrovska, 2014). Cultural diversity has become a household phrase in education, especially minority education (Ogbu, 1992). Today whatever education one had acquired, one has to be trained in many skills, including soft skills to be employable (Manoj, 2013).

Culture leads to issues in politics, interpretation, translation, stereotype and racism (Hutnyk, 2006), clashes between foreign and local values are inevitable in which expatriates experience challenges (Hafitah & Maimunah, 2007), may struggle to communicate what they want or even get necessary information regarding products or services (Eun, Kim & Mattila, 2011) and the issue of intercultural communication has recently had an increasing reach in the hospitality industry (Grobelna, 2015). Hotel Front Office Management uses a human resources approach to cover the unique management and operational challenges in the front offices of today's hotels and lodging facilities (Bardi, 2002).

Interpersonal relationships in the workplace are an inescapable reality for all those working in the context of an organization (Stoetzer, 2010), for participation (co-participation) at work, and the relations between them, are central to understanding the kinds of learning that workplaces (Billett, 2001) and critical for the survival of a company in a competitive environment such as the hospitality sector as it can greatly influence performance (Eunice, Mukolwe, Korir, Jacqueline, Buyeke, Eliza, Wafula, Milka & Musyoki, 2015). Hotel industry is facing many challenges which are closely connected to the changes that occur both in the field of tourist demand and tourist supply (Nestoroska & Petrovska, 2014).

## Objective

To explore the experiences of Bachelor of Science in Tourism Management (BSTM) students having internship in Food and Beverage Department in selected hotels in Bangkok, Thailand.

## Framework

Internships take students out into the community and the real world to internship sites for experiences in the field (Merrit, 2008). It is a kind of institutional emphasis placed on academic and experience gained in a practical sense (Batey & Lupi, 2012). Training experiences in higher education are essential to professional development (Da Silva &Teixeira, 2013). Internship is a time of great transition (Bellini, 2002). Internships allow students to acquire the experience and skills essential to acquiring a satisfying job upon graduation (Levy, 2013).

Learning at the workplace has become a challenge for the interns due to several issues (Prabhu, 2016). Student interns are employed and receive on-the-job, one-on-one, practical training in hands-on learning experiences (Merrit, 2008). Internships that are challenging and high-quality have proven to be an effective and efficacious approach that has many advantages and few disadvantages (Merrit, 2008). Internships have taken on an increasingly important role in education over the past decade since they present students with many advantages, ranging from gaining experience and obtaining career-related (Bukaliya, 2012). Communication and service are at the heart of the guest experience (Steinitz, 2015).

Hoteliers could demonstrate considerable scope for hospitableness through philanthropic and personalized emotion management (Benmore, 2010). Individual cultures expect certain behaviors that are to be followed in particular situations and promote particular attitudes. Ceremonies, esthetics, ethics, and family relationships are embedded in deep culture (Batey & Lupi, 2012). Culturally competent individuals are actively committed to understanding students in other cultures by reading, studying, asking questions, attending cultural events, and interacting with the people (Batey & Lupi, 2012). The design courses possess lifestyle, specialization, practice- orientation characteristics; these courses offer positive assistance to facilitate student internships (Chen, 2012).



Figure1. Schematic Diagram of the Study

An internship can be a productive and educational experience if the intern is given responsibility and mentoring (Davis, 2010). Contemporary hotel industry is facing many challenges which are closely connected to the changes that occur both in the field of tourist demand and tourist supply (Nestoroska & Petrovska, 2014). Recent research has focused on the production of moods and emotions at work, with an emphasis, at least conceptually, on stressful events, leaders, work groups, physical settings, and rewards/punishment (Brief & Weiss, 2002). Internship is to allow the intern to gain work experience in an area related to their studies or that they feel they would be interested in pursuing as a career in the future (Ebreo, Monaliza, Carranza, Eustaquio, Magluyan, Trillanes, Felicen & Ylagan, 2014).

The study focused on how the Tourism student interns survive in Food and Beverage Service challenge and their learnings and experiences in a hotel. The first theme was indicated as Internship. Under this theme, there are (3) sub-themes. These are Pre-internship preparation, Working Area and Management and Trainees. The second theme is indicated as the Benefits. Under this theme, there are two (2) sub-themes. These are Positive Experiences and Visiting Places. The third theme is indicated as Learnings. Under this theme, there are two (2) sub-themes. These are Working Skills and Culture. The fourth is indicated as Challenges. Under this theme, there are four (4) sub-themes. These are Difficulties at Work, Interpersonal Relationship, Communication and Food.

### **Scope and Limitation**

The study was conducted in the months of December 2017 – March 2018. This involved purposely selected BS Tourism Management students who have completed the six-month internship in Food and Beverage Department in selected hotels in Bangkok, Thailand. The researchers explored their experiences during their internship training. The gathering of data transpired in a Catholic College Institution in Bacolod City.

The researchers conducted the study using the qualitative research design. The method used is the most common way of data collection in qualitative research which is interview using the triangulation method namely individual interview, essay writing and focus group discussion. Choosing the correct conversation partner is also important. This research was conducted in the months of December 2017 – March 2018. The conversation partners chosen were the three female students who had completed the six months training in Bangkok, Thailand.

## **METHODOLOGY**

### **Research Design**

Qualitative research is used and the method used is phenomenology. Phenomenology is the study of structures of consciousness as experienced from the first-person point of view (Smith, 2013). The researchers use the phenomenology design because the study is based on the experiences of BSTM students taking their internship in Bangkok, Thailand. The phenomenon in this study is that they are tourism students assigned as a food server in the food and beverage department. However their assignment was in Food & Beverage department.

### **Sources of Data**

Our conversation partners were the BSTM students assigned in Food and Beverage Department during the internship training in Bangkok, Thailand. The BSTM students who were assigned in food and beverages department located in any hotel in

Bangkok Thailand; students who recently completed their 6- month internship.The Student Internship Abroad Program (SIAP) Focal Person.

### **Ethical Consideration**

The Informed Consent form was given to the conversation partners that provide information such as the purpose of the study, procedures, duration, risk benefits, reimbursements and right to refuse or withdraw. The informed consent includes the printed name and signature of the participant. The participants were requested to sign the form before the interview started. The names of the conversation partners were held by the researchers for confidentiality. All devices were password-protected for confidentiality of statements of the conversation partners and were discarded after data analysis.

### **Data Collection**

The researchers conducted a focus group discussion for one hour and twenty one minutes with all the three conversation partners. A focus group discussion (FGD) is a good way to gather together people from similar backgrounds or experiences to discuss a specific topic of interest (Manoranjitham & Jacob, 2007). With the gap of one week, data were gathered through essay writing by the three conversation partners. Essays are essentially linear, they offer one idea at a time they must present their ideas in the order that makes most sense to a reader (Abrams, 2000).

The researchers' final step of data collection was a series of individual interviews. The unstructured interview with the conversation partners were conducted at the Catholic College. Interviewing is an essential tool in qualitative research and this introduction to interviewing outlines both the theoretical underpinnings and the practical aspects of the process (Kvale, 1996).

### **Rigors of the Findings**

**Credibility.** Credibility results from a confirmatory factor analysis which suggests that message credibility, specifically in the context of news, can be measured by asking participants to rate how well three adjectives describe content: accurate, authentic, and believable (Appelman & Sundar, 2016). Traditionally, the member check has been used in order to assess the accuracy with which a researcher has represented a participant's subjectivity (Koelsch, 2013).

Member checking was used to ensure the validation of data in the qualitative research. Member checking is used during the data collection in our conversation partners. To ensure the collected data the researchers had the conversation partners check their correctness.

**Transferability.** Transferability refers to the degree to which the results of qualitative research can be transferred to other contexts or settings with other respondents it is the interpretive equivalent of generalizability, according to Bitsch (2005).

The researchers used rich description by paying attention and interpreting to the conversation partners their contextual details or field experiences and puts them into context.

The researchers also used purposive sampling. Purposive sampling in qualitative inquiry is the deliberate seeking out of participants with particular characteristics, according to the needs of the developing analysis and emerging theory (Morse, 2004).

The researcher's used purposive sampling by selecting and seeking participants based on the particular characteristics required. The researcher's also asked endorsement and permission from the gatekeeper.

**Dependability.** Dependability can be defined by maintenance costs and how long the maintenance takes. It also can be defined in terms of continuous operation (Fowler, 2005). Stepwise replication was used to verify the results of analysis using Code-recode Strategy. Stepwise replication is then applied in the given data wherein qualitative research data evaluation procedure where the researchers analyzed the same data separately and then compared the results (Anney, 2014).

The researchers then used the code-recode strategy to compare all the given data. The code-recode strategy involves the researcher coding the same data twice, giving one or two week's gestation period between each coding. The results from the two codings were compared to see if the results were the same or different (Anney, 2014).

**Confirmability.** In the confirmability paradigm, subjects are asked how many behaviors they require before attributing positive and negative traits to other people (Aloise, 1993). The audit trail enabled readers to trace through a logic. It also helped the researchers establish that the study's findings can be relied upon as a platform for further enquiry (Carcary, 2009).

### **Data Explication**

The researchers used the data explication processed, introduced by (Lacey & Luff, 2007) to obtain usable and useful information. The researchers were able to describe and summarize the data, compare the variables and identify the difference of between variables to come up with outcomes.

**Transcription.** Almost all qualitative research studies involve some degree of transcription – the data should be taped-recorded interviews, focus groups, video recordings, or handwritten field notes. It is not appropriate, usually, to write up summary notes from a tape recording – unless the words are transcribed verbatim, the researcher is likely to bias the transcription by only including those sections that seem relevant or interesting to them(Lacey & Luff, 2007).The researchers transcribed all the given data by the conversation partners through recorded interviews. This processed helped the researchers to interpret, collate data and structure it better easily.

**Organizing of Data.** It is necessary to organize your data into easily retrievable sections. You may wish to give each interview a number or code, or to break up field notes into sections identified by date, or by context (Lacey & Luff, 2007). The researchers reviewed the entire data set so that the themes or patterns begin to emerge. The researchers organized the data by means of cleaning the data and sorting the them in their focus group discussion, essay and individual interview.

**Familiarization.** The above procedures will have begun the process of familiarization. This meant the researchers listened to tapes and watched video material, read and re-read the data, made memos and summaries before the formal analysis began. This is an essential stage, and is particularly important if the main researcher has not gathered all the data themselves (Lacey & Luff,2007). The researchers familiarized the data. The researchers rechecked or repeatedly listened to

their audio recording and reread all the data. This encouraged the researchers to see the individual differences inherent in transcripts to get a better feel for the data.

**Coding.** After familiarization with the material, the researchers need to do some preliminary coding (Lacey & Luff, 2007). The researchers assigned the units of meaning, code and recode and cluster of meaning so that the data can come up with the sub-themes and the final themes. This process helped the researchers to reduce the data to capture the significance of the ideas.

## RESULTS AND DISCUSSION

The purpose of this study was to explore the learnings and experiences of tourism students during the internship training in the Food and Beverages Department in a Hotel in Bangkok, Thailand. Substantial information was gathered through triangulation, which was done through focus group discussion, writing of essay and individual interview. Gathering of data was also done by a series of interviews in each of the three conversation partners. The researchers encoded the interview transcript using word processor. The interview transcript was then presented to the conversation partners for verification. This was done to ensure credibility of the data, statements, and findings of this study. The researchers then presented the encoded data that were translated. It is described using units of meaning, codes, cluster of meanings, initial themes, generating the final themes and identifying the sub-themes.

The first theme is Internship. Under the theme, there are three sub-themes. These are the Pre-Internship preparation, Working Area and Management and Trainees. The second theme is all about Benefits. Under the theme, there are two sub-themes. These are the Positive Experiences and Visiting Places. The third theme is all about Learnings. Under this theme, there are two sub-themes. These are Workings Skills and Culture. The last and fourth theme is Challenges. Under this theme, there are four sub-themes. These are difficulties at work, interpersonal relationship, communication and food.

### Internship

According to (Vaughan, 2008) there can also or instead be a focus on the workplace as a learning environment where learning is a process embedded in production and organizational structures and is therefore about participation in communities of practice. Exploratory analysis of a portion of the model on Portuguese internships data reveals the importance of considering the respective roles of the multiple actors and of the internship process in explaining student satisfaction, but not project implementation (Narayanan, Olk, & Fukami, 2010).

This article introduces the Overseas Internship Experience, a program designed expressly for undergraduate business students who wish to have an overseas experience but are either unable or unwilling to participate in traditional study-abroad programs. The program, in operation since 1996, includes a 6-week supervised summer internship in Oxford, England; a variety of cultural heritage visits; supervised travel to neighboring countries; and substantial opportunity for independent travel (Toncar & Cudmore, 2000). An important aspect of an academic curriculum in higher learning institutions for technical disciplines is the industrial internship program for students. The purpose of this paper is to investigate students' perception of the effectiveness of an industrial internship program offered by a private technological university in Malaysia (Renganathan, Ambri Bin Abdul Karim, & Su Li, 2012).

**Pre-Internship Preparation.** In this study, the researchers examined internship as a recruitment and selection process. On the basis of impression management theory, it was hypothesized that both organizations and interns make efforts to impress the other party during the internship if they intend to hire or be hired (Zhao & Liden, 2011). The internship application process begins shortly after the excitement of graduate school acceptance subsides (Prinstein, 2013).

A recent focus within professional psychology training has been the definition of universal or core competencies deemed important for mastery by all individuals training as health service providers at key transition points in their doctoral programs (e.g., program entry, pre-practicum, pre-internship, and pre-independent practice) (Riccio, Cynthia, Cook, Krystal, Fenning & Harris, 2015). The purpose of this study was to illustrate the development of a screening measure to assess readiness for psychology internship training. The screening measure was comprised of 13 items rated on a 4-point scale (Power, Thomas, Robins, Paul, Watkins, Marley, Rourke, Mary&Alderfer, 2011).

According to our conversation partners:

**CP1:** *"I waited for the final date of the flight to Thailand because I did not buy yet the ticket from the travel agency that our program consultant refered to us."....."After our medical check-up, we went to the MIC Office and sad to say, we were not able to make it to the online interview. We were told to make a video resume to be submitted the next day."*

**CP2:** *"Next, we processed the necessary documents that will be needed including passport, Visa, and other important papers."....."The first thing I did in order to avail of this international practicum program was to attend the necessary meetings about this internship."*

**CP3:** *"I thought I will not be accepted in that hotel because Miss XXX said they do not accept Tourism students. I was surprise that I was accepted. Because of what Miss XXX said, I was the only one left."....."Without any assurance, we processed our requirements and we waited for the results of our interview."....."But of course, it is at your expense. But you are really assured of a work there."*

Interviews for jobs or internships are your opportunity to present yourself and your qualifications for the position you desire. Understand as much as you can about the nature of the position and the qualifications needed. You can get this information from the description of the job or internship. It is also helpful to talk to other people who have held the position or a similar one in another organization (Barnard,2016.). This article helps practice managers perform a needs analysis in order to determine if a student intern is appropriate, provides tools to help structure the internships and forms to evaluate the process, and identifies ways for the practice to avoid legal pitfalls when "employing" interns (Oetjen &Oetjen, 2009).

Regardless of the logistics of the internship, keep in mind that the entire application and internship process is important for students' personal and professional development. It is important that they engage in an internship search, identify opportunities that support their career goals, develop their resume to apply to positions, communicate with potential employers through various means of communication, participate in interviews, and be properly introduced to their new internship site through an onboarding process (Owings &Mills, 2016).

Students should leverage the career and internship services in their departments, colleges, and universities for seeking out internship opportunities and developing their application materials. Often these service groups are more up-to-date and provide more discipline focused information than the online or print sources. Additionally, there are opportunities to practice resume writing, interviewing, and interpersonal skill(Bohlscheid, 2015).

**Working Area and Management.** An internship is often considered an absolute necessity in hospitalitymanagement education. A hands-on approach to educating hospitality managersnot only supports the management principles learned in theory but also providesthe opportunity to practice and review one’s competence and skills in a real-worldenvironment. Both educators and industry practitioners agree that Hospitality andTourism Management curricula must blend theory with practice, offering students avariety of learning techniques to develop such skills as relationship building,leadership, communication, team building, and customer relations (Tuzon, 2016). The hospitality industry is greatly concerned with cost control. This is another objective when planning facilities. Portion control, for example, can be made easier byselecting serving utensils of an appropriate size. Similarly, employee costs can becontrolled through the efficient layout of individual work stations, designed inaccordance with the tasks to be performed there. Facilities also should be designed with flexibility in mind. The operation may need to expand; the menu may be changed if the original choices do not appeal (Mill, 1989).

Workplaces impose certain expectations and norms in the interest of their own continuity and survival, and in the interest of certain participants; but learners also choose to act in certain ways dependent on their own preferences and goals. Thus, the workplace as a learning environment must be understood as a complex negotiation about knowledge-use, roles and processes essentially as a question of the learner’s participation in situated work activities (Haan, 2012).The Hospitality management program has been designed to bring world-class hospitality education to students and prepare them to enter the hospitality industry at the supervisorylevel in areas of hotel and catering operations. Hospitality itself is a term to know anddevelop the interpersonal skills for the current and future prospective. Hospitalitymanagement training helps students to know how to perform work, and how differentworks are done in the different fields of the hospitality business respectively (Sharma &Broman, 2012).

According to our conversation partners:

**CP 1:** *“There in Bangkok, in XXX Hotel, I was assigned on the 56th floor. We were at the bar, XXX Bar. It was very windy there. So you really have to focus on what you are doing, how to handle the tray full of drinks. I was apprehensive about spilling the drinks on the guests because surely, they will complain.”.....“There was a time when I was the only one assigned in the station for three consecutive days.”.....“So we get the bill jacket, and you clip the money on it.”*

**CP2:** *“We were assigned at XXX. We were together but in different outlet. It was a big challenge for me and XXX for we are not HM majors and we have no knowledge about their work.”.....“One of the HR staff brought me to my assigned area which is called XXX (XXX). Then, he introduced me to the staff.”.....“When we arrived there and were given a tour of the hotel, we were introduced to where we will be assigned and it was at the F & B, not the in the front office.”*

**CP3:** *“We worked by shift. The first shift was breakfast where we do buffet. The second shift is at dinner which was ala carte. Then the third shift is at fine dining where we are made to serve drinks.”..... “I was first assigned at the fine dining restaurant.”.....“Yes F&B but we are shifting. For example, there are three divisions; the first is in the morning and it is breakfast buffet style. The second shift is at dinner time, Ala Carte style. There were drinks, also.”*

An internship offers you the chance to learn by doing in a setting where you are supervised by a work-place professional and have the opportunity to achieve your own learning goals (Lowa, 2017). Hospitality management training deals with those subject matters where after graduation the students will be able to supervise their positions in the hotels and catering industry with adequate background of management functions. When student develops skills in hospitality management they can be able to work on any criteria as the work demands.

Hospitality management training helps students to know about different factors used in hotel industry, like wise cost control measures to improve economical factor and success in business operations. It helps to set up standards for quality services that they offer to their customers. Knowledge of Hospitality management develops positive attitudes towards the trade with positive impact and self-confidence in handling the operations and become a successful entrepreneur in a small/medium enterprise (Sharma & Broman, 2012).

To identify the processes that ensure excellent service and innovative performance (Chen, 2011) employee engagement at different job positions enjoin necessity for processing special knowledge gain through formal education and training, and be a professional and specialist on the job, by providing guests with all needed services and related information about different issues during their stay (Nestoroska & Petrovska, 2014).

**Trainees.** An important objective of educational travel programs is to teach students how to bridge cultural distance (Klooster, Wijk, Go & Rekom, 2008). According to the study interns who had just completed an internship were interviewed and it was found that 30% of them had a depression in their internship (Valko & Clayton, 1975). Thus, internship based on a strong model of intern recruitment and supervision, structured inclusion of interns in a supportive agency culture, a manualized orientation, and an ongoing didactic program was hypothesized to result in a positive experience for interns (Petrila, Fireman, Fitzpatrick, Hodas, Robyn, Taussig & Heather, 2015). Staff training is a very essential part of Human Resource Management (HRM), It is a path for the management to know about their employees, it is a way to help employees to make best use of their own abilities, and it is a method to assist employees to become more professional at what they do (Xiao, 2010).

According to our conversation partners:

**CP1:** *“It was my perseverance, determination, and patience that motivated me to work every day. These values or positive outlook in life made me strong and I am thankful for that.”.....“I understand them also because I am the type of person who do not easily give up as long as I can carry myself.”.....“I said that no matter how hard it is, I will finish it. I have a strong and have a very positive outlook that I can get something which is life long learning.”*

**CP2:** *“That despite of the many doubts I have, I asked myself if I can do this. I had also doubts: what if I cannot understand them? I had lots of questions in the duration of my training.”.....“Lastly, I want to improve myself by being independent and apply my skills and learning to the job that will be assigned to me.”.....“It was an advantage for me because it was assigned to me. And then....mmm...I became independent in a way that I did not have to ask most of the time...ask for the opinion of others when I want to decide for myself.”*

**CP3:** *“So for me, I really show appreciation to those who are working hard. Because I have experienced how it was to work so hard and then you are appreciated, I would never forget the compliments and the money, the tip...20 pesos.”.....“But I just maintained my cool and I told myself that I started this and I should not worry because everything happens for a reason.”..... “And when you are there, you really get to know yourself, what you can do and cannot. There there were also “crying” moments; you will know when to place yourself and how to handle yourself without the help of your family. If you are here in the country, and that happens, you will immediately go home.”*

According to Newman, Cocol and Coffin the purpose of this article is to consider the important role that internship year can have in enhancing the development of consultation skills (Newman, Cocol, & Coffin, 2010). Furthermore, the face-to-face training is believed to be the biggest advantage of innovative training tool since it can provide almost instant training to individuals or groups too small for a traditional class (Johnson, 2007). The analysis revealed five internship impact areas, including adaptability to the workplace (AWP), team-playing capability (TPC), professionalism (PR), computer and communication skills (CCS), and career potential (CP) (Khalil, 2015). The basic components of the model; quality commitment, structural congruence with the program mission state ment, competency based experiences, grading and evaluation mechanisms may be replicated in most academic settings (Pauzé, Johnson, & Miller, 1989).

## **Benefits**

Training activities can also be beneficial regarding other outcomes at both the individual and team level (Aguinis & Kraiger, 2009). Experience abroad can be an exciting and unforgettable venture that will change your life and perspectives, and that might provide you with a ‘second home’. From the researchers’ own experiences, they can highly recommend it, and would be happy to provide guidance to other early career professionals who are planning to go abroad (Riva & Lauw, 2016).

Learning abroad is known by several names including education abroad, student exchange, study abroad, international learning mobility, credit mobility and international student mobility. For the purpose of this paper, it will primarily be referred to as learning abroad an inclusive term that encompasses overseas study, international work experience, internships, practicum placements, volunteering, community service and other learning endeavors (Potts, 2016). Work experience can come in the form of paid internships, unpaid work experience, placements, voluntary work and general paid work. You could be looking to go abroad as part of a placement year or for a graduate role (Reardon, 2015).

**Positive Experiences.** Prior research indicates that experiences result in the greatest experiences lead to greater happiness (Bhattacharjee & Mogilner, 2014). Thus, Feelings as information theory conceptualizes the role of subjective experiences

including moods, emotions, metacognitive experiences, and bodily sensations in judgment (Schwarz,2012).

According to (Nugent, Pollack & Travis, 2016) individuals expect to be treated with respect, dignity, collegiality, and kindness in other words, inclusively. Managing your emotions in the workplace is more important today than it ever has been because today's workplace is a challenging place (Bakken, 2011).

According to our conversation partners:

**CP1:** *"But, if there is an opportunity to go to Thailand they should go. Because as what I have said, stress and fatigue are but normal. You really have to make adjustments. But the experience...never mind the negative experiences. The experiences you will have there can never be compensated."....."It was quiet impressive as well as very challenging for us, trainees."....."That's it. It is an achievement for you because you finally have mastered the work and the end of contract."*

**CP2:** *"Then if they do not like to entertain guests, they would call me. So I will have two orders and two deliveries. It was okay for me then, because I also wanted to learn."....."I was also overwhelmed by the positive feedback from those guests who appreciated my effort and service as a trainee."....."Actually, it is the management, especially the HR, because they really assisted us with our papers and Visa. They are really willing to help and they are also approachable."*

**CP3:** *"That is why they say that "Experience is the best teacher".You will not learn if you will not try."..... "When the guest noticed that I was having a hard time in pouring the milk, she cheered me up and I was thankful for that."..... "Because you cannot experience those things here. There you can create connections and job offers. I had a lot of job offerings there... if you want to work on this hotel or that. They will help you."*

Good understanding of the issues and possible solutions will enhance the future experience of interns (Lutgen-sandvik & Riforgiate, 2011). Research also suggests that positive affect improves creativity and efficiency broadens individuals' scope of attention, and increases intuition. This study identifies motivational, behavioral, and cognitive trainee readiness for diversity training and proposes a theoretical framework of how individual characteristics (perceived discrimination, demographic attributes, and previous diversity-related experience) and organizational characteristics (diversity climate and demographic dissimilarity) influence motivational, behavioral, and cognitive trainee readiness for diversity training (Chung, 2013).

Whether love, money, opportunity, or career move, the actual step of packing up your belongings – or leaving them behind – and venturing into unknown lands, to survive in a different culture, requires a solid dose of courage and at least as much preparation (Landquist, 1997). Some results of the study found that Thai residents and international visitors felt cultural sightseeing, friendly people and food were significantly important when thinking of Thailand as a tourist destination, while international visitors felt that nightlife and entertainment were significantly more important than that of Thai residents (Henkel, Henkel, Agrusa, Agrusa & Tanner, 2006).

**Visiting Places.** Nationalism is a dominating force in contemporary politics, but political philosophers have been markedly reluctant to discuss, let alone endorse, nationalist ideas. In this book David Miller defends the principle of nationality. He

argues that national identities are valid sources of personal identity; that we are justified in recognizing special obligations to our co-nationals; that nations have good grounds for wanting to be politically self-determining; but that recognizing the claims of nationality does not entail suppressing other sources of personal identity, such as ethnicity (Miller, 1995).

International law on nationality thus evolved along two tracks: to protect and assist those individuals who were already stateless, and to try to eliminate, or at least reduce, the incidence of statelessness (Justice & Warren, 2005). Seeks to develop a full and more explicit account of what constitutes destination management by examining how a mature coastal resort, Pattaya in Thailand, is being managed (Longjit & Pearce, 2013). The world missionary conferences held respectively in Melbourne (World Council of Churches) and Pattaya, Thailand (Lausanne Committee for World Evangelization), both in 1980, are briefly compared with the aid of two contrasting tables (Bosch, 1981).

According to our conversation partners:

**CP1:** *"We even go out shopping and eat."..... "When you enter the temple, they are given some prayers."..... "When we went to the temple, we really prayed there."*

**CP2:** *"Thailand is known for their famous temples. They have grand temples and they are very particular with relics like Buddha. You really have to show your respect."..... "We went to XXX in Bangkok where the king is. But you cannot see him in person outside. But you are allowed to get in their temples."*

**CP3:** *"It felt really good that you were able to go to another country and have been to places they consider as heritage...but in the Philippines, I have not been to any place."..... "We went to different popular destinations for free and tasted different delicious food."..... "... sort of a supermarket to buy our necessities."*

In this article, the researchers reflected on the consequences of the 'contact zone' produced by these trends and, more in general, on the rapid changes that the label 'responsible tourism' is generating in the ways that many travelers approach the experience of local communities and their lifestyles (Sin & Minca, 2014). This article starts by defining place in terms of location, locale, and sense of place. This is then developed through a consideration of the roles of materiality, meaning, and practice in the constitution of place (Cresswell, 2009).

These strategies include the development of brand positioning through promotional campaigns that use positive features, such as natural beauty and local hospitality, and communication tools such as slogans, themes, visual symbols and events (Nuttavuthisit, 2007). They trace how a Buddhist cosmography adapted to new ideas of time and space, and a traditional polity was transformed into a new nation-state under a strengthened monarchy (Baker & Phongpaichit, 2014).

## **Learnings**

Learning is generally understood as resulting in a permanent capacity change in people (Vaughan, 2008). Thus, capability is obviously influenced by learning but also current capability influences the ability to learn (Eraut & Hirsh, 2007). The nature of workplace learning is both different from and similar to school learning Nowadays (Tynjälä, 2008). Adopting an intraorganizational evolutionary perspective, we examine

the roles of key change agents inside and outside the organization in driving and shaping four processes motivation, invention, implementation, and theorization and labeling that collectively define a model of how management innovation comes about (Birkinshaw, Hamel& Mol, 2008).

**Working Skills.** On the job training for students has been used as a traditional instrument to increase employability of graduates with connected demand for the labor market (Kuzgun, 2012). The main aim of the study is to assess the impact of the hotel management trainee on the hotel operation. Additionally, this study is directed towards following specific objectives; to analyze the effectiveness of the involvement of hotel management education in the hotel operation during the study period, to recognize the perception created by the teachers regarding the knowledge and the hospitality industry, to find the opinions on the program faced by the hospitality management trainees, and to find out whether the syllabus introduced by the University of Applied Sciences is effective and efficient for hospitality management students (Sharma & Broman, 2012).

The purpose of this study is to find out more about the skills profiles, work background, idea, attitude and plan of the people in front office in hotels by conducting a survey. By gathering information about this vital area of service and work in the Skills and work in the hospitality sector 511 hospitality industry, it will provide first-hand data in order to improve training and career development (Haiyan & Baum, 2006). Spending a period abroad to pursue training and/or work opportunities can be very beneficial, not only to the scientists themselves but to their employers, their home countries, and society itself (Osborn, 2006).

According to our conversation partners:

**CP1:** *“It is really an achievement for Tourism students who were not taught about food and beverages services but finished successfully the six-month internship”..... “Then I realized that I did not have regrets and I was so thankful that I was assigned at the bar and in the food and beverage. It is like an edge for me because I am a tourism student and I was not trained for that kind of work but I learned. It is like an international standard, standard operating procedure.”.....“They will really observe you. So you have to be alert, focused on your work. Then, you have to learn what they are teaching you.”*

**CP2:** *“For the next few weeks, handling the service tray was not a burdent at all. I can put as much as I can on it without struggling.”..... “Then, after a week I was on my own already. I taught myself by observing them.”..... “I was observing what they were doing and I followed it until I mastered it. Because before, I cannot balance the tray on my hand. Of course, I was not used to it. Before the juice would spill, but later on I was able to do it and which was good.”*

**CP3:** *“It was another challenging experience for me. We had to memorize the menu and the drinks which were really hard because we didn't have much time to study.”..... “Unlike the others who were not able to experience those things. Like for example in my interview. I am now working at XXX. The feedback during our interview, because there were two of us, that we are confident and we are a bit matured. Unlike those graduates who were not able to gain experiences.”..... “The greatest learning I have had was the work of F & B. Of course, in Tourism we do not study those things. And we were not exposed to that.”*

The researchers provided a list of soft skills that are important for collaboration and teamwork, based on experience and from an opinion survey of team leaders. Each skill can be learned to some extent (Gibert, Tozer & Westoby, 2017). Communication is a central part of every interpersonal meeting within healthcare and research reveals several benefits of effective communication. There is a need to teach students and practitioners how to communicate with patients and with colleagues (Deveugele, 2015).

According to Mccarthy, it provides an international comparative analysis of the skills, training and qualifications of guidance workers, with a view to identifying the challenges that face these dimensions of guidance provision at the beginning of the 21st century (Mccarthy, 2001). Public policy in many countries focuses on the development, through training, of what are seen as a high skills employment and business environment (Baum, 2002).

**Culture.** More and more cultural conflicts have affected the efficiency of the employees' performance at a lot of international hotel workplaces and it is believed that employees from different cultural backgrounds will have to improve their communication skills. An intercultural training programme is needed in order to prepare multicultural employees for surprises that could arise in complex cultural situations without being frustrated, stressed, and puzzled (Sharafuddin, 2015).

Thai culture is unique and renowned for its complexities. To understand the repercussion of culture on Thai management style in the public sector context, this study investigates the key 'characteristics' and 'nature' of culture in the Thai public sector organizations. By adopting Hofstede's theory of cultural dimensions, this study proposes that the new generation in the Thai organizations acts differently from the cultural stereotype from the literature in Thai culture and management (Pimpa, 2012).

Thailand is often viewed as a wondrous kingdom, featuring temples, wildlife and tropical islands. Visitors are also attracted by its history, culture, modern capital city and reputation as the "land of smiles" (Kongprasert & Virutamasen, 2015). Culture is often related to notions of well-being, illness, healing and health that inform individuals in their day-to-day activities. The postpartum period is noted for traditional practices related to rest, healing and the consumption of food and drinks, but a contemporary view of these practices is needed (Kaewsarn, Moyle & Creedy, 2003).

According to our conversation partners:

**CP1:** *"There is an area in Bangkok where most of the sellers are Indians. The smell is really bad. You would not wish to go there."... "There has to have an image of the Buddha inside.".... "Like when you are talking and you will ask about the king or the queen."*

**CP2:** *"Then you cannot also kick the toe of your companion or point at them. For us it is okay to point at people or things when you try to say or emphasize something. For them it is improper.".... "Second, I want to explore diverse cultures which will provide me awareness of Thailand's culture and practices.".... "Because once I tried to touch the hair of one of the staff and she did not like it. For us, it is just normal to touch the hair of other people."*

**CP3:** *"It is something personal. Like, the Buddhist do not believe in circumcision. Yes, it is their culture that men are not circumcized. So they also make fun of each other on that matter.".... "They have a very rich culture. They have great respect, for example, to their Buddha. They have*

*a very big Buddha.”.....“... It is a little house, and there are flowers. There is incense....for those who believe that the spirits live there.”*

The Thai and other Buddhists follow the widespread Buddhist custom of not touching a person on the head, which is considered the highest part of the body. Patting a child on the head is thought to be dangerous to the well-being of the child. A person should not point the feet at anyone or at an image of Buddha. Footwear is removed when entering temple complexes, and it is polite to remove footwear when entering a house. Buddhist monks are not supposed to come into contact with women. It is traditional to greet a person with a prayer like gesture called “wai”. It is considered improper to lose one’s temper or show too much emotion in public (Oward, 2018).

As a type of tourism in Thailand with comparatively long adventure elephant riding history many new dimensions of adventure tourism have recently emerged in Thailand. Various kinds of adventure on water, land, and air can be enjoyed in Thailand. This involves exploration of exotic locales and remote areas and engaging in various adventurous activities (Sharafuddin, 2015).

The attraction and event sector can be defined as theme parks, museums and galleries, national parks, heritage sites and centers, and festival and events. The transportation sector includes airlines, shipping lines, railways, bus operators, and car rental operators. Travel organizers and intermediaries sector contains travel e-mediaries, tour operators, tour wholesalers, retail travel agents, and conference organizers (Lunenburg, 1836). A brief background to Thailand, highlighting the way that the contemporary culinary culture is the outcome of a unique history of non-colonization, Buddhist religion, the role of the Royal family and national economic plans (Seubsman,Suttinan, Dixon & Banwell, 2009).

## **Challenges**

Henry, Rehwaldt & Vineyard (2001), by identifying internship problems, attempted to explain how internship programs can be carried out efficiently and effectively. In this study, involving both trainees and researchers, internship problems were categorized as “work place,” “working hours,” “insufficient supervision,” “ignorance about importance of working,” and “wages ” (Kaşlı & İlban, 2013).

Thailand is characterized as a 'land of smiles', that cultural asset does not necessarily translate into a population of natural hospitality workers. Indeed, the number of trained hospitality workers is not sufficient for the current demand (Geary, 1993). They must now identify the challenges for the future within their own working environment and develop the technological interpersonal skills necessary to managing this new age (Burgess, 2000). However sometimes feeling down can be a response to a setback-- not being recognized for an achievement at work, for example -- or feeling overloaded (Bakken, 2011).

**Difficulties at Work.** There are a growing number of students in higher education who experience mental health difficulties and have support needs. The behaviour of small numbers of students on social work programmes indicates also a need to examine the mental health difficulties and needs of social work students (Collins, 2006). The difficulties involved in placing work stress in the context of other life stress factors. It is stated that work stress is a current and future health and safety issue, and, as such, should be dealt with in the same logical and systematic way as other health and safety issues (Cox, Tom, Griffiths, & Rial-Gonzalez, 2000). Work difficulties in the early career, and the generally deteriorating work conditions associated economic recession, shape individuals' work values. Drawing on panel data

from the Youth Development Study, we test whether individuals change their work values in response to concerns about satisfying material needs or the features of jobs that they are able to attain (Johnson, Sage, & Mortimer, 2012). Difficulties at work from anaesthetists' own perspective and to examine how anaesthetists handle and cope with situations that are perceived as difficult and potentially stressful (Larsson, Rosenqvist & Holmström, 2007).

According to our conversation partners:

**CP1:** *"They only knew about it when after three months we were told that we will go home in August because our Visa cannot be renewed."..... "At times it was very windy because it is a rooftop bar. I was always careful with my movements because there is a possibility that the drinks will spill."..... "And all of us did not like the manner she said it. It was not a big deal. It wasn't a problem."*

**CP2:** *"If I will be scolded by the guest, they just do not care. It is bad on my part because I am just a trainee and they would keep on repeating the same thing."..... "I have encountered several challenges that affected my positive perspective in life. But I am thankful of those trials because it molded me to become a better individual."..... "Foremost is their attitude. They are lazy. But in our outlet, there are those whom I have not seen going out. They were the ones who entertain and attend to the guests."*

**CP3:** *"Especially in our hotel, they want that we really know everything. They actually expect that we know everything because we are there and we passed. So they presume we are really very good."..... "When I was assigned at the bar, my struggle was to keep the drinks on its place so that I won't break or spill it on the guests."..... "That was the first. The tray is really heavy. It is made of steel."*

Four areas of difficulty were identified as a result of factor analysis-people difficulties; information difficulties; technical difficulties; and report-writing difficulties (Keena & Newton, 1987). People with a mild to moderate traumatic brain injury (TBI) returning to a job requiring multitasking, may have difficulty succeeding despite pre-morbid equivalent cognitive scores (Bootes & Chapparo, 2010). The characteristics of students in tourism management internships, the working conditions of the internship, and the leadership features of the administrators in the workplace affected students' intention to work in the business (Kaşli & İlban, 2013). The emotional intelligence dimensions add a significant percentage of incremental variance compared to variances due to personality traits with respect to career decision difficulties (Di Fabio & Palazzeschi, 2009).

**Interpersonal Relationship.** The present studies examine (a) how interpersonal goals initiate responsiveness processes in close relationships, (b) the self-perpetuating nature of these processes, and (c) how responsiveness evolves dynamically over time through both intrapersonal projection and reciprocal interpersonal relationship processes (Canevello & Crocker, 2010). The quality of the interpersonal encounter is the most significant element in determining effectiveness. The experimental elements in the counselor which make a relationship a "growth-promoting climate" are described in detail and presented in a series of logically sequential statements (Rogers, 1962). Studies are presented that allege to identify such skills, but critical review indicates that they may be a phenomenon that lies outside the realm of empirical enquiry (Barakat, 2007). Mindful description, acting with awareness, and non-judgemental acceptance were associated with better identification and description of feelings, more

body satisfaction, less social anxiety, and less distress contagion (Dekeyser, Raes, Leijssen, Leysen, & Dewulf, 2008).

According to Tse & Yip they examined the view of forgiveness of others effects psychological well-being through interpersonal adjustment. One hundred and thirty nine volunteers (80 females) provided measures of dispositional forgiveness, interpersonal adjustment and psychological well-being (Tse & Yip, 2009).

According to our conversation partners:

**CP1:** *“Then the guest will get angry because it is taking them so long to give the change. If you will demand the change from them, they will get mad at you because you did not remind them.”..... “They always rely everything to us but if we commit mistakes, they will blame us and then the manager will reprimand us, trainees.”..... “So, you should really know how to handle her mood swings; you should know when to talk to her and when not to. If she is in a bad mood, you should not commit any mistake because she is going to flare up. Bang! You will be scolded.”*

**CP2:** *“But sometimes, we have misunderstanding. Sometimes they have issues with me, but I just do not mind them or answer them. I never complained, not even once, even if I sometimes think it was not good, that I want to be transferred to another outlet.”..... “Later on, I realized that if they ignore me while I am talking to them it means that they have some concerns about me and I know that they are talking about me.”..... “And there were times that though you did not do anything wrong, they will just look at you, as if they have a problem with you. If I ask them they would tell you that there is none. If I ask them if they are talking about me they would say that they are not talking about me.”*

**CP3:** *“They think you are a robot. That is why you have to learn it by heart because if you forget it, it is a big issue. So, you have to adjust.”..... “After our shift, they told us to clean everything backside before we leave. It was really stressful because we were really tired and there were still a lot of work to do.”..... “That was it, when he gave us a treat. Though the staffs are looking at us, we gathered around her, and I guess the others did not like it.”*

We draw on concepts from interpersonal theory to examine the literature on the role of interpersonal processes in creating and maintaining this disorder. Studies that examine interpersonal interactions with significant others and strangers are reviewed (Alden & Taylor, 2004). The mere psychological presence of relationship partners was hypothesized to trigger interpersonal goals that are then pursued non consciously (Fitzsimons & Bargh, 2003).

According to Leng and Zhou, exploring an extent the brain activity is modulated by the interpersonal relationship between the individual and the other agent, who can be a friend or a stranger (Leng & Zhou, 2010). Recent ideas on emotional intelligence and servant-leadership have identified the quality of interpersonal relationship as a key factor affecting management and organizational performance (Nuttall, 2004). Positive interpersonal relationship at work foster a variety of beneficial outcomes for individual and organization hence, this paper on improving interpersonal relationship in workplace (Obakpolo, 2015).

**Communication.** A number of features of business discourse in English in a Thai workplace, for example, in e-mail memos, are integral to modern business operations. In this study, a questionnaire was used to find the important situations in which English is used in business communication (Hiranburana, 2017). When we consider a strategy for dealing with globalization, it can be seen that intercultural interactions and encounters are very important and appropriate as effective outcomes are expected. Therefore, the need to assess the intercultural communicative competence (ICC) of those expected to achieve these outcomes is worth consideration (Inkaew, 2016).

According to our conversation partners:

**CP1:** *“What they say about language barrier is true. They are Thais and we are Filipinos. We communicate in English and they are not really good at it. So, when you talk you have to be all ears to them so you will understand.”..... “I tried to learn their language so that it would be easy for me to talk to the Thai guests who do not speak English well.”.....“That you will right away get what he means, which is difficult because their language is a barrier. Their English is different.”*

**CP2:** *“XXX was right in saying that it was hard to communicate with the Thais. They pronounce words differently. Sometimes you cannot understand what they are saying. For example, when they say “Excuse me,” they would say “Excuse me”.But later on, I get to understand what they say and I also talk to them though sometimes what they say is not audible.”.....“At first it was difficult for me to communicate with them because it seemed that they cannot pronounce English words very well.”.....“First thing is how to handle the guests so you apply your communication skills. Sometimes you need to adjust with the guests because not all of them are fluent in English.”*

**CP3:** *“The biggest barrier was the language. The XXX do not speak English, unlike us. They are not fluent and they find it hard to express themselves. Sometimes they do not know what we mean so we have misunderstanding. It was difficult.”;....“It was another challenge on my part because they were XXX people and they kept talking to me in XXX, and I kept on saying “I am sorry, I don’t speak XXX”. All I did that time was stay in the trolley area and bust it out whenever it is full.”.....“Of course they did not experienthat because they cannot communicate. If there are guests who speak English they would tell us to attend to them because they cannot speak English. And there were a lot more.”*

Communication depends on the ability not only to send but also to receive messages. So the ability to listen effectively greatly enhances the communication process. But many of us are not good listeners. Effective listening skills can be developed, however (Lunenburg, 1836). Communication is giving, receiving or exchanging ideas, information, signals or messages through appropriate media, enabling individuals or groups to persuade, to seek information, to give information or to express emotions (Oward, 2018).

Communication plays a major role in developing a relationship. It can also affect the relationship among family members or management in any institute. More specifically, communication influences the effectiveness of instruction, performance evaluation, and the handling of discipline problems. Communication should be straightforward. What can make it complex, difficult, and frustrating are the barriers

(Odhiambo, 2015). Communication means sharing meaning. With no sharing, there is no communication. To communicate successfully in a team or with others, at work or in the community, we have to understand the communication environment and the barriers which prevent messages being sent and received successfully. A communication barrier is anything that prevents us from receiving and understanding the messages others use to convey their information, ideas and thoughts (Haun, 2012).

**Food.** The Thais food found in Thailand is often spicier than that found outside of Thailand. The Thais love chilies and Thai cuisine is extremely hot and burns for a long time. As a rule the smaller the chillies the hotter the taste, with the torpedo-shaped phrik khii nuu being the hottest (Hays, 2014). Entrepreneurs in Thailand try to capitalize on these characteristics to create products or services to serve tourists. However, good design and good quality are not enough to survive in a competitive market. The makeup of customers is constantly evolving and they are becoming more discerning and demanding. Thus, it is important to work closely with customers to make sure that products and services fulfill their needs and requirements, and to understand customers through study of their behaviors and preferences (Kongprasert & Virutamasen, 2015).

The promotion of Tourist industry and “Thai food to the world” became as an impacted of socioeconomic development in Thailand, due to the tourist industry had become important part to bring about the economic growth in Thailand, included such businesses; hotels, restaurants, logistic and souvenirs’ business (Jewcharoensakul, 2013). Although most people believe in the uniqueness of authentic Thai traditional cooking, Thai cuisine has been a product of transnational interactions for centuries. What is known as Thai food today is in fact a combination of indigenous foods and the influences of Indian and Chinese culinary traditions (Sunanta, 2005).

According to our conversation partners:

**CP1:** *“It was not good at first. The food smelled bad and it was very spicy. We have a friend there, also a Tourism student, we were already starving.”..... “Another experience I had in Bangkok was I did not like that food that they serve at the canteen.”..... “You have to eat fried foods. And then, I have also learned how to eat “padtai”, one of their delicacies. It is sort of their national food. When I tasted it, I started craving for it. Yes, especially when you go to Kawsan.”*

**CP2:** *“We did not expect the taste. It was unexplainable. The odor...and there were lots of seasoning and it was spicy but sweet. You cannot understand the taste.”..... “When we had our first lunch at the hotel canteen, I did not expect that the taste of their food was really different and the smell was not good.”..... “That is why in our dorm, there is a restaurant downstairs where we usually order fried rice with egg, with mix pork or chicken, or shrimp. That was what we always ate. So that is why we were saying that when we go back to the Philippines, we will not eat egg anymore. We just don't like egg anymore.”*

**CP3:** *“You will not understand the taste of food there. You cannot tell the flavor. Even the staff of the hotel does not eat their food.”..... “I was amused that they actually serve bread for free and that sometimes, guests do not eat it and it would just be put to waste.”..... “when I was still here I already eat spicy food. And there, the food...sometime, it is very spicy...like for us, it is already level 10, but for them it is just level 2 to 3.....”*

Thai food is internationally famous. Whether chilli-hot or comparatively bland, harmony is the guiding principle behind each dish. Thai cuisine is essentially a marriage of centuries-old Eastern and Western influences harmoniously combined into something uniquely Thai (Kongprasert & Virutamasen, 2015). Street food is everywhere in Thailand. Vendors set up stalls where you can get something to go or you can stop to enjoy a meal at the nearby tables and chairs (Nam, 2017).

No exploration of Bangkok's street food is complete without a trip to Chinatown (referred to among locals as Yaowarat), which is considered the birthplace of street food in Thailand and remains a prime foodie destination. And any discussion of Thai street food must also include a mention of satay – meat that is threaded on a bamboo stick, grilled over an open flame and served with peanut sauce and an *ajad* of cucumber, shallots and chillies in sugar syrup. Although it sounds simple enough, satay is hard to make memorable. This is where Jay Eng (105 Charoen Krung Road, on the pavement opposite the Chao Por Heng Jia shrine) comes in: tender, coconut milk-kissed meat with a hint of char, alongside a sauce full of nutty flavor (Gray, 2016).

In Thailand modern food retail now controls 50% of food trade and the nutrition transition—a shift to diets higher in processed foods and animal products, fats, and sugars—is well under way. In this chapter an innovative multidisciplinary study is described, sampling from a large national cohort of community-based working Thai adults (Kelly, Banwell, Dixone, Sleigh & Seubsman, 2013). Thai food industry put a lot of effort into keeping up with changes of consumption patterns locally and in the South East Asia region (Ngamkroekjoti, Speece & Dimmitt, 2005).

### **GENERAL STATEMENTS**

After completing all the methods and analyzing all the statements of the conversation partners, the researchers were able to come up with the four themes, namely, Internship, Benefits, Learnings and Challenges.

BS Tourism Management students are known to have their tour guiding skills and in making tour package. They are trained and intended to be flight attendants, front liners, and tourism officers and etc. They are also required to have their internship, either local or abroad. There are also internship programs to excite and motivate virtually every student. Internships get students more engaged so they can take a leading role in their own education. Internships take students out into the community and the real world internship sites for experiences. In their case they have chosen to have their internship in Thailand “The Land of Smiles”.

The phenomenon that happened to them were that they were not trained in food and beverage area, but it is part of the Tourism sector. They have their internship without knowing the area that will be assigned to them. The area assigned to them was in the Food and Beverage area. The tourism students don't have a certain and specific subject on Food and Beverage but partly hands on an event with related of food services.

The researchers gathered the data by conducting interview through focus group interview, essay and individual interview. The conversation partners shared their experiences, thoughts, and feelings.

According to the conversation partners they have experienced the challenging and happiest moments during their processing stage of their internship. They faced various attitudes and personalities of people. They experienced different kinds of employees and while working in the establishment.

Aspects of 'benefits' the conversation partners stated their individual experiences. The positive experiences during the internship motivated them to continue their work and to finish their ojt contract. Aspects of the 'learnings' the conversation partners stated the different learnings that they gained during their internship. It was a disadvantage to them because they were tourism students. As to 'Challenges' the conversation partners were able to cope with the challenges during the internship. There were many challenges that molded them into what they have become as of today. The challenges were situations in their workplace, interpersonal relationship, communication, and their adjustment in the Thai food.

Generally the study thickly describes the experiences, benefits, learnings, difficulties and challenges of the interns in Thailand either positive or negative and good or challenging. The researcher learned the backbone of the untold stories and experiences of the conversation partners.

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