



2010

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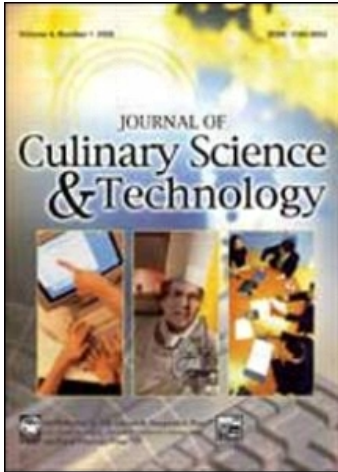
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On: 3 December 2010

Access details: Access Details: [subscription number 930557283]

Publisher Taylor & Francis

Informa Ltd Registered in England and Wales Registered Number: 1072954 Registered office: Mortimer House, 37-41 Mortimer Street, London W1T 3JH, UK



Journal of Culinary Science & Technology

Publication details, including instructions for authors and subscription information:

<http://www.informaworld.com/smpp/title~content=t792303989>

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Online publication date: 03 December 2010

To cite this Article Cullen, Frank(2010) 'Phenomenological Views and Analysis of Culinary Arts Student Attitudes to National and International Internships: The “Nature of Being” Before, During, and After International Internship', Journal of Culinary Science & Technology, 8: 2, 87 – 105

To link to this Article: DOI: 10.1080/15428052.2010.511100

URL: <http://dx.doi.org/10.1080/15428052.2010.511100>

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Phenomenological Views and Analysis of Culinary Arts Student Attitudes to National and International Internships: The “Nature of Being” Before, During, and After International Internship

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This article presents the results of research conducted between 2006 and 2007 as part of a 4-year study on culinary internships. The article explores what can be described as the culinary life, developing a picture of working in a kitchen. It then compares and contrasts the work of key writers in the area of internship. Phenomenological views are provided and quantitative data analyzed from the 2006 and 2007 cohorts of students studying for a bachelor of arts in culinary arts to establish their attitudes toward international internships. The research found that gaps existed between the attitudes of the 2006 and 2007 students.

KEYWORDS *Internship, international, national, Escoffier, hermeneutical, phenomenology, learning*

INTRODUCTION

Georges Auguste Escoffier (October 28, 1846–February 12, 1935) was a French chef restaurateur and culinary writer who popularized and updated traditional French cooking methods and is regarded as one of the great chefs of his time (Kinton & Ceserani, 2007). Herbodeau and Thalamas (1955) suggested that Escoffier advocated “Taylorism” in the kitchen. According to Mac Con Iomaire (2009), Escoffier organized his kitchens into five mutually supporting parties: a *garde-manger* responsible for the cold dishes and supplies

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in the kitchen; *entremetiers*, for soups, vegetables, and desserts; the *rôtisseur*, with responsibility for roasts and grilled and fried dishes; a *saucier* for the making of sauces; and a *pâtissier*, who made all the pastry dishes for service. Escoffier suffered from bullying and verbal abuse as a commis chef and vowed to professionalize his kitchen by ensuring that all his staff were treated with respect (Kraig, 2006). Escoffier preferred to leave the kitchen if he felt he was losing his temper and would return to deal with any issues when he had calmed down (Page & Kingsford, 1971). It could be argued that the relationship between Escoffier's kitchen brigade system and students undertaking culinary internships has a direct impact on the social categorization process and the students' integration into the kitchen systems. Escoffier's system of work that introduced organized discipline into kitchens still permeates in many French kitchens today and can be found throughout Europe and other international kitchens in simplified versions. *Brigade de cuisine* is a system of hierarchy found in restaurants and hotels that employ extensive staff. The modern concept of the brigade system is still evident in culinary arrangements requiring discipline and skill to meet the demands of the kitchen. For instance, a visit I made to Le Mas Candille, a Michelin-starred restaurant located between Cannes and Grasse in France, during the summer of 2008 revealed a kitchen structure that mirrored the Escoffier brigade system. The kitchen staff consisted of 15 chefs including the *chef du cuisine* or executive head chef, a second head chef or *sous chef*, and a number of *chef de parties* working with a commis chef and *stagiaires* (a person undertaking a short period of unpaid training) for each section in the kitchen. A similar structure was found in the Le Manoir Aux Quat'Saisons in Great Milton, Oxfordshire, which is a two-star Michelin restaurant that also incorporates a country house employing 34 chefs, including commis chefs and *stagiaires* in the kitchen. The restaurant is owned by the Orient Express Hotel group and celebrated chef in the culinary arena Raymond Blanc. This overview provides some insight into the structure of a kitchen without explaining all sections within a busy kitchen. What is important in relation to this research is the categorizing of the kitchen into sections within a small and often confined space. The kitchen environment is hot and stressful and people work in close proximity to each other and tempters sometimes flare. Each employee is in view of all other employees working in the kitchen, so the need to demonstrate competence is important in order to gain acceptance as a dedicated culinary intern.

Orwell (1989) depicted the culinary work place by stating:

What keeps a Hotel going is the fact that the employees take a genuine pride in the work, beastly and silly though it is. If the man idles, the others soon find him out, and conspire against him to get him sacked. Cooks, waiters and plongeurs differ greatly in outlook, but they are all alike in being proud of the efficiency. Undoubtedly the most workmanlike class, and the least servile, are the cooks. They do not

earn quite so much as waiters, but their prestige is higher and employment steadier. The cook does not look upon himself as a servant, but as a skilled workman; he is generally called “un ouvrier” which a waiter never is. He knows his power—knows that he alone makes or mars a restaurant, and that if he is five minutes late everything is out of gear. He despises the whole non-cooking staff, and makes it a point of honour to insult everyone below the head waiter. And he takes a genuine artistic pride in his work, which demands a very great skill. It is not the cooking that is so difficult, but the doing everything to time. (pp. 74–75)

Orwell paints a bleak picture of culinary life that would not be representative of most kitchens today. In many ways the images depicted on TV mirror Orwell’s kitchen experience and may only be found in a small number of restaurants. A well-known celebratory TV chef demonstrates contempt for his kitchen staff, and some of our culinary students have experienced such behavior during internship; this type of behavior is contrary to the beliefs of Escoffier. However, the behavior is rare and normally comes down to individual personalities rather than the organization’s work culture. This type of working environment can distract the student from the intended focus of the internship: to learn.

REVIEW OF LITERATURE

Dulgarian (2008, p. 281) defined internship as “work experience in an industrial, business, or government work situations that leverages class guidelines experience through practical work experience.” Ackerman, Graham, Schmidt, Stern, and Miller (2009, p. 27) suggested that internship is an “intense and formative period of practical work experience in the life of an individual.” Lauber, Ruh, Theuriand, and Woodlock (2004, p. 42) defined internship as “experience in actual work situations that allows students the opportunity to translate academic theories and principles into actions, to test out career interests and to develop skills and abilities.” Lauber et al. (2004) also claims that internship can benefit the student by providing work based learning opportunities and industry organizations through the development of strong links with an academic institution and the provision of cost effective labor. Internship also provides the opportunity for students to mix with professionals and increase skills that are difficult to develop in a classroom laboratory environment (Lauber et al., 2004). Callanan and Benzing’s (2004) research supports Lauber et al. (2004) by postulating that internship can benefit the student, employer, and academic institution, identifying that the employer gains a positive recruiting image and ensures an available pool

of educated people at a low cost to the organization; the academic institute develops a strong industry links; and the student gains through practice.

These definitions identify three common elements that relate to culinary internship:

- The culinary internship student should be an active participant in the experiential learning.
- Culinary internships better reinforce prior learning if standardized training programs are agreed upon.
- Culinary internships can reinforce and help embed knowledge learned in the classroom environment.

Brooks, Cornelius, Greenfield, and Joseph (1995) examined the relationship between career-related work and internship experience of 164 senior college students (111 females and 53 males); 56.6% of the sample had experienced internship. Brooks et al. (p. 336) defined internship as “*a supervised pre-professional career—related experience, paid or unpaid, part of full-time measurable learning object of this and formal devaluations.*” The participants came from a variety of subject and background disciplines but mainly industrial relations, journalism, psychology, economics, and English.

Brooks et al. (1995) disseminated questionnaires to assess the students’ internship experience. The questionnaire was based on a job characteristic inventory that measured six dimensions: variety, autonomy, task identity, feedback, dealing with orders, and friendship opportunities. Brooks et al.’s (1995) survey instrument used a 5-point scale to measure student career decidedness, self-concept crystallization, occupational information, career self-efficacy, vocational commitment, and tendency to foreclose. Brooks et al. (p. 337) used what they called *occupational alternative questions*, requesting the participant to “list all the occupations you are considering right now.” The students’ self-concept crystallization was assessed with a 40-item scale rating occupations that was developed by Barrett and Tinsley (1977). Barrett and Tinsley’s study related to vocational self-concept crystallization and occasional indecision, providing a measurement to indicate the level of self-concept and self-esteem but not directly related to internships. Barrett and Tinsley (p. 305) did find evidence to suggest that “low self-esteem subjects have less well crystallised vocational self-concepts.” A similar study was conducted by Taylor (1988) that examined the effects of internship on students. Taylor looked at three hypotheses:

- Greater crystallization (e.g. clarification) of vocational self-concept and work values.
- Less reality shocked.
- Better employment opportunities.

In terms of measuring greater “crystallization” of vocational self-concept, Taylor (1988) investigated whether students who undertook an internship that was related to their field of study were more likely to achieve higher levels of job satisfaction and remain in the first job as opposed to students who did not engage in any form of internship. Taylor also investigated whether internship experience reduced reality shock, identified by Taylor as the transition from college to permanent employment. According to Taylor (p. 393) “reality shock occurs when individuals find that many of the works standards and procedures learnt in school directly conflict with those required on the job.” Taylor’s study sample consisted of 67 students; 32 had undertaken internship and 35 had no internship experience. All participants had similar demographics with respect to age, level of education, award participation, marital status, and work experience related to their field of study. Students in the internship program were required to undertake 200 hours of work placement over a maximum of 15 weeks (Taylor). Participants were taken from students studying business, engineering, industrial relations, interior design, and journalism. A quasi-experimental approach was used with the dissemination of four questionnaires to measure pre and post experience.

Verney, Holoviak, and Winter’s (2009) study examined the responses from 81 internship supervisors, 46% supervise students studying marketing majors and 54% management majors. The main focus of this study was to establish the benefits of internships to students, employers, and universities using a 5-point Likert scale incorporating questions on communication skills, critical thinking, and ability to work with others; questions soliciting information concerning the students’ ability to learn were also included. A further section of the questionnaire examined character traits related to responsibility, dependability, initiative, attitude toward work, and student performance.

COMPARISON AND CONTRAST OF INTERNSHIP STUDIES

Brooks et al.’s (1995) study supported the findings of Taylor (1988) by providing evidence that internship experience related to the beneficial changes in the student’s self-concept. However, groups recommended further studies should use pre and post measurements that incorporate individual differences. Taylor (1988) found that students with internship experience were received by employers as being significantly better qualified. Taylor (1988) also established that graduates with internship experience relevant to their field of study gained an advantage over peers with no experience in the labor market. Brooks et al. (1995), Taylor (1988) and Verney et al. (2009) proposed that internship experience benefits students by preparing them for work and developing their vocational self-concepts as individuals. It is

further claimed by Taylor (1988, p. 400) that “the time and effort invested in internship is cost effective for many students in the long run.”

Brooks et al.’s (1995) study of internship was incorporated as part of the academic year and their findings produced similar results as Taylor (1988), suggesting that students who engaged in internship work-related activities relevant to their field of study gained a greater degree of vocational self-concept crystallization or (clarification). Researchers also found that internships that provide opportunities to deal with other people are related to the development of students increases in vocational self-efficacy. Brooks et al.’s (1995) findings complemented the research conducted by Taylor (1988) by demonstrating that internship experience that provided high levels of feedback facilitated the development of self, increasing the student’s autonomy, task identity, and skills variety.

Verney et al.’s (2009) study supported the findings of Brooks et al. (1995) and Taylor (1988), suggesting that if internship is to support the development of the student it must include professional-level work. According to Verney et al., interns who are integrated into the working environment will gain from and appreciate the experience. Callanan and Benzing (2004) supported the views of Verney et al. (2009), Brooks et al. (1995), and Taylor (1988). Callanan and Benzing’s findings indicated that one of the key mechanisms to facilitate the development of an accurate self-concept and a student’s gaining of a realistic understanding of professional practice is the development of temporary anticipatory socialization cooperative work assignments that incorporate reflective practice associated with the internship experience.

Coco (2000, p. 41) claimed that “internships are a real differentiator, the symbol of maturity and confidence,” proposing that the purpose of internship is to provide a bridge between the academic environment and work. In terms of the educational value, Coco suggested that internship benefits the individual through reinforcing technical competencies, improving the student’s analytical skills, and, most important according to Coco, internship fosters awareness of the need to adapt and become creative in a changing environment. Callaghan and Benzing’s (2004, p. 87) research also supported Coco’s views, claiming that “in today” world, the key to successful career management is the development of a clear self-identity, the setting of career goals and the pursuit of career strategies that are consistent with that identity.” Callaghan and Benzing (2004) claimed that internships are invaluable for the student’s development of self-identity and the setting of career goals.

REFLECTIVE COMMENTS

A picture is developing that suggests that internship provides a valuable tool to enhance culinary students’ learning. Claims are made and supported by

the various writers that students benefit from the internship through working with professionals in their field of study (Callanan & Benzing, 2004; Coco, 2000; Lauber et al., 2004; Pianko, 1996; Verney et al., 2009). This highlights the need for well-structured culinary internship agreements to ensure that the work activities enhance the possibility for student learning. The reviewed literature also highlights the internship process as being capable of developing the students' competence, improving analytical skills, knowledge, tacit skills related to chosen professionalism, and the development of self-concept, self-esteem, and self-identity (Barrett & Tinsley, 1977; Callanan & Benzing; Coco; Lauber et al.; Taylor, 1988). It is noted that the studies provide many nuances that cross the boundaries between educational psychology (Verney et al., 2009) and socialization (Brooks et al., 1995), and relationships are also drawn between knowledge transfer and new knowledge obtained through working alongside professional practitioners during the internship process. These researchers provide some insight into internship and its benefits; however, none of the studies assessed the development of self-identity as a learner in terms of mobility (living away from home) in another country during the internship. To what extent can the inclusion of mobility and working in another country contribute to the culinary student's development as a learner?

METHODOLOGY

Having reviewed a number of methodological aspects to conduct this research, it was decided that a mixed method approach would best address the research question: What is the "Nature of Being" for culinary arts students before, during, and after international work internship? The mixed methods approach is in line with the current research emphasis on the importance of multiple measures and observations, as a cross-checking method to reduce probable error. The approach was also in keeping with other experiential learning studies in the educational field. By designing and crafting the research approach and binding qualitative and quantitative, subjectivist and objective methodologies in one study, the technique proved extremely valuable and provided the background upon which much of the analysis is based. Questionnaires provided a feasible and reliable approach to obtain statistical comparative evidence related to the lived experience from two cohorts of culinary art students following 2006 and 2007 Erasmus internship in kitchens. The questionnaires were primarily formulated based on the findings of the secondary research and additional casual exploratory research was conducted in the School of Culinary Arts and Food Technology to establish factors that affect students undertaking European experiential learning. The responses aided the construction of the measurement statements used in the questionnaire.

Questionnaire Design

Closed-ended questions provided respondents with a choice of answers using a Likert scale based on numerical bipolar scores ranging from 1 to 5. The scale was used to rate the factors that impacted the students internship. Pilot testing was repeated until the questionnaire was unambiguous and addressed the research question. As a result of the pilot testing, the range of attributes used in the study was adjusted. For instance, questions were added that elicited information on financial status of the student's household and whether the student receive payment from the "host employer" during internship and established whether the student organized his or her own internship. Questions were also included that elicited information about the student's attitude toward the support provided by the School of Culinary Arts and Food Technology for their European internship, structure, and learning. The questionnaire also elicited information to establish the students' attitudes towards the experiential learning in the work placement during the internship and a different attitude towards the cultural experience. The pilot test sample used a sample size of ($n = 10$) until a satisfactory result was achieved. A final draft questionnaire was validated using the pilot-test approach composed of 35 measurement statements; see Table 1.

Quantitative and Qualitative Analytical Approaches

QUANTITATIVE APPROACH

SPSS 15 was used to analyze the quantitative data. According to Levin and Rubin (1994), there is no single standard or universal level of significance for testing hypotheses. The higher the significance level used for testing the hypothesis, the higher the probability of rejecting a null hypothesis when it is true. Therefore, a level of 0.05 is referred to in this study and is a common convention adopted in studies of significance (Ferguson & Takane, 1989). The levels of 0.05 and 0.01 are also referred to as the *alpha error*. Sprinthall (1987) stated that some researchers are cautious and never reject the null hypothesis unless the probability of being wrong is 0.01 or less. Sprinthall also stated that it is important to limit the alpha error to as small a value as possible and suggested that 0.05 is stringent enough in most social science studies.

In testing the null hypothesis, the Mann-Whitney nonparametric test was used to compare two unpaired cohorts, firstly to test for significant difference between male and female respondents from each of the years. Mann-Whitney was also used to test for significant difference between the student cohorts in cases where the frequency of responses to the Likert-scaled questions indicated a difference. *p* Values were used to reject or accept the null hypothesis, establishing whether a difference between the population medians is evident. In cases where the *p* value is < 0.05 , the

TABLE 1 Measurement Statements Used in the Questionnaire

Likert scale statements used in research questionnaire 2006 and 2007

S ₁ .	The department is very supportive when placing students for work-placement
S ₂ .	It is better when the department selects the restaurant for the work-placement
S ₃ .	I would prefer if I selected the restaurant and location for my work-placement
S ₄ .	The Department has more control if students do not get paid when on work-placement
S ₅ .	Students should be paid when out on work-placement
S ₆ .	It is important that students receive a visit by a lecturer when on work-placement
S ₇ .	My work-placement contribution to the restaurant was valued by the manager/chef
S ₈ .	I was well prepared by the Department for the work-placement
S ₉ .	It was made clear what was required by all parties for a successful work-placement
S ₁₀ .	The work-placement was well structured and organised
S ₁₁ .	I had a mentor appointed to me by the work-placement restaurant
S ₁₂ .	My attitude towards the international work-placement has improved following- the national work-placement.
S ₁₃ .	The national work-placement has had a negative impact on my attitude towards-the international work-placement
S ₁₄ .	It is important that a restaurant mentor is appointed for the work-placement
S ₁₅ .	I felt used by the restaurant when on work-placement
S ₁₆ .	I was very happy with my work-placement
S ₁₇ .	The student should have a greater say in the selecting of the work-placement
S ₁₈ .	It was made very clear at the point of application for the programme that I might have to engage in unpaid placement
S ₁₉ .	The work-placement period should be part of the academic year
S ₂₀ .	I should be allowed to select a work-placement within culinary/food service industries that best suit my interests
S ₂₁ .	I found it financially difficult when out on work-placement
S ₂₂ .	I had to work in a second job to support myself during the work-placement
S ₂₃ .	I have/had financial problems following the work-placement
S ₂₄ .	Work-placement provides a great learning opportunity for students
S ₂₅ .	I learned new culinary skills in my work-placement
S ₂₆ .	I got to practices and hone the skilled I learned in college when on work-placement
S ₂₇ .	I was allowed to sit in on management meeting in the work-placement
S ₂₈ .	I am a better communicator following my work-placement
S ₂₉ .	I feel more comfortable working as part of a team following the work-placement
S ₃₀ .	I have more confidents integrating with new people following the work-placemen
S ₃₁ .	If I had more control when selecting the work-placement I would learn more
S ₃₂ .	My attitude to learning has improved following the work-placement
S ₃₃ .	The work was repetitive and limited my learning in the restaurant
S ₃₄ .	I was allowed to work in different areas of the restaurant/kitchen to facilitate learning
S ₃₅ .	The work-placement was a valued learning experience.

difference in the null hypothesis is rejected as being coincident and it is concluded that the population samples have different medians. The parameters used for accepting or rejecting the null hypothesis in this study are common to all studies using small Mann-Whitney nonparametric testing. Table 2 provides a summary of the statistical frequencies comparisons between cohorts of students in 2006 and 2007.

TABLE 2 Comparison of Frequencies Between 2006 and 2007 Cohorts

Chorts	17 = 17 2006, n	17 = 17 2006, n	17 = 17 2006, n	17 = 17 2006, n	17 = 17 2006, n	Missing Data	26 = 26 2007, n	26 = 26 2007, n	26 = 26 2007, n	26 = 26 2007, n	26 = 26 2007, n	Missing Data
Rating %	1	2	3	4	5		1	2	3	4	5	
S ₁	0	6	24	53	18		23	27	35	8	8	
S ₂	35	35	12	12	6		31	8	31	8	23	
S ₃	12	6	18	41	24		4	15	27	23	31	
S ₄	12	29	35	18	6		38	12	19	12	19	
S ₅	0	6	18	41	35		4	4	8	12	73	
S ₆	0	12	12	47	29		4	4	0	27	65	
S ₇	0	0	0	35	65		15	8	15	27	35	
S ₈	0	6	24	53	18		35	8	31	23	4	
S ₉	0	0	29	47	24		35	19	15	19	12	
S ₁₀	0	6	18	65	12		35	23	15	27	0	
S ₁₁	35	18	0	35	12		19	4	35	12	31	
S ₁₂	12	0	12	41	35		27	4	31	15	23	
S ₁₃	71	12	12	0	6		19	4	19	19	38	
S ₁₄	6	0	18	29	47		0	0	19	35	46	
S ₁₅	35	6	35	0	24		23	19	8	15	35	
S ₁₆	12	6	12	41	29		31	12	23	23	12	
S ₁₇	6	18	41	29	6		4	8	19	27	42	
S ₁₈	35	12	18	12	18	6	54	19	15	4	8	
S ₁₉	12	6	18	24	41		0	0	4	12	85	
S ₂₀	0	0	18	18	65		0	0	0	19	81	
S ₂₁	6	18	24	29	24		0	4	35	8	54	
S ₂₂	53	18	12	6	12		27	12	15	0	46	
S ₂₃	35	12	24	18	12		4	4	23	12	58	
S ₂₄	0	0	6	24	71		4	4	19	19	54	
S ₂₅	6	0	24	24	47		12	8	8	23	50	
S ₂₆	0	0	18	29	53		23	12	19	23	23	
S ₂₇	53	12	6	6	24		65	12	12	4	8	
S ₂₈	12	12	12	18	47		31	15	15	31	8	
S ₂₉	12	0	24	24	41		27	4	38	19	12	
S ₃₀	12	6	24	24	35		23	4	19	23	31	
S ₃₁	18	6	29	29	18		12	12	23	12	42	
S ₃₂	6	0	24	29	41		23	4	15	31	27	
S ₃₃	18	6	41	18	18		8	19	19	27	27	
S ₃₄	12	18	18	12	41		23	12	12	23	31	
S ₃₅	12	0	6	35	47		12	8	19	15	46	

S = Statement.

QUALITATIVE APPROACH

Phenomenological hermeneutical analysis was conducted using data gathered from the students' reports, reflective journals, Web courses, discussion boards (an online learning blackboard platform), and open meetings each week for a 12-week period. Hermeneutical research is a qualitative style of research that seeks to discover and understand meaning through the interpretation of experiences. Hermeneutical phenomenology is considered

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a philosophical method that was developed through the work of Heidegger (Morgan, 2006). Hermeneutical phenomenology is the interpretation of the phenomenon of existence.

Heidegger fundamental ontology, in "Being and Time", will try to map out the transcendental conditions which made human existence (Dasein) possible, while recognising that human are individual existing beings whose Being is an issue for them. (Moran, 2006, p. 197)

Acknowledgment of Heidegger ontology places primary responsibility on the interpreter of the phenomenological views to be well grounded and experienced in the research field. The hermeneutical phenomenological aim of this research was to gain insight into the social and cultural phenomena of international internship and experiential learning through the student's perspective.

DISCUSSION AND RESULTS

Research Participations Demographics

The valid population sample of culinary arts student and countries of internship are presented in Table 3. Prior to 2007 students studying for a bachelor of arts in culinary arts were not permitted to undertake internship in English-speaking countries.

Quantitative Results

The analysis of the frequencies in Table 3 suggests that large differences exist between the students' attitudes; see statements 1, 2, 5, 6, 7, 8, 9, 10, 13, 16, 17, 19, 21, 22, 23, 25, 26, 28, 29, and 32 in Table 1. Mann-Whitney nonparametric testing was used to further explore the 2006 and 2007 student cohorts to establish if the difference identified in the frequencies of results (see Table 3) was significant. Table 4 presents the Mann-Whitney nonparametric results.

Having established that a number of differences existed between the cohort years 2006 and 2007 it was necessary to conduct further analysis using the Mann-Whitney U test to explore whether a significant difference existed between the attitudes male and female respondents in each of the years; see Table 5.

Only the 2007 cohort showed one significant difference between male and female respondents; see statement s12 in Table 5. The attitudinal difference to statement 12 is shown in Table 5. This was further investigated using Spearman's rank order correlation. This test demonstrated a small negative correlation between male and female respondents. The two variables

TABLE 3 Comparisons of Frequency Between 2006 and 2007 Cohorts

Chorts	17 =	17 =	17 =	17 =	17 =	Missing Data	26 =	26 =	26 =	26 =	26 =	Missing Data
Rating %	1	2	3	4	5		1	2	3	4	5	
S ₁	0	6	24	53	18		23	27	35	8	8	
S ₂	35	35	12	12	6		31	8	31	8	23	
S ₃	12	6	18	41	24		4	15	27	23	31	
S ₄	12	29	35	18	6		38	12	19	12	19	
S ₅	0	6	18	41	35		4	4	8	12	73	
S ₆	0	12	12	47	29		4	4	0	27	65	
S ₇	0	0	0	35	65		15	8	15	27	35	
S ₈	0	6	24	53	18		35	8	31	23	4	
S ₉	0	0	29	47	24		35	19	15	19	12	
S ₁₀	0	6	18	65	12		35	23	15	27	0	
S ₁₁	35	18	0	35	12		19	4	35	12	31	
S ₁₂	12	0	12	41	35		27	4	31	15	23	
S ₁₃	71	12	12	0	6		19	4	19	19	38	
S ₁₄	6	0	18	29	47		0	0	19	35	46	
S ₁₅	35	6	35	0	24		23	19	8	15	35	
S ₁₆	12	6	12	41	29		31	12	23	23	12	
S ₁₇	6	18	41	29	6		4	8	19	27	42	
S ₁₈	35	12	18	12	18	6	54	19	15	4	8	
S ₁₉	12	6	18	24	41		0	0	4	12	85	
S ₂₀	0	0	18	18	65		0	0	0	19	81	
S ₂₁	6	18	24	29	24		0	4	35	8	54	
S ₂₂	53	18	12	6	12		27	12	15	0	46	
S ₂₃	35	12	24	18	12		4	4	23	12	58	
S ₂₄	0	0	6	24	71		4	4	19	19	54	
S ₂₅	6	0	24	24	47		12	8	8	23	50	
S ₂₆	0	0	18	29	53		23	12	19	23	23	
S ₂₇	53	12	6	6	24		65	12	12	4	8	
S ₂₈	12	12	12	18	47		31	15	15	31	8	
S ₂₉	12	0	24	24	41		27	4	38	19	12	
S ₃₀	12	6	24	24	35		23	4	19	23	31	
S ₃₁	18	6	29	29	18		12	12	23	12	42	
S ₃₂	6	0	24	29	41		23	4	15	31	27	
S ₃₃	18	6	41	18	18		8	19	19	27	27	
S ₃₄	12	18	18	12	41		23	12	12	23	31	
S ₃₅	12	0	6	35	47		12	8	19	15	46	

resulted in ($r = -.453, n = 26, p < .02$) and calculation of the coefficient of determination resulted in a 20.6% share of the variance in relation to the students' attitudes toward the international internship following national internship. Forty-two percent of the female respondents either disagreed or strongly disagreed with the statement, thus indicating that their attitudes toward the international internship had not improved following the national internship, whereas none of the male respondents indicated this factor. Having established this result, statement 13 was also explored to

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TABLE 4 Mann Whitney Test Results of Combined 2006 and 2007 Student Cohorts

2006 and 2007					
	Z Value	<i>p</i> <0.05		Z Value	<i>p</i> <0.05
S ₁	-3.589	0	S ₁₉	-3.129	0.002
S ₂	-1.382	0.167	S ₂₀	-1.401	0.161
S ₃	-0.038	0.969	S ₂₁	-1.747	0.081
S ₄	-0.548	0.584	S ₂₂	-2.241	0.025
S ₅	-2.041	0.041	S ₂₃	-3.356	0.001
S ₆	-2.258	0.024	S ₂₄	-1.404	0.16
S ₇	-2.569	0.01	S ₂₅	-0.013	0.989
S ₈	-3.188	0.001	S ₂₆	-2.715	0.007
S ₉	-3.086	0.002	S ₂₇	-1.059	0.29
S ₁₀	-3.686	0	S ₂₈	-2.417	0.016
S ₁₁	-1.184	0.236	S ₂₉	-2.35	0.019
S ₁₂	-1.896	0.058	S ₃₀	-0.552	0.581
S ₁₃	-3.686	0	S ₃₁	-0.974	0.33
S ₁₄	-0.161	0.872	S ₃₂	-1.302	0.193
S ₁₅	-0.935	0.35	S ₃₃	-0.841	0.4
S ₁₆	-2.221	0.026	S ₃₄	-0.589	0.556
S ₁₇	-2.519	0.012	S ₃₅	-0.568	0.57
S ₁₈	-1.435	0.151			

TABLE 5 Mann Whitney U Test of Male and Female Respondents

	2006		2007			2006		2007	
	Z Value	<i>p</i> <0.05	Z Value	<i>p</i> <0.05		Z Value	<i>p</i> <0.05	Z Value	<i>p</i> <0.05
S ₁	-1.2683	0.20469	-1.741	0.08168	S ₁₉	-1.6548	0.09797	-1.2907	0.19681
S ₂	-0.7175	0.47304	-1.3788	0.16797	S ₂₀	-1.1176	0.26375	-0.3808	0.70335
S ₃	-0.3861	0.69941	-2.1203	0.03398	S ₂₁	-0.1626	0.87087	-1.6127	0.10682
S ₄	-0.6023	0.54696	-0.2702	0.78704	S ₂₂	-0.4012	0.68827	-1.7271	0.08415
S ₅	-0.2243	0.82254	-0.8151	0.415	S ₂₃	-0.7621	0.44602	-0.7131	0.4758
S ₆	-0.452	0.65126	-0.5865	0.55754	S ₂₄	-0.5942	0.55238	-1.4587	0.14464
S ₇	-1.3348	0.18193	-0.4789	0.63203	S ₂₅	-1.1849	0.23607	-1.121	0.26227
S ₈	-1.9601	0.04998	-1.6894	0.09114	S ₂₆	-0.1162	0.90753	-0.5913	0.55435
S ₉	-0.966	0.33405	-1.9968	0.04584	S ₂₇	-1.4956	0.13475	-1.1939	0.23251
S ₁₀	-0.5574	0.57728	-2.4049	0.01618	S ₂₈	-1.0065	0.31419	-1.315	0.18853
S ₁₁	-1.0508	0.29333	-0.4816	0.63008	S ₂₉	-0.6646	0.50631	-1.0267	0.30458
S ₁₂	-0.8399	0.40098	-2.2696	0.02323	S ₃₀	-1.0376	0.29944	-0.1192	0.90511
S ₁₃	-0.7207	0.47108	-1.9254	0.05418	S ₃₁	-0.4346	0.66384	-0.3942	0.69346
S ₁₄	-0.5658	0.57152	-1.3134	0.18906	S ₃₂	-0.9473	0.34349	-1.0154	0.30993
S ₁₅	-1.8868	0.05918	-0.7766	0.4374	S ₃₃	-1.101	0.27091	-0.2672	0.7893
S ₁₆	-0.665	0.50603	-1.5762	0.11499	S ₃₄	-0.6047	0.54536	-0.2379	0.81195
S ₁₇	-0.222	0.82433	-0.0915	0.92711	S ₃₅	-1.7691	0.07688	-1.5317	0.1256
S ₁₈	-0.251	0.80183	-1.3611	0.17349					

determine the direction of the correlation because this statement had a direct relationship with statement 12. There was a medium positive correlation between the 2007 male and female respondents results ($r = .385$, $n = 26$,

$p < 0.052$), indicated with the shared variance of 14.8%. Sixty-eight percent of the female population sample indicated that the national internship had a negative impact on their attitudes toward the international internship; 28% of the male respondents indicated that the national internship had a negative impact on their attitudes toward the international internship. The same analysis using Spearman's rank order correlation was conducted to establish the direction and strength of the relationship between the male and female respondents of the 2006 cohort of students to establish whether the national internship had the same negative impact on the students' attitudes as found in the 2007 cohort. A small positive correlation was found between the male and female respondents of 2006 ($r = 0.210$, $n = 17$, $p < 0.419$), with a shared variance of 4.41%. The results demonstrated that the national internship had a positive impact on the students attitude; 83% of the females and 60% of the males indicated this factor. Similar 2006 cohort results were obtained for statement s13 ($r = 0.180$, $n = 17$, $p < 0.419$); 75% of the females and 100% of the males indicated that the national internship did not have a negative impact on their attitudes toward the international internship.

Motivational Issues Addressed

The quantitative results underpinned the findings of qualitative research conducted between 2006 and 2007; in particular, the female respondents of 2007 indicated that they believed the male students in the BA program were more likely to be allowed to select their own national internships. However, it was established that many of the male students in the program in 2007 were currently working in kitchens as commis chefs prior to the national internship. These students were facilitated and allowed to keep these jobs because they met the requirements for the culinary national internship. Having identified this as a possible explanation for the difference in attitudes between the male and female respondents, it was also identified that in general students in the 2006 and 2007 felt that the national internship process needed to be revised because it did not make provision of any formal training agreement between the School of Culinary Arts and Food Technology and the employer that include the student's "voice." Students felt that they should be given a say in the type of internship that they undertake in the second year of the program. These findings suggested that there are motivational issues involved with internships. The students concerns were addressed during the school review process in 2008–2009 and a number of changes were made to the process, providing a greater input from students.

Results also indicated that a gap exists between the attitudes of the students in 2006 (who received a very supportive strategy before and during the international internship) and the students in 2007 (who received limited support with the internship process). The students in 2006 indicated

a more positive attitude toward experiential learning; see Table 2. A mean value of 67% of students in 2006 indicated that they were well prepared for the international internship and only 6% indicated that they required more preparation. In strong contrast, only 19% of the students in 2007 indicated that they were well prepared; see Tables 1 and 2. The pedagogy approach to prepare students for European international internship normally commences 9 months prior to the students' departure dates. These research findings indicate that the student's voice needs to be acknowledged and a combined approach that includes the host organization, the institution, and the student is necessary. In particular, the results showed large gaps between the attitudes of students in 2006 and 2007; statements 1, 7, 8, 9, 10, 11, 12, 13, 17, 22, 23, 26, 27, and 28 indicated a magnitude ≥ 0.14 . Using guidelines set by Cohen (1988), 0.01 = small effect, 0.06 = moderate effect and 0.14 = large effect, the results suggest that large gaps existed between the 2006 and 2007 student cohorts. These results indicated that complacency may have existed within the school's pedagogy and supportive approach for the students in 2007. This was due in part to the two internship coordinators falling ill and requiring hospitalization at the same time, thus leaving the internship up to the students to arrange in most cases. However, it should be noted that this did not deter students from indicating that the overall internship experience was valued; see Table 2, statement 35. The findings from statements 15 and 16 and the learning statements 24 to 35 support the introduction of the European Quality Charter. Results demonstrate a strong contrast between the students' happiness and learning attitudes for the 2006 cohort, whose agreements were constructed by the internship coordinator and the 2007 cohort, who made agreements themselves.

Qualitative Results

The hermeneutical phenomenological research supports the quantitative findings suggesting that the culinary arts student's greatest fears when engaging in international internships are:

1. A lack of understanding of the host country's language
2. Not knowing the culinary skills expected of them in the kitchen
3. That host organization (employer) might take advantage of them by working them for longer hours that are not in keeping with normal practice.

Female students expressed greater anxiety and fear of being alone, getting home sick, and getting stuck in a hostile kitchen environment for the internship. Male students were less willing to express emotional fears; however, "not being able to live up to the culinary standards in the kitchen" was

their greatest expressed concern. When discussing the impending internship, I got the impression from the body language, that the male students' had the same or similar anxieties that were expressed by female students' in relation to working in hostile environments.

Following the international culinary internship, the students made comments in their reflective reports: "This work placement has been a real growing experience for me personally and also professionally" (Laura, 2006).

During the work placement you are immersed in a working culture which can prove invaluable in improving core professional and personal life skills such as, interpersonal relations, communication skills, and confidence. Looking back on my placement, I think the most important aspect that I experienced was a profound realization of how my future could shape up. With the right attitude, enough hard work, and ambition, I know that I can create a successful career for myself in the culinary industry and more specifically, drawing on my experiences and contacts from Spain. (Jenny, 2006)

An international experience like the one I have tried to describe is the greatest highlight of my four years so far. Working with the French, speaking French and being involved in one of the top class hotels in France has redirected my passion for food in all shapes and forms. Fulfillment, satisfaction, happiness, incredible, amazing, are a couple of feeling inside me now when thinking about my future with food. The most important thing that needs to be addressed now is how I use my mind when it comes to working with chefs that are trained not to think, and follow traditional formulas that work every time, this is the mould that students of a BA in Culinary Arts need to break, after my experience I think one can say they are ready willing and able to change this attitude in how food is utilized in the future. (Michael, 2006)

WITHOUT FAMILY AND FRIENDS

Loneliness was something that hit me like a bus the first night off work and Jo was still working. The whole internship hit me like a bus in fact; I never actually thought about it or saw it coming as exams were on all our minds. I just went with the flow then "BAM" we were abroad, alone and working. I was shocked at how home sick I got I did not prepare myself for that at all, I had no idea. If I had not gone aboard I would not have realized the support network I had at home, my family and friends have been absolutely amazing, even through I'm further away from them I feel we've all become so much closer. I've learnt to love time by myself because at first it was quite lonely. (Eleanor, 2007)

I my first report I am so bitter, mainly due to the fact that I am a bubbly person who would have a conversation with anyone who would lend

an ear. What I didn't realize is that nobody spoke English and I had very little French. Obviously I couldn't just talk to anybody because they just look at me as if I had ten heads. For the first month I felt very frustrated with everything. This was really shown in my first report "What comes to mind is the Master Card slogan": "Knowing what its like to be Irish, priceless." It really is. I've never in my whole life been more proud to call myself Irish. (Jenn, 2007)

This experience has been the best in my life to date. If I had to do it over again there isn't a single thing that I would change. I got to experience a complete new life style, whilst learning a new language. . . . I would really recommend it to anyone who wants to experience something interesting and different. (Jenn, 2007)

In the following paragraph, I attempt to capture the sentiments expressed by students in their reflective reports following their international internship experience.

I travel with you, my class colleague, to discover our European neighbors, but I feel alone. The experience of anxiety and fear are purely personal events that are always at my command, but I feel powerless. I know a liberating discovery is within my grasp and we are neighbors, but yet so different in culture. My experience implies a new worth and sense of self-identity in practice, in culture and understanding of our cultural differences. A sense that as individuals we are not so different, we are neighbors and we are a team working together, we are the same with different cultural backgrounds. I am visiting a place independent of myself, but I am adding something to this culinary team, this culture, this place, I am making a contribution, I am at the realm of discovery, of finding myself. We are neighbors, we are a team and we are friends. I am enlightened by this experience, I have growing, I am valued and I can achieve my goals.

Although both the 2006 and 2007 cohorts indicated a good attitude toward international internship for experiential learning, the students in 2006 who received support similar to that set out in the European Quality Charter demonstrated a more positive learning attitude, with less stressful periods of transition. Both the qualitative and quantitative findings indicate that the preparation before students depart for international internship experience has a major impact on the students' attitudes to the professional practice that will affect their learning. The school has taken these finding into consideration and we have refocused our efforts to provide the support and cultural preparation necessary to ensure, where possible, that the students have a positive experiential learning experience through international internship.

CONCLUSION

This article supports the introduction of the European Quality Charter insofar as it suggests that experiential learning must be relevant to the student's needs in life. The article also draws in part on experiential learning experienced by the students studying for a bachelor of arts in culinary arts, which places the students' educational, interpersonal, and social development at the center of the learning process and uses the international internship experience as one of its tools to achieve this objective. The European Quality Charter encourages greater partnership between the educational institution and host organizations by negotiating clear objectives for internships in advance of the experiential learning period. This process can be further enhanced through the involvement of the student, where possible, at the negotiating stage. The European Quality Charter encourages the development of new pedagogical practices to assist students in identifying and understanding themselves and their European neighbors. Finally, the notion of a European Quality Charter for internships based on agreed-upon learning outcomes between educational institution, the host organization, and students incorporates the explicit recognition of the host organization's relationship with the student as an essential feature to an extended European educational environment that defines the student as worker and learner during the internship. All internship training agreements should add value and status to the students' learning, and international internship preparation should make provision for cultural and the personal development workshops that assist the students with their integration during the internship. However, further research is needed to establish how culinary students integrate into their new environments during international internships.

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