Going Abroad

With

Antipodeans

Abroad

Carolijn ter Braack

New Service Development

International internships

Carolijn ter Braack

Preface

This report is the final master assignment of my studies in Business Administration with the specialization in the field of International Business and Service Development. This report is the result of a 3 months research project at Antipodeans Abroad, located in Sydney, Australia.

The objective of this research is to develop a new service for the Antipodeans Abroad, giving them a frame work for continuously supporting students during internships and ways of creating international openings for Australian students. It will also develop a step by step plan for implementing that service.

I would like to thank Mr. Carpenter for giving me the opportunity to gain work experience in Australia by offering me this assignment. I would like to thank my supervisors Mr. De Bruijn and Mr. Maathuis of Twente University, for their advice, guidance and stimulating critics.

The recommendations and findings of this report will be of great importance for Antipodeans Abroad, particularly when they choose to expand their business in international internships.

2010

Carolijn ter Braack

Management Summery

Antipodeans Abroad is a travelling agency that specializes in educational and volunteer travel programs dedicated to Australian customers. Antipodeans Abroad is a small, but growing organization, with a lot of experience within the international travelling sector. The international focus of the company, has highlighted a potential new market for Australian students that want to go overseas for an internship. Global mobility is becoming more an international trend. Currently there is an increased demand for international student travel, however there are barriers that prevent students from doing this. This raises the following central question for this project:

'*What new service can Antipodeans Abroad develop for Australian students that want to do an international internship and what steps haves to be taken to implement this service?*'

In order to answer the central question four research questions are formulated. The first one is: '*What is the current situation of Antipodeans Abroad with respect to the corporate business, processes and skills of the employees?*'

For answering the first research question it is important to understand the company's mission; 'To offer students and schools in Australia the opportunity to discover the work in an educational and personal perspective'. The current business is defined by six dimensions that underlie the business model. The corporate business of Antipodeans Abroad can be defined as a company that creates value by offering service to a variety of Australian customers and it is Business to Customer orientated. The core business of the company is to offer qualitative and reliable travelling programs to schools and students in Australia.

The current business process of Antipodeans Abroad consists of 6 steps. These stapes are:
1.inquiry of the customer;
2. finding the suitable suppliers;
3. suppliers are contracted;
4. the best suppliers are selected;
5.agreeing of the offer and. the payment of the offer;
6. booking of the offer and the delivery of the service.

The involvement of the staff is crucial in the new service development. Three groups of individuals are involved in the new service development process:
1. De development staff;
2. The customer-contact staff;
3. The customers

The second research question is: '*What are the opportunities for Antipodeans Abroad for developing a new service system?*'

In third chapter the analysis of the opportunities is discussed. This will be the opportunities for the company to develop a new service and to determine what the wants and needs are of the students that want to do an international internship. To analyse the opportunities a

questionnaire has been send to all the universities in Australia. The outcomes of this questionnaire are the requirements of the new service.

The third research question is: '*What are the requirements of a new service to facilitate Australian students for overseas development?*'

The requirements of the new service are the most important outcomes of the questionnaire. The most important expectations of the respondents are:

- Providing sufficient knowledge at the right time;
- Staff should always be willing to help the customer and show sincere interest;
- Personal attention is important;
- The service system process should work as it should;
- All parties involved should be well informed.

The service will consists of finding a suitable internship placement and/ or getting in contact with the companies that offer an internship within their profession and requirements (both the student and the university). Assistance with visa, flights, insurance, accommodation and a language course will also be part of the service that will be offered. This service will be offered step by step by step. The steps are:

1. Registration: online or face-to-face;
2. After registration: reader with information will be sent:
3. Internship options: requirements are clear;
4. Payment: payment will be done but the customer;
5. Additional: arrange for accommodation, visa, flights and/ or insurance.

The last research question is: '*What steps could Antipodeans Abroad take to develop the new service system?*'

The steps that Antipodeans Abroad should take to develop the new service system are:

- Extensive training of the service personnel: because of training the personnel, they will be more qualified to execute the sew service.
- Design a communication system between the customers and the personnel staff, which will play a vital role in controlling the customers' expectations. The communication system will enable the customer and staff to identify the (future) expectations and perceptions and identify problems that will occur early in the process.

Implementation of the service could be done in three steps. These steps are:
1. Implementation of the operations plan: this is the training and testing of the people involved (the staff and the customers) in the service development process;
2. Implementation of the communication strategy. This step is to determine how the company will come in contact with the future customers:
3. Market introduction.

Table of Contents

I. Introduction

1.1 Introduction

The first chapter of this report covers the background and research objective, The central question will be discussed and how I came to this subject along with the research design, approach and the structure of this report.

1.2 Background

Antipodeans Abroad specialises in educational and volunteer travel programs with a purpose. The educational travel programs are designed around developing young Australians. Leadership, personal challenge, cultural immersion and responsible travel have been the focus of this company. Antipodeans Abroad is a small, but growing organization, with a lot of experience within the international travelling sector. Because of the international focus of the company, it wants to create a new market for Australian students that want to go overseas for an internship. There are many different reasons for students to do an international internship or study abroad. Important reasons are personal development, exploring a different culture and learning, a new language or experience of a new company. Global mobility for students is becoming an international trend. In Europe every student gets the opportunity to travel overseas for work with international companies or studying at a foreign university. Despite this established trend in Europe this is not common in Australia. Currently there is an increasing demand for international student travel. However there are barriers that prevent students from doing this. Such as: lack of awareness of the possibility of international travel and the options available; non-existent or inadequate links to industry or other institutions to create placement opportunities; lack of definition as to what is required from a placement both technically and academically; lack knowledge about the scholarships the government offers and poor mentor guidance at the universities. There is a high demand from students that want to travel overseas, because of this Antipodeans Abroad plan to develop a new framework which can give guidance and support to travelling students. The central research concern how to develop a step by step new service for the company.

Central research:

'What new service can Antipodeans Abroad develop for Australian students that want to do an international internship and what steps haves to be taken to implement this service?'

1.3 Research questions

To address the central question, it was broken down into four subsequent sections. From this the following research questions have been formulated. The NSD (new service development is the base of the formulating of the research questions (figure 1). The corporate business, process and people are the three subjects for the first question (Internal analysis). The analysis will the exploration of the opportunities and the second research question. The development of the new service will the development of the service and the requirements of the new service development.
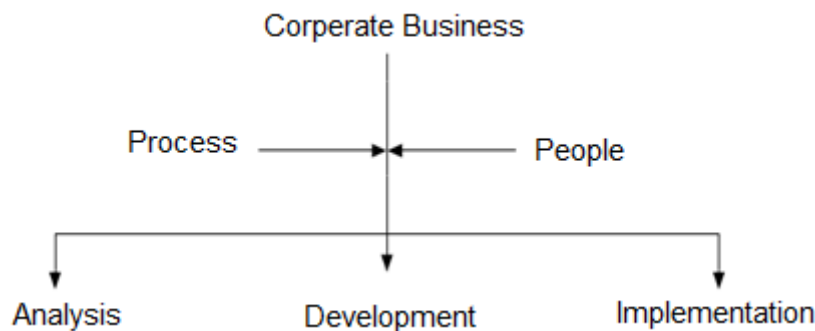
Figure 1: New service development themes (Johne and Storey, 1997)

Research question 1: Internal analysis

To highlight opportunities for Antipodeans Abroad to evolve in the future, they must first understand the strengths and weaknesses within their current business structure. This requires investigation into their corporate business processes, personal and their skills. This will be done by use of the following leading question:

Q1. What is the current situation of Antipodeans Abroad with respect to the corporate business, processes and skills of the employees?

Research question 2: Opportunities

The opportunities for Antipodeans Abroad to develop their business will stem from the wants and needs of their future customers. By identifying these requirements early Antipodeans Abroad can develop a new service to satisfy and expand their customer base. This will be achieved by use of the following leading question:

Q2. What are the opportunities for Antipodeans Abroad for developing a new service system?

Research question 3: Requirements

Once the opportunity for a new business stream has been developed, the requirements must be defined. To facilitate the requirements for developing a new service, the third question has been formulated:

Q3. What are the requirements of a new service to facilitate Australian students' overseas development?

Research question 4: Development

Finally Antipodeans Abroad must assess if their current business structure will allow development of the new service or what changes are required. This will be achieved by use of the following question:

Q4. What steps could Antipodeans Abroad take to develop the new service system

1.4 Research Approach

The first step in finding answers to the described questions is gathering information about Antipodeans Abroad and customers. In this paragraph I will describe the research method and how the data will be collected and ultimately used to answer the research questions.

Data collection

Research question 1: The current situation (execution)

The first research question will require both primary and secondary data; this will take the form of:

Primary data gathered by observation and interviews with the management of Antipodeans Abroad. The interview will be semi-structured, which means that a few subjects that are listed should be covered (Saunders et al. 2007). The interview was done with the management of Antipodeans Abroad. With this interview the management can deliberate the mission, vision and strategies for the future.

Secondary data gathered by studying literature of relevant models that can be used to discuss the corporate environment, processes and employees within the company.

Research question 2: Opportunities (exploration)

The second research question will also require both primary and secondary data, this will take the form of:

Secondary data that is used will be theories for designing a useful questionnaire and how to gain maximum results. This will include the choice of the questionnaire, the types of variables

and how to collect the data. These theories will be used to make the correct choices about the questionnaire and the processing of the data in this research.

Primary data gathered by the questionnaire. The questionnaire will be sent to all the universities in Australia. The results of this questionnaire will be the wants and needs of the future customers of Antipodeans Abroad.

Research question 3: Requirements (establishment)

This research question was answered using relevant theories and the outcomes of the previous research question. From this the requirement of a new service will be found based on the wants and needs of the future customer. With both the literature and the outcomes of the questionnaire, the requirements will be found.

Research question 4: Development (strategy)

The last research question was answered with strategies that discuss the implementing a new service in several steps.

Conclusion

This qualitative research project employing an approach of analysis of primary and secondary data for development of a new service. First I will start with the critical literature review and exploring the data that is found to develop a theoretical framework for this research.

1.5 Research structure

The figure below is a chart of the structure followed for this research. The design model will be used as a guideline during this report.
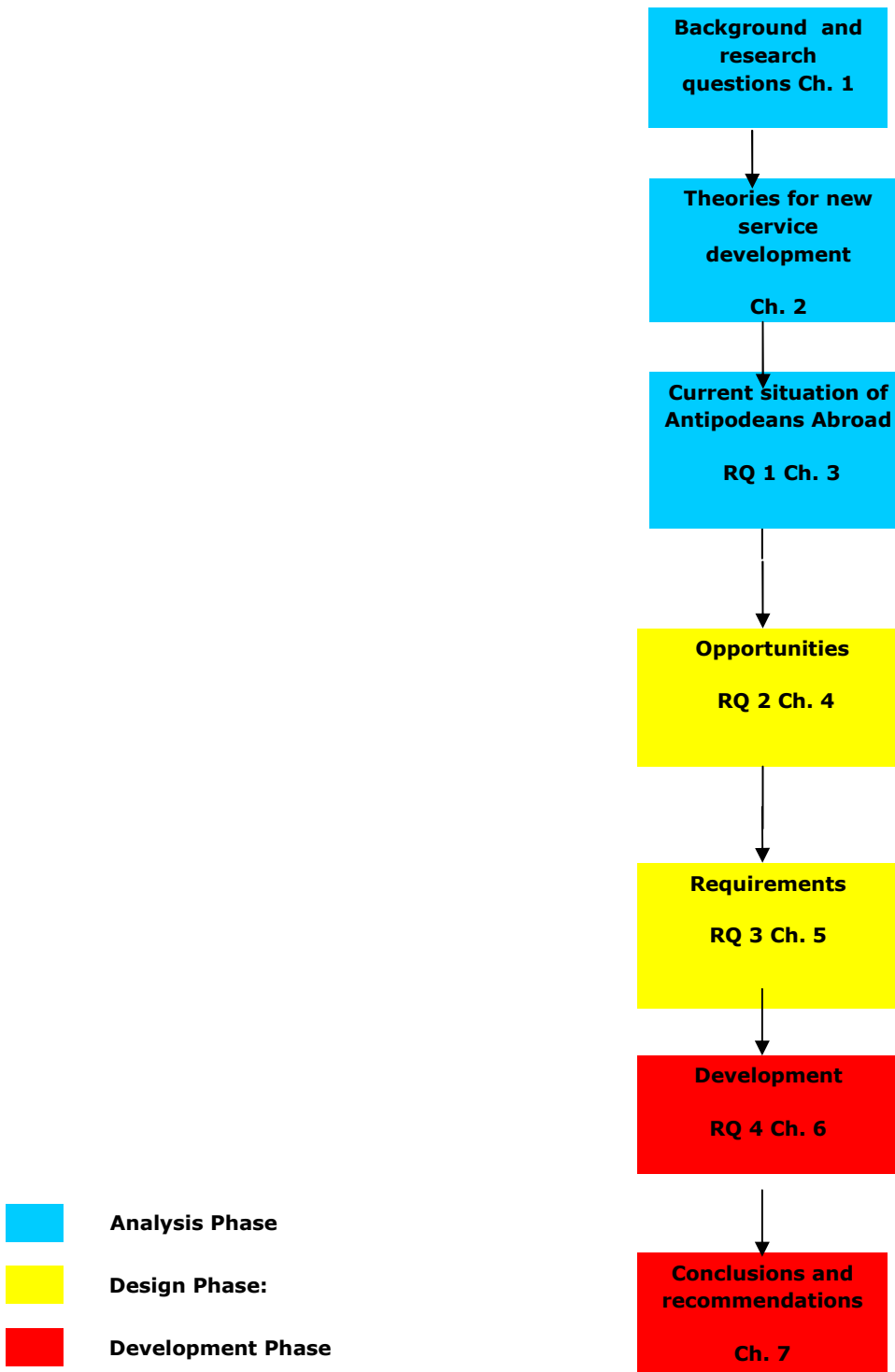
Figure 2: Research structure

II. Models and Theories

2.1 The new service development process

In this chapter the theory of the new service development process will be discussed. According to Johne and Storey (1998) six themes are central in a new service development (figure 1). These 6 themes emerged from a literature review. With this theory all six themes are discussed, and will give an overview of the process for new service development.

The six themes are:

1. The corporate business;
2. The process itself;
3. The people involved;
4. Analysis of opportunities;
5. Development; and
6. Implementation

The six themes are all interrelated in the new service development. The corporate business, the process and the people are the preconditions on which the research has to be made. The corporate business states that the service has to make a fit within the vision and mission of the company. A clear view has to be made on the future ambitions of the company and the new service has to fit in with these. The research process has to be objective, precise, driven by facts and based on proven methodology. The next theme is 'people', this precondition states that employees, owners and the customers have to be involved in the process.

The analysis, development and implementation are the three steps in the research to develop the new service.

Figure 3: New service development themes (Johne and Storey, 1997)

2.2 Corporate environment

Many research studies in the past have investigated the main barriers of innovation and implementation for new services within a company (Drew, 1995; Ennew and Wright, 1990; Hodgson, 1986; Thwaites, 1992). All previous research identifies th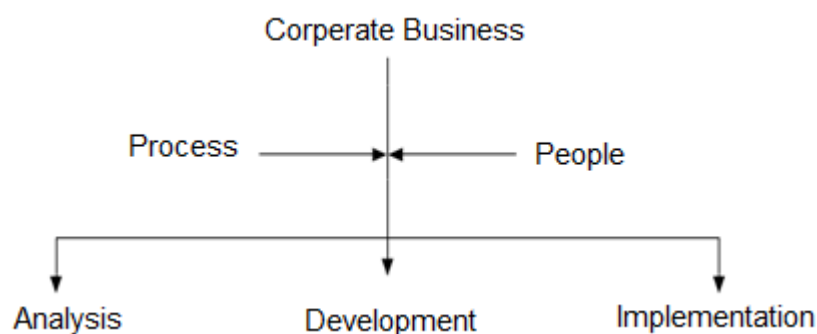at the main key is to have a clear corporate objective and vision of how the new service can play a role in this. In general, the culture of the organisation is very important. The main barriers against innovation for a company could be; incorrect/inappropriate skill sets possessed by the staff; the culture of the organisation does not focus on or reward innovation; a lack of organisational structure (Johne and Storey, 1997). The main objective of this chapter is to determine the current situation and the current business model used at Antipodeans Abroad and offers a clear description about of the process.

To determine how the new service development will fit the culture of the company the current situation of Antipodeans Abroad must be assessed. In particular corporate business, processes and employees. To determine the corporate business, the framework based on six questions (components) is used, these are taken from the underlying business model of Morris et al. (2005). The six components will be the framework that underlies the business model of a company. The outcome of this model is designed to provide a clear overview about Antipodeans Abroad' business, with respect to the services, market factors and strategies. This is relevant to determine the corporate environment of the company and the future strategy.

The components are: factors related to the product/ service, the market factors, competitive strategy factors, economic factors and the personal/ investor factor.

A choice has to made for each component on its relevance to the corporate business.

Component 1 (factors related to the offering): How do they create value? (select from each set)

- Offering: primarily products/ primarily service/ heavy mix
- Offering: standardised/ some customisation/ high customisation
- Offering: broad line/ medium breadth/ narrow line
- Offering: deep lines/ medium depth/ shallow lines
- Offering: access to product/ product itself/ product bundle with other firm's products
- Offering: internal manufacturing or service delivery/ outsourcing/ licensing/ reselling/ value added reselling
- Offering: direct distribution/ indirect distributions (if indirect: single or multichannel)

This first question is concerned with value offering of the company. Decisions here address the nature of the service mix, the firm's role in production or service delivery, and how the offering is made available to the customer.

Component 2 (market factors): Who do they create value for? (select from each set)

- Type of organization: business to business/ business to customer/ or both
- Local/ regional/ national/ international
- Where customers are in value chain: upstream supplier/ downstream supplier/ government/ institutional/ wholesaler/ retailer/ service provider/ final customer
- Broad or general market/ multiple segment/ niche market
- Transactional/ relational

The second question focuses on the nature and scope of the market in which the company is competing. To whom the company sell their products and services and where in the value chain it operates. Customer types, their geographical dispersion, and the interaction requirements have significant impacts on how the company is configured, its resource requirements, and what it sells are examples of where in the value chain the company operates.

Component 3 (internal capability factors): What is the source of competence? (select from each set)

- Production/ operation system
- Selling/ marketing
- Information management/ mining/ packaging
- Technology/ R&D/ creative or innovative capability/ intellectual
- Financial transactions/ arbitrage
- Supply change management
- Networking/ resources leverage

Core competence is used to capture the internal capability or skills set that the company performs relatively better than others (Hamel, 2001). A company can attempt to build advantages around one or more competencies.

Component 4 (competitive strategy factors): How do they competitively position themselves? (select one or more)

- Image of operational excellence/ consistency/ dependability/ speed
- Product or service quality/ selection/ features/ availability
- Innovation leadership
- Low cost/ efficiency
- Intimate customer relationships/ experience

The fourth component, the competitive factor, is the core internal competency that provides the basis for external positioning. The model must define how the company interns to achieve advantages over its competitors. The challenge with this factor is to identify the most important points of difference that can be maintained.

Component 5 (economic factors): How do they make money? (select from each set)

- Pricing revenue source: fixed/ mixed/ flexible
- Operating leverage: high/ medium/ low
- Volumes: high/ medium/ low
- Margins: high/ medium/ low

Economical factors are stressed in the fifth component. The economical model shows a consistent logic for earning profits. It can be approached by four subcomponents; operating leverage or the extent to which the cost structure is dominated by fixed versus variable costs.

Component 6 (personal/investor factors): What is the time, scope, and size ambitions? (select one)

- Subsistence model
- Income model
- Growth model
- Speculative model

The last component is concerned with the time, scope and size ambitions and there are four to choose from. These ones are: the subsistence model, the income model, growth model and the speculative model. With the subsistence model, the goal is to survive and meet basic financial obligations. When employing the income model, the company invests to the point that the business is able to generate on ongoing and stable income stream for the principals. A growth model finds significant initial investment, but also substantial reinvestment in an attempt to grow the value of the firm to the point that it eventually generates a major capital gain for investors. In a speculative model, the company's time frame is shorter and the objectives is to demonstrate venture potential before selling out.

2.3 The process

The process of new service development should be carried out in a specific way taking into account the characteristics of the new service. Unfortunately there is not a specific service development model available. However, characteristics of a development process are available. These 4 characteristics are derived from the article: 'Service design in the operating environment' (Shostack, 1984). He claims that these four characteristics are essential for an effective development process of a new service. The four characteristics are:

1. Objectivity;
2. Precision;
3. Fact-driven; and
4. Methodologically based.

These four characteristics are the preconditions of the research and implemented correctly will lead to reliable and valid research data therefore these characteristics will form the basis of how this research is carried out.

2.4 The people

As mentioned previously, the involvement of personal is critical in new service development process. This will include current employees perspective new employees and customers. Three groups of individuals are involved in the new service development process:

1. The development staff (back office designing the process);
2. The customer-contact staff (face to face interaction with the customers and have to carry out the process);
3. The customers.

The first two groups make a direct contribution to the new service development. There are four distinct benefits of maximum staff engagement in the development of a new service

1. Better identification of the customer requirements;
2. Greater involvement increases the likelihood of positive implementation and everyone buying in and playing there part to ensure success;
3. It will help stop process efficiency considerations overwhelming the needs of the customers by involving people with different drivers within the company E.g. Customer service Vs cost;
4. It can lead to employees treating the customers better through a better understanding of their requirements.

However, because this approach is heavily dependent on the skills and experience of staff, this often becomes one of the key barriers to developing a new service and must form the focus for internal development before major new services are developed.

The final group of people who are important in the new service development are the customers themselves. It is important to involve customers in the development process to ascertain there actual needs and not what the company perceives there needs to be. This is achieved by helping them articulate their needs. By articulating their needs, Antipodeans Abroad can get a better understanding of their wants and needs regarding to the new service they will offer in the future. In general, the more involvement by the customers the better.

2.5 Analysis of opportunities

To analyse the opportunities you have to investigate the market and listen to the customers. In general a widespread market research is required to find a new opportunity, in this case the Australian students will be asked to fill in questionnaires. This is to get an understanding of what the student wants and needs are when they go overseas for an internship. Customer

expectations (the service level that that the customer believes to receive from the service provider) in this research will be the expectations of the student that want to do an international internship and the expectations they have of the intermediary company. Students will be the new customers of the new service offered by the company. However because of the nature of the service industry and the fact that this service does not yet exist, the characteristics are hard to define and hard to measure. It is an intangible service (Carman, 1990; Parsuraman *et al.,*1988a., Rathmell, 1974).

Questionnaire design

A questionnaire is an appropriate method to gather data about all kinds of business, people and households, all over the world. In this research the Australian students are the subject of analysis. The main objective of this questionnaire is to get to know more about the Australian students and what they want and expect, in terms of an international internship. The questionnaire will be sent to all the Australian universities.

The questionnaire design activities will include 5 activities to conduct a questionnaire survey. The first four steps are the pre-data collection stages and the fifth is the post-data collection stage.

The first step is the concept development of the questionnaire. Availability of existing records, determines the focus group. The second stage is the document-design analysis, which is to create a concept format of the questionnaire. The third stage is the pre-test stage. A pre-test group will fill in the questionnaire and discuss the difficulties in completing the questionnaire. The next step is to minimize the difficulties and pre-test it again, which will be the final questionnaire. The last stage is the response-analysis (Polly, Shall and Young, 1995).

Concept development

First all of the available data that already exists needs to be collected together from bureaus and other organisations on the subject to study. Determining the focus group and a general line to follow in the questioning (Polly, Shall and Young, 1995; Taylor, 1935). This stage is important to determine what to include in the questionnaire as well as what to omit. This ensures no unnecessary questions are introduced in the questionnaire.

Document design

The document design stage is the drafting of an optimal questionnaire format. The main principle of the questionnaire design is: simplicity, the questions and the answers should be simple and specific; no generalization. The questions and answers should be clear; no misunderstanding: to be sure, ask two questions on the same subject (Taylor, 1935). The questionnaire should also be respondent-friendly, which means that it is easy to complete, avoiding confusion. The respondent should feel positively/ neutral about the form itself, to achieve these difficult or objectionable questions should not be asked (Dillman, Sinclair and Clark, 1993). These are the guidelines for making a general questionnaire.

SERVQUAL

There are several models that can be used for measuring customer satisfaction and the quality of the service of the company. Satisfaction and quality are not identical definitions. Quality can be defined as: 'Service quality perceptions reflect a consumer's evaluative perceptions of a service encounter at a specific point in time' (Cronin & Taylor, 1994). And satisfaction can be defined as: 'satisfaction judgments are experiential in nature, involving both an end state and a process and reflecting both emotional and cognitive elements'. It is important the customer is satisfied with the services that the company offers. For this research only the expectations of the customer has to be measured. In order to do that, the SERVQUAL model is chosen, but only for the expectations beforehand. The SERVQUAL model is a framework for testing and measuring to improve the quality of the service of a company. The foundation of this model the SERVQUAL scale is the gap-model that represents the differences between the expectations of the customer before purchasing the service and the perceptions afterwards. The gap is the difference between the 'expectations' and 'perceptions' (perception-expectation gap), which will be ranked from 'totally unacceptable' and 'ideal quality' (Parasuraman, Zeithaml and Berry, 1988). This research only the expectations are asked to the customers, because the results of the questionnaire should determine what service should be provided.

To measure expectations, Parasuraman, Zeithaml and Berry developed 22 items from 5 different dimensions. These are: Reliability, Assurance, Tangibles, Empathy and Responsiveness. *Reliability* is the ability to make sure that the service is implemented reliable and accurate. *Assurance* is the customer perception of the knowledge and ability of the employees to carry out the requirements, in other words: how much the customer trusts the company. *Tangibles* are the physical facilities of the company, e.g. personnel and communication methods. E*mpathy* is the individual attention and care for the customer and the *responsiveness* dimension is the willingness to help the customer as soon as possible. These dimensions will be included within the questionnaire that Parasuraman, Zeithaml and Berry suggest. The questions will be asked on a 5 points Likert scale, in order to determine which dimension is the most important for the students. The questionnaire will be categorised into these abovementioned 5 subjects and another dimension will be included, which is the student (gender, age, education, level, residence). With these six dimensions a clear view can be obtained from different students of their different expectations.

To reach the quality that is expected from the customers it is important not only to use the customers' expectations, but also the expectations of the owner of the company and the staff. This is because the staff and the owner are a part of the service. This will meet a higher quality of the service, because all the needs of the three parties are included. The quality of the service is the key element to profitability, competitive advantages, loyal customers and cost-effectiveness.

2.6 Development

The process of new service development can be described in various ways. But the main task of service development is to create the right requirements for the service. Which means that an effective customer process is necessary; the process needs to be adapted to the customers' wants and needs, which means a service that the service is in the customers' eyes a service that adds value. That is why three main types of development are necessary. These three types are: the development of the service concept, the development of the service system and the development of the service process.

The development stage is when the development of the new service comes into practise and the requirements of the new service are identified. In this stage of the new service development two main parts are important. First is the defining of the core service attributes. Second is the construction of the service delivery system, to bring together the people, processes and facilities (Cowell, 1984). Others suggests that the development should be made out of three activities (figure 2) (Edvardsson and Olsson, 1996).
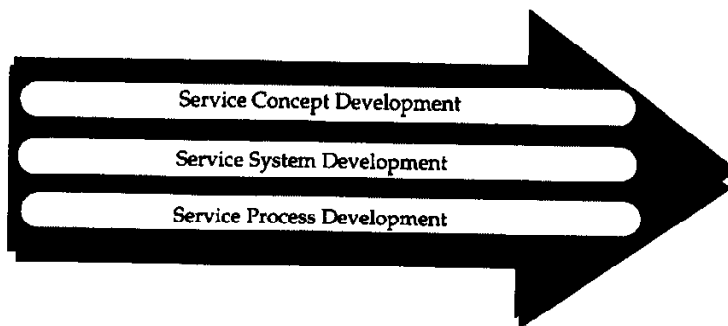

Figure 4: Activities of the development process (Edvarsson and Olsson, 1996)

The first one Ewardsson and Olsson refer to the service concept as the prototype for the service and defines it as the "detailed description of *what* is to be done for the customer (what needs and wishes are to be satisfied) and *how* this is to be achieved" (Figure 3). This will be made from the outcomes of the questionnaire, the strategic intent (corporate objective) and the expectations of the owner and staff. The main subject is to discover the needs and wants of the customer and how they can be satisfied by a service. The customer in this concept is the student that receives the outcome of this research. Depending on the questions and the outcomes of the research, the wants and needs of the customers can be defined (Edvardsson and Olsson, 1996). The concept development will be made with the experienced staff and the customers and the aim is to determine whether or not to proceed with the idea. The second step is to find the key factors that influence the quality of the service and its value of the customer. Which should result in a preliminary concept of the service and details about the customers to whim the service is offered (the target market).

The second activity is the service system development; these are the static resources of the company (physical and technical environment, structures and administrative support systems). To generate the right service, the resources of the system must be designed so that the concept can be realised. The development of the service system should be made on the basis of the

specific demands of the concept. A detailed description of the design and an assessment beforehand of the new service system are necessary (Edvardsson and Olsson, 1996).

The staff plays an important role in this process stage, because they have to use the new system this will require staff to be selected and trained to use this new system. The staff must have sufficient knowledge of the system, to know exactly what they can expect and what their responsibilities are. By making the staff part of the development process, their motivation will be increased (Edvardsson and Olsson, 1996). There are a few advantaged to be gained when the staff is motivated; better understanding of the service as a whole and their commitment will be greater in that way that they have been given a change to influence the process (Edvardsson and Olsson, 1996). Developing a service system is also training and adapting to the customers, which has chosen to serve. Training customers is a question of information, education and marketing (Edvardsson and Olsson, 1996). Harvey *et al.* (1992) stresses out that the design of the interaction between customers and the service company is a critical parameter in service development. That is why it is important to understand the customer and their wants and needs.

The other aspect to the development of the service system involves the administrative support systems, which are responsible for the activities in the service process and can give a realistic plan for the introduction and marketing of the new service. Also carefully interactions with and demands on suppliers and their quality demands are important to ensure that processed work is done as intended (Harvey *et al.* 1992).

The third activity in the development process is the service process, these are the actual activities that must occur for the service to function. The service process will define the specific activities that will be needed to generate the service. In this stage several subjects need some attention. The first steps are the critical points in the process, the roles and the responsibilities must be clear, and the control of the customers' expectations are specified (figure 4). In this activity a blueprint of the new service can be made, to determine how the service should be produced and alternative services can be tested. Also a detailed description of the service process is made, with respect to the activities, processes, equipment, quality and costs factors (Edvardsson and Olsson, 1996).
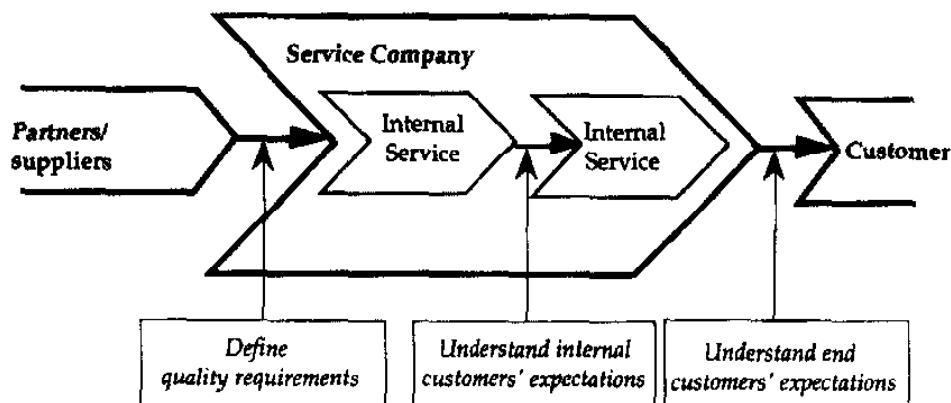

Figure 5: The service process (Edwardsson and Olsson, 1996)

2.7 Implementation

The implementation stage is the final and most important stage of the new service development process (Schneider and Bowen, 1984). This is the stage where testing and training of the employees is recommended. The implementation process can be split up into three stages (Shostack, 1984)

- Implementation of the operations plan;
- Implementation of the communication strategy; and
- Market introduction

The first step is the implementation of the operations plan, as mentioned before. The three activities of the development process will come together as a new service and will be fully implemented in this stage. In this stage the staff should be fully trained and have enough knowledge of the new service to introduce the service.

The second implementation stage is the communication strategy. This is the stage when the company should decide how they want to come in contact with the customer (e-mail/phone).

The last implementation stage is the market introduction. The introduction of the new service will be done to the customers that where involved with the developing process. Based on this stage the new service is tested and alterations can be done, before the introduction to the whole market.

During the implementation process the need for extensive testing and training is recognised. Training should not just be the staff, but the customers too need to be taught how to use the service innovations. An important aspect is communication in controlling the customer expectations about the new service (Edvardsson and Olsson, 1996)

Prior to the market introduction, the use of test marketing is stressed out, because it is easier and cheaper to correct mistakes in the design of the service and in the support systems at this stage than after a formal launch (Johne and Storey, 1998). But prior research will give a lot of customer reactions, it is also very important to create a service experience that the customer can evaluate, to make sure that the service is operating correctly (Johne and Storey, 1998). Thus, immediate feedback will be obtained from the customer which can help the service company identify and correct potential problems fast.

2.8 Conclusion

The first theory investigate the new service development process (Johne and Storey 1998). This literature discusses the 6 themes that are central during the process of developing a new service (figure 5).
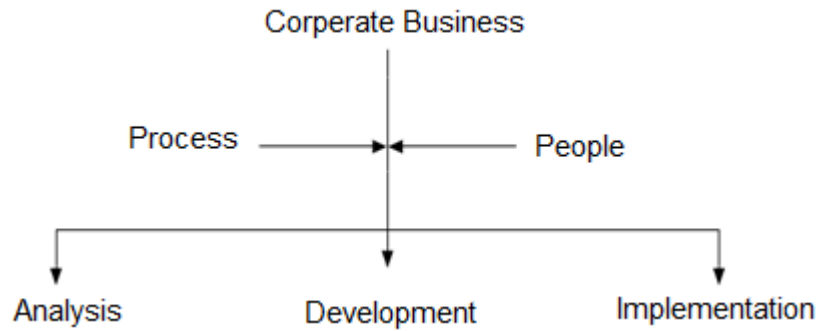
Figure 6: New service development themes (Johne and Storey, 1997)

The six themes are: the corporate environment, the process itself, the people that are involved in the process, analysis of opportunities, development and the implementation of the new service. The first three are the preconditions (the first research questions) and the other three will give the answers to the other three. *Analysis of opportunities* are the opportunities for Antipodeans Abroad for developing a new service. The *development* of the service will give an answer to the third question and the *implementation* will be the steps that Antipodeans Abroad have to take to implement the new service.

To understand the current situation of the company the corporate business, processes and people involved will be explained. This will be done by the help of a framework that is based on 6 components that will determine the products, market factors, source of competence, competitive strategy, economical factors and the investor factors.

 In the chapter analysis of opportunities, the choice is made to use a questionnaire investigate the market. To make sure that all the expectations of customer will be measured, the SERVQUAL mode is chosen to make the questions in the questionnaire. This theory is chosen because SERVQUAL gives 5 relevant dimensions of expectations. These dimensions are: Reliability, Assurance, Tangibles, Empathy and Responsiveness.

In the process of the development of the service, the requirements needed for the development, a theory of Edwardsson and Olsson is discussed and will be used. This theory is chosen because it gives three types of development in developing a new service. The first one is to determine the needs of the customer. The next one are the resources of the company and the last stage are the activities that must occur for the service to function. The development of the service concept contains the development of the concept service with the help of the customers and the experienced staff. The main purpose is to determined the key concepts and the value of the customer. The second activity is the service system development; these are the static resources of the company (physical and technical environment, structures and administrative support systems). The third activity in the development process is the service process, these are the actual activities that must occur for the service to function. The service process will define the specific activities that will need to generate the service.

This frame of reference for new service development is presented in this theory, which is focussed on quality. It is important to develop and provide a service that contains the customer's perception of the company. The company should develop and offer a service concept which is appropriate to the customer's needs and wants which contains the assed-value which the customer asks for (Edvardsson and Olsson, 1996).

To answer the last research question, the implementation process of Shostack (1984) is chosen. This theory is based on three stages for implementing a new service. This is the implementation of the operations plans, the communication strategy and the market introduction. The first step is the implementation of the operations plan; the three activities of the development process will come together as a new service and will be fully implemented in this stage. The second implementation stage is the communication strategy. This is the stage when the company should decide how they want to come in contact with the customer. The last implementation stage is the market introduction.

III Antipodeans Abroad

3.1 Introduction

In this chapter the vision of Antipodeans will be discussed. A vision can be described as a business vision, a view of where the company wants to go in the future and how this can be reached. It is an image of where the company is headed. The view sets up an overall overview strategy for the business and defines the goals of the business. The ultimate result of the business vision view is a definition of the desired future state of the company, and how that state can be reached.

In the next part the company and where its stands, wants to go in the future and how the company is structured will be discussed. The current business model, the current business process and the people in the company will be discussed too.

The mission, goal and strategy that is formulated in this chapter is derived from observation while working at Antipodeans Abroad and a semi-structured interview with the founder of the company. The definitions and models are found in the literature and the different programmes online (www.antipodeans.com.au).

3.2 Mission, goals and strategies

The internal analysis of a company is essential for developing a firm's strategic goal and strategic mission. For this analysis of Antipodeans Abroad I have defined the following business statements. Discussions with the staff led to the following statements.

Mission: to offer students and schools in Australia the opportunity to discover the world in an educational and a personal perspective

Goal: to create a full service platform of experience and quality service to offer customers the service they are seeking for

Strategy: to expand Antipodeans Abroad´s business activities in Australia to serve more customers and to enlarge their core business, from gab-year programs to fully international internships programs, which enable the potential customer

3.3 Antipodeans Abroad's business

Antipodeans Abroad is a travelling agency that offers several travel programs. The programs can be divided into two categories; Volunteer Travel Program and Educational Travel Program. The Volunteer Travel Programs has three programs, which are: 'UniBreak', 'Gabbreak' and 'Charity Challenge'. The Educational Travel Program consists of three different programs; 'Expedition', 'Language Immersion' and 'World Tours'.

3.3.1The Volunteer Travel Programs

The Volunteer Travel Program has three programs, which are: 'UniBreak', 'Gabbreak' and 'Charity Challenge'. The Unibreak programs are designed to provide tertiary students (tertiary institutions are colleges, universities, institutes of technology and polytechnics) the opportunity to get personal and professional experience all around the world, which can or cannot be related to their professional degree. It could be a volunteering project in a developing community or country, but it can also be an internship to get more experience in a particular industry. The UniBreak programs are divided into three different programs, which are; 'UniBreak Volunteer', 'UniBreak Groups' and 'UniBreak Internships'. The UniBreak Volunteer program will give the student the opportunity to volunteer in a developing country, for example a project that the community will benefit from. The student/ customer have the choice from over 10 destinations and the duration will be between the 4 and 12 weeks. The program UniBreak Groups is a program to give a faculty of a university the opportunity to tailor group of placements to meet the requirements of that particular faculty. This is a partnership between the university and Antipodeans Abroad. They have to work closely to plan and coordinate the groups. The company will assist universities to provide international internships, clinical placements, experimental learning and professional learning opportunities. The third in the group is UniBreak Internships. This program is for under-graduate, post-graduate and recently graduate students over 18 years to work in a developing country to gain (relevant) experience.

The 'GabBreak' program is for students that want to have a gab-year (a year of between school years, between studies or between study and work). The placement will be for three months and the student will live during the placement with locals.

'Charity Challenge' is a program which will be tailored to the challenges that suits the requirements of the charity that the student/ customer have chosen. The challenge is to raise funds for several charities.

3.3.2 The Educational Travel Program

The Educational Travel Program consists of three different programs; 'Expedition', 'Language Immersion' and 'World Tours'. The Expedition program is for school, groups and individuals between the age of 15-18 years. The journey will last 3-4 weeks to a developing country, combining adventure with a community project. The program 'Language Immersion' is for young Australian students to learn a different language like French or German. It is a 5-7 week home stay in France or Germany over Christmas. During that time they are placed in a family and including a two weeks school attendance. The last program is the World Tour, which is a curriculum related travel program for students that are interested in history, geography and cultural aspects of the world. This could be in school groups to India or Thailand for 2 weeks.

Antipodeans Abroad has a wide variety of service product specially tailored to the wants and needs of the students. The company gets in contact with the customer/ student by means of info nights at the universities/ schools, which are held regularly. The customers/ students can visit/ call their office for more information.

When Antipodeans receives a request from a company, school or university for a certain service, first the relevant manager/ employee from that service will try to assist them in the formulation of the service wanted. After that the company will translate that information in the most suitable way for the student or university. By making sure that the service will match the wishes of the customer, the quality of the service will increase in the future.

Antipodeans Abroad carries total responsibility for the request of the customer, including responsibility for the quality of the services. They will arrange the volunteering projects, the flights, accommodation, etc. Some services are specified to each customer and require a lot of direct contact between the customer and the company. The customer asks for the service to Antipodeans Abroad, receive the product simultaneously and the customer pays directly to the company. The payment includes the costs of the service (accommodation, flights, and employees' rates) that Antipodeans Abroad delivers.

3.4 The current business model

The current business model of Antipodeans Abroad is defined by the six dimensions that underlie the business model which are presented in a previous chapter. The dimensions are: factors related to the offering, market factors, internal capability factors, competitive strategy factors, economic factors and personal/ investor factors. Each dimension will be discussed in this chapter.

According to component 1(factors related to offering) Antipodeans Abroad creates value by offering services to a variety of customers, some of them are customised slightly and others are highly. The program 'Language Immersion' is annually and doesn't need a lot of alterations every year. But the program 'World Tour' is a highly customised service. It will be tailored for every specific wish a customer has. The different services that the company offers, presents a broad line. The services offered are for a large range of customers (school students to high level students, between the age of 11 and 25). The company has access to the product itself and do the service delivery themselves with a direct distribution.

Component 2 (market factors) is about whom Antipodeans create value for. The type of organisation Antipodeans Abroad is mainly Business to Customer oriented. Secondly they operate only in Australia (national). Antipodeans Abroad has customers all over the country and give workshops all over Australia. The customer in this case plays an important role in the value chain, meaning that Antipodeans Abroad tries to add value to its service by giving a good service. Antipodeans Abroad defines the service offered to its customers therefore as the experience and knowledge they have in the travelling market all over Australia.

Component 3 (internal capabilities factors) describes the source of competence. All the activities are conducted from their office in Sydney. The core business of Antipodeans Abroad is the travelling programs that they offer to schools and students. Another internal capability factor is the networking and this can be seen as a competence for Antipodeans Abroad Business, also for future service development

Component 4 (competitive strategy factors) answers the question: 'how do they competitively position themselves?' Firstly the company aims to have a qualitative, reliable and dependable image. This is the result of consistency in the delivery of the service and the quality of the service that the company delivers.

Component 5 (economical factor) shows how the company earns money. Consisting of mixed pricing and revenue resources, Antipodeans Abroad is dependent on the demand of the customer. Higher volumes are only reached when it's concerned with big groups of students booking a trip. Finally they earn income by fees and by the margins on the service they handle. The margins on average are very low.

Component 6 (personal/ investor factors) is about the time, scope, and size ambitions of the company. Antipodeans Abroad is utilizing the growth model, which emphasizes on the growth opportunities that are consistent with the business model.
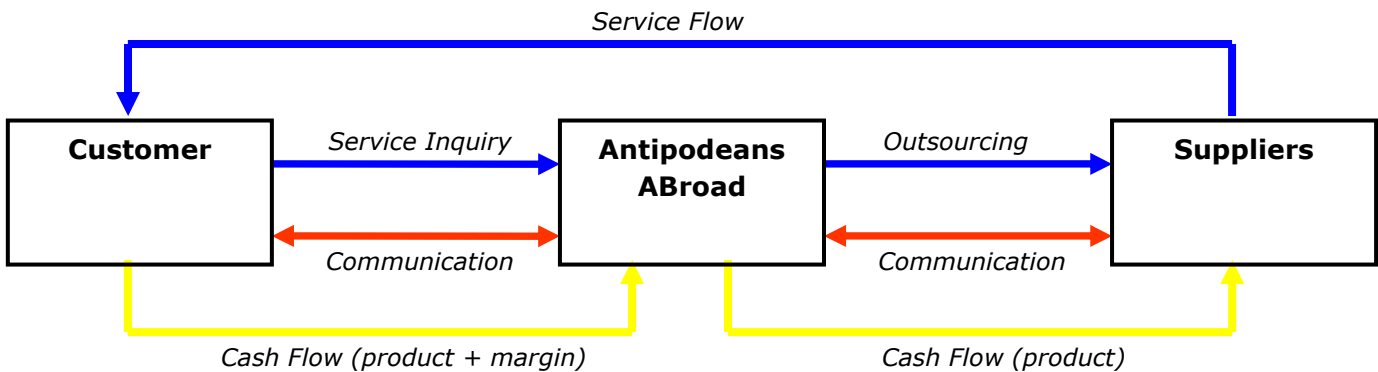
3.5 The current business process

Figure 7: The current business process

The steps in the current business process

The following steps will describe the current business process.

1. The first step in the business process is the inquiry of the customer. If Antipodeans Abroad accepts the request, the customer needs to deliberate on what they exactly want, with respect to the timetable, budget and destination.
2. After getting the full wishes of the customer, Antipodeans Abroad needs to find all the suppliers (flight availability, locations and hotels). The employees will get in contact with all the relevant suppliers for the services. The suppliers are in a database and easy to get in contact with.
3. The potential suppliers are contacted and are asked to make a quotation based on the specifications of the customer.
4. The best suppliers are selected and Antipodeans Abroad will make a cost sheet including costs for the flights, accommodation and travelling (depends on which program or service is selected). The cost sheet will be sent to the customer.
5. When the customer agrees on the offer, Antipodeans Abroad can make all the bookings and make an itinerary. If the customer doesn't agree with the offer, the company has to make a new offer with other suppliers.
6. The next and last step is the booking of the offer and the delivery of the service.
7. During the whole process Antipodeans Abroad's employees has regular contact with the customers, when necessary.

3.6 People

The staff of Antipodeans Abroad consists of 10 employees. Six of them have their own program to manage, the other are to assist the staff in their daily work.

As mentioned in chapter one there are three groups of individuals that must be managed in the new service development. These are the development staff, the customer-contacts staff and the customers. The key concept of new service development is skilled and experienced staff in a company. The managers, each has their own program, are well experienced with the work they do and in developing a new service, which they do every few years.

The second group, the customer contact staff/ the customer contact staff, makes a direct contribution to the service development. There are four benefits if encouraging employee involvement (Schneider and Bowen, 1984):

- Helps to identify customer requirements
- Their involvement will increase the likelihood of positive implementation
- It can lead to employees treating customers better
- It can help stop process efficiency considerations overwhelming the needs of customers.

It is important that the staff of Antipodeans Abroad should be motivated and adequately rewarded in the development process and there should be no fear for failure. Because it is more important to fail before the service is launched that after the launch. During the development process a project team could be adopted that could push the project trough the development process (Dover, 1987). Also a greater commitment to team working and empowerment is associated with a faster development. However employees could be reluctant to get involved in the development process, which is why it is important to introduce reward systems and great involvement of the staff.

The third group are the customers. It is really important to involve customers in the development process and help them articulate their needs. In general, the more involvement of the customers the better. During this research the customers, Australian students are asked what their needs are by use of a questionnaire.

3.7 Conclusion

In this chapter the current situation of Antipodeans Abroad was discussed which also gives the answer to the first research question:

What is the current situation of Antipodeans Abroad with respect to the corporate business, processes and the skills of the employees.

First it is important to understand the mission of the company. The mission of Antipodeans Abroad is to offer students and schools in Australia the opportunity to discover the work in an

educational and personal perspective. Within this mission the company offers two different programs. The Volunteer Travel Program and the Educational Travel Program. The Volunteer Travel Program has three programs: 'Unibreak', 'Gabbreak' and 'Charity Challenge'. The Educational Travel Program consists of: 'Expedition', 'Language Immersion' and 'World Tours'.

The current business model has been discussed too in the current situation, which is defined by six dimensions that underlie the business model. The corporate business of Antipodeans Abroad can be defined as a company that creates value by offering service to a variety of Australian customers and it is Business to Customer orientated. The core business of the company is to offer qualitative and reliable travelling programs to schools and students in Australia.

The current business process of Antipodeans Abroad consists of 6 steps. These stapes are:
1. Inquiry of the customer;
2. Finding the suitable suppliers;
3. Suppliers are contracted;
4. The best suppliers are selected;
5. Agreeing of the offer and. the payment of the offer;
6. Booking of the offer and the delivery of the service.

The staff of Antipodeans Abroad consists of 10 employees. Six of them have their own program to manage, the other are to assist the staff in their daily work.

IV. Analysis of opportunities

4.1 Introduction

In this chapter the analysis of opportunities and the questionnaire design are been discussed. The questionnaire design and the outcomes of the questionnaire will also be discussed. The main objective is to understand the wants and needs of the future customer when it comes to the new service. The analysis of opportunities is to look into the market and listen to the customers. In general a widespread market research is needed to find a new opportunity, in this case the Australian students will be asked to fill in questionnaires. This is to get an understanding of what the student wants and needs are when they go overseas for an internship. Customer expectations (the service level that that the customer believes to receive from the service provider) in this research will be the expectations of the student that want to do an international internship and the expectations they have of the intermediary company.

4.2 Analysis of Opportunities

The purpose of this research is to develop a new service for Antipodeans Abroad. The service will be a guideline for the company for offering the Australian student an international internship. To develop this guideline it is first important to know what the wants and needs are of the student. To get an understanding, the student will be asked questions about their expectations from Antipodeans Abroad in the case that they are offering an international internship. For this research the use of a questionnaire is chosen, because it is an easy, fast and cheap way to gather information from Australian students. Another reason is because the students are wide spread over Australia. The main objective is to determine what the needs are of the students that want to do an international internship. The third reason why is because it is an explanatory research and the answers of the relationships between the variables are easy to measure. That is why a questionnaire is chosen to ask the student these questions.

4.3 Sample population

The sample population of this research is aimed to students all over Australia who are currently studying in Australia.

4.4 Type of questionnaire

There are different kinds of questionnaires that can be used: the self-administered questionnaire and the interviewer-administered questionnaire. The respondent completes the self-administered questionnaire and the interviewer fills in the interviewer-administered questionnaire (Babbie, 2004; Saunders, 2007). The self-administered questionnaire will be used for this research, because the questionnaire will be send to the student by internet, and

he/she has to fill it in their self. This specific questionnaire is the Internet-mediated questionnaire (Saunders, 2007)

The answers can be given in two different ways in this questionnaire. Open-ended let the respondent fill in their own answer. The second way is the closed-questions, which the respondent has to choose between different pre-designed answers.

4.5 Development of the questionnaire

The choice of the questionnaire is influenced by different factors, which will relate to the questions, and the objective of the questionnaire (Saunders, 2007). Some factors are: characteristics of the respondent, number of questions and the sample size. The most important factor is that the respondent is the person that fills in the questionnaire, which is the reliability of the research. When using the Internet-mediated questionnaire the chance could be high that the right person will respond to the questionnaire. Other considerations, for expectations, for using the Internet-mediated questionnaires are:

- The size sample can be large, because of using the Internet; it is fast, easy and cheap. In this research, the questionnaire will be send to Australian students all over Australia.
- The costs of the research are very low, because spreading the questionnaire via e-mail is free.
- The response rate by using the Internet is approximately 10%, which means that the expectation of 1100 students will send their questionnaire back, with the questions filled in correctly, and when the universities want to cooperate.
- The collection time of the completed questionnaires is approximately 2-6 weeks, after sending it to the students.
- The length of the questionnaire is a debatable subject. There is no guideline for the number of questions.
- The change of contaminated or distortion of the respondent's answer is really low. Because there is no second person (interviewer) involved, and the questionnaire via the Internet is anonymous.
- The questions asked in the questionnaire, which will be suitable, are closed questions and easy to answer.
- The input of the data is easily to compute into useful information, because the questions will be closed or multiple-choice.

4.6 Collection of data

Using a questionnaire the researcher has only one chance to ask the respondent and one chance to collect the data that is needed. This means that the questions should be clearly defined and very precisely structured. This will take a lot of planning and understanding to

what the researcher really wants to know and which data the researcher wants to collect (Saunders, 2007). In the data requirement table a detailed framework that contains the information that will be gathered. This data requirement table can be found in appendix 1.

4.7 Types of variables

Three different variables can be used in a questionnaire. These are: opinion, behaviour and attribute (Saunders, 2007). All three variables will be used in this questionnaire. This variable opinion will show how the respondents feel or think about a certain subject. The other two variables, behaviour and attributes, is about what respondents do or what they did or what they will do in the future. The attributes characteristics of the students) in this questionnaire will be the age, gender, type of education, level of education and the residence of the respondents, and the behaviour variable will be questions about what they do and are, for example: if they did an internship before.

4.8 Data collection

Data requirements table is necessary to ensure that the information that is needed actually is gathered and gives guidelines how to do that. The data requirements table includes (appendix 1):

- Determine the outcomes of the research;
- Subdivide every research question or objective in more specifies questions;
- Identify the variables;
- Develop measurements questions to data;
- The investigative questions, these are the questions that the respondent has to answer in order to get the right results.

4.9 Explanation of the data requirement table (appendix 1)

The data requirement table is made of three separate subjects. These are the respondent characteristics, internships in general, the motivations and expectations of the internship and the service quality expectation. The different subjects will be linked to each other to get an overall view about what the students wants are, when going on an international internship.

Respondent characteristics

The respondent's characteristics are the gender, age, state of residence, university the student is attending right now, the educational level of the student and the type of education, and in which year the student is studying right now. These questions will be asked to learn the general characteristics of the student and determine their needs, which will be linked to the next section, the internship in general.

Internships in general

This part of the questionnaire is to ask the student three questions about internship in general. First one is the internship at their university is obligatory, second does the university offer a student an internship. If the internship is obligatory for the student and the university is not offering the students an internship, this will be an opportunity for the company. The third question is in what year the student has to do the internship (if obligated). This question will be linked with the question: in what year the student is studying now. For the reason that the company will know when they can offer the student an internship and can begin their promotional activities.

The motivations for expectations of the internship

The questions in this subject are the questions that are related to the motivations and expectations that the student has when doing an internship. These answers will be used for the design of the new service. The company can take these subjects in consideration when designing it.

The first 3 questions are the behavioural questions, if the students already did a(n) (inter) national internship and who arranged it. These questions are important to know if the student did a(n) (inter) national internship, who or what arranged it; the student, the university or a company.

The question whether the student wants to do an international internship is one of the most important questions of this questionnaire. If the student doesn't want do to an international internship, the importance is to know why not. These reasons are important to the development of the service; because it is exactly what the student does not want and/ or these are the encounters the student had in the past. The motivations of doing an international internship, the expectations, with who or alone, destination, country, duration, kind of work, expectations, which company and the accommodations are the different dimensions that the student wants are for the new service.

The service quality expectation

SERVQUAL is a framework for testing, measuring and to improve the quality of the service of a company. To measure the expectations, Parasuraman, Zeithaml and Berry (made a 22 items from 5 different dimensions. These dimensions are: Reliability, Assurance, Tangibles, Empathy and Responsiveness.

- *Reliability* is the ability to make sure that the service is implemented reliable and accurate. The subjects that will be asked are:

    o Provide service at the right time;
    o Promise to do service by certain time;
    o Perform the service correctly the first time;
    o Insist on error-free service;
    o Show sincere interest in solving a problem.

- *Assurance* stands for the knowledge and ability of the employees to carry out trust to the customers. The next subjects will be asked:

  o Feel safe in their transaction;
  o Provide the necessary information;
  o Have knowledge to answer questions;
  o Give confidence in customers;
  o Consistently courteous with the customers.

- *The tangibles* are the physical facilities of the company, e.g. personnel and communication methods. The subjects that will be asked in the questionnaire are:

  o Modern equipped computers;
  o Conveniently situated for the customer;
  o Waiting facilities;
  o Employees should be neatly dressed.

- *The empathy* is the individual attention and care for the customer. The subjects asked whether the future customer thinks is important are:

  o Personal attention;
  o Individual attention;
  o Operating hours;
  o Understand specific needs.

- *Responsiveness* dimension is the willingness to help the customer as soon as possible. The important subjects are:

  o Employees are willing to help
  o Employees give prompt service
  o Employees are never too busy to help
  o Employees say exactly when the service will be

These five dimensions are designed to establish what the students expect from the new services. The dimensions are derived from 'Service Quality Expectations of Travellers Visiting Cheju Island in Korea' (Khan and Su, 2003) which used also the five dimensions of SERVQUAL.

4.10 Types of Data

The data that will be gathered through this questionnaire will be quantitative data. The data types that are used in this questionnaire are the nominal and ordinal data. The nominal measure is the data that is exclusive and exhaustive (Babbie, 2004; Saunders, 2007). For example 'gender', the only two possibilities are 'male' or 'female'. The second variable is the ordinal measure, which is a rank-order along different dimensions (Babbie, 2004; Saunders,

2007). The ordinal measures that are used is this questionnaire is the five point Likert scale: strongly disagree-disagree-neither agree- nor disagree-agree-strongly agree.

4.11 Measurements

The results of the questionnaire will be processed by means of percentages and numbers to make comparisons in the outcomes.

4.12 Testing

The testing of the questionnaire was to check if the there are difficulties filling it in. This is done by myself. I made the questionnaire online and checked if some changes needed to be made.

The validity is secured, because what was intended to measure will be measured. The answers will cover all the information about the students that is needed to fulfil this research adequately. The reliability refers to the extent to which data collection techniques will yield the same information (Babbie, 2004). However this is the first time that this kind of research is done for Australian students and international internships Thus, the reliability cannot be established based on previous research. Future research may necessary to assess the reliability for this research.

V Findings

5.1 Introduction

The questionnaire has been sent to the universities in Australia. Unfortunately the response was not as expected. Only 17 replies have been received. This is because of several reasons. The first one is that the universities didn't want to cooperate by spreading the e-mails to the students. And if the university wanted to cooperate the students didn't fill in the questionnaires. As a result the reasons for using an online questionnaire cannot used in this research as intended. For future research this might be challenge to understand why Australian students and universities didn't want to cooperate.

Because of the low response, the results of the questionnaire will only be considered as a pilot study. There is no statistical signification that can be derived because of this low response rate. It exclusively serves as a test for the visibility of the research approach. Despite the caveat given in the previous, still an attempt will be made to derive some conclusions. The function of this is to show how conclusions can be reached based on the outcome of this questionnaire.

5.2 Outcomes

In this chapter the outcomes of the questionnaire will be discussed. The results can be found in appendix 3 and 4. The first section is the answers to the general questions that are asked and the second section is about the expectations the respondents have from the service the company might offer.

5.3 Conclusion characteristics students

The following results are obtained:

- Most all the respondent are from Western Australia;
- Ten of the respondents are female and the internships are mostly not obligatory and also didn't do an internship;
- 7 of the respondents are undergraduates , another 7 are postgraduates;
- Most of the students are in the second (6) and third year (6);
- Business, marketing and nursing are the main fields of study;
- Five of the respondents did not know in what year a student has to do an internship at their university;
- Ten of the respondents couldn't answer the question if their university offer an internship
- The majority of the respondents (13) did not do a national internship.
- 11 of the 17 respondents want to do an international internship;
- The majority of the students wants to go abroad for an internship, because of personal development and discovering a new culture

5.4 Conclusion expectations

The second section of the outcomes of the questionnaire are the outcomes of the expectations of the new service. The findings are:

- 12 of the respondents find it (very) important to feel save in the transaction;
- Most of the respondents find is very important that the company provide the information that is needed;
- The majority (14) of the respondents find it (very) important that the staff of the service company should have sufficient knowledge to answer questions;
- The company should give me confidence finds 13 if the respondents important
- 13 of the respondents find it (very) important that the company should be consistently courteous with the customer;
- To provide the service at the right time find 10 very important and 2 important;
- 13 of the respondent find it (very) important that the service should be performed at the promised time;
- The company should perform the service correctly the first time fids 9 very important and 4 important;
- That the service should be performed error-free find 4 of the respondents very important and 8 important;
- 12 of the respondents thinks it's very important to show sincere interest in solving the problems for the customer;
- The majority of the respondents find it important that the employees of the company should always be willing to help the customer;
- Prompt service to the customer when that is needed finds 14 of the respondents important;
- 8 of the respondents find it very important that he employees of the service company are never busy to help the customer important;
- 12 of the respondents find it important that the employees should say exactly when the service would be;
- Personal and individual attention finds the majority of respondents important,
- The specific needs of each customer finds the majority important.
- Equipped computers, conveniently situated, waiting facilities and neatly dressed employees are for the majority of the respondents important too.

VI Service development and implementation

6.1 Introduction
In this chapter of the report the requirements of the service that is needed will be discussed. The development of a service can be divided in three activities. These activities are: service concept development, service system development and the service process development (Edvarsson & Olsson, 1996). The service and the implementation of the service will be discussed as well.

6.2 Service concept development
The service concept development is the description of the customers' needs and wants and how they can be satisfied (Edvarsson & Olsson, 1996). The customer needs and wants have been evaluated by means of a questionnaire. The outcomes were that Australian students do want to go abroad for an international internship for personal development and they want to pay a mediator for arranging it. With this information it is an opportunity for Antipodeans Abroad to develop a service that offer an international internship for 3-6 months, with personal development as a main purpose.

This will also include the expectations of the customer, which will be the requirements of the service. The most important expectations of the respondents are:

- The company should provide sufficient knowledge and provide this knowledge to the customer at the right time. This can be done by training the staff that they will know all the aspects of the new service. When a customer has questions the relevant answers can be given;
- Antipodeans Abroad should perform the service at the right and promised time error free. Meaning that the service process system should work as it should be and all the parties involved (suppliers and staff) should be well informed;
- The staff should always be willing to help the customer and show sincere interest in solving the problems are also requirements of the future customer. This can be done by giving the customer personal attention.

It can be concluded that a required is that the staff should be well-informed about the service and will give the customer personal and individual service when it is needed.

6.3 The service

The service will consists of finding a suitable internship placement and/ or getting in contact with the companies that offer an internship within their profession and requirements. Assistance with visa, flights, insurance, accommodation and a language course will also be part of the service that will be offered.

Flights: Going abroad means flying out the country. Antipodeans Abroad could assist in the process of comparing the best flights and prices. Antipodeans Abroad could offer flexible flight tickets for all their customers. This will include a travel insurance and flexibility with the dates and/ or group tickets.

Accommodation: Going abroad means looking for accommodation as well, if necessary, Antipodeans Abroad could help the customer to find accommodation or find accommodation. This could be an apartment, renting a house, sharing a room or staying in a guest house.

Language course: When necessary a student needs to learn a new language, or need to improve a language when going abroad for an internship. With offering a language course, the customer will be fully prepared to do the international internship. This language course could be for any language necessary with a group of people or private lessons with a native speaker, which depends on the customer requirements.

Antipodeans Abroad could offer service packaging; this gives the customer freedom to choose what he/she needs. Only a language course or housing, Insurance or a flight, or a whole package.

Step by step service:

1. Register

After the customer has decided to go abroad, he/she could register online or make an appointment and leave their CV and a covering letter. The covering letter will consist of motivation and requirements for the internship. Also the budget, timetable and destination will be discussed With this information the company can find an internship based on the customers' information and requirements. The future employers will decide with this information to hire the future intern.

2. After registration

When registered and sent a CV, covering letter and requirements of the internship, the customer will receive all the information they might need for going abroad. A reader will be sent or given with information about the prices, visa, insurance, travelling options, and working in foreign country.

3. Internship options

When all the requirements (requirements from the university and the student) are clear for Antipodeans Abroad, a quick scan will be made to all the internships options through the new supplier system. When a company is interested, the student will be informed. When the customer chooses one of the internship options, the next step will be made (payment).

4. Payment

When a company wants to hire the student for an internship, the student will receive an invoice for the work that is done. This is to find an internship and administration costs. When this payment is done, a contract will be made for the customer and for the company. This will be the 'internship contract'.

5. Additional

After the contract is signed, the customer can choose for the option if they want Antipodeans Abroad to arrange for accommodation, visa, flights and/ or insurance.

6.4 Service system development

The service system development is the static resources required for the service. These are the staff, the physical/ technical environment and their administrative systems and the customers (Edvarsson & Olsson, 1996). Earlier is this report the staff, the corporate environment are discussed. Antipodeans Abroad has all these requirements for a new service. The new requirement would be a new supplier system. This will be the system of all the new suppliers that can offer the students an international internship.

6.5 Service process development

The service process development is the chain of activities that must occur for a new service to function (Edvarsson & Olsson, 1996). In this development a new process has to be developed. This process will be quite the same as the current business model mentioned in 4.3 'the current business model'.
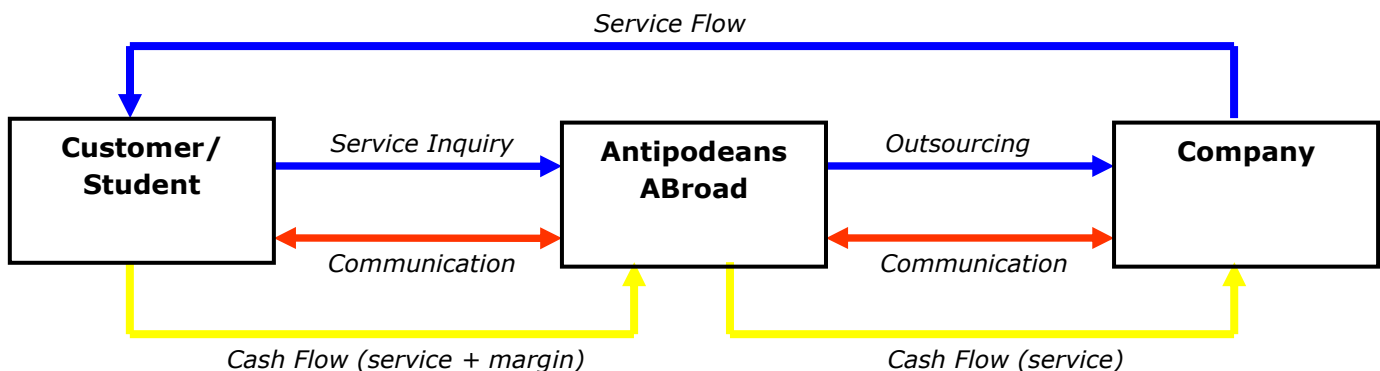

Figure 8: The new service process

Steps in the new service process:

1. Because it's a new service, Antipodeans Abroad has to take the initiative to inform the new customers of their new service. This can be done by giving information to the universities and online advertising.

2. The second step would be the inquiry of the student to Antipodeans Abroad and the accepting of the request. The student will make an appointment and discuss all their requirements, with respect to the timetable, budget and destination.

3. With the new supplier system, Antipodeans Abroad has to find a suitable supplier for the customer.

4. The potential suppliers are contacted and are asked if they have an appropriate intern that suits the needs of the customer. This could be the level of work, destination and the fee for the customer.

5. The supplier that's suits the best with the wants and needs of the customer will be selected and Antipodeans Abroad will make a cost sheet for the delivered service.

6.6 Implementation

Implementation is the most important stage in the new service development process (Schneider and Bowen, 1984). This is the stage where the service concept and the service process comes into action. The process can be split into three phases:

1. Implementation of the operation plan;
2. Implementation of the communication strategy;
3. Market introduction.

The implementation of the operation plan is the first step. This will be the training and testing of the staff. Training should not be just confined to the personnel, but customers too need to be taught how to use the information system. Communication will be vital role in controlling the customers expectation about the new service. This service is developed with the expectations that were measured beforehand. But in the future the process for new developments within the service should be well controlled. This process can be done by developing a client communication system. This system should enable the customer and staff the increased communication between them and understand the future expectations and perceptions about the service.

The second stage is the implementation of the communication strategy. This is the stage when the company should decide how to come in contact with the future customers. The future customers of Antipodeans Abroad will be informed by the new service at their universities. Employees of Antipodeans Abroad will give presentations at the universities and give them information about the service, and learn them about the company and their possibilities of going abroad for an international internship.

The last stage in the implementation process is the market introduction. Prior to the market introduction a test marketing could be done, because it is easier and cheaper to correct mistakes in the design of the service and the support systems then after the market

introduction. Immediate feedback from the customer could help Antipodeans Abroad identify and correct problems fast at the beginning. When the test marketing is done and the mistakes are solved, the official market introduction can be done. The market introduction will be done when the company first start to inform the customers about the new service at the universities.

VII Conclusions and recommendations

7.1 Conclusions

The following central question was formulated:

What new service can Antipodeans Abroad develop for Australian students that want to do an international internship and what steps have to be taken to implement this new service.

The research started with finding the relevant literature to answer the central question. This relevant literature was the framework for this research. This framework included the theories of new service development, SERVQUAL and implementing a new service. This framework was the guideline for answering the different research questions which finally lead to the answering of the central question.

Based on the research it can be concluded that Antipodeans Abroad has a chance to implement a new service. This service will offer students the opportunity to take international internships. During the research process several conclusions were reached. first is that the students are willing to pay for a mediator to arrange the international internship. Second is that the expectations of the customer are achievable with the current business process.

The steps that need to be taken to implement the new service are:

1. Testing and training of the service personnel.

The training educates the staff to the requirements of the new business stream making them more qualified and able to execute the new service.

2. Development of a new company – client communication system.

Communication between the customer and the staff will play a vital role in manage customer expectations. This system should enable the customer and staff the increased communication between them. It will help the staff to identify the expectations and perceptions of the customer as well as identify early any problems that arise when the service is executed.

Antipodeans Abroad receives a report that will give an insight into the new service development and opportunities for a new market with new customer. It can give the company flexibility in the future to offer their customers a custom made service that fits their needs and wants.

The changes to the business process and other defined recommendations will contribute to the continuous improvement to the business of Antipodeans Abroad. The new service will allow Antipodeans Abroad to offer a greater variety of solutions to fit more and new situations. This will allow them to continue playing a significant role in the Australian travel industry into the future.

7.2 Recommendations

1. The first recommendation is to listen to the customers' wants and needs throughout the whole process. If the company listens to the customer then they can better fulfil the customers' requirements even if this requires changes to the service.

2. Reissue the questionnaire again to the students. This should give more detailed information about the students that want to go abroad and the expectations of the new service. Hopefully in the future the universities want to send the questionnaires to the students and the students are more willing to fill it in and send it back. It might yield a better response to send these questionnaires in the middle of a school year instead of before a summer break, this will give the students more time to fill it in. If the response rate is still the same investigation into the students don't fill in the questionnaire.

3. After implementation of the service perform satisfaction surveys. This will enable the company more insight information about the service and processes of the service. This can be done by a questionnaire that the customers fill in after they had the service. The new communication system (mentioned in the conclusion) also will be gauge this..

4. Having qualified staff that help the customers keeping them informed. If the current staff are unable to perform this role then additional training or additional staff must be trained.

5. Investigate how interaction between Antipodeans Abroad and universities can be improved. Cooperate with universities and create changes to internships. With this cooperation the requirements of an internship will become clearer for both the student and the university.

6. Investigate how the relationship between Antipodeans Abroad and companies can increase. Close cooperation with companies will give Antipodeans Abroad an opportunity to create international internships that will be closely related to the requirements of universities' internships.

7.3 Reflections

In this section I will reflect on the activities executed during this Master Thesis. There are a few areas of investigation that have been approached to answer the central question and the research question. The activities done for this research are:

1. Research in The Netherlands
2. Research in Australia
3. Orientation and data collections
4. Performing in internal research and an external research
5. Designing and sending a questionnaire
6. Data analysis and formulation
7. Executing the report
8. Finalizing the Final thesis

I will describe in a nutshell some personal experiences during executing this Master thesis. For me it was a great opportunity to go abroad and to gain knowledge and experience in another country. The research started in The Netherlands with the preliminary research of the topic. This topic was to investigate the expectations and the perceptions of the services that they had at that point. I did not know a lot about the company yet, but stated the research on that topics. When I arrived in Australia the company asked me to do a different research. Because of this I had to start my preliminary research again but on the topic 'new service development' and they wanted to know what the motivation where for student to do an international internship. Therefore the preparations were done in Australia. This preparations was to find suitable theoretical models for the basis of my Master topic.

The research started by exploring all the different theories on new service development and designing a questionnaire. Fortunately the staff and the founder of Antipodeans Abroad had enough time to give me insights into the company and gave me advice when necessary. I managed to gather all the information I needed for the research and started to design the questionnaire. Unfortunately when the questionnaire was sent, it was just before the Australian summer break, this lasted for a few weeks. I found because of this universities were not willing to cooperate and if they did the students didn't want to answer the questions. Due to these unforeseen circumstances the response was not as high as I hoped it would be. Back in The Netherlands I started to write up the research and answer the first research questions. Unfortunately no more responds came through. I found a solution to this and a way to make the information valid for this research. With the relevant theories, models and literature I came to finalize the research. Together with the help of my mentors, who gave me insight in the phases of the project and the necessary advice I was able to execute this research.

During the whole process of executing this research and writing this report I have learnt to do a critical literature review on a relevant subject and applying models. Developing a questionnaire, implement a new service and asses a current situation of a company were also subjects that I've learnt.

References

Carman, J.M. (1990), " Consumer perceptions of service quality: An assessment of the SERQUAL dimensions", *Journal of Retailing* 66 (Spring), 33–35.

Cowell, D.E. (1984), *Marketing of Services*, Butterworth-Heinemann, Oxford.

Cronin, J.J. and Taylor, S.A. (1994). "SERVPERF versus SERVQUAL: Reconciling Performance-based and Perception-minus-Expectations Measurement of Service Quality," *Journal of Marketing,* 58(January),125-131

Dillman, D.A., Sinclear, M.D. and Clark, J.R. (1993), "Effects of Questionnaire Length, Respondent-Friendly Design, and a Difficult Question on Response Rates for Occupant-Addressed Census Mail Surveys", *The Public Opinion Quarterly,* Vol. 57 No. 3, pp. 289-304.

Drew, S. (1995), "Strategic benchmarking: innovation practices in financial institutions", *International Journal of Bank Marketing*, Vol. 13 No. 1, pp. 4-16.

Edvardsson, B. and Olsson, J. (1996), "Key concepts in new service development", *Service Industries Journal*, Vol. 16 No. 2, pp. 140-64.

Ennew, C. and Wright, M. (1990), "Retail banks and organizational change", *International Journal of Bank Marketing*, Vol. 8 No. 1, pp. 4-9.

Goldstein, S.M., Johnston, R., Duffy, J. and Rao, J. "The service concept: the missing link in service design research?", *Journal of Operations Management,* Vol. 20 No. 2, pp 121-134.

Hodgson, D. (1986), "How to innovate", *Management Today*, May, pp. 64-7.

Johne, A. and Storey, C. (1998),"New service development: a review of the literature and annotated bibliography", *European Journal of Marketing,* Vol. 32 No. 3/ 4, pp. 184-251.

Johnson et al., 2000. Johnson, S.P., Menor, L.J., Roth, A.V., Chase, R.B., (2000). A critical evaluation of the new service development process. In: Fitzsimmons, J., Fitzsimmons, M. (Eds.), New Service Development. Sage, Thousand Oaks, CA, pp. 1–32.

Khan, M. and Su, K. (2003). "Service Quality Expectations of Travellers Visiting Cheju Island in Korea", *Journal of Ecotourism,* Vol. 2, No.2, pp 114-125.

Morris, M., Schindehutte, M., and Allen, J. (2005). "The entrepeneur's business model: towards a unified perspective", *Journal of Business Research,* Vol. 58, pp. 726-735.

Parsuraman, A., Zeithaml, V. and Berry, L.L. (1985), "A conceptual model of service quality and its implications for future research", *Journal of Marketing* 49, 41–50.

Parasuraman, A., Zeithaml, V.A. and Berry, L.L. (1988). "SERVQUAL: A Multiple-Item Scale for Measuring Consumer Perceptions of Service Quality", *Journal of Retailing,* 64(1), 12-40

Phipps, P.A., Butani, S.J. and Chun, Y.I. (1995), "Research on Establishment-Survey Questionnaire Design", *Journal of Business & Economic Statistics,* Vol. 13 No. 3, pp. 337-346.

Rathmell, J. (1974), "*Marketing in the Service Sector*", Cambridge, MA: Winthrop Publishers.

Saunders, M., Lewis P. and Thornhill A. (2007), "Research Methods for Business Students", Prentice Hall, fourth edition

Scheuing, E.E. and Johnson, E.M. (1989), "New product development and management in financial institutions", *International Journal of Bank Marketing*, Vol. 7 No. 2, pp. 17-21.

Schneider, B. and Bowen, D.E. (1984),"New service design, development and implementation and the employee", in George, W.R. and Marshall, C.E. (Eds), *Developing New Services,* American Marketing Association, Chicago, IL, pp. 82-101.

Shostack, G.L. (1984), "Service design in the operating environment", in George, W.R. and Marshall, C.E. (Eds), *Developing New Services*, American Marketing Association, Chicago, IL, pp. 27-43.

Taylor, A.A. (1935),"Questionnaire Making", *The American Journal of Nursing,* Vol. 35 No.3, pp. 238-242.

Thwaites, D. (1992), "Organizational influences on the new product developmentprocess in financial services", *Journal of Product Innovation Management*, Vol. 9, pp. 303-13.

Websites:

www.antipodeans.com.au

Appendix 1 The data requirement table

Investigative questions	Variables required	Detail in which data is measured
Respondent characteristics		
The gender (attribute)	The gender of the respondent	Multiple choice: Male or female
The age (attribute)	The age of the student	The year of birth (19..)
State of residence (attribute)	The state of residence of the respondent	Multiple choice: New South Wales, Victoria, Queensland, South Australia, Western Australia, Western Australia, Tasmania
Attending which university (attribute)	The university where the student is studying	Open-ended question??
Education level (attribute)	The level of education of the student	Multiple Choice: bachelor, master, PhD Postgraduate, Graduate, Undergraduate
In what year (attribute)	In which year the student is in now in university	Multiple Choice: first, second, third, fourth, fifth or more
In what field of study (attribute)	The type of education	Multiple choice: law, nursing, business, marketing, teachers, pharmacy, engineering
Internships in general		
Obliged internship (attribute)	If the internship is their field of study is obliged	Multiple choice: yes or no If 'no' go the question ..
University offered an	If the university offered the students	Multiple choice: yes or no

internship? (attribute)	an internship	
In what year the student at that education has to do an internship (attribute)	The year that the student has to do an internship	Multiple choice: first, second, third, fourth, fifth
Motivations and expectations of the internship		
Already did an national internship (behaviour)	If the student already did an internship	Multiple choice: yes or no If 'no' go to question..
Did an international internship (behaviour)	Of the student already did an international internship	Multiple choice: yes or no If 'no' go to question ..
Who arranged the internship (behaviour)	Which organization/ university arranged the internship	Open question: open-ended question
Want to do an international internship (opinion)	If the student wants to do an international internship	Multiple choice: yes or no, not sure? If 'no' go to question ..
Reasons why not (opinion)	Reasons why a student does not want to go on an international internship	Multiple choice: more answers can be filled in Financial reasons, just not interested, not offered by the university, no time, different culture, different language, home sick, lack of communication with university and lecturer,

		credits are not acknowledged, other….
Motivations (opinion)	The reasons why a student wants to go abroad for an internship	Multiple choice: more than one answer is allowed

Personal development, new culture, learning a new language, new culture, visit friend or family, other…. |
Alone or a group (opinion)	If the student goes international, he/she wants to go alone or with friends?	Multiple choice: yes or no, not sure
Destination/ continent (opinion)	To which continent a student wants to do an international internship	Multiple choice: Europe, America, South America, Asia, Africa
Which country (opinion)	Which country a student wants to go	Open answer; open-ended question
Duration (opinion)	How long the student wants to go abroad	Multiple choice: <3 months, 3-6 month, 6-12 months, > 12 months
What kind of work	What kind of work the student wants to do	..
Expectation (opinion)	If Antipodeans was a mediator, what do they expect of the mediator?	Multiple choice: offering an internship, guidance during the internship, arrange everything?
Spending (opinion)	How much would you spend on a mediator that would arrange the international internship? → How much do you want to spend on the internship?	Multiple choice?: Nothing, 0-250, 250-500, 500-750, >750

Company (opinion)	What kind of company would the student like to work	Open question
Accommodation (opinion)	Where does the student want to stay during his or her internship?	Multiple choices: quest family, student dorm/ hostile, own room/ apartment, and friends/ family.
The service quality expectation		
Assurance:		
Feel safe in the transaction with the company (opinion)	The customer has to feel save with the service company	Likert scale: very important, important, moderately important, of little importance and unimportant
The company has to provide the necessary information for the customer (opinion)	Provide the information that is needed	Likert scale: very important, important, moderately important, of little importance and unimportant
Company has to have to knowledge to answer questions (opinion)	Having knowledge to answer questions	Likert scale: very important, important, moderately important, of little importance and unimportant
Give the customers confidence (opinion)	Instil confidence in customers	Likert scale: very important, important, moderately important, of little importance and unimportant
The company has to be consistently courteous with the customers (opinion)	Consistently courteous	Likert scale: very important, important, moderately important, of little importance and unimportant
Reliability		

At the right time (opinion)	Provide the service to the customer at the right time	Likert scale: very important, important, moderately important, of little importance and unimportant
Promises on the right time (opinion)	Promise to do the service by a certain time	Likert scale: very important, important, moderately important, of little importance and unimportant
Correctly the first time (opinion)	Perform the service right the first time	Likert scale: very important, important, moderately important, of little importance and unimportant
Error free service (opinion)	Insist on a error free service	Likert scale: very important, important, moderately important, of little importance and unimportant
Showing interest in solving a problem (opinion)	The company has to show sincere interest in solving a problem	Likert scale: very important, important, moderately important, of little importance and unimportant
Responsiveness		
The employees (opinion)	Employees should always be willing to help the customer	Likert scale: very important, important, moderately important, of little importance and unimportant
Prompt service (opinion)	The company has to give prompt service to the customer	Likert scale: very important, important, moderately important, of little importance and unimportant

Never busy to help (opinion)	The employees are never too busy to help the customer	Likert scale: very important, important, moderately important, of little importance and unimportant
Exactly know the service (opinion)	The employees tell exactly when the service will be	Likert scale: very important, important, moderately important, of little importance and unimportant
Empathy		
Personal attention (opinion)	The employees should give the customers personal attention	Likert scale: very important, important, moderately important, of little importance and unimportant
Individual attention (opinion)	The employees should give the customers individual attention	Likert scale: very important, important, moderately important, of little importance and unimportant
Operating hours convenient (opinion)	The operating hours of the company should be convenient for the customer	Likert scale: very important, important, moderately important, of little importance and unimportant
Understand specific needs (opinion)	The company should understand the specific needs of each customer, (if necessary)	Likert scale: very important, important, moderately important, of little importance and unimportant
Tangibles		
Modern equipped computer (opinion)	Modern equipped computers	Likert scale: very important, important, moderately important, of little importance and unimportant
The company is conveniently located for	The company is nearby home/ work	Likert scale: very important, important, moderately important, of little importance and

the customer (opinion)		unimportant 56
Sitting facility for waiting inside the company	Sitting facilities for the customers that are waiting	Likert scale: very important, important, moderately important, of little importance and unimportant
Appearance of the employees	Neat dressed and appearance of the employees	Likert scale: very important, important, moderately important, of little importance and unimportant

Appendix 2 The questionnaire

Dear student,

This questionnaire is part of a research project to understand the motivations of the Australian students that want to do an international internship. The main objective is to understand about whether you, as a student, think is important for this specific service. This research will be conducted for the company 'Antipodeans Abroad'. This is an international travelling agency, which wants to develop a service for Australian students that want to go on an international internship. That is why your responses are important in enabling me to obtain as full an understanding as possible of this current issue.

The questionnaire contains of 45 questions and should take you about 5 to 10 minutes to complete. Please answer the questions in the spaces provided. If you wish to further comments, please feel to do so. The information you provided will be strictly confident. You will notice that you are not asked to include your name and address anywhere on the questionnaire.

The findings from your questionnaire and others will be used as the main data for my thesis for my degree course in Business Administration at the university of Twente, in The Netherlands.

I hope you find completing the questionnaire pleasant and please return the completed questionnaire back via this e-mail address. If you have any question or would like further information, please feel free to contact me via my e-mail address.

Thank you for your help,

Carolijn ter Braack

New service development Antipodeans Abroad

What is you gender?
   O Male
   O Female

What is your date of birth?
--/--/----

In which state do you live now?
   O New South Wales
   O Victoria
   O Queensland
   O South Australia
   O Western Australia
   O Tasmania

To which university do you go right now?

What is the level of your education right now?
   O Undergraduate
   O Graduate
   O Postgraduate
   O Other……
   In what year are you are studying now?
   O first
   O second
   O third
   O fourth
   O fifth
   O higher _____

What is your field of study?
   O Law
   O Nursing
   O Business
   O Marketing
   O Teaching
   O Pharmacy
   O Engineering
   O Other _____

8. Is an internship obligatory at your university? *If 'no' go to question 10*
   O No
   O Yes
   O I don't know

In what year a student has to do an internship at your university?
   O First
   O Second
   O Third
   O Fourth
   O Fifth
   O I don't know
   O Other _____

Does your university offer an internship?
    O No
    O Yes, an internship in Australia, but not an international internship
    O Yes, but only an international internship
    O Yes, both a national and an international internship
    O I don't know

11. Did you already do an internship in Australia?
    O No
    O Yes
    O I don't know

12. Did you already do an international internship? *If 'no' go to question 15*
    O No
    O Yes
    O I don't know

13. Who arranged that international internship for you?
    O Your University
    O Yourself
    O An intermediate company, which one?
    _____

14. Do you want to do (another) international internship? *If 'yes' go to question 16, if 'no' question 15 will be the last to answer*
    O No
    O Yes
    O I don't know

15. What would be a reason for you **not to do** an international internship?
    O Financial reasons
    O Hard to find an international internship
    O Difficult to arrange
    O Not interested
    O Not offered by your university
    O Don't have the time
    O Not interested in different cultures
    O The credits are not acknowledged
    O Lack of communication with the mentor
    O Other_____

16. What are for you the motivations and expectations to go on an international internship?
    O Personal Development
    O Discover a new culture
    O Visit friends or family
    O Learning a new language
    O Other _____

17. If you were going on an international internship, would you rather go alone or with more students?
    O Alone
    O With a friend or more friends
    O With a group (organizational)

18. What kind of accommodation would you prefer during the international internship?
    O Depends on the country
    O Apartment
    O Guest family
    O Staying with friends or family
    O Other_____
    O Don't know

19. In what kind of company would you like to work for during your international internship?
20. To which country would you go for an international internship?
21. How long would you like to go for the overseas internship?
    O < 3 months
    O 3- 6 months
    O 6- 12 months
    O> 12 months
    O Other_____

22.Explain what kind of internship would you like to do?
23. How much would you spend on a mediator that would arrange your international internship?
    O Nothing
    O 0 – $250
    O $250 – $500
    O $500 – $750
    O > $750

The next section of the questionnaire will be the questions about your expectations about the quality of the service, with respect to the intermediary international internship service. The 22 questions will be based on 5 subjects: reliability, assurance, tangibles, empathy and responsiveness. When answered these questions a clearer view can be made about whether you, as a student, thinks is important for that specific service. Please give answer to what you think is most important for this service.

24. I have to feel save in the transaction with the service company
    O Very Important
    O Important
    O Moderately Important
    O Of Little Importance
    O Unimportant

25. The company has to provide necessary and sufficient information for the customer
    O Very Important
    O Important
    O Moderately Important
    O Of Little Importance
    O Unimportant

26. The company has to have the sufficient knowledge to answer my questions

O Very Important
O Important
O Moderately Important
O Of Little Importance
O Unimportant

27. The company should give me confidence, with respect to the service
O Very Important
O Important
O Moderately Important
O Of Little Importance
O Unimportant

28. The company should be consistently courteous with the customers
O Very Important
O Important
O Moderately Important
O Of Little Importance
O Unimportant

29. The company should provide the service to the customer at the right time
O Very Important
O Important
O Moderately Important
O Of Little Importance
O Unimportant

30. The company should perform the service at the promised time
O Very Important
O Important
O Moderately Important
O Of Little Importance
O Unimportant

31. The company should perform the service correctly the first time
O Very Important
O Important
O Moderately Important
O Of Little Importance
O Unimportant

32. The service should be performed error-free
O Very Important
O Important
O Moderately Important
O Of Little Importance
O Unimportant

33. The company should show sincere interest in solving the problem for the customer
O Very Important
O Important
O Moderately Important
O Of Little Importance
O Unimportant

34. The employees of the service company should always be willing to help the customer
     O Very Important
     O Important
     O Moderately Important
     O Of Little Importance
     O Unimportant

35. The company has to give prompt service to the customer when that is needed
     O Very Important
     O Important
     O Moderately Important
     O Of Little Importance
     O Unimportant

36. The employees of the service company are never too busy to help the customer
     O Very Important
     O Important
     O Moderately Important
     O Of Little Importance
     O Unimportant

37. The employees should say exactly when the service would be
     O Very Important
     O Important
     O Moderately Important
     O Of Little Importance
     O Unimportant

38. The employees should give the customer personal attention
     O Very Important
     O Important
     O Moderately Important
     O Of Little Importance
     O Unimportant

39. The employees should give the customer individual attention
     O Very Important
     O Important
     O Moderately Important
     O Of Little Importance
     O Unimportant

40. The operating hours of the service company should be convenient for the customers
     O Very Important
     O Important
     O Moderately Important
     O Of Little Importance
     O Unimportant

41. The service company should understand the specific needs of each customer
     O Very Important
     O Important

O Moderately Important
O Of Little Importance
O Unimportant

42. The company should have modern equipped computers
O Very Important
O Important
O Moderately Important
O Of Little Importance
O Unimportant

43. The company should be conveniently situated for the customer
O Very Important
O Important
O Moderately Important
O Of Little Importance
O Unimportant

44. There should be waiting/ sitting facilities for the customers
O Very Important
O Important
O Moderately Important
O Of Little Importance
O Unimportant

45. The employees of the company should be neat dressed
O Very Important
O Important
O Moderately Important
O Of Little Importance
O Unimportant

Thank you for taking the time to complete this questionnaire. If you have any further questions or comments, please contact me, Carolijn, by sending an e-mail via this e-mail address (c.f.m.terbraack@student.utwente.nl)

Carolijn ter Braack

Antipodeans Abroad

Appendix 3: Outcome respondents characteristics

What is your gender?		
Male	#6	35%
Female	#10	59%
no answer	#1	6%

n=17

6 of the respondents are males and 10 female, 1 didn't give an answer.

In which state in Australia do you life now?		
New South Wales	#0, 0%	
Victoria	#0, 0%	
Queensland	#0, 0%	
South Australia	#0, 0%	
Western Australia	#16	94%
Tasmania	#0, 0%	
no answer	#1	6%

n=17

All the respondent are studying in Western Australia, 1 didn't give an answer

What is the level of your education right now?		
Undergraduate	#7	41%
Graduate	#2	12%
Postgraduate	#7	41%
Other	#0, 0%	
no answer	#1	6%

n=17

7 are undergraduate students, 2 graduate students, 7 postgraduate students, 1 didn't answer.

In what year you are studying now?		
First	#0, 0%	
Second	#6	35%
Third	#6	35%
Fourth	#1	6%
Fifth	#0, 0%	
Other:	#2	12%
no answer	#2	12%

n=17

6 of the students are in the second year, 6 students in the third year, 1 in the fourth year and 2 answered 'other' and another 2 didn't answer.

What is your field of study?		
Law	#0, 0%	
Nursing	#3	18%
Business	#6	35%
Marketing	#2	12%
Teaching	#0, 0%	
Pharmacy	#0, 0%	
Engineering	#0, 0%	
Other	#3	18%
no answer	#3	18%

n=17

3 of the students are a nurse student, 6 business students, 2 marketing students, 2 answered 'other' and another 2 didn't answer.

Is an internship obligatory at your university? If 'no' go to question 10.		
No	#10	59%
Yes	#2	12%
I don't know	#4	24%
no answer	#1	6%

n=17

For 10 of the students an internship is not obligatory, for 2 it is, 4 doesn't know and 1 didn't answer.

In what year a student has to do an internship at your university?		
First	#1	6%
Second	#2	12%
Third	#1	6%
Fourth	#0, 0%	
Fifth	#0, 0%	
I don't' know	#5	29%
Other	#1	6%
no answer	#7	41%

n=17

1 of the students has to do an internship in the first year, 2 in the second, 1 in the third, 5 doesn't know, 1 answered 'other' and 7 didn't answer.

Does your university offer an internship?		
No	#3	18%
Yes, an internship in Australia, but not a...	#3	18%
Yes, but only an international internship	#0, 0%	
Yes, both a national and an international ...	#0, 0%	
I don't know	#10	59%
no answer	#1	6%

n=17

3 of the universities doesn't offer an internship, 3 does and 10 doesn't know and another 1 didn't answer.

Did you already do a national internship in Australia?		
No	#13	76%
Yes	#2	12%
I don't know	#1	6%
no answer	#1	6%

n=17

13 of the respondents didn't do a national internship, 2 did, 1 didn't know and another one didn't answer.

Did you already do an international internship? If ' no' go to question 14.		
No	#14	82%
Yes	#1	6%
I don't know	#1	6%
no answer	#1	6%

n=17

14 didn't do an international internship, 1 did, 1 didn't know and 1 didn't answer.

Who arranged that international internship for you?		
Your university	#0, 0%	
Yourself	#1	6%
An intermediate company, which one?	#0, 0%	
no answer	#16	94%

n=17

16 of the respondents didn't give an answer to the question who arranged the internship and 1 arranged the international internship him or herself. The reason for this respond is that in the previous question was asked to skip the next question, because it was an irrelevant question.

Do you want to do an (other) international internship? If 'yes' go to question 16, if 'no' question 15 will be the last to answer for you		
No	#3	18%
Yes	#11	65%
I don't know	#2	12%
no answer	#1	6%

n=17

11 of the respondents want to do an international internship, 3 don't, 2 don't know and 1 didn't answer.

What would be a reason for you not to do an international internship? (Multiple answering is possible)	
Financial reasons	#3 16%
Hard to find an international internship	#2 11%
Difficult to arrange	#2 11%
Not interested	#0, 0%
Not offered by your university	#0, 0%
Don't have the time	#1 5%
Not interested in different cultures and c...	#0, 0%
Don't have the time	#1 5%
Not interested in different cultures	#0, 0%
The credits are not acknowledged at the un...	#0, 0%
Lack of communication with the mentor and ...	#0, 0%
no answer	#10 53%

n=19

The reasons for a student for not doing an international internship gives 3 financial reasons, for 2 is it says that it is hard to find an international internship, 2 finds it hard to find, 1 doesn't have the time and 10 didn't answer. The reason for the low response rate is that in the previous question was asked not to respond to this question after answering a particular answer

What are for you the motivations and expectations to go on an international internship? (Multiple answering is possible)		
Personal development	#14	40%
Discover new culture	#8	23%
Visit friends or family	#2	6%
Learning a new language	#5	14%
Other	#2	6%
no answer	#2	6%

n=35

Personal development was for 14 the most important reason to do an international internship, 8 to discover a new culture, 2 to visit friends and family, 5 to learn a new language, 2 for other reasons and another 2 didn't answer.

If you were going on an international internship, would you rather go alone or with more students?		
Alone	#5	29%
With a friend	#3	18%
With more than one friend	#3	18%
With a group	#3	18%
Other	#0, 0%	
no answer	#3	18%

n=17

5 wants to go abroad alone to do the internship, 3 with a friend, 3 with more than one friend, 3 with a group and 3 didn't answer.

What kind of accommodation would you prefer during the international internship?		
Depends on the country	#4	24%
Apartment	#5	29%
Guest family	#4	24%
Staying with friends or family	#1	6%
Other	#0, 0%	
no answer	#3	18%

n=17

4 says it depends on the country in what kind of accommodation they want to stay when they are abroad, 4 in a guest family, 1 wants to stay with friends and family, 5 wants to stay in an apartment and 3 didn't answer.

How long would you like to go for the overseas internship?	
< 3 months	#2 12%
3 - 6 months	#7 41%
6-12 months	#4 24%
> 12 months	#1 6%
Other	#0, 0%
no answer	#3 18%
n=17	

Two of the respondents want to stay shorter than 3 months abroad, 7 respondents 3-6 months, 4 respondents 6-12 months, 1 respondent longer than 12 months and 3 didn't answer.

How much would you spend on a mediator that would arrange your international internship?	
Nothing	#4 24%
0 – $250	#3 18%
$250 – $500	#3 18%
$500 – $750	#1 6%
> $750	#2 12%
Other	#1 6%
no answer	#3 18%
n=17	

4 says that they don't want to spend anything on a mediator that will find the international internship, 3 wants to pay $ 0-$250 Australian dollar, 3 $250-$500, 1 $500-$750 and another 2 wants to spend more than $750. 3 didn't answer.

Appendix 4: Outcome expectations

I have to feel save in the transaction with the service company		
Very Important	#6	35%
Important	#6	35%
Moderately Important	#1	6%
Of Little Importance	#0, 0%	
Unimportant	#1	6%
no answer	#3	18%

n=17

6 of the respondents find it very important to feel save in the transaction with the service company, 6 find this important, 1 moderately important, 1 unimportant and 3 didn't answer.

The company has to provide necessary and sufficient information for the customer		
Very Important	#12	71%
Important	#1	6%
Moderately Important	#0, 0%	
Of Little Importance	#0, 0%	
Unimportant	#0, 0%	
no answer	#4	24%

n=17

12 of the respondents find it very important that the company has to provide necessary and sufficient information for the customer, 1 find this important and 4 didn't answer this question.

The company has to have the sufficient knowledge to answer my questions		
Very Important	#9	53%
Important	#4	24%
Moderately Important	#1	6%
Of Little Importance	#0, 0%	
Unimportant	#0, 0%	
no answer	#3	18%

n=17

9 of the respondents find it very important that the company has to have the sufficient knowledge to answer their questions, 4 find it important, 1 find it moderately important, and 3 didn't answer.

The company should give me confidence, with respect to the service		
Very important	#10	59%
Important	#3	18%
Moderately Important	#1	6%
Of Little Importance	#0, 0%	
Unimportant	#0, 0%	
no answer	#3	18%

n=17

10 of the respondents find it very important that the company should them the confidence with respect to the service, 3 find this important, 1 moderately important and 3 didn't answer this question.

The company should be consistently courteous with the customers		
Very important	#7	41%
Important	#6	35%
Moderately Important	#1	6%
Of Little Importance	#0, 0%	
Unimportant	#0, 0%	
no answer	#3	18%

n=17

7 of the respondents find it very important that the company should be consistently courteous with the customer, 6 of them find that important, 1 moderately important and 3 didn't respond to this question.

The company should provide the service to the customer at the right time		
Very important	#10	59%
Important	#2	12%
Moderately Important	#1	6%
Of Little Importance	#0, 0%	
Unimportant	#0, 0%	
no answer	#4	24%

n=17

10 of the respondents find it very important that the company should provide the service to the customer at the right time, 2 find this important, 1 moderately important and 4 didn't respond to this question.

The company should perform the service at the promised time		
Very important	#11	65%
Important	#2	12%
Moderately Important	#1	6%
Of Little Importance	#0, 0%	
Unimportant	#0, 0%	
no answer	#3	18%

n=17

11 of the respondents find it very important that the company should perform the service at the promised time, 2 find this important, 1 moderately important and 3 respondents didn't answer this question.

The company should perform the service correctly the first time		
Very important	#9	53%
Important	#4	24%
Moderately Important	#1	6%
Of Little Importance	#0, 0%	
Unimportant	#0, 0%	
no answer	#3	18%

n=17

9 of the respondents find it very important that the company should perform the service correctly at the first time, 4 find this important, 1 moderately important and 3 didn't answer to this question.

The service should be performed error-free		
Very Important	#4	24%
Important	#8	47%
Moderately Important	#1	6%
Of Little Importance	#1	6%
Unimportant	#0, 0%	
no answer	#3	18%

n=17

4 of the respondents find it very important that the service should be performed error-free, 8 find this important, 1 moderately important and 1 of little importance, 3 of the respondents didn't answer this question.

The company should show sincere interest in solving the problem for the customer		
Very Important	#12	71%
Important	#0, 0%	
Moderately Important	#1	6%
Of Little Importance	#0, 0%	
Unimportant	#0, 0%	
no answer	#4	24%

n=17

12 of the respondents find it very important that the company should show sincere interest in solving the problem for the customer, 1 find this moderately important and 4 didn't answer the question.

The employees of the service company should always be willing to help the customer		
Very Important	#11	65%
Important	#3	18%
Moderately Important	#0, 0%	
Of Little Importance	#0, 0%	
Unimportant	#0, 0%	
no answer	#3	18%

n=17

11 of the respondents find it very important that the employees of the service company should always be willing to help the customer, 3 find this very important and 3 didn't answer this question.

The company has to give prompt service to the customer when that is needed		
Very Important	#9	53%
Important	#5	29%
Moderately Important	#0, 0%	
Of Little Importance	#0, 0%	
Unimportant	#0, 0%	
no answer	#3	18%

n=17

9 of the respondents find it very important that the company give prompt service to the customer when that is needed, 5 find this important and 3 didn't answer this question.

The employees of the service company are never too busy to help the customer	
Very Important	#8 47%
Important	#3 18%
Moderately Important	#3 18%
Of Little Importance	#0, 0%
Unimportant	#0, 0%
no answer	#3 18%

n=17

8 of the respondents find it very important that the employees of the service company are never too busy to help the customer, 3 find this important, 3 moderately important and 3 didn't respond to this question.

The employees should say exactly when the service would be	
Very Important	#7 41%
Important	#5 29%
Moderately Important	#1 6%
Of Little Importance	#1 6%
Unimportant	#0, 0%
no answer	#3 18%

n=17

7 of the respondents find it very important that the employees should say exactly when the service would be, 5 find this important, 2 moderately important, 1 of little importance and 3 didn't answer to this question.

The employees should give the customer personal attention	
Very Important	#7 41%
Important	#3 18%
Moderately Important	#3 18%
Of Little Importance	#1 6%
Unimportant	#0, 0%
no answer	#3 18%

n=17

7 of the respondents find it very important that the employees should give the customer personal attention, 3 find this important, 3 moderately important, 1 of little importance and 3 didn't answer this question.

The employees should give the customer individual attention	
Very Important	#9 53%
Important	#4 24%
Moderately Important	#1 6%
Of Little Importance	#0, 0%
Unimportant	#0, 0%
no answer	#3 18%

n=17

9 of the respondents find it very important that the employee should give the customer individual attention, 4 find this important, 1 moderately important and 3 didn't answer.

The operating hours of the service company should be convenient for the customers	
Very Important	#6 35%
Important	#5 29%
Moderately Important	#3 18%
Of Little Importance	#0, 0%
Unimportant	#0, 0%
no answer	#3 18%

n=17

6 of the respondents find it very important that the operating hours of the service company should be convenient for the customer, 5 find this important, 3 moderately important and 3 didn't answer this question.

The service company should understand the specific needs of each customer	
Very Important	#9 53%
Important	#3 18%
Moderately Important	#2 12%
Of Little Importance	#0, 0%
Unimportant	#0, 0%
no answer	#3 18%

n=17

9 of the respondents find it very important that the service company should understand the specific needs of each customer, 3 find this important, 2 moderately important and 3 respondents didn't answer this question.

The company should have modern equipped computers		
Very Important	#5	29%
Important	#6	35%
Moderately Important	#2	12%
Of Little Importance	#1	6%
Unimportant	#0, 0%	
no answer	#3	18%

n=17

5 of the respondents find it very important that the company should have modern equipped computers, 6 important, 2 moderately important and 3 didn't answer this question.

The company should be conveniently situated for the customer		
Very Important	#5	29%
Important	#7	41%
Moderately Important	#2	12%
Of Little Importance	#0, 0%	
Unimportant	#0, 0%	
no answer	#3	18%

n=17

5 of the respondents find it very important that the company should be conveniently situated for the customer, 7 find this important, 2 moderately important and 3 didn't answer the question.

There should be waiting/ sitting facilities for the customers		
Very Important	#7	41%
Important	#5	29%
Moderately Important	#1	6%
Of Little Importance	#1	6%
Unimportant	#0, 0%	
no answer	#3	18%

n=17

7 of the respondents find it very important that there should be waiting facilities for the customer, 5 find this important, 1 moderately important, 1 of little importance and 3 didn't answer the question.

The employees of the company should be neat dressed	
Very Important	#5 29%
Important	#6 35%
Moderately Important	#3 18%
Of Little Importance	#0, 0%
Unimportant	#0, 0%
no answer	#3 18%

n=17

5 of the respondents find it very important that the employees of the company should be neat dressed, 6 find this important, 3 of little importance and 3 didn't answer this question.