

**An exploration of culturally diverse experiences of the  
Disney Cultural Representative Program**

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Master of Technology in Hospitality and Tourism Management in  
the Faculty of Management Sciences at the  
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## ABSTRACT

Globalisation together with travel and tourism has become a driving force for the efficient movement of people, products and services internationally. People around the world appear to be increasingly open-minded in seeking international employment opportunities. In recent years, these opportunities have become more apparent to the theme park industry. The Walt Disney World Company in Orlando, Florida can be recognised as one of the major theme parks offering international employment opportunities. Therefore, the core focus on this research is the experiential aspects of the Disney Cultural Representative Program (DCRP). The present research aimed to explore the varying experiences encountered by participants in the DCRP with diverse demographic traits and assessed differences and similarities amongst the experiences; analysed motivational aspects to participate in the DCRP as an international employment opportunity and discovered what preconceptions and attributes were the most influential.

The utilisation of the online self-administered Lime Surveys prior to conducting the semi-structured Skype interviews in this mixed methods design afforded the researcher familiarity into the  $n=33$  participants lived experiences of the DCRP. This form of sequential data collection proved useful for identifying any gaps between the first phase and led to constructing the Skype interview guide for the  $n=5$  participants that aimed at addressing these gaps between the overall research questions.

Participants revealed multiple motives for choosing to participate in the DCRP; however, the need for achievement and development was a common motivational aspect amongst the dichotomous demographic categorical variables. Although comparisons and conclusions were drawn from the findings in relation to nationality, gender and age, phenomenography described the variations of participants' perceptions of the DCRP collectively. There were variations in the experiential aspects in terms of the multicultural living and working environment, meaningful, relevant and impactful experiences as well as discovering the cultural aspect of the DCRP experience that outweighed professional and personal development. These findings provided valuable insight into understanding the meanings of the way in which the DCRP was experienced to stimulate prospective participants in the future, render useful for Faculty members that play active roles in student placements with the DCRP and be of interest to the recruitment teams of Disney.

## DECLARATION

I, **Pearleen Maistry**, do hereby declare that this dissertation is a result of my investigation and research, complying with Durban University of Technology's regulations on plagiarism and that this has not been submitted in part or full for any other degree to any other University.

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**Signed**

3 May 2020

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**Date**

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Finally, “in order to make good in your chosen task, it’s important to have someone you want to do it for. The greatest moments in life are not concerned with selfish achievements, but rather with the things we do for the people we love and esteem, and whose respect we need.” (Walt Disney)

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## **LIST OF ACRONYMS**

DAK	:	Disney's Animal Kingdom
DCRP	:	Disney's Cultural Representative Program
DUT	:	Durban University of Technology
EPCOT	:	Experimental Prototype Community of Tomorrow
ICP	:	International College Program
USA	:	United States of America
WDC	:	Walt Disney Company
WDW	:	Walt Disney World

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the study

Globalisation is a driving force that is rapidly influencing the world's economy, exhibiting tourism as one of the observable results, relating to the international movement of people, products and services (Rovinaru and Rovinaru, 2010). Consequently, the communication gap between people belonging to diverse cultural backgrounds and nationalities has been bridged. With the increase in international tourism, globalisation has also become the gateway to international employment opportunities. Travel and tourism is a fundamental industry that has earned its reputation in global revenue generation and employment creation. People around the world appear to be increasingly open-minded to seeking international employment opportunities and contributing to the worldwide economy (Lacey, 2006). It is suggested that we are living in a multi-cultural world with people we encounter on a daily basis possessing unique cultures. For this reason, cultural diversity of the workplace is inevitable and organisations across the world are sharing in its profits (Mazur, 2010).

Over the last decade, several studies dedicated increasing interest in the entertainment industry, with its central focus on theme parks (Oest, Heerde and Dekimpe, 2009). Such attractions have positioned themselves as key features of tourists' motivation towards visiting a particular destination (Ho and Ap, 2009). It is not surprising that a number of prominent and illustrious theme parks are now renowned for providing international employment opportunities to offer participants a first-hand experience of their diversity in service and product offerings (Brandão, 2013). Students or recent graduates are often amongst those who are afforded these international employment opportunities and are generally internationally recruited by theme parks directly from their universities at which they are aiming towards or have already obtained their qualifications.

The Walt Disney World (WDW) Company in Orlando, Florida in the United States of America (USA) can be recognised as one of the major theme parks offering international employment opportunities. Although many theme parks may still be attempting to develop a culturally diverse workforce, Disney has already been successful in doing so (Johnson, 2011). Therefore, one of Disney's international programs, the Disney Cultural Representative Program (DCRP), was examined in this research study. Given the reputation of the program for diversity; with over ten different cultures and nationalities being eligible to participate as cultural representatives (Disney International Programs, 2015), these lived experiences of the DCRP appeared significant to explore. It can be assumed that the participants of the DCRP entered into a culturally immersed environment that differed from the cultures and elements they were usually exposed to and resulted in diverse experiential outcomes.

The present research study employed a mixed methods design in which self-administered online Lime Surveys for the quantitative aspect in the first phase and semi-structured Skype interviews for the qualitative aspect in the second phase, including a phenomenographic analysis for cultural differences were undertaken.

It can be proposed that individuals may have several commonalities; however, their notions, experiences or thought patterns of a particular phenomenon may differ (Marton and Booth, 1997). In 1970, Marton conducted a doctoral study on learning in Sweden at the Göteborg University, to which the external examiners began asking probing questions in relation to the study's ability to address the learning styles of students within the community (Yates, Partridge and Bruce, 2012). This was a turning point that steered towards the establishment of the qualitative phenomenographical approach and its linked variation theory where the focus was shifted from an external standpoint of a study to the perceptions and experiences of participants within a study (Paakkari, 2012). However, one's response to this may be: how is the evaluation of personal perceptions and experiences achieved? In relation to the present research study, the only way that lived experiences of the DCRP were explored was through questioning participants about what their experiences were like and analysing what these experiences

meant for them as well as how were these experiences influential in their lives; as there were invaluable insights gained from these experiences.

This chapter outlines the rationale and purpose of the study. Furthermore, the research questions are presented, followed by a brief overview of the research design. The dissertation structure is also outlined.

## **1.2 The rationale for undertaking this research study**

The undertaking of this research resulted from the researchers' personal participation in the DCRP as a cultural representative. The researchers' participation in the program came about in 2009 during the completion of tertiary level studies in the field of Tourism and Hospitality at the Durban University of Technology (DUT) in South Africa. The personal experiences associated with the DCRP led to the curiosity of the experiential aspects of other DCRP cultural representatives, what meaning these experiences had and how influential they were. This has, therefore, motivated the research study in being more subjective in terms of the probing questions that were shaped by personal experiences and allowed for the sincerity that other participants may have had varying experiences based on different aspects, such as nationality, gender and even age.

“The key question of *‘what makes people travel?’* has attracted considerable attention from academics” (Yüksel and Yüksel, 2008, p. 249). Several empirical studies have previously explored the variation in guest experiences and analysed cross-cultural comparisons of travel motives and benefit-seeking patterns for visiting a destination or attraction (Bacsi 2017; You, O’Leary, Morrison and Hong, 2000; Yüksel and Yüksel 2008). Furthermore, previous research was conducted on study abroad and working/holiday experiences (Streitwieser and Light, 2009; CFEResearch, 2014; Yang and Wen, 2016; Rice, 2010; Lacey, 2006; McKinnon, 2014; Harrison, Britton and Swanson, 2003; Lavonen, 2011). There was limited studies (Brandão, 2013; Arledge, Lucas and Miles, 2005; Brandão, Ayrosa and Tayt-son, 2013) pertaining to alternative Disney international programs.



Having identified these gaps between previous literature, the studies previously conducted had different focuses on little or no research essentially exploring the diverse lived experiences of the DCRP in particular. Different cultures, personalities and backgrounds shape who we are, and in due course influence how we experience different phenomena in life (Yüksel and Yüksel, 2008). According to Englander (2012), the starting point in the research of this nature should be the necessity to comprehend the meanings attached to personal experiences of the phenomenon and its purpose.

### **1.3 Purpose of the study**

All the participants involved in this present study participated in the same international employment opportunity, the DCRP. However, in some cases even amongst these participants there may be differing interpretations of what the DCRP experiences meant to them and what were the aspects of relevance of the experience itself. The purpose of this study was, therefore, steered towards this direction in proposing significant contributions to culturally diverse experiences of the findings. It is anticipated that this research interests DUT and other university students that may be considering participating in the DCRP, be beneficial to Faculty members and organisers involved in students' participation in the DCRP as well as the DCRP recruitment team.

### **1.4 Research questions**

Research questions are often open-ended and exploratory in nature (Adu, 2016). The key inquiry question was to explore how experiences of the DCRP differ amongst participants from diverse cultural backgrounds. One may argue that the response to these questions may be simple or straightforward, such as people are different and their motivations are too, other responses may be the differences in backgrounds and so forth. There are several studies that may have successfully assumed these responses, however, some of these findings become generalised in gaining deeper insights into experiences due to acquiring an external perspective (Marton and Booth, 1997).

Table 1.1

*The research questions, objectives and hypotheses of the present mixed methods study*

<i>RQ. #</i>	<i>Research Question</i>	<i>Objective</i>	<i>Hypothesis</i>
1	What were the motivational aspects for participants in the DCRP and how did the variations in aspects of motivation influence experiences?	To examine how similarities and differences of motivation offer insight into participants' willingness to participate in the DCRP	
2	How did participants, with comparatively diverse cultural backgrounds, experience the DCRP?	To ascertain the aspects of variation involved in the experiences of the DCRP by understanding if participants reacted differently	
2.1	How did participants adapt to the multicultural living and working experience of the DCRP?	To determine the influential aspects of participants' perceptions of the multicultural living and working experiences	Participants' perceptions of the multicultural living and working experiences being positive or negative were influenced by 'age'.
2.2	What are the meaningful and relevant comparisons in experiences in relation to participants' duration of participation in the DCRP?	To discover if there was a relationship between the duration of participation and meaningful or relevant experiences from the DCRP	There is a relationship between the duration of participation in the DCRP and meaningful or relevant experiences from the DCRP
2.3	What were the variations of experiences that participants of the DCRP enjoyed most or least?	To explore the variations of experiences of the DCRP most and least enjoyed by participants	
2.4	How have the lives of the participants been impacted by the experience of the DCRP?	To examine the impacts of the DCRP experience on the lives of the participants	
3	How have these experiences been instrumental in career development for participants?	To ascertain if the DCRP experience was instrumental in the development of participants' careers	Gender had an influence on the DCRP experiences being instrumental on career development amongst participants
4	What are the participants' perceptions of repeat participation in the DCRP?	To determine differences or similarities in participants' perceptions of repeat participation in the DCRP	Repeat participation in the DCRP by participants is dependent on nationality

The ultimate goal of this mixed methods research design was to support the need to address the research questions. Given the incorporation of a phenomenographical approach and its associated variation theory, gaining deeper insight into participants' lived experiences of the DCRP contributed to the shift of the aforementioned external

perspective. The research questions and sub-questions are outlined in Table 1.1, in which the objectives and hypotheses, for questions that tested statistical significance, are highlighted. The research design that was undertaken in this study is briefly discussed in the following section.

### **1.5 An overview of the research design**

It is important to note that when conducting a mixed methods research study, quantitative and qualitative methods can be employed during the study in order to address the research questions; as was the case with the present research study. The rationale for undertaking a mixed methods design was to collect data from participants that had completed the DCRP using different approaches in phases. The geographical locations of the researcher and the participants were widely varied; as the researcher had relocated outside of South Africa and the participants were located in different parts of the world.

Quantitative research methods usually use surveys and statistical tests to collect and analyse data (Zohrabi, 2013). The self-administered online Lime Survey was included in the quantitative phase of this study to gain access to previous cultural representatives in varied geographical locations. Some of the common characteristics of qualitative research are that previous studies or experience forms the basis of the research questions being addressed; sample sizes are generally smaller and can sometimes be the size of one; interviews based on past experiences are data collecting methods used, which applies to the undertaking of this study (Rundowns, 2019). The depicting of lived experiences was the ultimate aim of the qualitative phenomenographical approach to discover differences in the characteristics of the DCRP experiences of comparatively diverse participants' perspectives (Yates et al., 2012). The present research study analysed the significance of these experiences of the DCRP, using categories that emerged from the responses from the semi-structured Skype interviews and the open-ended questions from the survey to explore the variations in participant's experiences. Sin (2010, p. 306) suggests that:

A person's conception of something is assumed to be relational as it is internally constituted between the person and the world. Therefore, conceptions are expected to be different. Empirical phenomenography systematically explores participants' experiences and identifies their conceptual meanings of the phenomenon of interest. These are classified into categories according to their similarities and differences.

The mixed methods design anticipates the provision of pragmatic findings to address the research questions as best possible. The Lime Survey responses provide a comprehensive evaluation of the patterns that appear in terms of demographic information and motivational aspects that analyses the statistical components. The Skype interview transcripts provide a deeper understanding into the participants' experiences. Phenomenography is, therefore, the interpretive qualitative approach utilised to explore the diverse experiences of the DCRP.

## **1.6 Structure of the dissertation**

This dissertation comprises six chapters. Chapter One contains the background to this study. The rationale and purpose of the study was proposed. The research questions were presented collectively, followed by a brief overview of the research design with its purpose to address the research questions.

Chapter Two provides an analysis of the related literature associated with the study. The concepts of globalisation and cultural diversity are outlined as well as the influences on the tourism industry. Motivational factors of seeking international employment opportunities and the experiences thereof are highlighted. The chapter also contains a brief history of theme parks, WDW and the DCRP.

Chapter Three outlines the design of the research undertaken and the methodology utilised for conducting this study effectively: a mixed methods research design comprising phenomenography and the variation theory. This chapter also describes the sample, the data collection, and analysis procedures as well as the categories of descriptions and the associated outcome space.

Chapter Four details the findings obtained from the mixed methods research conducted in terms of descriptive statistics and non-parametric statistical tests in

conjunction with a more thematic approach of phenomenographical variations of experiences and presents the outcome space.

Chapter Five is the discussion of the findings from the previous chapter. This chapter addresses the research questions discussing the possible variations in the outcome space, relationships and patterns between variables that the researcher has observed in the data set and justifies these accordingly.

Chapter Six provides the overall conclusions obtained from the research, as well as the contributions of the study, limitations and recommendations for further research that could be undertaken by up and coming researchers for a similar study.

### **1.7 Chapter Summary**

This chapter has introduced the rationale for this study, which is outlined in order to address the research questions. The purpose of this study was to analyse the experiences of cultural representatives from different cultural backgrounds and nationalities who participated in the DCRP as an international employment opportunity. The next chapter presents a comprehensive and methodical examination of the literature review in relation to the research study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter outlines a historically contextualised foundation of relevant literature associated with the research questions presented in the previous chapter. It introduces the fundamental empirical theories supporting experiential aspects of international employment opportunities, with specific reference to the DCRP, the subject this research study aimed at focusing on.

The rapid advancements of globalisation have led to an increase in societies seeking opportunities to travel or work outside of their home-countries (Lacey, 2006). As a result, tourism is viewed as being one of the largest and most profitable industries in the world to support these advancements (Oda, 2010). Apart from the several service industries that tourism comprises, theme parks are one of the key role-players in the entertainment industry that aids in generating tourism demand and contributes largely to tourism development (Harrison et al., 2003). Theme parks are, therefore, pivotal stimuli for the motivation of travel to countless destinations, not only from a tourist/guest perspective but also from an employee perspective (Raluca and Gina, 2008). The purpose of this study has encouraged insight into the active role that theme parks play in recruiting internationally and embracing the collaboration between diverse backgrounds. WDW theme parks are especially wealthy in tourism resources, boasting incredible diversity of landscapes and cultures existing across the vastness of many countries (Carillo, Crumley, Thieringer and Harrison, 2012).

The aim of this study was to explore the diverse experiences of cultural representatives of the DCRP. In essence, this section reviews previous studies that are similar in nature focusing on gaps in literature that the present study may be successful in filling. This chapter examines the concepts of globalisation, cultural diversity, motivation, experiences, theme parks, WDW and the DCRP.

## **2.2 Understanding of the concept and influences of globalisation**

### **2.2.1 Defining globalisation**

In recent years, the concept of globalisation has been widely discussed, thus, providing multifaceted and varying views, features and definitions. Although the term seems too complex to explain and most definitions appear oversimplified, it is best to understand the concept from its inception. The term has become a global phenomenon in itself and derives from the word ‘globe’, which refers to worldwide togetherness of the nations and people (Čerović, Vukadinović and Knežević, 2015; Dwyer, 2015; Oda, 2010). It also refers to the unrestricted movement of products, services, technology, capital, information, travel, labour and cultures through the collaboration with multinational companies crossing international borders (Wang, 2007; Peric, 2005). Dwyer (2015, p. 1) refers to globalisation as “a multidimensional process, taking place simultaneously within the spheres of the economy, of politics, of technological developments – particularly media and communications and transportation technologies – of environmental, social and cultural change”. In addition to the changes in the global economic system, significant global changes have also been evident socially, technologically and politically (Čerović et al., 2015). Macleod (2004) argues that our world is not becoming smaller but rather growing as a result of globalisation. He goes on to state that individuals’ perceptions and understanding has also developed through “an increase in communication, ideas, possibilities, travel, knowledge, capital, construction, associates, relationships and so on” (Macleod, 2004, p.8).

As mentioned by Dwyer (2015) globalisation is, therefore, viewed as a multidimensional phenomenon featuring culture as one of the dimensions (see Table 2.1). These advancements have facilitated the ease of exchange of goods, services and information amongst individuals, businesses and countries. Over time, the concept of globalisation has been extended beyond the aforementioned, and demonstrates further exchanges of culture, languages, tourism, knowledge and experience (Dwyer, 2015). Wang (2007) suggests that cultural identity has been enriched through globalisation and people have become increasingly aware of the distinctiveness of their own cultures.

This has, therefore, encouraged a greater understanding of the role of globalisation and its influences on cultural diversity.

Table 2.1

*Dimensions of globalisation*

<i>Economic dimension</i>	<i>Cultural dimension</i>
From the economic point of view, globalisation is the process whereby the world economies are becoming increasingly integrated and interdependent, market-oriented approaches to development are spreading, the notion of state provision of privatisation and deregulation are being withdrawn, trade and investment are being liberalised, and increased penetration of transnational corporations in life is being encouraged.	From the cultural point of view, globalisation is the process of increasing homogeneity of lifestyles and aspirations via media, TV, films, tourism, etc., combined with the rapid spread of different views and greater opportunities for marginalised voices to be heard.
<i>Technological dimension</i>	<i>Social dimension</i>
From the technological point of view, globalisation is the process of rapid innovation and increasing inter-connectivity, particularly for information and communication services, and biotechnologies. This is the process in which knowledge is the most important factor determining the standard of living, more than capital or labour.	From the sociological point of view, globalisation is the process of incorporating people into a single world society. The world is becoming a "global village."
<i>Political dimension</i>	<i>Environmental dimension</i>
From the political point of view, globalisation is the new process of shifting the power from national governments in directing and influencing their economies, to global institutions, such as the World Bank, the European Union, the European Central Bank, the World Trade Organisation, the World Health Organisation, and the World Tourism Organisation. In order to survive, national governments that can no longer manage their national economies must increasingly manage national politics by adapting them to the pressures of transnational market forces.	From the environmental point of view, globalisation is the process of increasing inter-linkages between ecosystems, accelerating biological invasions, simplifying and homogenising natural systems, and intensifying pressure on global commons.

*Source:* Adapted from Rovinaru and Rovinaru, 2010, p. 566

## **2.2.2 The elements of cultural diversity**

### **2.2.2.1 Defining cultural diversity**

The way in which individuals or societies are similar or different from each other is often referred to as diversity. These similarities or differences may be characterised by commonly known demographical factors such as nationality, ethnicity, gender, age, educational background or even profession (Organisational Behaviour, 2010).



Although diversity can take many forms, the understanding of cultural diversity is vital for the progression and purpose of this study. The concept of cultural diversity has several definitions and considerations. Each country around the world hosts its unique culture that is a reflection of ethnicity, language, religion, beliefs, values and customs. Even the global economy relies on cultural diversity to ensure businesses are developing and remain relevant. Rovinaru and Rovinaru (2010) refer to cultural diversity, from an observable point, as the demographic differences that occur amongst groups of people within society and the world. The concept of cultural diversity can be viewed as an expression of respect, awareness and fusion amongst individuals, groups or organisations with differences in the aforementioned characteristics. Furthermore, UNESCO (2009) states that amongst the rapid advancements of globalisation, cultural diversity should remain preserved for future generations. Globalisation has also led to sociocultural and technological advances where people from diverse cultures begin to bridge the gap that once existed by communicating freely with each other (Macleod, 2004).

#### **2.2.2.2 The Relationship between Globalisation, Tourism and Cultural Diversity**

In the initial stages of tourism development, it was viewed as a means to generate revenue both nationally and internationally, hence resulting in economic development (Macleod, 2004). Research (Rovinaru and Rovinaru, 2010; Čerović et al., 2015) indicates that the result of tourism has been influenced by globalisation in view of the vast advancements in areas related to technology, communication and transport. In response to these advancements, the influence of tourism has had a ripple effect on other related industries and in addition to the economic dimension, development is also evident in the social, cultural and political dimensions, as presented in Table 2.1 (Rovinaru and Rovinaru, 2010). Globalisation can, therefore, be referred to as “the openness of borders, growth of all types of transport, especially air travel, the internet and increase in the number of people who can afford to take vacations and travel outside

the national borders, have all influenced the strengthening of international over domestic tourism” (Čerović et al., 2015, p. 48).

Macleod (2004, p. 99) states that “the influences of tourism on the economy are inevitably as diverse as are the economies, cultures and the people visiting them”. The tourism industry can be regarded as one of the aspects in the process of globalisation representing countries from which mass-tourism dominates (Oda, 2010). The travellers from those countries are, therefore, viewed as cultural representatives, an underlying factor that is influenced by globalisation (Macleod, 2004).

Tourism is also viewed as an activity that creates links amongst cultural authenticity, identity and diversity. “Culture, together with tourism, is a growing sector of the economy. International tourism enhances understanding between nations and peoples” (Bacsi, 2017, p. 30). Tourism is, therefore, viewed as a “creative and stimulating interaction of elements between different cultures and individuals, local values and identities interact and interface with development of global cultural demands” (Urošević, 2012, p. 67). Authentic cultural experiences as well as unique product and service offerings respond to the globalised call in tourism. It is suggested that globalisation creates a greater awareness of cultural identity (Wang, 2007). The aspect of authenticity adds value to the lives of travellers as they are motivated by the need to meet people from diverse nationalities and cultures (Macleod, 2004). It has, therefore, become increasingly popular with diverse cultures to show a greater desire for experiencing phenomena in its most authentic form. The key questions are whether a greater awareness of authenticity can be achieved even when the cultural staging is taking place far away from the original source or setting of cultural traditions, as with the DCRP. Is it objective or experiential, universal or personal, in the eye of the beholder?

Cultural identity and tourism are unavoidably interrelated (Urošević, 2012) and is evident in the globalised world of integrated principles as well as the economic, political and social distinctions. Tourism can, therefore, be predominantly delineated as a prospect of cultural and social interaction, communication and cultural interchange

with other individuals and cultures (Urošević, 2012). There is a deep desire to discover and develop new characteristics within. Societies have had a paradigm shift in the way in which they view the world, and this has led to the pursuing of new identities. The authentic characteristics of a particular destination or attraction are differentiated by the exclusive components of their cultural identity from competitors and, thereby, enable them to optimally position themselves within the global market. As a result, it safeguards the cultural heritage and reinforces the “cultural identity, values, lifestyle and economy of local communities” promoting cultural diversity (Urošević, 2012, p. 69).

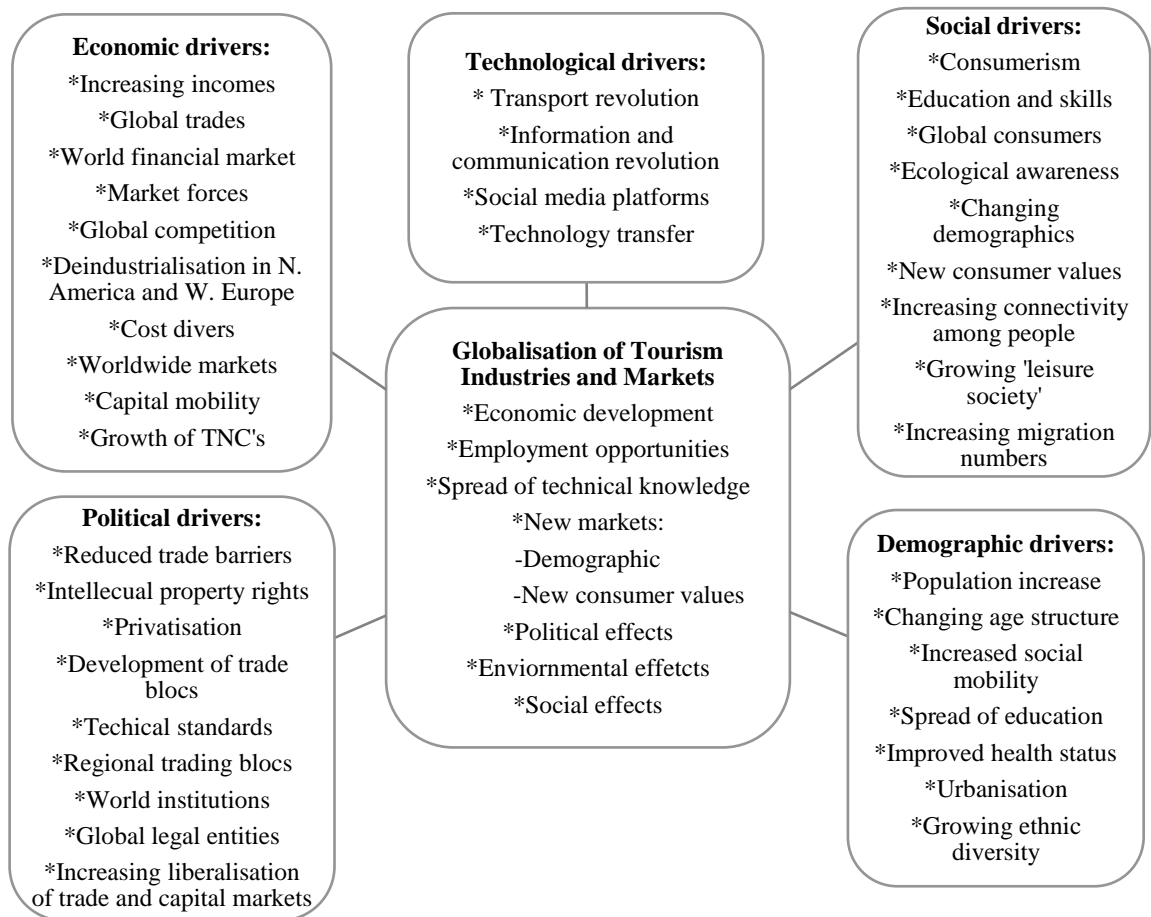


Figure 2.1: Drivers of globalisation of tourism  
Source: Adapted from Dwyer, 2015, p. 3

Dwyer (2015) highlights these rapid advancements through ‘drivers’, which he refers to as the forces influencing the globalisation of tourism (see Figure 2.1). The drivers that were relevant to this research study are outlined in Chapter Three as there were some drivers that applied to the methodology. One of the central themes from the globalisation of tourism industries and markets includes employment opportunities which are discussed further in the next section (Figure 2.1). Therefore, “due to globalisation, we cannot deny that cultural diversity stimulates greater innovation, creativity and responsiveness to changing environments and that it also contributes to the reputation of the work place and more effective competition” (Rovinaru and Rovinaru, 2010, p. 568).

### **2.2.2.3 Culture as a dimension of diversity**

Diversity is often viewed as an independent concept, which classifies groups of people, communities or societies; according to their similarities or differences. Diversity can also be viewed as multidimensional, within which culture is included (see Table 2.2). Mazur (2010) defines diversity as the differentiation between groups of people, specifically in relation to primary and secondary dimensions. Primary dimensions include demographic aspects that are more obvious and often influential by identities and image in society and in places of employment as well as culture and language (Mazur, 2010). On the other hand, secondary dimensions lack the aesthetics of primary dimensions as it greatly influences an individual’s self-worth and confidence. With reference to Table 2.2, Mazur (2010) proposes that the aspects of secondary dimensions appear more flexible and can be altered over time. Furthermore, those aspects found at the foundation of individuality are often referred to as tertiary dimensions. “It is the vast array of qualities that lie beneath the surface that provides the real essence of diversity to be tapped into, and these have not until recently been acknowledged” (Mazur, 2010, p. 6). With reference to cultural diversity, Bacsi (2017, p. 26) suggests that this group of “valuable resources comprising knowledge, traditions, skills, customs, can initiate innovative ideas and creativity”.

Table 2.2  
*Dimensions of Diversity*

<i>Primary Dimensions</i>	<i>Secondary Dimensions</i>	<i>Tertiary Dimensions</i>
Race	Religion	Beliefs
Ethnicity	Culture	Assumptions
Gender	Sexual orientation	Perceptions
Age	Thinking style	Attitudes
Disability	Geographic origin	Feelings
	Family status	Values
	Lifestyle	Group norms
	Economic status	
	Political orientation	
	Work experience	
	Education	
	Language	
	Nationality	

*Source:* Adapted from Mazur, 2010, p. 7

In his book entitled ‘Tourism, Globalisation and Cultural Change’, Macleod (2004) mentions an interesting discovery in a study conducted in Naples and Vueltras on attitudes of gender and age towards work. It was found that males often discouraged females to seek employment internationally. It was assumed that the interaction with ‘outsiders’ would be negative as they did not possess the same morals or belief systems. He had also observed in some instances that females were afforded opportunities to work directly with tourists in an effort to earn an income and gain independence. Furthermore, those who were younger seemed to have found employment within the tourism industry beneficial to their economic freedom (Macleod, 2004).

The key focus of this study was to, therefore, explore the DCRP experiences in the dimensions inclusive of nationality, gender and age. The key dimensional aspects applied to the study conducted by Mazur (2010) (Table 2.2) for this research study is discussed further in Chapter Three and in detail in association with the findings in Chapter Five. The focus on these aspects for this present study was beneficial to understand the different ways in which participants experienced the DCRP as globalisation establishes cross-cultural encounters that support the open-mindedness and acceptance of cultures that differs from one’s own (Dwyer, 2015). This can lead to cultural adaptability which is highlighted in the next section.

#### **2.2.2.4 Cultural adaptability as a result of exposure to cultural diversity**

Having the ability to adapt to a different and new working environment is a skill in itself. Usually the process of adaptation begins from the point of arrival at the new destination. Pearson-Evans (2006, p. 53) defines this cultural adjustment as a period “of growing familiarity and deepening involvement between the individual ... and [their] host culture. In this dynamic process of interaction, no two individuals’ characteristics and no two host culture contexts are exactly the same”. Hitchcock (2019) proposes that cultural adaptation can be determined by how long an individual may take to accept the customs in the cultures they are exposed to. If the culturally diverse exposure being observed differentiates largely from one’s own cultural values, the process of adaptation may require more time and vice versa (Hofstede and Hofstede, 2005).

This process of adaptation to cultures differing from one’s own can also pose as learning and development opportunities. The concept of cultural adaptability, therefore, “requires an understanding of cultural symbols, the products and visible elements of a culture, as well as a knowledge of and active participation in rituals (the ways of doing things) and thus developing skills” (Hitchcock, 2019, p. 53). Evidence of cultural adaptability may result in an individual establishing social connections with diverse cultures they are being exposed to, being open to try authentic dishes from cultures that differ as well as learning a new language (Pearson-Evans, 2006). This present mixed methods study comprised of the phenomenographical approach highlighting the variations in participants’ adaptability to the multicultural living and working experiences of the DCRP which are discussed in detail in Chapter Five.

#### **2.2.3 The influence of globalisation, tourism and cultural diversity on international employment opportunities**

As our world continues to globalise, the increase in movement internationally, be it for travel, business, employment or foreign trade has become effortless; opening new doors of opportunities and encouraging the interdependence between nations (Peric, 2005). Although the movement of people across international borders dates back to history, it

has taken on new forms and become a common behaviour. More businesses are now functioning internationally and have opened their borders to multicultural opportunities. Globalisation has, therefore, created employment opportunities in nations that were once uncommon and unreached. Given this global opportunity people are able to travel, provide for their families as well as contribute to their own economies (Macleod, 2004). Tourism is believed to have been the catalyst for globalisation in this regard (Čerović et al., 2015). Since globalisation is perceived in terms of increasing incorporation of the social, economic and cultural systems, it can be suggested that tourism is the cause and effect of the process itself (Richards, 2007; Urošević, 2012). Jelinčić (2009) raises an important point that for many people from developing countries, tourism is viewed as their only option to develop their economies by playing an active role in the globalised economy.

People from all over the world have become increasingly aware of the opportunities that international employment has to offer (Lacey, 2006). These international employment opportunities often differ in terms of location, eligibility, costs and the support offered by the international employers. Daisy (2018) suggests that this awareness of the international employment market can be a result of globalisation which has affected not just the economy of a country; but other aspects such as technological, social and cultural advancements that can aid in re-evaluating prospects, perceptions, and experiences. Awareness is also created through educational institutions where opportunities are made available to students (Daisy, 2018). In addition, peoples' perceptions are a factor that can be considered in the way in which they respond to the international employment market; they are either eager to embark on a new experience and reap the benefits or they feel leaving the comfort and security of their home countries hinders their development (Daisy, 2018). It can be suggested that participating in an international employment opportunity is dependent on the mindset that individuals possess in order to become an active participant in the globalised employment market (Williams, 2013). Individuals from all over the world have the liberty to decide on their own path of personal and professional development and endless possibilities are

available irrespective of nationality, gender and age; factors that were once barriers to entering the international market. In addition, Mazur (2010) suggests that diversity in the workplace is a result of the rapid global advancements.

Harrison et al. (2003) argue that with some parts of the world, be it developed or developing countries, there are several people living in a particular country that may be required to cross country borders on a daily, weekly, monthly or even yearly basis for employment purposes. Whereas, in other instances similar to this present study, people may be required to travel internationally for employment for a specific contracted period leaving behind their loved ones, however, with consistent communication (as a result of the technological advancements previously mentioned) and with an intention to return to their country of residence. These factors can be taken into consideration when understanding that “not all people working in another country are migrants to that country” (Harrison et al., 2003, p.2).

Cultural diversity of the workplace can often lead to conflicts and failed communication. Therefore, the organisation has competitive advantage internationally in having a diverse workforce due to its effective cross-cultural management in eradicating cultural conflicts. Managers are equipped to identify common differences and similarities amongst the varying cultures and ensure awareness is created throughout all platforms within the organisation. As a result, the correct management of cultural diversity disregards misinterpretations between the different cultures, constructs a pleasant internal working environment to efficiency and competitive advantage across all borders.

### **2.3 Criteria for seeking international employment opportunities**

The first step for many seeking international employment opportunities would be to identify such opportunities abroad that stimulate individual interests. A study conducted by Lacey (2006, p. 5) on Working Abroad suggests the following criteria:



- *Professional development*  
 Almost all major professional fields offer international employment opportunities which allow individuals to gain greater insight into the practicalities of actually working in those chosen fields. Macleod (2004, p. 9) states that “individuals can actively choose from a wide selection and determine part of their future, such as employment opportunities”.
- *Location*  
 There are endless opportunities available in countries across the world. The location of the international employment opportunity an individual chooses can have possible effects on the level of quality of their experiences. Lacey (2006) suggests that often the final decision in regards to location is dependent on the host-country’s languages which participants may have a desire to learn, the climate, the area they are to be positioned in as well as the living standards of that specific country.
- *Level of cultural engagement*  
 The levels of possibility of culturally diverse experiences available are dependent on the international employment opportunity itself. There are some opportunities that limit cultural engagement in contrast to others.
- *Level of pre-employment support*  
 The amount of support offered by the employer prior to embarking on a new opportunity also varies from organisations in the international employment market. The support mentioned may be offered in terms of visa applications, flights, transfers and housing arrangements.
- *Duration*  
 The length of contracts attached to these international employment opportunities may vary from weeks to years. The duration of participation can often be dependent on an individual’s needs and resilience.
- *Eligibility*  
 To determine if an international employment opportunity is suitable, individuals should consider the eligibility criteria stipulated by the employers. These often

comprise qualifications required, nationality, gender or age restrictions, and proficiency of a language as well as any related work experience.

The criteria involved in seeking international employment opportunities, therefore, lead to discovering the motivational factors that encourage participation.

## **2.4 Motivation**

Motivation is seen as one of the central themes of the study of tourism; it is viewed by scholars as a major determinant of tourist behaviour, essential for tourism planning and development (Jonsson and Devonish, 2008). Motivation is often referred to as a prerequisite driving force in the decision-making process leading to the accomplishment of a set goal (Liao, 2012). Furthermore, individuals differ on many levels and so do their priorities (Ho and Ap, 2009). Macleod (2004), states that individuals may have different dreams, aspirations and expectations when deciding to embark on something new. The actual reasoning behind why individuals decide to do what they do is driven by their motivations (Viorel, Aurel, Virgil and Stefania, 2009). Wiley (1997, p. 263), proposes that motivation is not static and “refers to a dynamic internal state resulting from the influence of personal and situational factors. As such motivation may change with changes in personal, social or other factors” (p. 263). Therefore, motivations are particularly insightful when considering why participants in this study decided to be cultural representatives in the DCRP and this enabled the researcher to explore the diversity of these experiences.

### **2.4.1 Motivation to seek international employment opportunities**

In light of the characteristics of those who are encouraged to participate in international employment opportunities, Friedman (2011, p. 239) states that “there will be plenty of good jobs out there in the flat world for people with the right knowledge, skills, ideas, and self-motivation to seize them”. Literature (Harrison et al., 2003; Haines, Saba and Choquette, 2008; Lavonen, 2011; Roobol and Oonk, 2011; Sivakumaran, Tomida, Hall

and Sumida, 2013) has shown that there are a number of factors that stimulate an individual's willingness to relocate in the aim to seek international employment opportunities. These factors, however, differ according to an individual's values, life stages and intrinsic motivation which are not continuous or collective. Consequently, how each factor affects the decision to seek these international opportunities is always situational and individual.

There are several reasons why one may wish to relocate internationally and many find themselves faced with answering some of these questions which influence their motivation to seek international employment opportunities (Harrison et al., 2003).

- Do you want a change of scenery?
- Are you finding it difficult to find employment in your desired field within your own country?
- Do you want to develop transferable personal and professional skills?
- Does the discovery of other countries and cultures appeal to you?
- Do you feel your current skills may be of more worth to an international employer?
- Are you ready for a new challenge and adventure in life?

In recent years there has been a rise in the number of people seeking international employment opportunities and it can be suggested that for many, common reasons would be to personally experience diverse languages and cultures that one may assume to be more stimulating than their own (Lacey, 2006). Participation in international programs for employment or studying has become increasingly popular. Acquiring such opportunities allows the individual to immerse in the diversity of cultural and educational exposure. It affords prospective development of skills, increased morale and self-confidence as well as the possibility of finding better employment opportunities when they return to their home countries (Sivakumaran et al., 2013).

Companies who seek to employ internationally tend to invest a great deal of resources in participants relocation, therefore, they require commitment and dedication for the stipulated contract duration. As expected when an international opportunity is

offered, the fundamental question about whether they were willing to relocate for the contracted period should be addressed. Lavonen (2011, p. 25) proposes that “international relocation tends to be more complicated for the individual because of longer distances and larger cultural differences involved”.

#### **2.4.2 Factors influencing the motivation to seek international employment opportunities**

There are varying factors considered when deciding to seek international employment. Several studies (Bell, 2002; Wilson, Fisher and Moore, 2010; Adler and Adler, 2012) have shown that those who usually participate in these types of experiences are likely to be in their early to mid-twenties, fulfilling a need to rejuvenate, discover themselves and to seek adventure before settling down in their lives. The profile of an individual, who is more probable to accept an international employment opportunity may have a great necessity for achievement, possesses a positive attitude, endeavours self-realisation and independence. It often refers to an individual’s response to what is seen as ‘missing’ in their lives with the motive behind their participation being need-related (Macleod, 2004). They are the type of individuals that are not only motivated by the monetary benefits, instead they seek the experience itself (Roobol and Oonk, 2011).

- *Demographic factors*

It can be assumed that factors influencing motivation to seek and accept international employment opportunities may differ “according to gender, age, income level, job type and/or organisational level” (Wiley, 1997, p. 267). Lavonen (2011) states that age is one of the prominent personal factors that affect an individual’s decision to accept and participate in an international employment opportunity in an observable trend that younger people seem more willing to relocate or accept international opportunities to enhance their careers. In relation to gender, a common question can be posed to which individuals apply accordingly: Is the employment opportunity specific to male or female participants only? As suggested by Macleod (2004, p.

125) that there seems to be a “relative balance between the sexes in their potential to earn money for their families and for independent survival”.

- *Intrinsic motivation*

It is suggested that intrinsic motivation is an inward stimulus concerned with satisfying a desire to experience living and working abroad and extrinsic motivation involves the outward profits from participating in an international employment opportunity such as salary or career development (Haines et al., 2008).

- *Perception*

In addition, individual perceptions of international opportunities, international employers’ reputations and world-renowned company brands affect their willingness to accept and relocate, as some believe that these opportunities contribute to the acceleration of success in their careers. In a study conducted by Wang and Bu (2004) on Canadian undergraduate business students it was found that those who viewed international employment opportunities as a stimulus for career development would probably choose to participate in more than one opportunity in their lives.

- *Previous International Relocations and Experience*

It could be presumed that the more international experiences an individual gains or is exposed to, the more probable their attitude and outlook towards future international experiences would be positive as a result of having already experienced relocation (Lavonen, 2011). Studies (Rice, 2010; Baldrige, Eddleston and Veiga, 2006) have shown that several previous international relocations have been a result of career advancement or company requirements, however, it is also noted that these decisions are not entirely dependent on living abroad but as a result of having travelled internationally for leisure, visiting friends and relatives or even being exposed through education in the learning of a foreign language.

- *Learning and Development*

There are many international employment opportunities that are combined with additional training and development courses that are role-specific and some offer

learning from an experiential perspective, either way there are always opportunities for one to learn and develop personally and professionally (Williams, 2013).

## **2.5 The elements of an experience**

### **2.5.1 An experience from the phenomenographical perspective**

In reference to the approach from phenomenography in the present mixed methods research, an experience can be viewed from two contextual aspects: the referential aspect and the structural aspect (Marton and Booth, 1997). These aspects are conceptualised within the methodology and is, therefore, outlined in detail in Chapter Three.

### **2.5.2 The experiential elements from international employment opportunities**

There are varying reasons as to what motivates an individual to seek international employment opportunities, and these could be personal or professional (Williams, 2013; Dwyer, 2015). Some find themselves being encouraged by a colleague or friend's past experiences, enthused by a specific country or international situation of need, or have recognised a lifelong dream (Macleod, 2004). Whatsoever the reason may be, gaining international experience offers immense benefit of all who participate. Individuals are able to apply the skills obtained from these international opportunities to present and future employment opportunities resulting in the possibility of having competitive advantage in their chosen career fields (Lacey, 2006). Assessing the experiences of the DCRP as the focal point of the present study, therefore, previous research on experiences deemed suitable. Bhattacharjee and Mogilner (2014, p. 1) suggest that "despite the allure of acquiring material possessions, we should acquire experiences to enjoy greater happiness". There are limited studies relating specifically to the DCRP, however, several studies (Arledge et al., 2005; Williams, 2013; Brandão et al., 2013; Brandão, 2013) focus on different international programs offered by Disney and other studies (Bhattacharjee and Mogilner, 2004; Rice, 2010; Yang and Wen, 2016) on experiential aspects of working/holidays and study abroad opportunities.

It has been found that working with cultures and within communities out of our own often aid in the development of extremely desirable skills (Dwyer, 2015). One of the obvious benefits of being employed internationally is the exposure to the unknown and new that equips one with transferable skills and personal benefits. These include, but are not limited to, personal skills such as creativity, initiative, determination, flexibility, independent thinking, communication and foreign language skills, time management, increasing self-confidence and most especially respect for other cultures (Lacey, 2006). Other popular benefits are being able to gain professional experience and improve careers, taking advantage of the training provided, attempting something out of the ordinary, increasing earning potential, and having exposure and access to further opportunities in a desired field (Lavonen, 2011). Furthermore, benefits of participating in international programs may result in “gaining insight and understanding of different countries and their culture, including knowledge of international employment markets, and the potential to make foreign contacts for the future” (McKinnon, 2014, p. 3). Williams (2013, p. 2) proposes the common experiences obtained from international employment can have vital impacts on the lives and participants “in terms of employment, life skills and global understanding”. These factors are discussed in greater detail below:

- *Global perspective*

Participating in the international employment market can be rewarding in developing a global perspective and outlook into business practices (Lacey, 2006). The international experiences create a paradigm shift in the way in which individuals do things now as opposed to how they have been done in the past and this can be valuable on business growth and acumen. These global perspectives can also pertain to the understanding of new and diverse cultures (Dwyer, 2015).

- *Professional development*

Irrespective of the duration of international employment experiences, participants are bound to learn something new and valuable to their future growth (Lavonen, 2011).

It can be suggested that travel through employment as the main purpose, instead of purposes pertaining particularly to studying or leisure, affords individuals an opportunity to apply their book-knowledge to the global workforce; thereby, contributes to having competitive advantage in their chosen field (Lacey, 2006; Williams, 2013). Dwyer (2015) states that for those with the intention to return to their home countries, the skills obtained from the international employment market can be applied to positions and business practices.

- *Personal development*

In addition to professional development, participants often experience personal development. Irrespective of the demographical profile of an individual, there is always the expectation of invaluable contributions to new discoveries, about oneself that extends beyond their chosen fields (Lacey, 2006). Language is one of the key skills that participants are motivated to develop during participation as there seems to be a growing demand for specific language skills in employment opportunities around the world (Dwyer, 2015; CFEReseach, 2014).

- *Financial benefits*

An impact that seems more apparent to highlight would be the financial benefits. Being an active role-player in the international employment market often results in the elevation of one's economic position (Dwyer, 2015). Harrison et al. (2003) discuss the distinct link between international employment and financial benefits in their study entitled: 'Working Abroad – The Benefits Flowing from Nationals Working in Other Economies'. Their findings stated that the salaries earned through international employment contribute to the gross domestic product (GDP) and gross national income (GNI) of the host country. However, in many instances a portion of salaries were sent to participants home countries benefiting both the host and home countries.

- *Develops cultural awareness*

Individuals travelling internationally for employment are often located in countries that they have never been before as the exposure to new cultures is an aspect of



motivation (Lacey, 2006). The exposure to and interaction with diverse cultures promotes the sharing of one's own culture with those around them (Lacey, 2006; Macleod, 2004; Williams, 2013).

- *Develops international bonds*

Macleod (2004) states that it is inevitable that relationships and friendships are developed during these international employment opportunities, however, in some cases marriages can also result (Macleod, 2004). It is through the rapid advancements of technology and the internet that these bonds can be maintained even after participants return to their home countries. A study conducted by Rice (2010) on a student from Canada discovered that the international employment opportunity in Edinburgh, Scotland led to the development of cross-cultural relationships that were meaningful and lasting.

## **2.6 The theme park concept**

Every fragment of an attraction is envisioned in order to appeal the imagination, passion and sentiment of guests and allure them into the themed storyline presented (Hench, 2003). Moreover, tourism development in the past fifty years accompanied by the acknowledgment of the profits have steered toward the advancement of theme parks as an 'entertainment' attraction, specially aimed at attracting tourists, resulting in greater tourist spend (Raluca and Gina, 2008; Ho and Ap, 2009). There are several types of theme parks found all around the world which accounts for a huge portion of the entertainment attraction industry. These factors can be considered towards the enhancement of guest experiences and, therefore, the understanding of this concept is significant.

According to Deng (2011), theme parks that use a unique theme throughout have become progressively more prevalent in the development of tourism globally. They have now earned a reputation as an attractive type of tourism destination comprising "entertainment, food and beverage and shops, and an environment that is different from that found outside its gates" (Ho and Ap, 2009, p. 14). In recent years it has become

increasingly popular that the term ‘theme park’ is recognised universally to describe an assortment of rides and attractions that are assembled for pleasurable purposes of countless groups of people worldwide. They have become more ostentatious in comparison to an unpretentious local park or adventure playground and are known to commonly offer a wide range of attractions that are built around one or more themes, and said to satisfy adults, teenagers, and children (Gothelf, Herbaux and Verardi, 2010).

DeGroot (2008) goes on to propose that a theme park is a form of entertainment comprising a collection of rides and attractions centered on different themes. In addition, IAAPA (2016) suggests that themes are often evident throughout the parks’ tangible products and services. The rides and attractions can be categorised according to the nature: “thrill rides, roller coasters, family rides, water attractions or (indoor) dark rides” (DeGroot, 2008, p. 21).

Theme parks endeavour to stage an atmosphere that takes its audience on a journey to another place and time, generally accentuates a central theme around which the design, scenery, rides, shows, food services, costume personnel and retailing are built (Ho and Ap, 2009). Conceptual themes have been commonly identified to include but are not limited to fairy tales, historical events or periods, animals, water, marine and futurism. Raluca and Gina (2008, p. 636) state that “these themes are used to create and sustain a feeling of life involvement in a setting completely removed from daily experience”.

### **2.6.1 The role of theme parks in tourism**

According to Paik (2010, p. 5) “a theme park can be a profitable attraction, providing visitors a sole reason to travel to a specific location”. This remarkable achievement has resulted in the development of a vast number of theme parks around the world and, therefore, contributes significantly to revenue generation of the attraction and destination as a whole. Raluca and Gina (2008, p. 636) suggest that the ultimate goals of theme park developers are to generate revenue and reap the economic benefits which could possibly be in the form of:

...increased direct and indirect employment, income and foreign exchange; improved transportation facilities and other infrastructure for tourism that residents can also utilise; generation of government revenues for improvement of community facilities and services; the multiplier effect within the local and regional economy.

Peric (2005) proposes that theme parks are often in competition with each other for international guests. Theme parks are no longer viewed as an attraction which merely provides leisure and entertainment. The concept has expanded into a one-stop destination that offers accommodation, retail, food and beverage and entertainment to appeal to guests' expectations (Sun and Uysal, 1994). Therefore, all the components of the theme park must supplement each other collectively to ensure the movement of guests from one area to the other with ease.

### **2.6.2 Theme parks as a tool for culturally diverse employment opportunities through international programs**

The first hand exploration of different countries or cultures, establishing new friendships and learning to become independent, all at the same time as attaining valuable work experience and developing skills, are suggested benefits of international programs offered by theme parks. These international programs can be “challenging, rewarding, and an enjoyable and life changing experience, which can influence and benefit future career choices” (McKinnon, 2014, p. 3). It is through these experiences that one is able to display key skills that are developed over time; for example, self-motivation, adaptability, ability to work as part of a team and with culturally diverse people, creativity, initiative and communication skills. The duration of most international programs varies from three months to one year and can be extended in accordance to preference (Lacey, 2006). In doing so, this offers a beneficial balance of gaining new skills, enhancing old skills and experiencing the different cultures and languages without having to leave home for extended periods at a time.

Human resources are fundamental to the tourism industry, especially in theme parks. Therefore, the correct management of the multicultural workforce renders invaluable (Bacsi, 2017). The majority of the employment opportunities offered at

theme parks do not require candidates to acquire high level skills and education (Johnson, 2011). Every role played or position is centered on excellent service delivery and the enhancement of guest experiences. Therefore, a welcoming smile, vibrant personality, a team player attitude and good communication skills are much sought after by recruiters. As all the positions offer on-the-job training prior to resuming the actual role, where skills are enhanced and knowledge broadened (Williams, 2013).

## **2.7 The Walt Disney Company**

Operating for nearly a century, initially recognised as a cartoon studio, the Walt Disney Company (WDC) is undoubtedly popular with its success as leaders in global entertainment with its theme parks earning a reputation as the most magical place to be (UK Essays, 2013). The preeminent WDC has not fallen short for the continuation of its legacy of the company being operational through five divisions that comprise of “media networks, parks and resorts, studio entertainment, consumer products and interactive” (Marketline, 2013, p. 4).

### **2.7.1 A brief history and globalisation of the Walt Disney Company**

The history of the Disney Company dates back to the idealistic sense "of magic and fairy tales since 1923 for the happiness of young and old" (Gothelf et al., 2010, p. 48). This marks the year of the establishment of the Disney Brothers Studio in Hollywood by Walt and his brother Roy Disney. In 1937, *Snow White and the Seven Dwarves* was the first animated film that was produced at the studio. It was from then that the Disney Company continued producing other memorable animation films (Robbins and Polite, 2014).

In 1967, the creation of the Disney World Resort began and The WDW launched their first theme park in Florida in 1971 - the Magic Kingdom, which was envisioned similarly to that of the Disneyland in California that opened in 1955 (De Groote, 2008; Irvine, 2005; Gilliland, 2010).

Experimental Prototype Community of Tomorrow, world renowned as EPCOT, was the second theme park on the WDW Resort that opened in 1982, which is home to Disney's infamous futuristic showcase (DeGroot, 2008). It was during the early 1980s that the WDC began globalising with the establishment of the first international theme park, Disneyland Tokyo (Robbins and Polite, 2014). During this period the Disney MGM Studio was established and in 1986, the WDW globally renowned name was launched (Marketline, 2013).

During the 1990s, the WDC featured several significant accomplishments including another expansion of their brand globally through the opening of Disneyland Paris and setting sail of the company's first cruise liner, the Disney Wonder (Irvine, 2005; Marketline, 2013, Robbins and Polite, 2014). The years during the early 2000s were also nothing short of success for the company with the establishment of Disneyland Hong Kong and Shanghai Disney Resort, indicating further globalisation of the WDC and its brand. During this period the association with Marvel and the launch of another cruise liner, the Disney Dream was significant highlights (Marketline, 2013; Robbins and Polite, 2014).

Happiness has always been the common goal for the company and it is evident in how the creative and innovative animation of characters and themes have evolved (Carillo et al., 2012). Furthermore, "the world's best known theme parks arguably are the Disney parks, such as Disneyland, Disney World and Euro Disney" (Raluca and Gina, 2008, p. 636). Disney does not tend to market itself as an attraction that offers authenticity or in-authenticity but rather focuses on entertaining guests and the staging of realities are part of the show to aid in being the leading entertainment destination for families from all over the world.

### **2.7.2 Walt Disney World Resort**

Prior to understanding the international programs offered by Disney, it is vital to have a brief overview of the location where these programs are hosted. The WDW Resort is approximately 25 000 acres in size comprising "four theme parks, two water parks, a

sports complex, and more than two dozen hotels, along with scores of shops, restaurants, nightlife venues, and other attractions” (Johnson, 2011, p. 918). WDW theme parks represent commodities, cultures and attractions from different parts of the world in different contexts. The four theme parks are Magic Kingdom, EPCOT, Disney Hollywood Studios and Disney’s Animal Kingdom (DAK) Park (Disney International Programs, 2015; Johnson, 2011). The DCRP was initially established at EPCOT and expanded to DAK Park and its neighbouring DAK Lodge (Johnson, 2011).

### **2.7.3 The Walt Disney World international programs**

According to Johnson (2011, p. 915), “international workers play an important role in perpetuating the carefully crafted fantasy that to visit the Walt Disney World Resort in Orlando, Florida is to be transported to far-off destinations around the globe”. Therefore, suggesting that cultural diversity is one of the driving forces to Disney’s success. During these programs or working at Disney in general, employees are referred to as ‘cast members’, their position or job title is referred to as a ‘role’, the uniforms they wear is referred to as a ‘costume’ and when they are at the various Disney locations doing their jobs it is referred to as ‘being on stage’ or ‘playing the part’; all of which combined creates a magical Disney spectacle for guests (Brandão, 2013, p. 25).

The Walt Disney Company has sponsored and established programs which attract international participants. Participants of such programs are expected to be 18 years and above. Initially there were a number of options to choose from and the benefits varied accordingly. These options comprised of the following programs (Disney Careers, 2015):

- *The African Cultural Representative Program* – This program was based at the DAK Park and Lodge and was available to African participants only.
- *The International Culinary Trainee Program* – This program was strictly for those who had at least three years of culinary experience and sought to enhance their skills.

- *The International Hospitality Program* – This program was offered to fluent Japanese, Portuguese, French, or German-speakers willing to experience different roles pertaining to hospitality.
- *The International Management Program* – This program was only available for those who successfully completed any of the international programs and sought a managerial role.
- *The Waterpark/Sports and Recreation Trainee Program* – This program was specific to recruiting those who displayed an interest to work at any of the water parks.
- *The World Showcase Fellowship Program* – This program had the inclusion of a community or an educational program.

All of the above mentioned programs were established and gained much success; however, over the years it made more business sense for the collaboration of the programs ensuring the international authentic component still remains. As of 2004, Disney initiated the DCRP for participants to commit to an one year cultural exchange program and the WDW International College Program (ICP) which is a summer internship program based at the WDW Resort in Orlando, Florida (Johnson, 2011).

Diversity of international employment is a consideration for a paradigm shift and global change to the workforce. With WDW being one of the mega theme parks and resorts in Orlando, Florida in the USA, renowned for affording international employment opportunities (Brandão et al., 2013), it is no surprise that Walt Disney himself made a bold declaration that “you can design, and create, and build the most wonderful place in the world. But it takes people to make the dream a reality” (Disney, 2001, p. 95).

Brandão et al. (2013) state that Disney provides fully furnished apartments (ranging from two to four bedrooms) in which all bedrooms are shared by a maximum of two people with a weekly auto-deducted rental that ranges from \$82-108 USD, in one of the four complexes, namely Vista Way, The Commons, Chatham Square and Patterson Court. Due to visa restrictions, participants are unable to live off-property (Disney

International Programs 2015). Transportation to work and specific shopping centres was exclusively provided for those participating in the Disney cast members. Given the nature of Disney theme parks' reputation as popular holiday destinations, working during festive periods and long hours are a norm, an aspect that participants should also consider prior to participation (Arledge et al., 2005).

#### **2.7.4 The Disney's Cultural Representative Program**

Culture is suggested to being an aspect that several tourists are attracted to (Bacsi, 2017). Therefore, Disney provides an opportunity to reinvent or enhance one's culture through participation in the DCRP. The DCRP initially began at Epcot in 1990 at the World Showcase which was representative of countries from around the world: "Mexico, Norway, China, Germany, Italy, the United States, Japan, Morocco, France, the United Kingdom and Canada" (Johnson, 2011, p. 921). Following the collaboration between the international programs, the DCRP expanded onto the DAK Lodge and DAK Park, which boasts at least 500 acres, making it the largest Disney theme park and is subdivided into Africa and Asia (Disney International Programs 2015; Johnson, 2011). Guests visiting the park can acquire authentic experiences from the themes, decorations, food and beverage outlets as well as first-hand interactions with cultural representatives from Thailand, India and Sub-Saharan Africa (Johnson, 2011). The Animal Kingdom lodge is a "six-storey, 1,293-room safari lodge designed in the style of a South African kraal or village" surrounded by savannas with a host of animals (Johnson, 2011, p. 929). This international program is Disney's approved Q visa-based program that requires participants to obtain personal experience in their home countries that is represented at one of the WDW theme parks, in order to offer authenticity whilst on the program (Disney International Programs 2015).

The countries represented in the DCRP are Brazil, Canada, China, France, Germany, Italy, Japan, Mexico, Morocco, Norway, South East Asia, Sub Saharan Africa and the United Kingdom (Disney Careers, 2015). Annually DCRP recruiters visit these countries across the globe in a mission to recruit participants to represent their country in



displaying their culture, language, customs, food and dress, among the many facets, to guests who visit their theme parks and resorts in Orlando, Florida from all over the world (Disney, 2001). Disney values all elements of cultural diversity and authenticity since its inception and does not deem one superior to the other. In fact, it is an organisation that freely welcomes diversity of its purest form (Williams, 2013). Thousands of internationals apply for the DCRP and during the interview stage; candidates are able to select the role preferred either in attractions, food and beverage, guest relations, and merchandise (Brandão, 2013). Following a rigorous selection process, many candidates are awarded the opportunity to be a part of this life-altering experience (Brandão et al., 2013). Those successfully recruited for a position are dependent on which country they represent and if there are openings at attractions, food and beverage outlets as well as retail stores to which they are assigned (Disney International Programs 2015). Recruiters from Disney are renowned for recruiting from the Sub-Saharan African regions specifically for roles in the DAK Lodge and DAK Theme Park.

The recruitment team usually comprises of employees that are experienced in different parts of the organisation to aid in recruiting highly motivated individuals to deliver quality service and in turn provides strong support systems to retain their best cast members. Disney recruiters for the DCRP employ cast members from their native countries to play a role in the “show” for guests. However, prior to the cross-cultural recruitment, Disney embarks on extensive market research of their target markets to ensure the need for diversity and authenticity is satisfied. These cast members do not necessarily have to be performing these actions in the home countries, however, they are expected to offer an out-of-this-world cultural experience to guests.

International recruits play a vital role in the success of the DCRP and Disney at large (Disney International Programs 2015). Walt Disney believed in his dream and stated that “they will be the people who give, who like to bring delight to other people, and, therefore, gain pleasure and satisfaction for themselves” (Disney, 2001, p. 259). Those who are recruited by Disney may vary with regard to personalities, creed, socio-

demographical and behavioural characteristics. Despite these differences, they all have had an opportunity to join together in living and working in the USA, specifically for a 12 month period during their participation in the DCRP. Bacsi (2017), states that due to the diversity in backgrounds, perceptions and experiences, the level of creativity amongst multicultural groups appear to be higher.

The WDCs vision of accomplishing their dream and creating authentic experiences was to embrace diversity and fuse cultures in human resources and to do so international borders had to be crossed. A study conducted in 2013 highlighted that Disney has over 150 000 employees across over 40 countries (UK Essays, 2013). Walt Disney had a different perspective when it came to the human element of his business. Authenticity in relation to WDW theme parks is evident as guests are able to walk through EPCOT, DAK Park and DAK Lodge which showcases cultures from all around the world without having to leave their country.

### **2.7.5 The ‘Pillars’ of the DCRP**

According to Disney Careers (2015), ‘experiences’, ‘living’ and ‘learning’ are the three pillars or focal points of the international programs offered to participants from around the world. The learning experiences result from the melting-pot of cultural diversity and authenticity that surrounds Disney. Across the entire resort one can find Cast Service Centres or Disney Learning Centres where cultural representatives are encouraged to enhance and develop their knowledge and skills. Disney thrives on ensuring all cast members are well-trained to play their role according to the ‘Disney Basics’. These are the key elements often highlighted in the initial training program referred to as ‘traditions’ and forms part of regular learning and development on the program. During this introductory training, participants gain knowledge and background about Walt Disney and his vision for WDW, the company’s values and the significant role each cast member play to create memorable guest experiences of the highest quality service. Brandão et al. (2013, p. 8) outlines the Disney Basics from a personal traditions handout:

- *"I project a positive image and energy"* - smile, look approachable, look happy and interested, model the Disney Look, keep conversations positive.
- *"I am courteous and respectful to all guests, including children"* - make eye contact and smile, engage in guest interaction, treat guests as individuals, greet and welcome each guest, thank all guests and invite them back.
- *"I stay in character and play the part"* - preserve and protect the magic, provide excellent show quality and safety, perform role efficiently by reducing hassles and inconveniences.
- *"I go above and beyond"* - anticipate needs and offer assistance, create surprises and Magical Moments, provide immediate service recovery.

Cast members also benefit from free admission into all Disney theme parks as well as discounted rates of a selection of Disney food and beverage, merchandise and leisure (Brandão et al., 2013). The Living Experience brings to life Walt Disney's dream of having people of different backgrounds and nationalities living and working together. Cast members see first-hand how cultural diversity has been used to create authentic details and themes to enhance the guest's quality experience (Brandão et al., 2013). Among these benefits of the DCRP and being a Disney cast member, for several cast members, this may be their first time working and living abroad and for many others, Disney may be their first employer (Arledge et al., 2005). This would mean that the new experience can also be challenging on those who have not been in this kind of environment before. Arledge et al. (2005) states that Disney also enforces rules and best practices to all participants on the program and in the event these are not adhered to, termination from the program is highly possible. Brandão et al. (2013, p. 6) propose that "cultural diversity, the foreign language, sharing an apartment with strangers and dropping their standard of living are some of the difficulties that students might have to overcome".

## **2.8 The gaps in literature in addressing the research questions**

Some sections in this chapter show evidence of gaps in literature in areas that focus on international employment opportunities offered by theme parks or pertaining to previous studies conducted on the DCRP and the specificity of culturally diverse experiences or conceptions. There were limited studies conducted on the DCRP from an employee experiential perspective and this study aimed to fill the gap in literature on the DCRP as an international employment opportunity through a culturally diverse lens. In addition, although motivations and experiences are widely researched topical areas in tourism, the gap in literature surfaced regarding employees reasoning to participate in the international employment market and how the experiences from such decisions impacted their lives. The present research intended to fill this gap in literature when considering why participants in this study decided to be cultural representatives in the DCRP and to explore varied aspects of culturally diverse experiences in terms of impact, meaning and relevance. Furthermore, as previously mentioned in this chapter, Wiley (1997) assumed that gender and age, in addition to other aspects, may render influential in the seeking of international employment opportunities. The researcher set out to fill this gap with special reference being made to the DCRP in relation of nationality, gender and age. These gaps in literature can be associated with the research questions in Chapter One. Therefore, it is hoped that the outcome of this research makes a contribution to the gaps in literature and the addressing of the research questions be mainly by the empirical research findings that are discussed in Chapter Five.

## **2.9 Chapter Summary**

The literature review focused on the dependent and independent variable factors that influence participants to seek international employment opportunities in theme parks. Therefore, the preliminary idea and basis for this research was to gain clarification on concepts and to move forward into the key factors linked to the study such as globalisation, cultural diversity, motivation, experiences and the DCRP. The next chapter describes the research design and methodologies utilised in this study.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

The methodology describes in detail the mixed methods and procedures utilised, the research questions and data collecting methods that were suitable for the research paradigm in this study. Therefore, this chapter presents a theoretical alignment that is justified for this research. Firstly, the purpose of the study and research questions are outlined once more for greater clarity, the research design of the study is explained, followed by an overview of the target population and sample; thereafter the phenomenographical approach and variation theory elements in this study are provided and the associated reasons for this methodology as well as the measuring instruments used. The data collection and analysis techniques are highlighted. Finally, matters of ethical considerations are stated.

#### **3.2 Purpose of the study**

The purpose of this present research study offers an exploration of the lived experiences of the participants of the DCRP and interprets them in order to address the research questions. In doing so, these research findings of the lived experiences of participants are capable of making positive contributions and to a certain degree, directly or indirectly, addressing the needs of the wider community it may involve. The wider community in this case are students at DUT pursuing their studies in the field of Tourism and Hospitality that may be considering participating in the DCRP, DUT Faculty members in collaboration with the recruiters of the DCRP as well as other university students and Faculty members in South Africa and around the world, who have access to such opportunities in the future.

### **3.3 Research questions**

The rationale for the research questions has been previously discussed in Chapter One (See Table 1.1). The composition of the research questions are vital in a mixed method study as it is the driving force that aligns the purpose of the methods utilised in the research with the questions being addressed to the present study (Onwuegbuzie and Leech, 2006). These questions usually endeavour “to seek, to discover, to explore a process, or describe experiences” (Onwuegbuzie and Leech, 2006, p. 482).

### **3.4 Research design**

It is assumed that lived experiences are meaningful and can display valuable findings about society, as they are social products and not merely based on facts (Yates et al., 2012). Therefore, a mixed methods research design enabled this study to address the research questions adequately. In 2009, Creswell stated that the combination of qualitative and quantitative approaches has become popular with social and human sciences research. He goes on to suggest that this is the result of the evolution of research methodologies and incorporating the strengths of both approaches is a way to remain consistent and relevant during these changing times (Creswell, 2009). Furthermore, Creswell (2009) highlighted that several research studies has become increasingly multifaceted and simply having one of the approaches to accomplish the research does not suffice, as the combination of the two provides greater insight and understanding. Mixed methods can, therefore, be defined as a study that encompasses both quantitative and qualitative research methods in one study or a sequence of studies that examine the same phenomenon (Leech and Onwuegbuzie, 2008; Creswell and Plano Clark, 2007). Figure 3.1 offers a clear indication of the process a mixed method research study follows.

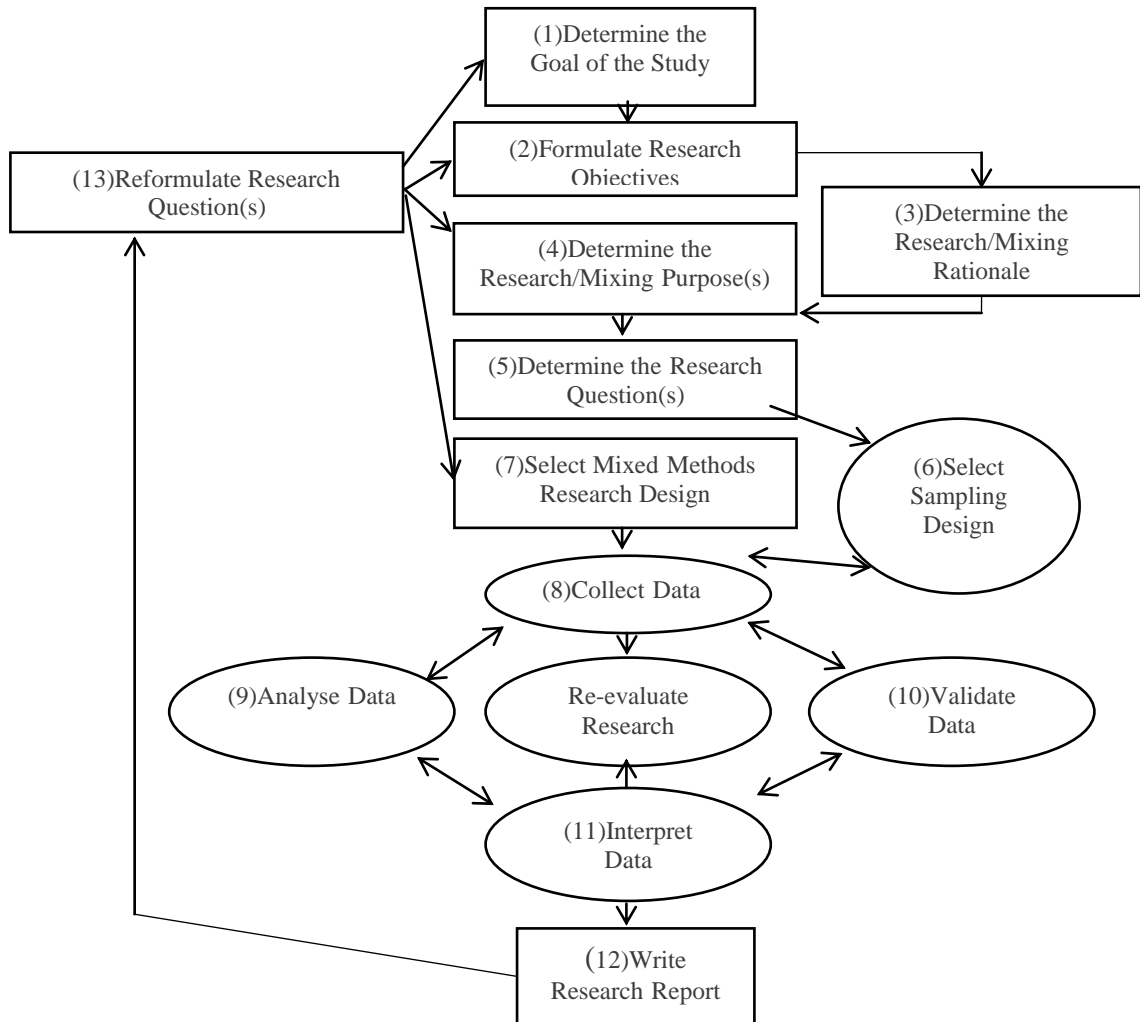


Figure 3.1: *Steps in the mixed method research process*  
 Source: Adapted from Onwuegbuzie and Leech, 2006, p. 476

### 3.4.1 The rationale for a mixed methods approach

The present mixed methods study comprised a quantitative approach (first phase) in the form of self-administered online Lime Surveys, providing an opportunity to delve deeper into open-ended experiential-type questions and aid in gathering demographical data efficiently from the entire sample. The qualitative approach (second phase) in the form of semi-structured Skype interviews, allowed the researcher to fill any gaps from the surveys. Therefore, the utilisation of two phases within a mixed methods approach

in this present study enabled the results from the Lime Survey to be analysed first to create prompts and a framework for the questions posed during the Skype interviews. The following are aspects suggested by Creswell (2009) to consider when planning a mixed methods design.

#### **3.4.2 Aspects involved in planning a mixed methods design**

- *Timing*

As previously discussed, the geographical location of the target population and the researcher made collecting data complex and, therefore, the timing of this process had to be taken into consideration. It was found that the collecting of data sequentially (in phases) proved to be sufficient for this research study (Creswell, 2009). The initial intent of the close-ended questions in the survey was to ascertain the biographical and motivational factors of the participants. The open-ended questions were intended to offer insight into the experiential aspects of the participants; hence the quantitative data was collected first. Thereafter, the qualitative data was collected which allowed the gaps from the first approach, topic and research questions to be addressed in greater detail.

- *Weighting*

Creswell (2009) proposed that weighting highlights the approach that gains precedence over the other. This is essentially dependent on what data the researcher aims to collect first and how this data shapes the next approach. In the present study this was achieved by collecting the quantitative data in the first phase followed by the qualitative data in the second phase.

- *Mixing*

Due to the notable differences in qualitative data (texts) and quantitative data (numbers), Creswell (2009) asks two questions in order to effectively plan this aspect of the design for mixed methods. The first question: when does a researcher mix in a mixed methods study? This can be done at any of the three stages: data collection, analysis, interpretation or at all stages if desired by the researcher. The



second question: How does mixing occur? This question seems to be much more complex as it depends on what the researcher aims to achieve (Creswell, 2009). “Mixing means either that the qualitative and quantitative data are actually merged on one end of the continuum, kept separate on the other end of the continuum, or combined in some way between these two extremes” (Creswell, 2009, pp. 207-208). It can be done in one of three ways as shown in Figure 3.2: (1) connected is where the mixing of both approaches are “connected between a data analysis of the first phase and the data collection of the second phase”, (2) integrated is where the two datasets are merged “by transforming the qualitative themes into counts and comparing these counts with descriptive quantitative data” or (3) embedding is where the source of data collected from the second phase is embedded in the larger source of data collected from the first phase (Creswell, 2009, pp. 207-208). For this study the way of mixing was embedded. This showed that the qualitative approach of phenomenography using the data collected from Skype interviews (with some of the participants from the sample) was embedded within the quantitative approach using the data collected from the Lime Surveys from the entire sample.

- *Theorising or Transforming Perspectives*

This is the last aspect that forms the theoretical framework for the study. It can be a theoretical framework that has already been established in social sciences or one that is larger and involves participatory factors like gender, age and nationality which is referred to as the “advocacy perspective” (Creswell, 2009, p. 208). Creswell (2009) discusses how these theoretical frameworks are often visible in the initial stages of a study as an orienting lens through which the research questions are formed. Since this research study is based on experiences of the phenomenon, it further discusses how these experiences create meaning in the world.

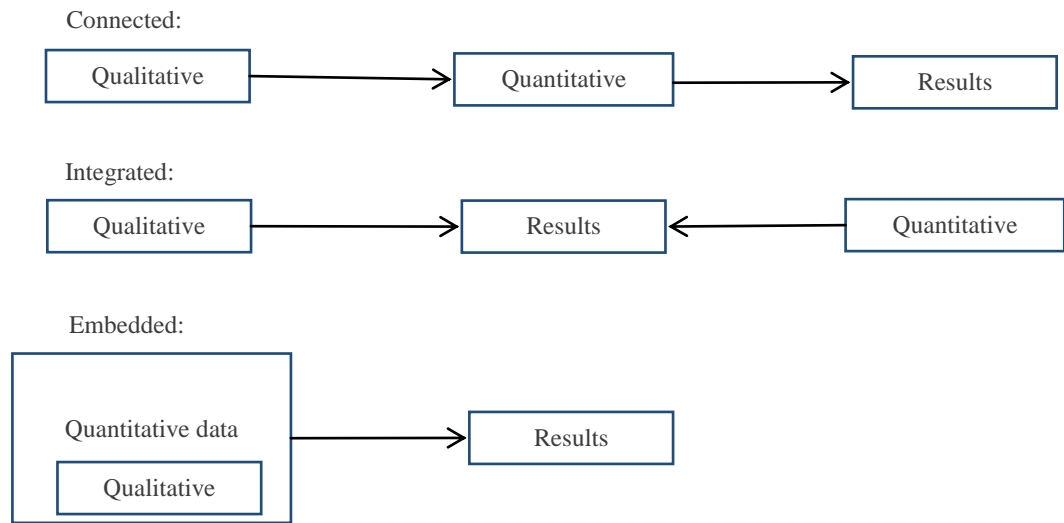


Figure 3.2: *Three ways of mixing qualitative and quantitative data*  
 Source: Adapted from Creswell and Plano Clark, 2007, p. 7

### 3.4.3 Designs within the mixed methods approach

Apart from the aforementioned aspects of planning a mixed method design, there are either sequential designs or concurrent designs which mixed methods studies can follow (Creswell, 2009). Previous studies (Morse, 1991; Tashakkori and Teddlie, 1998; Creswell, Plano-Clark, Gutmann and Hanson (2003); Creswell and Plano-Clark, 2007) suggested the following about the sequential design that the present study follows.

#### 3.4.3.1 Sequential Designs

In sequential designs data is collected in different phases, with one approach constructing on the other. The sequential transformative design is utilised for this present research study indicating one approach embedded in the other. This design allowed for a better understanding of how participants experienced the DCRP and highlighted any other underlying factors that may have aided in addressing the research questions.

### **3.4.4 Phenomenography as a qualitative approach in a mixed methods design**

#### **3.4.4.1 Overview of phenomenography**

Phenomenography is a qualitative approach that was established in the early seventies by Ference Marton, Roger Säljö, Lars-Owe Dahlgren and Lennart Svensson (Boon, Johnston and Webber, 2007). Phenomenography is generally referred to as a new approach to qualitative research when it initially began in educational studies as a methodology in learning and teaching that was portrayed empirically involving the use of qualitative methods to find deeper meanings into the way people understood, experienced and thought of particular phenomena (Marton, 1994; Säljö, 1996; Marton and Booth, 1997, Åkerlind, 2005; Streitwieser and Light, 2009). Paakkari (2012) states that phenomenography is a non-dualistic approach that originates from the Greek words ‘phaimenon’ which means appearance and ‘graphein’ which means description. Boon et al. (2007, p. 210) suggests that a:

...phenomenographic methodology provides researchers with a means of constructing rich, multifaceted representations of the variation regarding phenomena. By focusing on variation, phenomenography allows for the exploration of the array of perceptions and conceptions of a particular phenomenon, which in turn allows for a greater and more detailed understanding of that phenomenon.

Over the past 30 years, phenomenography has gained much popularity in fields other than education, from which it originated (Sin, 2010). Feldon and Tofel-Grehl (2018) suggest that phenomenography adds value to the mixed methods approach and, therefore, allows for this research study to gain insight into participants’ lived experiences of the DCRP. Furthermore, Feldon and Tofel-Grehl (2018) proposes that phenomenography is a means to “understand the relationship between the physical events that people experience and the personal meanings that they derive from those experiences” (p. 887). Åkerlind (2005, p. 322) proposes:

...that ways of experiencing represent a relationship between the experiencer and the phenomenon being experienced, leads to the expectation that different ways of experiencing will be logically related through the common phenomenon being experienced.

Phenomenography has, therefore, offered a suitable basis in this present mixed methods research study enabling the integration of the quantitative and qualitative methods.

#### **3.4.4.2 The phenomenographical second-order perspective**

Phenomenography can be differentiated from other qualitative approaches in that it acquires a “second-order perspective”, in which the focus is aimed at the perceptions and viewpoints of the participants within the study rather than those of the researcher; and in doing so typically seeks to ascertain the variations in the experiences (Boon et al., 2007, p. 209). Yates et al. (2012, p. 100) states that “the second-order perspective enables researchers to describe particular aspects from the participant’s point of view, that is, to reveal human experience and awareness as an object of research”.

The fundamental basis and rationale for phenomenography in this present study is to offer comprehensive insight into the different ways in which the participants captured, identified with and experienced the DCRP. However, the findings of these differences should highlight all of the possible ways in which the DCRP experiences were perceived by the participants within the sample and ultimately aid in addressing the research questions.

#### **3.4.4.3 An experience as knowledge of interest in phenomenography**

The phenomenographical knowledge of interests often refer to the human aspects and mindfulness of an experience and highlights the variations within them (Marton and Booth, 1997). As previously mentioned in Chapter Two, an experience is suggested to have a referential aspect and a structural aspect. Marton and Booth (1997) successfully illustrated these aspects as the anatomy of experience as shown in Figure 3.3. The former refers to an aspect that offers meaning to the variations in experiences that is associated with the structural aspect (Hitchcock, 2019). In contrast, the latter refers to an individual’s awareness of the experience from a holistic stance (Yates et al., 2012). The structural aspect is a combination of the external horizon; which often refers to the differentiated; underlying elements of an experience and the internal horizon makes

reference to the focal point in relation to the general meaning of the study (Marton and Booth, 1997; Yates et al., 2012; Hitchcock, 2019).

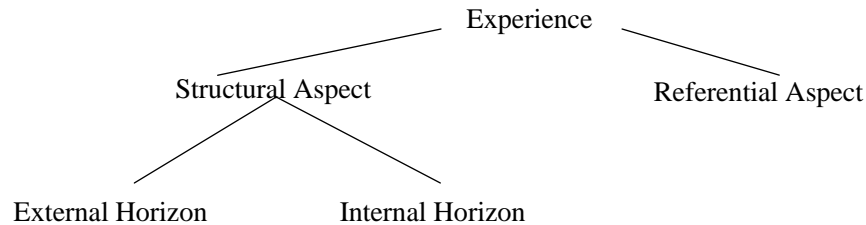


Figure 3.3: *The Anatomy of Experience*  
Source: Adapted from Marton and Booth, 1997, p. 88

### **3.4.5 Phenomenographic results**

#### **3.4.5.1 Variation theory and categories of description**

Variation theory is a theory associated with the phenomenographical approach in qualitative research (Paakkari, 2012). Hitchcock (2012, p. 69) suggests that the emphasis of variation theory:

...is on the variation in both the perceptions of the phenomenon as experienced by the research participant, and in their ways of seeing or, in other words, their ways of understanding their experiences as described by the researcher.

During the data analysis process utilising the phenomenographical approach, the Skype interviews were transcribed verbatim and, thereafter, common codes, themes and constructs surfaced from the findings and these were grouped accordingly in NVivo. These codes, themes and constructs that emerge from the findings are referred to as 'dimensions of variation' within the variation theory (Ireland, Tambyah, Neofa and Harding, 2009, p. 11). It is important to note that during the iterative process of analysis using phenomenography, the transcripts were re-read a number of times to discover all the probable variations during which new themes emerged or meanings developed (Lamb, Sandberg and Liesch, 2011). These are specifically referred to as categories of

description and “are always logically related, and are usually arranged hierarchically from the least to the most complex” (Hitchcock, 2019, p. 72). Marton and Booth (1997) proposes criteria that this present research study considered valuable in establishing the categories of description: categories should expose distinctive aspects of ways in which the DCRP was experienced, represent a rational interaction with other categories and the number of categories that are dependent upon the variations in findings. The key in phenomenography is to remain focused on one theme at a time and explore all the transcripts for possible relativity. Until the global theme is reached logically in reference to the research questions, the process of analysis is a continual one, as the comparisons, new perspectives, interpretations emerge and themes evolve. It can, therefore, be proposed that phenomenography is a suitable method that had the ability to address the research questions and purpose of the overall research study.

#### **3.4.5.2 An outcome space**

In accordance to the variations of perceptions from experiences of the DCRP, an ‘outcome space’ is created which leads to a form of structure from the findings (Marton and Booth, 1997). This outcome space divulged two aspects: a referential aspect that refers to the codes that were created to describe the themes as categories of description on what was experienced by participants from the DCRP and what it meant; followed by a structural aspect that is indicative of how the DCRP was experienced and the relationship associated with the categories (Webber and Johnston, 2015; Turner and Noble, 2015). Ireland et al. (2009, p. 12) states that an outcome space created through the approach of phenomenography can be viewed as “a window to the subjects’ experience of the phenomenon that is faithful to their experience”. The findings are often presented logically in a hierarchy pertaining different ways the same phenomenon is experienced: those categories located lower as “a less complex, advanced, powerful or sophisticated way of experiencing something”, in contrast to the higher located categories within the hierarchy (Paakkari, 2012, p. 26). An outcome space often responds to the ‘what/how’ aspects relating to the study: what elements of an experience

relates to an individual's way of experiencing the phenomenon and how can these elements be described (Hitchcock, 2019). Table 3.1 presents the outcome space structural framework followed in this research study:

Table 3.1  
*The outcome space structural framework of this research*

<i>Uses of the frameworks</i>	<i>Definitions</i>
What and how aspects, the DCRP experience itself, the referential and structural aspects of analysing and presenting the findings.	The 'what' aspects involved what motivated participants from diverse cultural backgrounds to participate and what was experienced during the DCRP. The how aspect is how participants experienced the DCRP. The referential aspects focused on understanding the meaning of these experiences for participants and the structural aspects in the creation of awareness for these experiences.

### **3.5 Target population and sample**

The target population is the total composition of the units that “meet the particular criterion specified for a research investigation” (Mohsin, 2016), from which this research study obtains its sample in order to gather accurate and necessary data. In the instance of the present study, the target population refers to cultural representatives of the DCRP who had participated in the program between the years 2004 to 2012. The population and sample is discussed in greater detail.

#### **3.5.1 Population**

A population includes all the possible study subjects and study units that are substantial to the research design (Salkind, 2010). Mohsin (2016) suggests that a population can be homogenous or heterogeneous in nature. The present study includes a population that is said to be heterogeneous. This is the type of population where “one characteristic variable is not the same among all the elements while they meet the rest of the criteria that defines the target population” (Mohsin, 2016, p. 10). With reference to Table 2.2 in Chapter Two, these may appear in different dimensions in terms of nationality, gender, age and so forth. In the present research study, gender (as there were no roles that were

specific to male and female participants only) and age (dichotomy age groups are discussed) were identified with the primary dimensions; aspects of ethnicity and race were not identified with, however, geographical location and nationality from the secondary dimensions were. The perceptions, attitudes and feelings were identified through phenomenography from which greater insight and meanings were provided. These dimensional aspects of diversity are discussed in detail in relation to the findings in Chapter Five.

There were approximately  $n=93$  ex-cast members that were known to the researcher from personal experience as they had participated as cultural representatives in the DCRP between the periods of 2004 to 2012, serving as the appropriate unit of analysis in this study. It is important to note that the sample was obtained in the year 2017 and the reasoning for obtaining a sample whose participation was only until 2012 was to include a question on the impact the DCRP experience had on career development; therefore, the five year gap offered a suitable exploratory period. These ex-cast members represented nationalities from around the world (Botswana, Brazil, Chile, England, France, Germany, Indonesia, Italy, Japan, Lesotho, Mexico, Namibia, New Zealand, Norway, Puerto Rico, South Africa and USA). The international target population was intentionally decided upon to capture a diverse range of experiences and perspectives in order to address the research questions adequately.

### **3.5.2 Sample**

It is often not probable or practical to gather data from all the units of analysis included in a target population. Therefore, a sample is an adequate selection of the study subjects and study units utilised to draw conclusions that represent the target population (Naidoo, 2009). The sample is generally smaller in number in comparison to the target population. Mohsin (2016) states that those individuals included in a sample are referred to as ‘participants’.

As mentioned previously, the present research study involved an international sample and the researcher had to, therefore, find tools to involve different cultures and



“transcend geographical boundaries, by nullifying distances and eliminating the need to have physical contact with the participants” (Iacono, Symonds and Brown, 2016, p. 5). It was initially hoped that all  $n=93$  ex-cast members that participated as cultural representatives in the DCRP would indeed respond, however, this was not the case. A sample of  $n=33$  was included in this present study, which represents at least 35% of the target population and from which inferences were later drawn. The sample remained heterogeneous and represented participants from 12 of the 17 diverse nationalities. One key point to bear in mind with regard to the target population is that the participants from Africa (South Africa, Botswana, Lesotho and Namibia) accounted for at least two thirds of the unit of analysis. Having utilised a mixed method approach with phenomenography as the qualitative tool, a small sample size was still suitable to proceed with the study. The researcher was able to obtain adequate information in order to address the research questions. The methods of sampling are discussed in the next section, which explains in greater detail how the researcher carried this out.

### **3.6 Procedures**

This section provides a detailed description of the procedures that formed a framework for carrying out the methods of this research study. There are usually several groups of methods that a research study consists of in terms of sampling and selection, protection, data collection, analysis as well as the presentation of the findings. All of these methods follow different procedures in order to be accomplished. These are, therefore, discussed further on an individual basis.

#### **3.6.1 Participant selection**

Probability and non-probability sampling are the two categories that commonly appear in methods of sampling and participant selection. In probability sampling every individual has an opportunity to belong to the sample, as opposed to non-probability sampling (Surbhi, 2017). Non-probability sampling schemes posed as the most suitable for this research study, due to its exploratory nature and the varied geographical

locations of the researcher and participants around the world. As a result, convenience, self-selection and purposive sampling is utilised for this present research study. These sampling methods are effort-, time- and cost-effective, however, there could be possibilities of encountering systematic errors.

Initially, the study adopted a convenience sampling approach to reach out to the  $n=93$  ex-cast members that participated as cultural representatives in the DCRP. This method of sampling was the most suitable as the researcher was easily able to contact each participant individually using the social media platform, Facebook (these technological advancements of the influence of globalisation were discussed earlier in Chapter Two). During the researchers' participation in the DCRP in 2009, Facebook was a common communication tool to keep in touch with cast-members during and after their participation in the DCRP and were, therefore, known to the researcher. The researcher conducted rigorous inspection of who was ex-cast members of the DCRP on the Facebook account list of friends and sent a private message to each one explaining the purpose of the study and the role that each ex-cast member of the DCRP would play in addressing this purpose. During these online Facebook conversations, consent was requested and confirmed for forwarding the hyperlink for the self-administered online Lime Survey. Once the email addresses were gathered, the researcher then created an Excel spreadsheet with the email addresses and imported these into the Lime Survey platform. Subsequently, an automated email with the hyperlink to the Lime Survey was sent out to the total population. Upon retrieval of the email including the Lime Survey hyperlink and participation token, the ex-cast members had to simply click on the hyperlink and input the token to participate.

It was at this point in the study that the self-selection sampling method was introduced. This type of sampling is also referred to as volunteer sampling and its name suggests exactly that. Participation was based on participants' personal preference to do so. It was the ex-cast members that chose whether they wanted to participate in the Lime Survey or not. After approximately a week, a reminder email was then sent out with the hope that at least 50% of the total population would respond. However,

according to the responses retrieved from the Lime Survey, only  $n=33$  out of the  $n=93$  of the total population were interested or volunteered in participating and thereby formed the sample from which information was gathered for the undertaking of the research study. This was the outline of the first phase of sampling in this mixed methods research study.

The second phase of sampling in this mixed method research study involved purposive sampling as the aim was to attain maximum variations in the experiences of participants of the DCRP. This involved the selection of  $n=10$  participants email addresses from different parts of the world. An invite to participate in Skype interviews was sent out to the selected  $n=10$  email addresses to ensure there was sufficient variety of both gender and nationality, out of which only  $n=5$  (50%) responded and had volunteered to participate. According to Katsirikou and Skiadas (2011) it is common for phenomenographical studies to obtain smaller samples sizes as it is assumed the variations of participants experiences are easily explored.

### **3.6.2 Protection of participants**

The identities of all participants were protected as their names or personal information was not mentioned throughout the study. Private messages on Facebook, emails, Lime Survey and Skype were sent indicating that their participation was strictly voluntary. Although the surveys using the Lime Survey software were administered to those who were known by the researcher, participants were informed before, during and after their consent that in the reporting of the data, confidentiality and anonymity was guaranteed. This was also stated in the actual Lime Survey. Furthermore, the Lime Survey did not request names and, therefore, no names were mentioned in the exporting of the data once participants had completed answering all the questions. This was the same procedure for the Skype interviews, participants were also informed of their anonymity and confidentiality. The analysis methods only aided in classifying attributes such as nationality, gender and age, to mention a few, and since no names were mentioned

during any stage of the data collection, the protection of each participants identity and personal information was ensured.

### **3.6.3 Expert review**

The study proposal underwent a rigorous review by the institutions' Management Sciences Faculty Research Ethics Committee to ensure that it complies with the Ethical Level 2 research ethics guidelines. Prior to the data collection, the researcher conducted a pilot test of the Lime Survey with an expert in the field, the Supervisor assigned to this present study. During this pilot testing, the Supervisor offered insightful feedback on the instrument and the questions. Upon completion of the pilot testing, the Lime Survey questions were approved and the researcher was able to activate the Lime Survey for participants. Regarding the Skype interview questions, the Supervisor opted for a test call using the platform, to which recommendations was offered and approval for the semi-structured questions were obtained.

### **3.6.4 Data collection**

Data collection refers to the means by which relevant data is gathered in order to address the research questions. It is important to note that combinations of quantitative and qualitative data collecting methods were used as the present research study focused on the mixed methods design. Since the research study underwent the sequential transformative design with the embedded mixing method, the quantitative approach weighted over the qualitative approach, therefore, and the quantitative data was collected first followed by the qualitative data. In this kind of design the data collected from each approach was not used independently but rather one helped to construct the other. Data collection only began once consent was received from the participants within the sample and the methods of each approach are discussed in this section. The technological drivers mentioned in Chapter Two, comprise of social media platforms and communication revolutions; these were particularly interesting and evident as this research study utilised Facebook to initially contact the target population and later on

used Skype as a tool to conduct semi-structured interviews with participants from around the world.

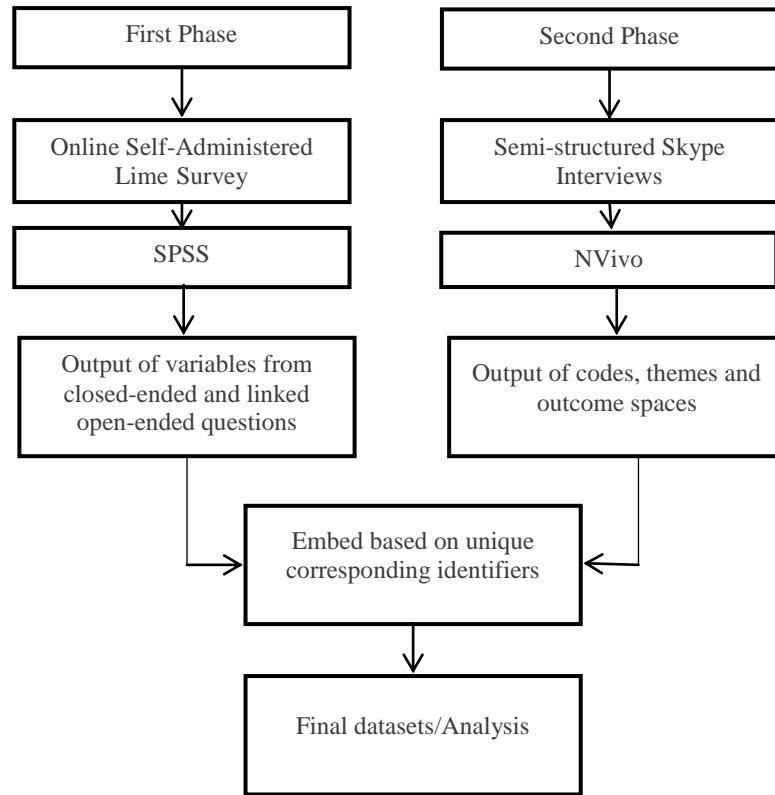


Figure 3.4: *Data collection phases in the present research study*  
Source: Adapted from Driscoll, Appiah-Yeboah, Salib and Rupert, 2007, p. 21

Creswell and Plano-Clark (2007) discusses the three stages involved in sequential data collection, a framework also adapted in this research study. Stage one comprises of the first data collection and analysis, highlighting either of the two approaches (quantitative = QUAN or qualitative = QUAL). In stage two, vital considerations, based on the chosen design, are made in regard to how the findings from stage one would guide the data collection and analysis in the following stage. The final stage comprises of the second data collection and analysis, from which the findings add value to that which was collected in the first stage.

During the sequential design followed in this research study, data was collected in phases: quantitative data was collected in the first phase and qualitative data was collected in the second phase. A fundamental factor to note is in this research study the same sample is utilised in both phases; however, not all of the participants were selected for the second phase (see Figure 3.4). The aim of following this design is that the qualitative phenomenographical approach aided in the findings being in-depth in relation to the findings from the quantitative approach and, therefore, added value.

With reference to Figure 3.4, the data collection phases that this research study underwent are illustrated. The first phase indicates a quantitative approach that collected data utilising the online self-administered Lime Surveys comprising of close-ended questions with links to open-ended questions. The second phase then indicated the qualitative phenomenographical approach that collected data utilising the semi-structured Skype interviews with purely in-depth open-ended questions. These phases are described in detail below.

#### **3.6.4.1 Quantitative data collecting methods**

For the quantitative data collection, online self-administered surveys were designed using Lime Survey to reach the target population. Lime Survey is described in greater detail in 3.7.1 focusing entirely on instruments utilised in this research study. Metral (2014) proposes that Lime Survey permits researchers to efficiently create and coordinate online surveys with responses retrieved in formats that are familiar. Participants' participation in the research study was completely voluntary. The first step involved the researchers' introduction to the study and gaining consent for participation through Facebook private messaging where personal email addresses were shared. Once the Lime Survey platform was set-up with the email addresses imported generating 'tokens', an automated hyperlink was forwarded to each email address. Participants were then required to click the particular hyperlink in their email which would have taken them to the Lime Survey online platform where they were required to input the token in order to successfully complete the survey. To minimise participants omitting

questions, the survey was designed in such a way that the participant was unable to proceed to the next question without providing a response. Depending on the individual speed of the participant, the online self-administered Lime Survey took between 15-25 minutes and due to its nature, could have been completed at the convenience of participants. These were all the requirements from the participants for the first phase of data collection (see Appendix A for a snapshot of the Lime Survey participation view).

On completion of participation, responses were automatically generated into the Lime Survey platform which could only be accessed by the researcher. Lime Survey did allow the researcher to obtain the data from the responses in a familiar format. One of these formats was Microsoft Excel; where the responses were automatically exported from Lime Survey into an Excel spreadsheet which allowed for ease of analysis.

#### **3.6.4.2 Qualitative phenomenographical data collecting methods**

Interviewing is considered to be one of the most valuable phenomenographical data collection instruments used in the qualitative approach to attain insight into social issues through gaining understanding and access to the experience of the individuals whose lives reflect upon their emotions that reveal these issues (Seidmann 2006 ; Akerlind 2005; Pickard 2007; Sin, 2010; Turner and Noble, 2015). In the first phase, participants were able to explore their experiences in response to specific questions, without being prompted. Hence, the utilisation of semi-structured Skype interviews supported this approach. Katsirikou and Skiadas (2011) propose that semi-structured interviews often involve the use of pre-planned questions or ideas that focus on the research questions as a guide; however, there still remains room for probing questions and elaboration of responses. The interview guide functioned as a framework for the Skype interviews. Rather than face-to-face interviews, due to the various geographical locations of the target population and the researcher, Skype interviews were conducted with  $n=5$  participants from the sample. These Skype interviews allowed the researcher to delve deeper into the experiential and meaningful aspects of the DCRP, as well as fill in any gaps from the open-ended questions that the quantitative approach may have had.

Bowden (2005) suggests that any personal experiences or perceptions of the researcher should be placed aside during the interview process in an attempt to not influence the direction of the participants' personal responses. The purpose of phenomenography in this present study was to explore the varying experiences of participants of the DCRP. It is vital to note that the data collected from the Skype interviews was not interpreted in segregation but rather collectively in an aim to create awareness of how participants experienced the DCRP (Paakkari, 2012).

In this approach and to complete the second phase of data collection, participants were informed via email that this was a follow-up to the previous phase of data collection and participation was voluntary. Consent was required once again as well as prior permission to record the Skype interviews. Upon consent and permission to record, participants shared their Skype names with the researcher. In doing so, the researcher was able to send an invite on Skype to the participants who then had to accept the invite in order to proceed. Once the invite was accepted, the researcher was able to communicate with participants on Skype and schedule interview dates and times, as time differences had to be taken into consideration due to the geographical spread of the participants and the researcher. The dates and times of the interviews were based upon the convenience of the participants (Turner and Noble, 2015). An interview schedule comprising of dates and times was drawn up to ensure the correct participants were contacted accordingly. At least 10-15 minutes prior to the scheduled time of the interview, the researcher logged into Skype to ensure that the internet connection was stable, the voice recorders (MP3 Skype recorder and a mobile phone voice recorder) were set up and the relevant questions to be asked were prepared. The researcher then called the participant according to the time scheduled and for reassurance purposes, asked for permission once again to record, once this was clarified and the recorders were turned on and the interview began. Depending on the stability of the internet connection, the Skype interview lasted for approximately 20-40 minutes, allowing time for participants to reflect before they answered and the opportunity for the researcher to probe and delve deeper into experiences of the DCRP.



### **3.6.5 Data analysis**

As this study is regarded as a mixed methods research, the analysis of data necessitated a mixed methods analysis. This involved data analysis methods for the quantitative and qualitative approaches within the research study. The seven-stage model (Figure 3.5) created by Onwuegbuzie and Teddlie (2003) outlines the different stages involved in the data analysis for a mixed methods approach. In research of this nature, only some of these stages can be adapted for the analysis of the quantitative and qualitative data, however, all of which were adapted for this present study.

Onwuegbuzie and Leech (2006) explain the reasoning behind each of these stages in a simplified manner. (1) Data reduction, as its name suggests is the reducing of the data collected in the quantitative phase through the utilisation of cluster analysis or descriptive statistics as well as the data collected during the qualitative phase by utilising thematic analysis or framework analysis. (2) Data display is the utilisation of diagrams or figures to describe and display the data collected using the mixed methods. This next stage is particularly optional depending on the goals of the researcher. (3) Data transformation refers to two concepts – qualitised and quantitised (Tashakkori and Teddlie, 1998). The former involves the conversion of quantitative data into descriptive data that can be analysed utilising qualitative methods and the latter involves the conversion of qualitative data into statistical codes. (4) Data correlation refers to “quantitative data being correlated with qualitised data or qualitative data being correlated with quantitised data” (Onwuegbuzie and Leech, 2006, p. 491). (5) Data consolidation involves the combining of the data collected in both the quantitative and qualitative phases in order to create new data or consolidate the current data sets. (6) Data comparison is the comparing of the two data sets. (7) Data integration involves the data from the quantitative and qualitative phases which are integrated into one logical or two individual data sets.

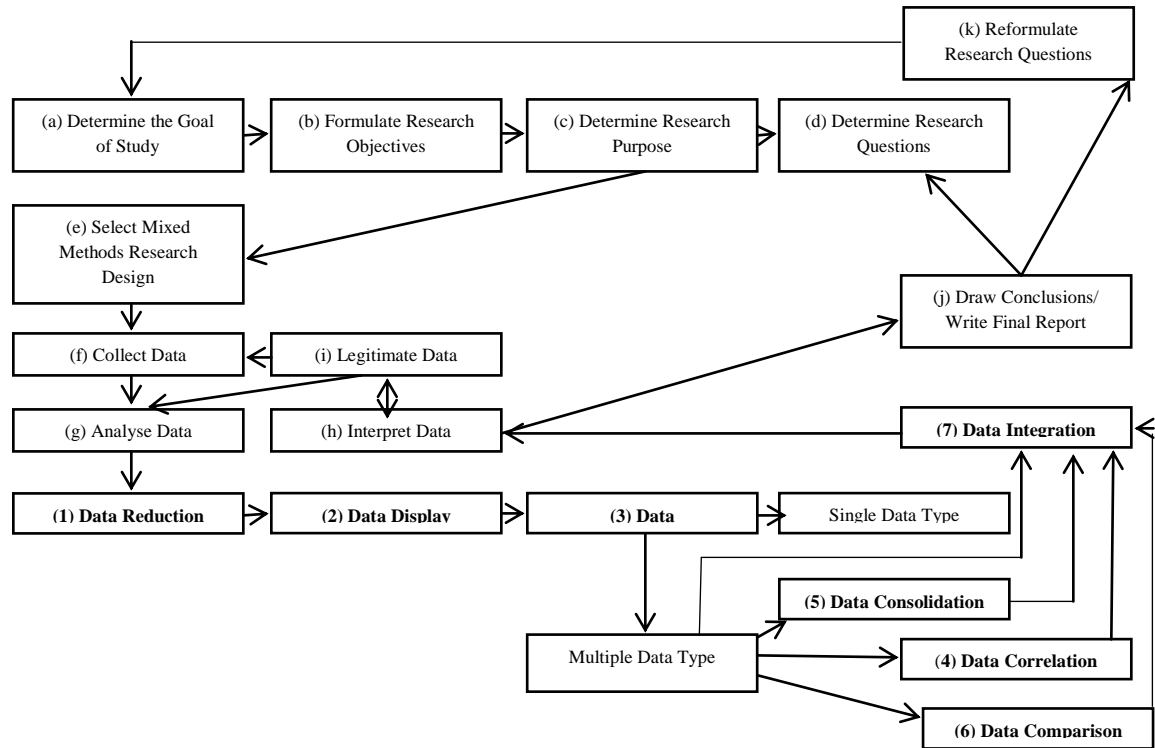


Figure 3.5: *Seven-stage mixed methods data analysis process*  
 Source: Adapted from Onwuegbuzie and Leech, 2006, p. 492

### 3.6.5.1 Quantitative data analysis

The quantitative data was collected utilising an online self-administered survey. The participants' responses from the Lime Survey were filtered directly into Excel (See Appendix B). However, this data in its raw form did not assist in understanding the attributes of the participants. A statistical analysis of the data was required in order to utilise the statistics in forms of tables, graphs and non-parametric tests for significance to address the research questions. The survey comprised of categorical data such as gender – male or female and age group variables. The categorical data presented in frequency tables show how many times each category occurred.

The IBM SPSS software (SPSS) is utilised to conduct the statistical analysis of the data collected during the first phase. The raw data in Excel was coded and input into SPSS to compare frequencies against categorical data. Given the nature of the findings

including open-ended responses, the quantitising (data transformation) of these responses aided in the graphical outputs (data display) of motivational and experiential aspects. The small sample size of the present research led to the use of non-parametric statistical tests for significance; for which the results are discussed in detail in Chapter Five. The non-parametric tests that were suitable for this sample were the Fisher's Exact Test and the Spearman's Rho Correlation Coefficient, both of which were conducted using SPSS.

The Fisher's Exact Test is usually suitable for small sample sizes and is represented as a 2 x 2 contingency table in which all the possible cell combinations highlighting the marginal frequencies are presented (Mehta and Patel, 1995). The Spearman's Rho Correlation Coefficient is also suitable for small sample sizes and tests for statistical relationships between two variables (Mehta and Patel, 1995). The resultant *p*-value using these non-parametric tests would either reject the null hypothesis if the levels were greater than the alpha level of 0.05 suggesting there is no significance or fail to reject the null hypothesis if the levels were less than or equal to the alpha level of 0.05 suggesting that there is significance (Mehta and Patel, 1995).

#### **3.6.5.2 Qualitative phenomenographical data analysis**

Azeem and Salfi (2012, p. 264) state that the "transformation of data into findings and inferences is the main objective of the qualitative data analysis". The data collected from the Skype interviews were transcribed verbatim and these transcriptions were placed into a data pool where they were no longer looked at individually but rather collectively (Boon et al., 2007; Streitwieser and Light, 2009). Therefore, as stated by Åkerlind (2005, p. 323) the data collected from the interviews are "interpreted within the context of the group of transcripts or meanings as a whole, in terms of similarities and differences". Data analysis in phenomenography, thus, purposes to create categories of descriptions that highlight the variances in the ways participants experienced the DCRP; from which the outcome space originates (Katsirikou and Skiadas, 2011; Marton, 1994).

NVivo 12 Pro was the software utilised to analyse the data collected from the Skype interviews. It is considered to be a package that “assists in the management and synthesis of ideas, offering a variety of analysing tools for developing new understandings and theories about the data and testing of answers to research questions” (Azeem and Salfi, 2012, p. 262). NVivo is utilised to analyse the open-ended responses from the Lime Survey and the Skype interviews into coded categories. In some instances, as this was a mixed methods design, the responses were quantified for descriptive and inferential outputs.

With reference to Figure 3.5, the first stage was data reduction. Once all the Skype interviews were transcribed and analysed intensely, codes were created in NVivo to reduce the descriptive data collected. A code refers to a single word or a short expression that highlights the key elements of the research (Turner and Noble, 2015). Therefore, the use of codes posed as an essential aspect in this qualitative phenomenographical approach giving stability to the analysis. An inductive approach was taken in developing a coding framework. Thomas (2003, p. 2) states that the ultimate goal of the inductive approach is to allow for “findings to emerge from the frequent, dominant or significant themes inherent in raw data, without the restraints imposed by structured methodologies”. This type of coding approach can be a tedious and repetitive process as these codes evolve or merge during the analysis and can, therefore, be suggested that these codes were not pre-determined.

Once all the coding was completed, themes from these codes had to be extracted. Analysis of the codes had to be carried out in order to identify commonalities, discords or fundamental themes. The codes with commonalities were grouped together, each of these groups of codes had to be labelled and given a basic theme label. At this point in the analysis, there were several codes that rendered irrelevant to addressing the research questions and were omitted. For each of the groups of codes, a basic theme was given and the aforementioned process was repeated for the basic themes. Basic themes were grouped together according to the commonalities found. After which, these basic themes were placed under organising theme labels. Once these organising themes were

labelled, the global theme was established in aim of addressing the research questions, thus, creating the outcome space.

#### **3.6.5.3 Content Analysis of Quantitative and Qualitative data**

Content analysis refers to a research approach that aids in determining the occurrence of particular words or concepts within data sets (Philipp, 2014). The occurrences of these words or concepts are then quantified and analysed according to their implication or association with addressing the research questions or aim, from which conclusions are proposed.

During the analysis of the quantitative data in the present study, the content retrieved from the Lime Survey is analysed in accordance with individual survey questions and responses, categorised and coded to undergo statistical analysis in SPSS. The qualitative data, through the use of phenomenography and its associated variation theory, with the content being exploratory in nature; had to undergo coding utilising NVivo as the researcher perused the transcripts. Content analysis of the mixed methods data presented in this study, therefore, led to the creation of links between the research questions and literature.

### **3.7 Research instruments**

Eng (2013) stated that a research instrument is a device or person that is utilised to collect data, in both quantitative and qualitative approaches, which ultimately aids in the addressing of the research questions. The instruments utilised in this research study allowed for the researcher to broaden the range of the sample, in terms of nationalities and cultures, allowing for the selection of participants from various parts of the world that experienced the DCRP. This section, therefore, features all the instruments utilised in this mixed methods research study.

### **3.7.1 Quantitative research instruments**

The quantitative approach within the first phase of the mixed methods research design underwent online self-administered surveys using Lime Survey as the key instrument for collecting data on this platform (see Appendix C for a copy of the questionnaire). In order to use this platform, email addresses of each participant were obtained using the social media platform, Facebook. Lime Survey is an online platform that ensures its proficient design given the participants it is administered to. This platform offers greater anonymity for the participants as no names are requested, allowing them to convey their views more openly (Long, 2007). The questions for the online survey were formulated to address the research questions of the study. The survey, therefore, focused on the DCRP from an employee experiential perspective. Both closed-ended and open-ended questions were used for acquiring data from the participants of the DCRP. Each survey consisted of sections with questions relating to demographical profile data (nationality, gender, age), participation characteristic-based data (first international program or not) and lastly, experiential data. The survey comprised of more than one level of measurement incorporating response sets, ranking scales as well as checklists. This method facilitated the researcher to identify and understand the differences or similarities in experiences of the participants. Refer to Appendix D for evidence of the Lime Survey online platform from the researchers view.

### **3.7.2 Qualitative research instruments**

The qualitative approach within the second phase of the mixed methods research design utilised semi-structured interviews conducted via Skype. Skype is a popular Voice over Internet Protocol (VoIP) that allow users to make audio and video calls (Iacono et al., 2016). This research study was aimed at the lived experiences of the DCRP involving participants from diverse cultures. One of the main challenges in this research study was being able to physically reach the participants to conduct interviews; however, Skype allowed the researcher to overcome this. Iacono et al. (2016, p: 3) state “tools such as Skype are invaluable since they allow researchers to involve participants wherever they

are in the world”. Skype, therefore, posed as an extremely useful instrument in conducting the interviews due to the varied locations of the participants and the researcher. The downloading and installation of this platform was simple and free of charge for both participants and the researcher. In conjunction with Skype, a MP3 Skype recorder was also downloaded for free to record the interviews. For this research study, an additional mobile phone (Samsung S8) voice recorder was also utilised, in the event that one recorder malfunctioned.

It is vital to understand that in the qualitative approach, the researcher is also considered an instrument as an active role was played in the collection of data during the Skype interviews. The role of the researcher as a research instrument is discussed in detail in the following section.

### **3.7.3 The role of the researcher**

In addition to the research instruments in the second phase of the qualitative approach, the researcher is in fact the primary instrument. In the present research study this was evident during the conducting of the semi-structured Skype interviews. The researcher formulated the semi-structured interview guide but also personally interacted during the collection of data via the Skype interviews with the participants. The questions included in the semi-structured interview were selected in relation to the research questions of the research study and the gaps found in the open-ended questions from the first phase (see Appendix E). Skype is a platform that the researcher was extremely familiar with as a result of living abroad for several years and, therefore, acquired the necessary skills in navigating the instrument. In addition, having carried out interviews before for a dissertation in the BTECH level, by conducting face-to-face interviews in the field whilst working part-time for Tourism Kwa Zulu Natal, attending workshops during this present research study as well researching techniques for interviews of this nature, qualified the researcher to conduct the Skype interviews. The researcher also played a role in transcribing the Skype interviews verbatim.

Another key element of the role of the researcher in the overall research study is the previous knowledge on lived experiences of the DCRP. However, the researchers' aim to conduct this research study was to collect data that would address the research questions investigating the experiences of those who have also participated in the DCRP to identify similarities or differences and explore how instrumental these experiences were in the lives of participants post-participation.

#### **3.7.4 Trustworthiness of research study**

Bless et al. (2013) propose that the central point of reliability is on the accuracy and stability of an instrument, whilst validity is concerned with the appropriateness of the instrument to measure the different ways participants have experienced this phenomenon. During this mixed methods research study the criteria for the two different approaches is presented in a tabular form with concepts adapted from Stumpfegger (2017). It is vital to note that the Supervisor assigned to the present research study checked the research instruments both for content validity to ensure there were no questions irrelevant to the research objectives and for face validity to ensure that the questions to the respondents were seen to be clear and relevant to their experience.



Table 3.2  
*Trustworthiness of the present research study*

Quantitative Approach (Self-administered online surveys on Lime Survey)	Qualitative Approach (Skype interviews)
<p><i>Internal Validity</i></p> <p>There were two aspects involved: face validity and content validity. Face validity was achieved through pilot testing with the expert Supervisor assigned by the institutions' faculty. Thereafter feedback was given with regards to revision of questions and system errors. This allowed for the instrument to be effectively amended and pilot tested once more before actively involving the participants. Content validity was achieved by utilising some of the constructs referred to in the literature, for example: professional development in terms of career progression following participants' DCRP experience.</p>	<p><i>Credibility</i></p> <p>Triangulation occurred in data by utilising varied sources; methodology through the use of mixed methods and the use of phenomenography as a theoretical framework was the means by which credibility was ensured. In addition, the use of NVivo enables the efficiency of transparency about how the verbatim data has been coded, providing a means for other researchers to cross-check how the nodes have been used.</p>
<p><i>External Validity</i></p> <p>This was achieved to some degree as out of the international target population <math>n=93</math> representing ex-cast members from 17 diverse nationalities, a sample of <math>n=33</math> was obtained representing 12 of the 17 diverse nationalities.</p>	<p><i>Transferability</i></p> <p>This was achieved through the detailed description of the research framework and underlying expectations in relation to addressing the research questions.</p>
<p><i>Reliability</i></p> <p>Zohrabi (2013, p. 259) suggests that "reliability deals with the consistency and replicability of the results obtained from a piece of research". This study can be replicated using the same questionnaire with a different sample. In addition, the use of the Lime Survey platform proved to be a data collecting instrument that aided in the reliability of the present study.</p>	<p><i>Dependability</i></p> <p>The researcher played a vital role in the ability to discuss in detail and offer greater insight with regards to the purpose of the study, the design, methodology and the use of NVivo which led to the consistency in coding. Furthermore, it is important to note that this insight of having firsthand experience of the phenomenon did not interfere with the conducting of the study in a bias manner, instead the classification of the nodes in NVivo offered a realistic relation to the phenomenon. The responses of each participant were viewed from a holistic and broader 'lens'.</p>
<p><i>Objectivity</i></p> <p>This was achieved through the utilisation of statistical data collected from the surveys.</p>	<p><i>Confirmability</i></p> <p>During this research study, the raw data collected in conjunction with the construction of the findings and analysis was sent to the Supervisor who was able to confirm the findings, analysis and conclusions.</p>

### **3.8 Ethical Considerations**

As previously mentioned in the 'Expert Review' section, the study underwent a rigorous review by the institutions Management Sciences Faculty Research Ethics Committee to ensure that it complies with the Ethical Level 2 research ethics guidelines. The researcher, therefore, ensured anonymity during all stages and participants were permitted to terminate or decline participation entirely at any given point in an aim to support the integrity of the study.

### **3.9 Chapter Summary**

This chapter focused on the research methodology and presented the research design discussing fundamental aspects such as a mixed methods design, phenomenography, target population, defined the sample, and sampling methods. The study drew on the value of a data collecting method and research instrument that is based on a qualitative strategy permitting a flexible approach. Participants were ex-cast members of the DCRP and selected as a means of non-probability sampling methods. A phenomenographic method was, therefore, suitable for the qualitative research paradigm to interpret the different ways in which participants experienced the DCRP. Lime Survey is utilised as the research instrument to administer the online self-administered surveys and Skype is utilised for conducting semi-structured interviews. The following chapter, therefore, presents the results of this research study in detail.

## CHAPTER FOUR

### FINDINGS

#### 4.1 Introduction

This chapter analyses the data collected from the two sequential phases and presents the findings of the research undertaken in this study, the overall aim of which was to explore the diverse DCRP experiences. The mixed methods analysis of this data is presented in a manner which focuses on its relationship to the research questions outlined in Chapter One. The findings of this study are, therefore, presented thematically in association with the research questions that were investigated following the background of participants within the sample.

The research findings acquired from the  $n=33$  DCRP participants in the first phase through online self-administered Lime Surveys and the  $n=5$  participants in the second phase through semi-structured Skype interviews were coded, transcribed verbatim and themed according to common responses. The findings from the first phase facilitated in shaping and building on the questions that were asked during the second phase. The data collected from participants about their lived experiences of the DCRP, highlighted common constructs and themes during both phases. The themes are presented in relation to pre-, during and post-participation in the DCRP.

As previously mentioned, SPSS is the software utilised to analyse the quantitative data and NVivo is the software utilised for the analysis of qualitative data. Phenomenography is the methodological approach utilised with deeper level of meaning coding of the quotations from the participants to gain greater insight to their lived experiences of the DCRP. Tables, figures and texts were tools utilised to illustrate key findings effectively. The non-parametric, hypothesis testing for significance was conducted on nominal or categorical data from this small sample. Table 4.1 presents a summary of the methodological aspects of the research study.

Table 4.1  
*Summary of methodological aspects of the study*

Mixed Methods Research with Sequential Data Analysis		
	FIRST PHASE	SECOND PHASE
STUDY DESIGN	<i>QUANTITATIVE</i>	<i>QUALITATIVE</i>
Specific objective	<ul style="list-style-type: none"> <li>To collect demographical data and participation characteristics using close-ended questions about the participants past experiences of the DCRP, as well as open-ended questions to gain further insight into the lived experiences of participants.</li> </ul>	<ul style="list-style-type: none"> <li>To delve deeper into the lived experiences of the DCRP of a smaller sample within the sample.</li> </ul>
Participants	<ul style="list-style-type: none"> <li>33 participants</li> </ul>	<ul style="list-style-type: none"> <li>5 participants</li> </ul>
Data collection	<ul style="list-style-type: none"> <li>Online Self-administered Lime Surveys</li> </ul>	<ul style="list-style-type: none"> <li>Semi-structured Skype interviews</li> </ul>
Data analysis	<ul style="list-style-type: none"> <li>Descriptive statistics</li> <li>Non-parametric tests for significance</li> <li>IBM SPSS Statistics, version 26</li> </ul>	<ul style="list-style-type: none"> <li>Initial coding</li> <li>Phenomenography – deeper level meaning coding</li> <li>NVivo 12 Pro</li> </ul>

## 4.2 Background of participants

### 4.2.1 Overview of the Lime Survey participants

This section presents the description of the  $n=33$  participants from the sample of the first phase. These include aspects such as nationality, gender, age and first international program that aids in addressing the research questions. The nationality profile was segmented into African and Non-African participants respectively. The findings for these aspects are discussed further and depicted in the form of figures and tables indicating proportions and frequencies according to key dichotomous demographic variables – nationality, gender and age.

#### 4.2.1.1 Nationality of participants

Findings presented in Figure 4.1 offers the proportions of the nationalities of participants for the online Lime Surveys according to African and Non-African. The participants

were predominantly African and accounted for more than 50% of the sample. The remaining participants represented the Non-African proportion of the sample.

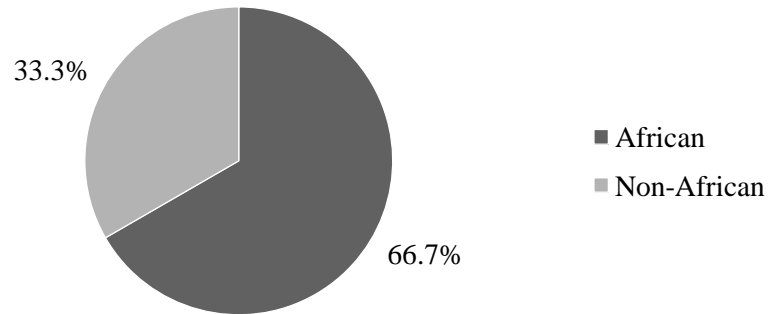


Figure 4.1: *Distribution of nationality of participants from the Lime Survey*

#### 4.2.1.2 Gender of participants

The gender distribution of African and Non-African participants of the DCRP is displayed in Figure 4.2. Findings show that female participants accounted for a higher proportion in comparison to male participants within the sample of both nationality groups. However, taking into consideration the African proportion accounted for the majority of participants for both male and female in comparison to the proportion of Non-African male and female participants.

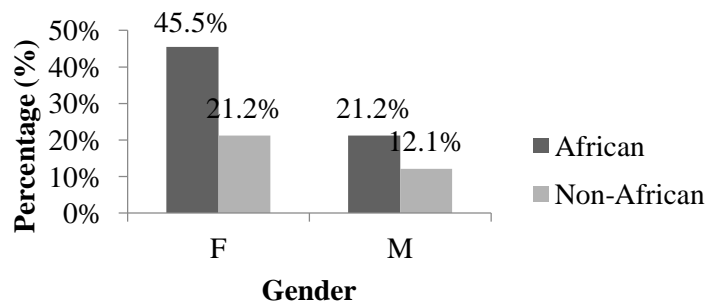


Figure 4.2: *Gender distribution of participants according to nationality*

#### 4.2.1.3 Age of participants

Age is generally considered a scale variable, however, due to the four different age groups (20 years and under, 21 to 25 years, 26 to 30 years and 31 years and over) the central tendencies (mean, median and standard deviation) could not be output in SPSS and was analysed as a categorical variable instead. Figure 4.3 presents the age distribution of participants at the time of answering the online Lime Survey. The findings indicated that more than 50% of participants were 31 years and over, of which the African proportion was higher compared to the Non-African proportion. The remaining proportion of participants was between the ages of 26 and 30 years, of which African participants represented 33.3%, followed by Non-African participants at a mere 9.1%.

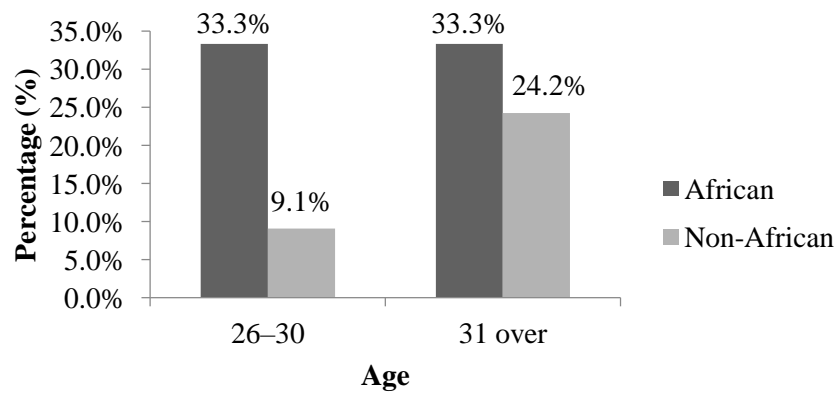


Figure 4.3: Age distribution of participants according to nationality

#### 4.2.1.4 First international program

The DCRP was the first international working experience for most participants in the sample of the nationality groups, representing more than 50% of African participants in comparison to Non-African participants (Figure 4.4). The remaining proportion of participants indicated that they have participated in other international work experiences prior to their participation in the DCRP. African participants represented a lower

proportion in contrast to Non-African participants that indicated that the DCRP was not their first international program.

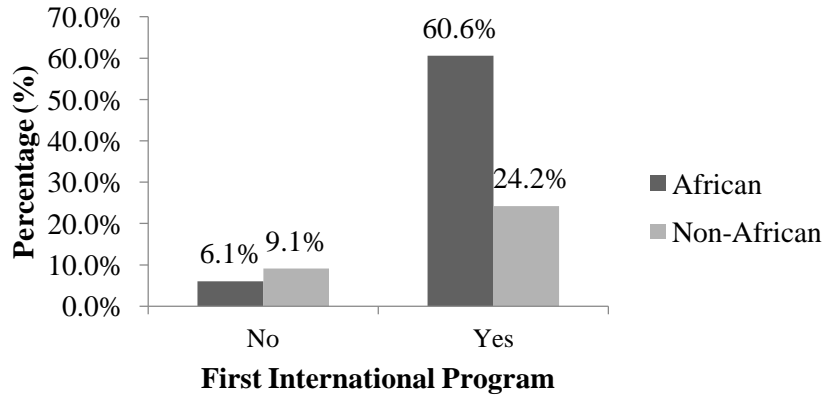


Figure 4.4 *First international program according to nationality*

#### **4.2.1.5 Year of Participation in the DCRP**

There were nine different year groups that participated in the DCRP. These ranged from 2004 to 2012 (Figure 4.5). Two were overlapping years (2008 to 2009 and 2009 to 2010) and one represented two different years (2007 and 2010) indicating repeat participation in the DCRP. There were equal proportions of African participants that participated in 2009 and 2009 to 2010. The year 2009 was represented by the highest proportion of Non-African participants.

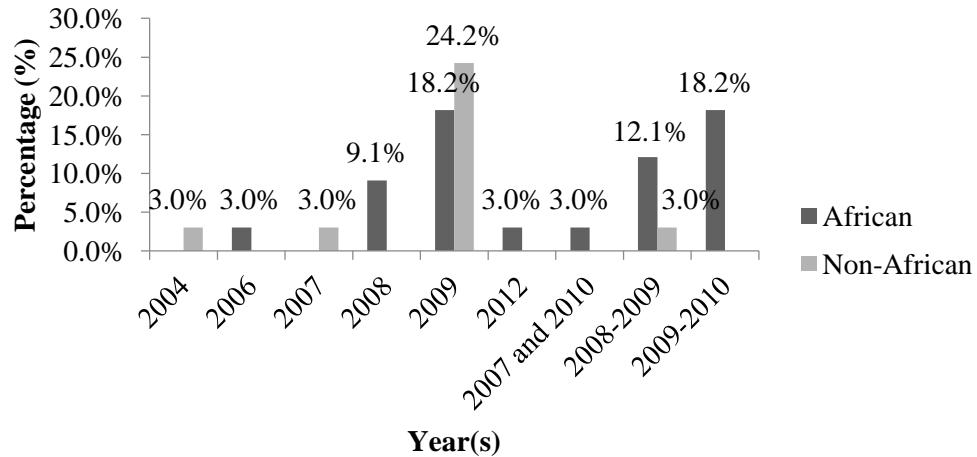


Figure 4.5: Year of Participation in the DCRP According to Nationality

#### 4.2.2 Overview of the Skype interview participants

Not all of the participants from the first phase were required to undergo the Skype interviews for the second phase. A small sample of  $n=5$  from the first phase sample of  $n=33$  was selected to participate in semi-structured in-depth Skype interviews. This sample comprised of a larger Non-African proportion in relation to the African proportion of which  $n=3$  (60%) was females and  $n=2$  (40%) were males. It is interesting to note that all the females were Non-African participants and all the males were African participants. The age groups were the same as the first phase since this sample was selected from the initial sample. Non-African participants accounted for  $n=1$  (20%) of the females that was between the ages of 26 and 30 years and  $n=2$  (40%) of the females that were 31 years and over, in contrast, the two African male participants that were 31 years and over.

#### 4.3 Pre-Participation attributes of the DCRP from the Lime Surveys and Skype interviews

Prior to participation, there were attributes involved in the final decision to participate in the DCRP. Figure 4.4 indicated that for more than 50% of participants, the DCRP was



their first international working experience. These attributes comprise of motivations participants had prior to the participation in the DCRP. The online Lime Survey included two different motivational questions, one was a multiple response ranking question and the other was an open-ended question.

#### **4.3.1 First question about aspects of motivation to participate in the DCRP from the Lime Survey**

The purpose of the first motivational question was to survey the top three aspects that motivated participants from different nationalities to participate in the DCRP. This was a multiple-response rank-type question from one (being the aspect that motivated participants the least) to three (being the aspect that motivated participants the most) and, therefore, a cross-tabulation of the dichotomy demographical variables of nationality, gender and age; in comparison to the aspect of motivation according to its ranking was conducted utilising the SPSS. The findings are shown separately in tables according to these variables (See Appendix F for motivations against nationality: Table 4.2 – the lowest, Table 4.3 – average and Table 4.4 – highest. Motivations against gender: Table 4.5 – the lowest, Table 4.6 – average and Table 4.7 – highest. Motivations against age: Table 4.8 – the lowest, Table 4.9 – average and Table 4.10 – highest).

##### **4.3.1.1 Aspects of lowest motivation for participants**

Table 4.2 indicates the aspects that motivated participants the least out of the ranking options according to nationality. Family ( $n=6$  - 27.3%) was the aspect of motivation that most African participants ranked as the lowest; in contrast, money ( $n=4$  - 36.4%) was the aspect of motivation that most Non-African participants ranked as the lowest.

Table 4.5 indicates the aspects that motivated participants the least out of the ranking options according to gender. Females indicated equal proportions of two aspects ( $n=4$  - 18.2%) which were the need to travel to a safe destination and family. Males indicated the need for money as the aspect of least motivation ( $n=3$  - 27.3%).

Table 4.8 indicates the aspects that motivated participants the least out of the ranking options according to age. Participants between the ages of 26 and 30 years indicated the need for achievement or development as the aspect that motivated them the least ( $n=3$  - 21.4%). However, participants that were 31 years and over indicated equal proportions for three aspects ( $n=4$  - 21.1%) the need to work for a world-renowned brand, the need for money and family.

#### **4.3.1.2 Aspects of average motivation for participants**

Aspects with the average level of motivation that participants ranked in at number two as shown in Table 4.3. African participants indicated equal proportions of three aspects ( $n=4$  - 18.2%) which were the need to travel to a safe destination, the need to meet people from different countries and the need to work for a world-renowned brand. Similarly, Non-African participants also indicated the need to work for a world renowned brand ( $n=4$  - 36.4%) as the aspect of average motivation for most participants.

Table 4.6 presents the findings participants ranked as aspects with average motivational level according to gender. There were more female participants that indicated the need to meet people from different countries as the average ranking of motivation ( $n=5$  - 22.7%). Male participants indicated the need to work for a world-renowned brand as their average ranking motivation ( $n=4$  - 36.4%).

Table 4.9 indicates the aspects that had an average ranking of motivation to participate in the DCRP according to age. Participants between the ages of 21 and 30 years indicated the need to work for a world-renowned brand as the aspect of average motivation to them ( $n=4$  – 28.6%). However, participants that were 31 years and over had equal proportions for two aspects ( $n=4$  - 21.1%), one of which was the same as participants between the ages of 21 and 30 years and the other was the need for money.

#### **4.3.1.3 Aspects of highest motivation for participants**

Table 4.4 indicates the aspects that participants ranked as what motivated them the most according to nationality. African ( $n=11$  - 50.0%) and Non-African ( $n=5$  - 45.5%)

participants alike, indicated that the need for achievement and development was the aspect that motivated them the most.

Table 4.7 indicates the aspects that motivated participants the most out of the ranking options according to gender. Female ( $n=8$  - 36.4%) and male ( $n=8$  - 72.7%) participants similarly indicated the need for achievement and development as the aspect that motivated them the most.

Table 4.10 indicates the aspects that motivated participants the most out of the ranking options according to age. Findings show that participants between the ages of 21 and 30 years ( $n=6$  - 42.9%) and participants that were 31 years and over ( $n=10$  - 52.6%) indicated the need for achievement and development as the aspect that motivated them the most as well.

#### **4.3.2 Second Question about Aspects of Motivation to Participate in the DCRP from the Lime Survey**

The second question was an open-ended question that gave participants an opportunity to elaborate on or provide any additional aspects of motivation. Figure 4.6 provides the findings that indicate the nine aspects of motivation that participants shared in the open-ended question of the Lime survey. Some were associated with the multiple response rank-type questions whilst others were additional. These aspects were coded in NVivo according to the key themes that varied and utilised SPSS to output findings into graphs and frequency tables.

Travel was represented by the highest proportion (18.2%) indicating the additional aspect that motivated African participants the most to participate, followed by the need to be independent and the lowest being meeting people from different nationalities. The need to meet people from different nationalities represented the highest proportion (12.1%) for Non-African participants followed by the need to associate with the Disney brand (6.1%) to which African participants represented an equal proportion. There was an equal distribution of proportions for the remaining

additional aspects of motivation (career development, fulfilling a dream, family, others' past experiences and travel) for Non-African participants (3.0%).

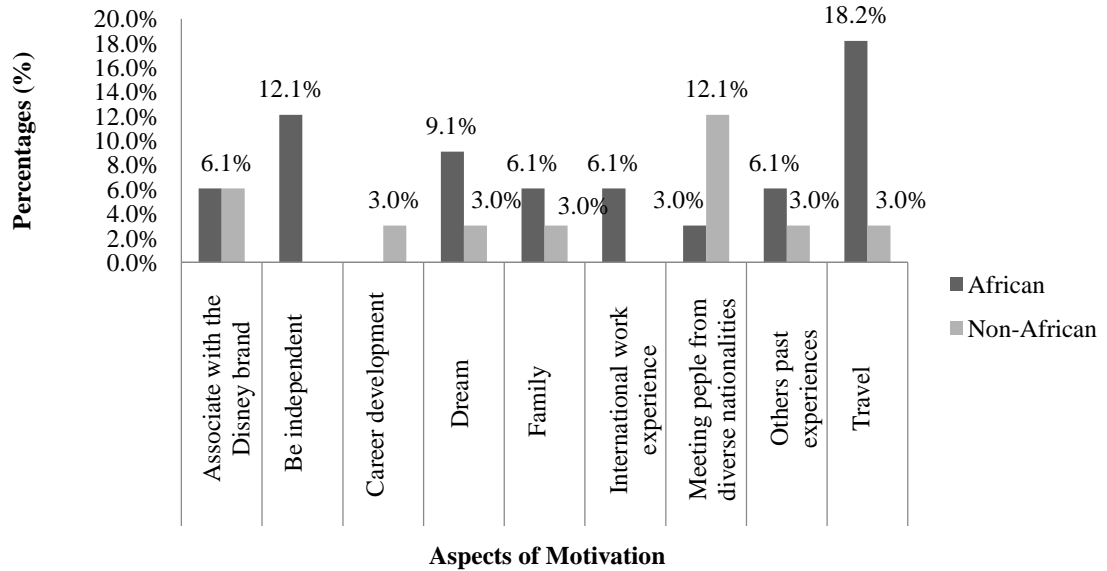


Figure 4.6: Additional aspects of motivation according to nationality

Figure 4.7 indicates the additional motivational aspects according to gender. The need to be independent represented the highest proportion (12.1%) of additional aspects that motivated females the most to participate, followed by equal proportions (9.1%) for the need to be independent, it was their dream, meeting people from diverse nationalities, others' past experiences and travel. The lowest aspect of motivation represented by female participants was family (3.0%). The need to travel represented the highest proportion (12.1%) for male participants, followed by equal proportions (6.1%) for family and meeting people from diverse nationalities.

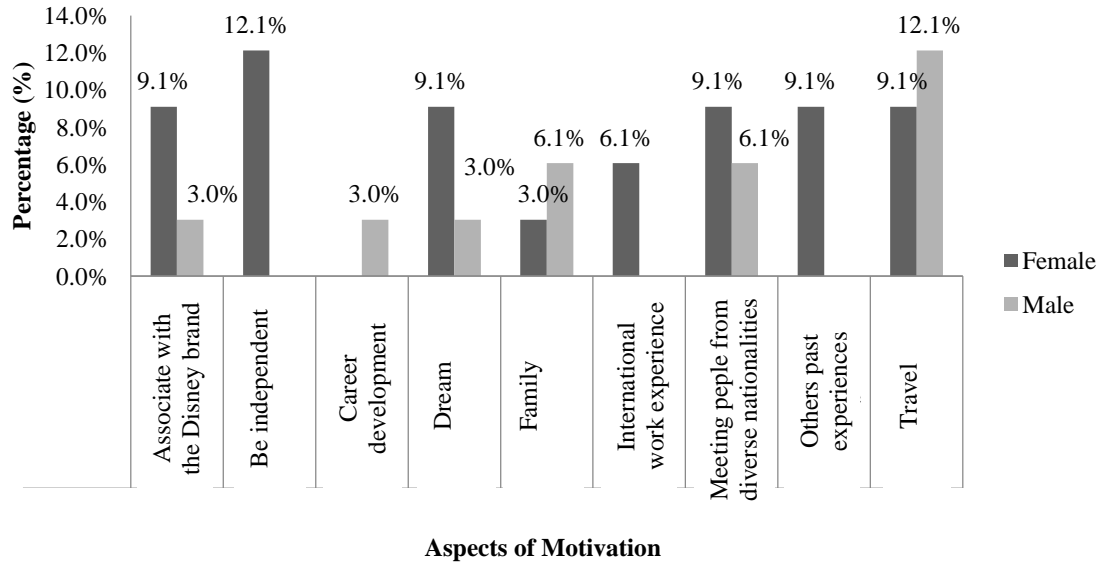


Figure 4.7: Additional aspects of motivation according to gender

The additional motivational aspects according to age are illustrated in Figure 4.8. The need to be independent represented the highest proportion (12.1%) of additional aspects that motivated participants between the ages of 26 and 30 years the most to participate, followed by the need to travel (9.1%) and the need to associate with the Disney brand (6.1%). The lowest aspect of motivation represented by participants within this age group was career development; it was their dream; family; international work experience and meeting people from diverse nationalities (3.0%). The need to travel and meet people from diverse nationalities was represented equally by the highest proportion (12.1%) for participants that were 31 years and over, followed by equal proportions (9.1%) for the DCRP experiences being their dream and others' past experiences.

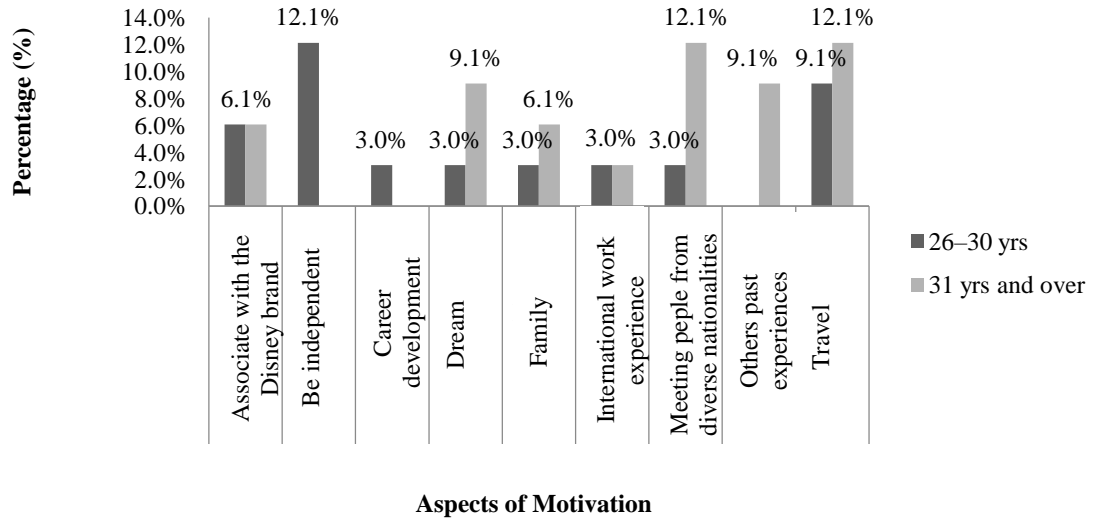


Figure 4.8: Additional aspects of motivation according to age

#### 4.3.3 Aspects of motivation of participants from Skype interviews

During the Skype interviews, participants were questioned about their motivation to participate in the DCRP with the hope that additional aspects emerges and these could be discussed in greater detail and analysed through phenomenography. The findings revealed interesting and new motivational aspects that were not mentioned in the Lime Survey findings. The analysis in NVivo was able to identify common themes that emerged from the findings and these were coded accordingly. In some instances one participant may have mentioned more than one aspect in their interview and all of these were included in the coding process as phenomenography aims at the collective perspective of participants experiences. The categories of description included growing up with Disney, gaining work experience related to Disney, motivated by past experiences of friends, motivated to travel and experiencing Disney for free was an aspect that newly emerged. The aspects of motivation node in NVivo according to participants nationality and gender reflects experiencing Disney for free as an aspect that newly emerged and represented a count of  $n=1$  of the African male participants. Growing up with Disney and gaining work experience related to Disney are aspects that equally motivated both groups, represented by a count of  $n=1$  African male and Non-

African female participants. In contrast, Non-African female participants indicated a count of  $n=1$  being motivated by past experiences of friends and a count of  $n=2$  being motivated to travel. The phenomenographic categories of description are illustrated in the outcome space below including the hierarchical levels and sub-categories.

Table 4.11

*The outcome space of the motivational categories of description and the hierarchical levels*

<i>Cat. #</i>	<i>Description</i>	<i>Hierarchy</i>	<i>Sub-categories</i>
1	Motivated by friends' past experiences	Lowest	None
2	Motivated by experiencing Disney for free	Medium-low	None
3	Motivated by growing up with Disney	High	None
4	Motivated by the opportunity to travel	Highest	- Travel outside of their home countries - Travel in and around the USA
5	Motivated by the work experience related to Disney		- Having Disney on their CVs - Disney working environment - Disney global reputation

#### **4.4 Experiential attributes during participation in the DCRP**

The lived experiences of participants during their participation in the DCRP are pivotal in addressing the research questions of the present study. The experiential aspects of the DCRP for participants in the sample comprised of the multicultural living and working experiences, aspects of the DCRP that were most enjoyed or least enjoyed by participants, whether the duration of participation had any association with the DCRP experience being meaningful and relevant.

##### **4.4.1 The Multicultural Living and Working Experiences**

###### **4.4.1.1 The Multicultural Living and Working Experiences from the Lime Survey**

Findings in Appendix G are illustrated by cross-tabulations indicating the multicultural living and working experiences according to the dichotomous categories of nationality (Table 4.12), gender (Table 4.13) and age (Table 4.14). Participants who loved the experience (this category included building life-long friendships, love for the newness of the experience itself, the experience different from other experiences in home countries

and the experience stood out from the rest) were represented by  $n=13$  (39.4%) African and  $n=6$  (18.2%) Non-African participants. The participants that found the multicultural living and working environment to be an overall learning experience (learning new languages, cultural awareness, diminishing cultural stereotypes) represented  $n=5$  (15.2%) African and  $n=4$  (12.1%) Non-African participants. In contrast, there were  $n=4$  (12.1%) African and  $n=1$  (3.0%) Non-African participants that stated that at the beginning, the experience was challenging (adapting to live with other cultures, feeling inferior to other cultures and nationalities, confrontations as a result of cultural differences, eventually led to an interest in learning about other cultures).

Table 4.13 shows that female ( $n=13$  – 39.4%) and male ( $n=6$  – 18.2%) participants that stated they loved the multicultural living and working experience represented the highest proportions, followed by  $n=5$  (15.2%) females and  $n=4$  (12.1%) males that found it to be a learning experience. The lowest proportions were represented by  $n=4$  (12.1%) females and  $n=1$  (3.0%) male participants stating that the experience was challenging at first.

Participants between the ages of 26 and 30 years indicated  $n=7$  (21.2%) who loved the experience,  $n=6$  (18.2%) found it to be a learning experience and  $n=1$  (3.0%) stated that in the beginning, the multicultural living and working experience was challenging. In contrast, participants that were 31 years and over indicated that  $n=12$  (36.4%) loved the experience,  $n=3$  (9.1%) found it to be a learning experience and  $n=4$  (12.1%) stated that it was a challenging experience at first (Table 4.14).

A Fisher's Exact Test was conducted to assess if age had an influence on participants' perceptions of the multicultural living and working experiences being positive or negative (Table 4.15). The  $H_0$  tested that the older participants found the multicultural living and working experiences to be more positive. The dichotomous variable of age (26 to 30 years and 31 years and over) was the independent variable and whether the multicultural living and working experiences were positive (positive or negative) was the dependent variable. The analysis revealed a significance of .366 indicating that this value is  $\geq p$  than the alpha  $p$ -value of 0.05, thus concluding that there



is no significance. This suggests that age did not have an influence on participants' perceptions of the multicultural living and working experiences.

Table 4.15

*Fisher's Exact Test of age being an influence on participants perceptions of the multicultural living and working experiences*

	Value	df	Asymptotic Significance (2- sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Fisher's Exact Test				.366	.278
Linear-by-Linear Association	1.176	1	.278		
N of Valid Cases	33				

*Note: a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 2.12.  
b. Computed only for a 2x2 table*

#### 4.4.1.2 The multicultural living and working experiences from the Skype interviews

During the Skype interviews it was hoped that participants would offer deeper insights into their perceptions of the multicultural living and working experience. The transcripts were coded and themed accordingly. The categories of description included the experience was challenging at first, learning how to adapt, created lasting friendships and the love for the experience.

Table 4.16

*The outcome space of the multicultural living and working categories of description and the hierarchical levels*

Cat. #	Description	Hierarchy	Sub-categories
1	The multicultural living and working was an experience that was challenging at first	Lowest	- Cultural diversity - Different ways of doing things
2	The multicultural living and working was an experience that created lasting friendships	Medium-high	None
3	The multicultural living and working was an experience that taught participants how to adapt	High	- Tolerating differences - Awareness - Adjusting
4	The multicultural living and working was an experience that was loved	Highest	- Cultural diversity - Social gatherings - Roommates - Best part of the program

The multicultural living and working experiences node in NVivo according to participants nationality and gender reflects a count of  $n=2$  African male participants that found the experience to be challenging at first which led to them learning how to adapt and eventually created lasting friendships. However, a count of  $n=3$  Non-African female participants stated that they loved the experience and this led to lasting friendships as well.

#### **4.4.2 Meaningful and relevant experiences from participation in the DCRP**

Participants were questioned about whether their experiences of the DCRP were meaningful and relevant in their lives. In response to this question, only ‘yes’ and ‘to an extent’ were obtained from participants in the Lime Survey. In an attempt to delve deeper into these responses, the same question was posed to the participants during the Skype interviews. Findings from the Lime Survey was analysed in relation to the duration of participation in the DCRP and findings from the Skype interviews were coded into key themes to offer insight into the ‘to an extent’ and ‘yes’ responses from the Lime Survey.

##### **4.4.2.1 The meaningful and relevant experiences in relation to duration of participation in the DCRP from the Lime Surveys**

The dichotomous responses (‘yes’ and ‘to an extent’) were analysed in relation to the duration of participation in the DCRP according to nationality, gender and age (See Appendix H). Table 4.17 reveals that there were two duration periods for each of the two nationality groups. The findings indicate that  $n=2$  (9.1%) African participants that participated in the DCRP between four to six months stated that their experiences were meaningful and relevant. Furthermore, there were  $n=20$  (90.9%) African participants that participated more than six months, of which  $n=18$  (81.8%) stated that their experiences were meaningful and relevant whereas,  $n=2$  (9.1%) stated that only to an extent were their experiences meaningful and relevant. The  $n=1$  (9.1%) Non-African participant that participated in the DCRP between two to four months stated that their

experience was meaningful and relevant, to an extent. There were  $n=10$  (90.9%) Non-African participants that participated more than six months, of which  $n=8$  (72.7%) stated that the DCRP experiences were meaningful and relevant, in contrast to the  $n=2$  (18.2%) who stated that their experiences were only meaningful and relevant to an extent.

There were two duration periods that each of the gender groups accounted for as presented in Table 4.18. Females who participated in the DCRP between four to six months ( $n=2$  – 9.1%) stated that their experiences were meaningful and relevant. The remaining  $n=20$  (90.9%) females indicated their participation of more than six months, of which  $n=18$  (81.8%) stated that their experiences were meaningful and relevant whereas  $n=2$  (9.1%) stated that they found the experience meaningful and relevant to an extent. The  $n=1$  (9.1%) male that participated in the DCRP between two to four months indicated that their experience was only meaningful and relevant to an extent. However, the remaining  $n=10$  (90.9%) males participated more than six months, of which there were  $n=8$  (72.7%) males who stated that they found their experiences meaningful and relevant in comparison to the  $n=2$  (18.2%) who stated only to an extent were their experiences meaningful and relevant.

Table 4.19 shows that for participants between the ages of 26 and 30 years there were two duration periods whereas for participants that were 31 years and over there were three duration periods accounted for. The  $n=1$  (7.1%) participant between the ages of 26 and 30 stated that their experience of the DCRP between four to six months was meaningful and relevant. Similarly, the  $n=13$  (92.9%) participants within this age group shared the same. The  $n=1$  (5.3%) 31 years and over participant who participated in the DCRP between two to four months stated that their experience was only meaningful and relevant to an extent. Furthermore, the  $n=1$  (5.3%) 31 years and over participant whose participation in the DCRP was between four to six months stated that their experiences were meaningful and relevant. The remaining  $n=17$  (89.5%) participants within this age group participated in the DCRP for more than six months, of which  $n=13$  (68.4%) stated that they found the experiences meaningful and relevant in contrast to the  $n=4$  (21.1%) who stated that only to an extent were their experiences meaningful and relevant.

To test the  $H_0$  that there is a relationship between the duration of participation in the DCRP and meaningful or relevant experiences from the DCRP, a Spearman's Rho Correlation Coefficient (Table 4.20) was conducted in SPSS among these two variables. Failing to reject the  $H_0$ , the results would have had to show that as the duration of participation in the DCRP increases, experiences in the DCRP became increasingly meaningful and relevant too. The analysis revealed a negative correlation of  $-.178$  and a significance of  $.322$  indicating that this value is  $\geq p$  than the alpha  $p$ -value of  $0.05$ . It can be concluded that there was not enough evidence to prove that a positive relationship exists between the variables, thus suggesting that there is no significant relationship between duration of participation and the DCRP experiences that were meaningful and relevant to participants.

Table 4.20  
*Spearman's Rho Correlation Coefficient of duration of participation with meaning and relevance of the DCRP experience*

		Correlations		
			Duration of the Participation	Meaning and relevant experience?
Spearman's rho	Duration of the Participation	Correlation Coefficient	1.000	-.178
		Sig. (2-tailed)	.	.322
		N	33	33
	Meaning and relevant experience?	Correlation Coefficient	-.178	1.000
		Sig. (2-tailed)	.322	.
		N	33	33

#### 4.4.2.2 The meaningful and relevant experiences of the DCRP from the Skype interviews

During the Skype interviews, participants were asked to offer more insight as to how the DCRP experiences were meaningful and relevant to their lives. The categories of description included the ability to apply what they had studied, becoming culturally aware, meeting people from diverse cultures, the experience enabled them to improve their English and the experience provided an opportunity to create lasting friendships. The meaningful and relevant experiences node in NVivo according to participants'

nationality and gender reflects similarities and differences in responses from the African male and Non-African female participants. Findings indicate that equal proportions ( $n=1$ ) from participants of both groups stated that they were able to apply what they had studied, followed by becoming culturally aware. Meeting people from diverse cultures was an aspect that was similar to all the participants with a count of  $n=2$  African males and  $n=3$  Non-African females. The differences in responses were indicated by a count of  $n=1$  Non-African female that stated the DCRP experience enabled them to improve their English. Another difference is represented by a count of  $n=1$  African male that stated the DCRP experience was an opportunity to create lasting friendships.

Table 4.21

*The outcome space of the meaningful and relevant experience categories of description and the hierarchical levels*

<i>Cat. #</i>	<i>Description</i>	<i>Hierarchy</i>	<i>Sub-categories</i>
1	Experiences were meaningful and relevant in the improvement of English skills	Lowest	None
2	Experiences were meaningful and relevant in the creating lasting friendships		None
3	Experiences were meaningful and relevant in applying what was studied	Medium-high	None
4	Experiences were meaningful and relevant in meeting people from diverse cultures	High	None
5	Experiences were meaningful and relevant in creating cultural awareness	Highest	- About other cultures - Sharing one's own culture

#### **4.4.3 Aspects of the DCRP participants enjoyed the most and least**

Participants in both phases of data collection shared the varying aspects that they had enjoyed the most or least about the DCRP (See Appendix I). Similarities and differences were revealed among the findings from participants in both phases. Table 4.22 represents the aspects participants in the Lime Survey stated as the experiences most enjoyed according to nationality. There were two aspects that represented equal proportions ( $n=4 - 12.1\%$ ) for African participants, which was lasting international

friendships and representing the Disney brand. The  $n=4$  (12.1%) Non-African participants stated that meeting diverse nationalities were the aspect that they had enjoyed most. In contrast, Table 4.23 indicates the aspects least enjoyed by participants according to nationality. The aspect represented by the largest proportion of African ( $n=9$  – 27.3%) and Non-African ( $n=6$  – 18.2%) participants were work-related, of which the underlying themes including lack of leave, salary, long working hours, uniforms, role, lazy colleagues and length of program.

Gender – Representing the Disney brand was the aspect most enjoyed by female participants ( $n=5$  – 15.2%) and meeting diverse nationalities was the aspect that  $n=4$  (12.1%) male participants enjoyed most (Table 4.24). There were  $n=10$  (30.3%) females and  $n=5$  (15.2%) males that stated they least enjoyed the work-related issues (Table 4.25).

Age – Participants between the ages of 26 and 30 years ( $n=3$  – 9.1%) and 31 years and over ( $n=4$  – 12.1%) shared a similarity in meeting diverse nationalities as the aspect they had enjoyed most. In addition, participants that were 31 years and over had an equal proportion for representing the Disney brand as the other aspect they had enjoyed most (Table 4.26). However, most participants from both age groups indicated work-related issues as the aspect they had least enjoyed during the DCRP (Table 4.27).

The Skype interviews also highlighted the aspects that participants enjoyed the most or the least. For aspects that was most enjoyed, the categories of description were cultural diversity, travel, meeting their favourite Disney characters, experiencing Disney for free, the fun working environment, the love for the job, independence, roommates and the social skills developed. The most enjoyed aspects node in NVivo according to participants' nationality and gender reflects that cultural diversity and travel are the aspects indicated by a count of  $n=2$  African male participants, followed by meeting their favourite Disney characters ( $n=1$ ). Experiencing Disney for free was an aspect that a count of  $n=1$  African male participant and  $n=1$  Non-African female participant had in common. Non-African female participants also indicated the fun working environment,

their love for their job, independence, their roommates and the social skills developed were also aspects enjoyed most.

Table 4.28

*The outcome space of the most enjoyed aspects categories of description and the hierarchical levels*

<i>Cat. #</i>	<i>Description</i>	<i>Hierarchy</i>	<i>Sub-categories</i>
1	Independence	Lowest	None
2	Love for the job itself		
3	Meeting favourite Disney characters		
4	Roommates	Medium-high	None
5	Developed social skills		
6	Travel	High	None
7	Cultural diversity	Highest	- Other cultures - Sharing one's own culture
8	Experiencing Disney for free		None
9	Fun working environment		- Guest interaction - Colleagues - Place of work

Alternatively, participants from the Skype interviews also expressed the aspects of the DCRP experience that they least enjoyed. The categories of description included: working too long hours, being away from family, job insecurity, the working environment and the lack of all employee benefits. The least enjoyed aspects node in NVivo according to participants' nationality and gender reflect that working too long hours was a common aspect that a count of  $n=1$  African male and  $n=1$  Non-African female participants least enjoyed. An African male participant also stated being away from family was another aspect least enjoyed. Insecurity and the working environment was represented equally by a count of  $n=2$  Non-African female participants. Lastly, the lack of all employee benefits was another aspect least enjoyed by a count of  $n=1$  Non-African female participant.

Table 4.29

*The outcome space of the least enjoyed aspects categories of description and the hierarchical levels*

<i>Cat. #</i>	<i>Description</i>	<i>Hierarchy</i>	<i>Sub-categories</i>
1	Lack of all employee benefits	Lowest	None
2	Being away from family		None
3	Job insecurity	High	- Management related - Position
4	The working environment	Highest	- Colleagues - Management related
5	Working too long hours		None

#### **4.5 Experiential attributes post-participation in the DCRP**

Participants were questioned in the Lime Survey about the impacts of their participation in the DCRP on their lives. The findings from the responses offered insight into key aspects that impacted the lives of participants. This, therefore, led to the same question being posed for the Skype interview participants to share these impacts in greater detail or if there were any other aspects that differed from those in the Lime Survey (see Appendix J).

##### **4.5.1 The impacts of the DCRP experience on the lives of participants from the Lime Survey**

Cross-tabulations were created to present the impacts that participants shared among the Lime Surveys, according to nationality, gender and age. Participants shared four different impacts of the DCRP experience on their lives. These were themed as career development, life-changing, self-development and cultural awareness.

Table 4.30 shows the different themed aspects that impacted participants' lives from the DCRP experience according to nationality. African participants represented the highest proportion of career development ( $n=10 - 30.3\%$ ) and the highest proportion represented by Non-African participants was self-development ( $n=5 - 15.2\%$ ).

There were  $n=11$  (33.3%) female participants that stated that their lives were impacted by their careers being developed. Whereas,  $n=6$  (18.2%) male participants



stated that self-development was the aspect in which their lives were impacted (Table 4.31).

Differences according to age are shown in Table 4.32. Participants between the age of 26 and 30 years stated that career development ( $n=7 - 21.2\%$ ) was the aspect that impacted their lives and self-development was the impact on the lives of participants who were 31 years and over ( $n=8 - 24.2\%$ ).

#### 4.5.2 The impacts of the DCRP experience on the lives of participants from the Skype interviews

The categories of description from the Skype interviews on the impacts of the DCRP experience on the lives of participants were career development, personal development, culturally diverse experiences and a sense of appreciation for what they had back home in terms of job security. The node in NVivo reflecting the impacts of the DCRP experience on participants lives according to nationality and gender reflects similarities ( $n=1$ ) between the African male participants and the Non-African female participants in aspects of career development, culturally diverse experiences and self-development. However, only a count of  $n=1$  Non-African female participant stated that their sense of appreciation for what they had back home was impacted.

Table 4.33

*The outcome space of the impacts of the experience categories of description and the hierarchical levels*

<i>Cat. #</i>	<i>Description</i>	<i>Hierarchy</i>	<i>Sub-categories</i>
1	Sense of appreciation for home country	Lowest	None
2	Career development	High	- Having Disney as a reference on CV
			- Skills-related
3	Personal development		None
4	Cultural diversity	Highest	- Awareness
			- Breaking stereotypes
			- Cultural exchanges
			- Increase in travel

### 4.5.3 Career development

Career development was one of the aspects that participants indicated as an impact on the experiences of the DCRP. The findings reveal the differences and similarities between the demographical variables. The Lime Survey findings were further analysed against whether the DCRP experience was instrumental in career development or not. The participants from Skype interviews were, therefore, questioned about how the DCRP experience was instrumental in career development.

#### 4.5.3.1 The DCRP Experience Instrumental in Career Development for Lime Survey Participants

To assess if gender had an influence on the DCRP experiences being instrumental in career development amongst participants, a Fisher's Exact Test was conducted (Table 4.34). The  $H_0$  tested that female participants found the DCRP experience to be more instrumental in career development than male participants. The dichotomous variable of gender (female and male) was the independent variable and whether the DCRP experience was instrumental in career development (yes or no) was the dependent variable. The analysis revealed a significance of .027 indicating that this value is  $\leq p$  than the alpha  $p$ -value of 0.05, thus concluding that there is significance. This suggests that gender did have an effect on participants' experience of DCRP being instrumental in career development.

Table 4.34

*Fisher's Exact Test of gender having an effect on participants' experience of the DCRP being instrumental in career development*

	Value	df	Asymptotic Significance (2- sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Fisher's Exact Test				.027	.024
Linear-by-Linear Association	5.143	1	.023		
N of Valid Cases	33				

*Note: a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 4.00.  
b. Computed only for a 2x2 table*

#### 4.5.3.2 How has the DCRP Experience been Instrumental in Career Development for Skype Interview Participants?

Findings on the impacts of the DCRP experience on the lives of participants indicated career development and self-development were common themes across nationality, gender and age. These findings aided in shaping and building the Skype interview question on whether participants found the DCRP experience to be instrumental in the development of their careers. This posed as a pivotal question since participants were several years away from their DCRP experiences and exploring if and how instrumental the experience of the DCRP was in terms of career development was vital. The categories of description included: the Disney work experience, the experience was instrumental in career development and the experience was not instrumental in the development of their careers. The career development node in NVivo according to participants' nationality and gender reflects a count of  $n=2$  African male participants that stated the DCRP experience was instrumental in career development and only a count of  $n=1$  Non-African female participant stated the same. Alternatively, a count of  $n=2$  Non-African female participants stated that the DCRP experience was not instrumental in the development of their careers. Appendix K presents an example of the auto-coding of the responses from the Skype interviews for this question from NVivo.

Table 4.35

*The outcome space of the career development categories of description and the hierarchical levels*

<i>Cat. #</i>	<i>Description</i>	<i>Hierarchy</i>	<i>Sub-categories</i>
1	Disney work experience	Lowest	- Disney reputation - Skills-related
2	Instrumental in career development	High	None
3	Not instrumental in career development	Highest	None

#### 4.5.4 Participation in the DCRP again

A Fisher's Exact Test (Table 4.36) was conducted in SPSS to analyse the two dichotomous variables, nationality as the independent variable and repeat participation in the DCRP as the dependent variable. The  $H_0$  tested was that repeat participation in the DCRP is dependent on nationality. With an alpha level of  $p=0.05$ , the Fisher's

Exact Test indicated  $\geq p=1.00$  which is greater than 0.05 and, therefore, is not significant. This suggests that nationality does not affect participants choosing to participate in the DCRP again.

Table 4.36

*Fisher's Exact Test of Nationality being Independent of Repeat Participation in the DCRP*

	Value	df	Asymptotic Significance (2- sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Fisher's Exact Test				1.000	.549
Linear-by-Linear Association	.059	1	.808		
N of Valid Cases	33				

*Note: a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.33.*

*b. Computed only for a 2x2 table*

## **4.6 Additional perceptions emerged from Skype interviews**

### **4.6.1 Disney's role to maintain DCRP participants' morale**

During the Skype interviews a new question emerged in relation to how Disney management can play an active role in ensuring participants remain motivated during their participation in the DCRP. The nature of this question emerged during the process of probing in the Skype interviews when participants expressed the several work-related aspects that were key determinants in what was least enjoyed about their DCRP experience. The categories of description included support programs, team building activities and additional training for management at the locations to improve in their management of international employees and there is nothing more Disney can do. There were varying views for African male participants, with a count of  $n=1$  suggestion being to create support programs and the other ( $n=1$ ) opinion being that there is nothing more Disney can do, from their experience the best was done to ensure morale of participants were maintained. Non-African female participants ( $n=3$ ) on the other hand indicated that more can be done in the form of team building activities and additional training for management at the locations to improve in their management of international employees.

Table 4.37

*The outcome space of the suggestions to Disney on participant motivation categories of description and the hierarchical levels*

<i>Cat. #</i>	<i>Description</i>	<i>Hierarchy</i>	<i>Sub-categories</i>
1	Support programs		None
2	Team building activities	Lowest	None
3	Disney has done their best	High	None
4	Management training programs to improve in motivating participants	Highest	None

#### **4.7 Chapter Summary**

This chapter presented the finding from the data analysed in association with the research questions. The findings were based entirely on the online self-administered Lime survey (2017) and Skype interviews. The main findings from participants were presented thematically. The findings presented in this chapter are discussed in detail in the following chapter.

## **CHAPTER FIVE**

### **DISCUSSION**

#### **5.1 Introduction**

This chapter discusses the findings of this study, relating to the research questions stated in the introductory chapter. An analytical and critical rationale is applied based on the primary empirical findings and data analysis with reference to theoretical arguments established in the literature review. The researcher, therefore, aims at synthesising the findings holistically to highlight where there are relevant differences and similarities from the literature or between the diverse cultures in the way in which the participants in this study experienced the DCRP. Research findings from the online self-administered Lime Surveys and Skype interviews depict rich descriptions of lived experiences, which have endorsed an analysis utilising phenomenography as an approach. The depicting of lived experiences was the ultimate aim of the qualitative phenomenographical approach to discover differences in the characteristics of the DCRP experiences of comparatively diverse participants' perspectives. Yates et al. (2012, p. 100) states that "the second-order perspective enables researchers to describe particular aspects from participant's point of view, that is, to reveal human experience and awareness as an object of research".

#### **5.2 Background of participants**

In an aim to answer the research questions, it is imperative to first gain insight to the diversity of the participants represented in this study. With reference to Table 2.2 (Chapter Two) on Mazur's (2010) dimensions of diversity, this present research study associated with aspects from the primary and secondary dimensions with regards to the background of the participants. The evidence of these dimensional aspects is discussed in detail from the findings of the data collected. Findings reveal the indication of the 'nationality' and 'geographic origin' from the secondary phase of the dimensions of diversity as opposed to 'race' or 'ethnicity' from the primary phase. The DCRP

represents diverse nationalities that are eligible to participate as cultural representatives (Disney Careers, 2015). Therefore, the focus of this present research study was based on diverse cultural experiences of the DCRP amongst African and Non-African participants in particular, instead of the diverse experiences amongst participants from one country alone. The gender and age from the primary dimension were categorical aspects that posed to make additional substantial contributions to the discussion of the findings.

Figure 4.1 reveals that there were more African participants in comparison to Non-African participants within the sample of the first phase in this mixed methods research. The African participants accounted for more than 50% of the sample. One of the reasons for the unequal sample sizes between African and Non-African was several participants who represented nationalities from other parts of the world that did not respond to the online Lime Survey. Africa is popular with its diverse and rich cultural roots that remain to this day, in which the influences are largely evident in the themes, interior decorations, food and beverage outlets as well as the authenticity in the cultural representatives from Sub-Saharan African countries who work at the DAK Lodge and DAK Theme Park (Disney, 2001; Johnson, 2011). Another supporting factor of the large number of cultural representatives from Africa could be that the DAK Theme Park is in fact the largest of all the Disney theme parks world-wide and, therefore, contributes essentially to the high demand in African cultural representatives (Disney International Programs 2015; Johnson, 2011).

Figure 4.2 indicates that overall there were more female participants than male participants that participated in the DCRP. Furthermore, the gender distributions of the nationality groups reflect that females and males represented a substantially larger African proportion. Non-Africans represented a higher proportion of female participants in comparison to male participants.

Moreover, participants represented two out of the four different age groups at the time of responding to the online self-administered Lime Surveys (Figure 4.3). The age distributions of the participants were between the ages of 26 and 30 years and 31 years and over. African participants represented equal proportions of the 26 and 30 years of

age as well as 31 years and over. Non-African participants represented a higher proportion of the 31 years and over age group category. Considering that these age groups were indicative of participants at the time of undertaking the online self-administered Lime Survey it could, therefore, be suggested that those usually in their early to mid-twenties seek such opportunities (Bell, 2002; Wilson, Fisher and Moore, 2010; Adler and Adler, 2012).

There were higher proportions representing African and Non-African participants who had participated in an international program for the first time as seen in Figure 4.4. Arledge et al. (2005) suggests that this may be their first time working and living abroad and for many others, Disney may be their first employer. This would mean that the new experience can also be challenging on those who have not been in this kind of environment before. Reasons for relocating to seek international employment opportunities for the first time are often associated with motivational aspects which drive the need or desire to participate and these aspects of motivation are discussed in the next section of this chapter. Less than 20% of the total participants stated that they have participated in other international programs prior to their participation in the DCRP, of which Non-African participants represented the higher proportion suggesting that they were more exposed to international opportunities than African participants. Lavonen (2011) suggests that the more international experiences an individual gains or is exposed to, the more probable their attitude and outlook towards future international experiences would be positive as a result of having already experienced relocation.

The final aspect of the background of participants involve the year of participation. There were nine different year categories, ranging from the years 2004 to 2012, that participants participated in the DCRP. The year that represents the largest proportions of African and Non-African participants was 2009. A contributing factor may be the researchers' participation in the DCRP during the same year, as explained in Chapter One. In Chapter Three the sampling methods were described and indicated that the participants were selected through the convenience and purposive sampling methods.



Another category worth highlighting is ‘2007 and 2010’, indicating positive first-time experiences in 2007 which led to repeat participation in 2010 in the DCRP.

### **5.3 Research questions**

In order to explore the experiences of participants of the DCRP in the present mixed methods study using phenomenography, the research questions were considered. Therefore, the findings from the previous chapter are discussed in relation to the research questions on this present study with the support of literature where applicable. The objectives for each research question posed as an appropriate guideline on ultimately addressing them. In some instances non-parametric tests were utilised for hypotheses testing to prove if findings were significant or not.

#### **5.3.1 What were the motivational aspects for participation in the DCRP and how did the variations in aspects of motivation influence experiences?**

*Objective:* Examine how similarities and differences of motivation offer insight into participants’ willingness to participate in the DCRP.

Travel is known to be need-related or stimulated by an individual’s motivations. Yüksel and Yüksel (2008, p. 249) propose that “travel is often stated to be a complex form of behaviour through which the traveller seeks to satisfy not one single motivation but several distinct needs simultaneously”. Several surveys over the years have been conducted to assess motivational factors of international employment opportunities (Roobol and Oonk, 2011). One of the most common factors of seeking employment internationally in 2006 was the ‘opportunity to broaden experiences’ followed by ‘career opportunities’ and then ‘challenging oneself’. Further, Roobol and Oonk (2011, p. 7) stated that in 2009 other reasons such as ‘having a better standard of living’ and ‘meeting new people’ became common. However, in 2011, all these aforementioned reasons were replaced with the desire to ‘acquire work experience’ or merely ‘start an

international career', assuming that individuals are ambitious to gain the maximum benefits out of their own careers (Roobol and Oonk, 2011, p7).

There were two questions in the online self-administered Lime surveys that focused on motivation for participation in the DCRP. Findings from the initial rank-type (one being the aspect with the lowest motivation and three being the aspect with the highest motivation) question required participants to choose the top three aspects that motivated them to participate in the DCRP (see Appendix F). There were similarities and differences reflected in the findings in relation to the dichotomous demographic variables of nationality, gender and age.

Both nationality groups shared similarities in motivation to participate in the DCRP when referring to the aspects with the highest (need for achievement and development) and average (the need to work for a world-renowned brand) motivation. Differences were revealed amongst the nationality groups of the aspects with the lowest motivation: African participants indicated family and Non-African participants indicated the need for money. These findings reveal that there were more similarities than differences between African and Non-African participants in their willingness to participate in the DCRP.

There was also a gender comparison between the participants indicating the levels of motivation to participate in the DCRP. Female participants indicated the need to travel to a safe destination and family as the aspects with the lowest motivation. In contrast, male participants indicated the need for money as the aspect with lowest motivation. The need to meet people from different countries was the aspect with average motivation for female participants and the need to work for a world-renowned brand was the aspect of average motivation for male participants. There was a similarity between female and male participants indicating the need for achievement and development as the aspect of highest motivation. These findings represent more differences than similarities between female and male participants in their willingness to participate in the DCRP; however, the one similarity shared was indicative of the aspect of the highest motivation.

Age was another category from which comparisons was drawn in relation to the motivational aspects. Differences were revealed in the aspects with the lowest motivation for participants between the ages of 26 and 30 years (the need for achievement and development) and participants 31 years and over (the need to work for a world-renowned brand, need for money and family). Similarities between the age groups were shown in the aspect with average motivation (need to work for a world-renowned brand) and aspects with the highest motivation (the need for achievement and development). These findings indicated that the participants from both age groups shared more similarities than differences in their willingness to participate in the DCRP.

One common aspect that indicated the highest motivation amongst all the categorical (nationality, gender and age) comparisons was the need for achievement and development. People from all over the world have become increasingly aware of the opportunities that international employment has to offer (Lacey, 2006). It affords them prospective skills development, increased morale and self-confidence as well as the possibility of finding better employment opportunities when they return to their home countries (Sivakumaran et al., 2013). Harrison et al. (2003) propose that one of the influential questions involved in the willingness to seek international employment is: Do you want to develop transferable personal and professional skills? This is a question that participants of the present research study possibly asked during their decision-making process to participate in the DCRP. Furthermore, Lavonen (2011) states that there has been an observable trend with younger people becoming more willing to relocate or accept international opportunities to enhance their careers. Participants' perceptions regarding international employment opportunities being a stimulus for personal and professional development may also be a factor that participants in this present research study related to (Williams, 2013; Wang and Bu, 2004).

In addition to the rank-type question, an open-ended question required participants to share and support individual reasoning. Findings reflecting the additional motivational factors across the dichotomous demographic variables of nationality, gender and age were represented by Figures 4.6 to 4.8. Findings reveal similarities with

nationality, gender and age representing the same aspects of the highest motivation (African/female/31 years and over participants indicated travel and Non-African/male/26 to 30 year old participants indicated being independent). The additional aspects of motivation that differed from the rank-type question included the need to be independent, to travel, others' past experiences of the DCRP and that working for Disney would be considered a dream come true.

These findings are further supported by the open-ended responses of participants:

- **P 3:** "To be independent from my family and have international work experience."
- **P 6:** "I knew Disney will be a great opportunity for my career."
- **P 12:** "Getting to travel and work abroad."
- **P 16:** "To see the other side of the world."
- **P 18:** "Working for Disney and seeing what doors it can open for me in the future."
- **P 24:** "Being able to travel to another country, live alone and work for Disney."
- **P 27:** "My love for travel and new experiences."

There are varying factors considered when deciding to seek international employment. Further to the Lime Survey, the outcome space from the Skype interviews (Table 4.11) represent four hierarchical levels of the categories of description: (1) friends past experiences (lowest), (2) experiencing Disney for free (medium-low), (3) growing up with Disney (high), (4) opportunity to travel and (5) work related to Disney (highest). These categories of description are discussed further:

Category (1) – Friends past experiences reflects the lowest motivational level for participants. Macleod (2004) proposes that some individuals find themselves being encouraged by a colleague or friend's past experiences, which participants in this present research study found as a variation in motivation.

The following comments are indicative of the variations in the outcome space:

...a lot of friends who have done the DCRP and had really good things to say about it as like a good work internship and it is an opportunity if you're interested in working for the Walt Disney Company.

Category (2) – One of the stated benefits from participating in the DCRP was the free admission into all Disney theme parks as well as discounted rates at a selection of Disney food and beverage, shopping and leisure (Brandão et al., 2013).

The following comments are indicative of the variations in the outcome space:

...you got to see Disney while working there, basically getting paid to see Disney.

Category (3) – History forms a setting for motivation and provides an important support to the motivation of growing up with Disney to understand participants willingness to experience the DCRP (Macleod, 2004). Participants were exposed to Disney from their childhood through movies mainly.

The following comments are indicative of the variations in the outcome space:

Well, most obviously what motivated me to take up this program is that I grew up with Disney. At that stage I've known so much about the company and that was actually the driving force for me having applied and partaken in the program. That was the major motivation for me, just the fact that I got to grow up with it, how I got to know it and my association with it.

Well yeah, I just grew up watching Disney movies and in my adulthood I never stopped watching Disney entertainment studios.

...but the main thing is its Disney, we grew up with Disney, who wouldn't want to see Disney?

Category (4) – Harrison et al. (2003) proposed several questions which influences one's motivation to seek international employment opportunities such as 'Do you want a change of scenery?' or 'Does the discovery of other countries and cultures appeal to you?' The motivation by the opportunity to travel included subcategories: to travel outside one's home country and to travel in and around the USA. For some participants the DCRP may have been an open-door opportunity highlighting their first time to travel outside of their home countries.

The following comments are indicative of the variations in the outcome space:

The fact that I could not just travel, but travel to America, was the biggest motivation for me.

...motivated to just be able to go to America and enjoy life for a year.

Category (5) – Work experience related to Disney was another highest level motivation including having Disney as a reference on their CVs to the Disney working environment and Disney's global reputation. Extrinsic motivation involves the outward profits from participating in an international employment opportunity (Haines et al., 2008). Participants gave insight into their motivations being driven by the benefits that would be gained during and post-participation as well as the perception of Disney on a global level and how the WDW Company's reputation and brand would affect their willingness to participate and propel them into successful careers.

The following comments are indicative of the variations in the outcome space:

...really like the idea of working for a big company that I know will always have some sort of job for me and a company that is historically known for taking care of its employees. I like the outreach and the media that Disney has because I feel that Disney has a really firm grip on American culture and I think that they're really special in that way.

It was the joy of working there, it was good work, good money but also you had fun working.

It's a great thing to have on your résumé if you do the program.

### **5.3.2 How did participants, with comparatively diverse cultural backgrounds, experience the DCRP?**

*Objective:* To ascertain the aspects of variation involved in the experiences of the DCRP by understanding if participants reacted differently.

There were several experiential-based questions posed to participants in both phases of this research. The findings from both the Lime Survey open-ended questions and the Skype interviews are discussed in sub-questions to address the research question and associated objective. Hypothesis testing to assess the influence of the dichotomous demographical (nationality, gender and age) variables are conducted in this section.

### **5.3.2.1 How did participants adapt to the multicultural living and working experience of the DCRP?**

*Objective:* To determine the influential aspects of participants' perceptions of the multicultural living and working experiences.

The DCRP is a melting-pot of cultural diversity that allows for the Disney image to emanate and this diversity was an expression of who the participants were. As mentioned previously in the literature review, the DCRP is one that boasts in its authenticity by reaching out to participants from all over the world to be a true representation of their national culture, dress, food, language, and so forth. All these factors contribute to creating authentic experiences to all who encounter them. Relocating to another country that hosts a culture differing from one's own can be overwhelming, as it is literally and figuratively life altering. Adapting to another culture often takes time and is not always stress-free and easy-going. How good or bad an individual may feel towards adapting to a new culture whilst living and working internationally is solely dependent on the individual and their efforts in using the process to benefit themselves and those around them in a progressive manner. It can be the best experience of a lifetime or contrary.

Referring to the cross-tabulations shown in Appendix G, findings indicated three key responses: love for the experience, it was a learning experience and it was challenging at the beginning. In relation to the perceptions based on nationality, gender and age, most of the participants shared that they found the international living and

working experience one that was thoroughly enjoyed on all levels. Participants expressed their love for such experiences with positive common responses. Among these were building life-long friendships that continues even post-participation in the DCRP, the experience in itself was one that seemed refreshing and differed from anything they have experienced before in their home countries, whilst others stated that it was the aspect that stood out during their participation and aided in their experience of the DCRP being a positive one. These findings reveal that more participants perceived to have adapted to the multicultural living and working experiences of the DCRP indicating a “growing familiarity and deepening involvement between the individual” and the cultures they were exposed to (Pearson-Evans, 2006, p. 53). Having the ability to adapt to a different and new working environment is a skill in itself.

These findings are further supported by the open-ended responses of participants:

- **P 4:** “I loved it! I never hung out with people from my own country just because I wanted to learn about other nationalities.”
- **P 7:** “This was an amazing experience of which till today I still travel around the world to meet my friends that I have made for life.”
- **P 21:** “For me no two days were the same, every day we experienced different things with different people. I loved just being a part of it all!”
- **P 23:** “It was refreshing and different from what I'd experienced back home. I loved it!”
- **P 32:** “I loved the experience and really felt that it was the best part of working for Disney.”
- **P 33:** “I loved it! It was one of the aspects that really helped me and changed my experience in a positive way.”

Other positive responses indicated that the participants perceived their participation in the DCRP as a learning experience. Living and working in a multicultural environment posed as the ultimate opportunity to learn new languages and create awareness of cultural backgrounds unlike their own. These types of living and working experiences can aid in bridging the gap to several common cultural stereotypes and facilitated in creating awareness about the truth and depth of the diverse cultures amongst which they lived and worked. It resulted in shifting participants’ worldview and the experience in itself was the answer to many questions.



These findings are further supported by the open-ended responses of participants:

- **P 2:** “Working with people from different nationalities was mind blowing because you get to learn about their culture backgrounds and their countries too. Was the best thing ever”.
- **P 6:** “It’s something I would recommend always because it’s a great opportunity to hear and learn from others.”
- **P 9:** “It was an opportunity to get in touch with other nationalities from around the world, get to know them and their cultures and their lifestyle as oppose to what I am used to.”
- **P 14:** “It helped me to become more aware of people and their backgrounds from all over the world.”

Lastly, some participants had an opposing view of the entire multicultural living and working experience by sharing that their experience was one that was more challenging at first. For these participants, the process of cultural adaptability did in fact take longer than expected, suggesting that the cultural exposure being observed differentiated largely from participants own cultural values (Hofstede and Hofstede, 2005). Participants shared that it was one thing to work in a multicultural environment; however, knowing that you have to live in the same multicultural accommodation was not at all comforting after a long day’s work. African participants in particular shared that in the initial stages they felt it easier to associate with others from their own countries as the other cultures portrayed a sense of superiority. It was also stated that there were several confrontations that arose because of cultural differences, common language barriers and simple mannerisms from guests they encountered. However, with time participants became aware of what was acceptable or not and began to display an interest in learning more about those culturally different from them. Cultural adaptation can be determined by how long an individual may take to accept the customs in the cultures they are exposed to (Hitchcock, 2019).

These findings are further supported by the open-ended responses of participants:

- **P 10:** “At first I found it challenging not just working, but living with a different nationality, but as the time went on it became more of a learning experience.”
- **P 13:** “At first it was challenging however as the program proceeded you learn to build relationships and try understanding people’s personalities and by that make it work for yourself.”

- **P 22:** “I found that there were a lot of Americans and international guests who did not know about my country and sometimes their questions or comments were rude and disrespectful”.
- **P 29:** “it was difficult at first, but then we got used to each other, and it ended up being fun.”

In addition to the cross-tabulations to assess the open-ended perceptions of participant’s multicultural living and working experiences, A Fisher’s Exact Test was conducted to test the following null hypothesis:

*H<sub>0</sub>:* Participants’ perceptions of the multicultural living and working experiences being positive or negative were influenced by ‘age’.

Table 4.15 reveals the findings which indicate that the significance value was greater than the alpha value of 0.05 suggesting that the demographical variable ‘age’ did not influence the positive or negative perceptions of participants on the multicultural living and working experiences.

During the Skype interviews a similar question was posed and the outcome space of the categories of description of participants’ perceptions of the multicultural living and working experiences are represented (Table 4.16). There were four categories of description that emerged from the findings with associated hierarchical levels: (1) it was challenging at first (lowest), (2) the experience created lasting friendships (medium-high), (3) taught participants cultural adaptability (high) and (4) participants loved the experience in itself (highest). Most of these categories of description had sub-categories to create awareness on aspects pertaining to the multicultural living and working experiences.

Category (1) – Finding the experience challenging at first was based on cultural diversity and the different ways in which people did things. This could be due to the process of cultural adaptability which refers to an interaction where “no two individuals’ characteristics and no two host culture contexts are exactly the same” (Pearson-Evans, 2006, p. 53).

The following comments are indicative of the variations in the outcome space:

It was difficult at first, believe it or not, it was difficult because the cultures were so diverse and we don't always live in the same way but you got used to it.

Well, living with them was a bit different, as in, the way they cook or the way they clean you know or the way they talk, you can't just be yourself for the most part, you can't, you have to take into consideration other people's feelings and the way they do things, it could be different from the way you do it, doesn't mean it's wrong.

Category (2) – The multicultural living and working experience was said to facilitate in the creation of lasting friendships. Pearson-Evans (2006) proposes that the establishment of social connections amongst diverse cultures is evidence of cultural adaptability.

The following comments are indicative of the variations in the outcome space:

...you build friendships that some of them are still active, that's another experience in itself.

...we met each other there and at first she helped me a lot because she went there before me, now we have become best friends and we still keep in touch.

Category (3) – There are several lessons to be learned from such international exposure experiences. Learning how to adapt to a multicultural living and working environment posed to be a lesson of importance. The sub-categories from the findings that gave meaning to this experience were: tolerating differences, awareness and adjusting. Cultural adaptability requires understanding of the differences that appear as cultural norms between culturally diverse groups of people (Hitchcock, 2019). Therefore, Lavonen (2011, p. 25) proposes that “international relocation tends to be more complicated for the individual because of longer distances and larger cultural differences involved”.

The following comments are indicative of the variations in the outcome space:

You tolerated a lot of stuff but at the same time you shared experiences that were valuable from both sides. It was another learning curve, you got to know the person, not just what they do but on a personal level.

...there was some behaviour that brought differences in the cultures. But you get used to these people because you see them every day and educate yourself about how you can handle what happens between the cultures.

Category (4) – The sub-categories from the findings on aspects that participants loved about the experience included cultural diversity, social gatherings, roommates and the multicultural living and working experience being the best part of the DCRP.

The following comments are indicative of the variations in the outcome space:

...so it's really cool because our work place is really bilingual and I have never worked somewhere that's so bilingual and it's interesting that I never really thought about how many international guests Disney World has, because we kind of think that Disney World is in America and most of the guests are American which is true but any given day I probably am going to have couple guests who are from Brazil. They are really super nice and we've had a lot of guests from Scotland and a lot of guests from the South England area, like the Wales area too.

I enjoyed living with other people, people from different countries, we shared different cultures, and sometimes we hung out together like we always have parties but we don't know each other from work, we know each other from outside the work.

Oh it was great; well I didn't have any friends from other countries and then having two international roommates was awesome, truly they were the best roommates I've ever had!

It was great. It was actually one of the best parts for me. Seeing how people from different cultures work even. Some were super-efficient and others not.

### **5.3.2.2 What are the meaningful and relevant comparisons in experiences in relation to participants' duration of participation in the DCRP?**

*Objective:* To discover if there was a relationship between the duration of participation and meaningful or relevant experiences from the DCRP.

Participation in such international employment opportunities like the DCRP often stimulates a desire for meaningful experiences prior, during and post-participation. The meaningful and relevant experiences of participants were cross-tabulated in relation to the dichotomous demographical variables, against the duration of participation to

determine if the period of time experiencing the DCRP would offer differences or similarities in meaning to participants. Findings indicated that African and Non-African participants that participated in the DCRP between four to six months and more than six months found their experiences to be meaningful, in contrast, to the Non-African participants who participated between two to four months. Similar findings were represented by the gender categories with higher proportions of female and male participants that participated in the DCRP between four to six months and more than six months found the experiences to be meaningful and relevant to their lives. All of the participants that were between the ages of 26 and 30 years old indicated that the DCRP experience was indeed meaningful and relevant as opposed to participants 31 years and over who had varied perceptions, although still reflecting more participants in this age group found the overall DCRP experience meaningful and relevant. The findings can suggest that there were similarities in perceptions amongst nationality and gender categories, however, amongst the age categories there were differences, proposing that younger participants found every aspect of the DCRP experience meaningful and relevant to their lives. These findings also led to deeper meanings of those participants who had participated in the program for shorter periods. The choice to not complete the DCRP could have been related to the experience not being meaningful or relevant as expected and, therefore, it is possible that participants chose to move on to other opportunities.

These findings are further supported by the open-ended responses of participants:

- **P 6:** “It helped me with my social life, I used to be shy and now I'm a very open-minded person and very active.”
- **P 16:** “In terms of professionalism in the workplace. Now I know how to portray a good image in the working environment.”
- **P 19:** “The customer service skills gained were extremely valuable.”
- **P 20:** “I learnt a lot about the working of different restaurants. I had the opportunity to work with people from many different countries. I have made so many friends along the way.”
- **P 25:** “At first not at all, but as the years went by, I can say that my experience did add value to my life.”
- **P 30:** “My background is Nature Conservation and Environmental Education. So it was

- beneficial.”
- **P 31:** “To an extent, it was not what I expected and did not relate to my field of study.”

In addition to the cross-tabulations to assess the open-ended perceptions of participant’s meaningful and relevant DCRP experiences, a Spearman’s Rho Correlation Coefficient was conducted to test the following null hypothesis:

*H<sub>0</sub>*: There is a relationship between the duration of participation in the DCRP and meaningful or relevant experiences from the DCRP.

Table 4.20 reveals the findings which indicate that the significance value was greater than the alpha value of 0.05 suggesting that there is no significant relationship between duration of participation and the DCRP experiences that were meaningful and relevant to participants.

The Skype interviews also posed this question in hope that participants delve deeper and offer greater insights. The outcome space of the categories of description of participants perceptions of the meaningful and relevant DCRP experiences are presented in Table 4.21. There were five categories of description that emerged from the findings with associated hierarchical levels: (1) improvement of English skills (lowest), (2) the experience created lasting friendships (lowest), (3) enabled participants to apply what they studied (medium-high), (4) meeting people from diverse cultures (high) and (5) creating cultural awareness (highest). Only one of these categories of description had sub-categories to offer meaning into the aspects pertaining to the meaningful and relevant experiences.

Category (1) – There is always the expectation to learn something more or new (Lacey, 2006). Language can be viewed as one of the key skills that participants are motivated to develop during participation as there seems to be a growing demand for specific language skills in employment opportunities around the world (Dwyer, 2015; CFEReseach, 2014).

The following comments are indicative of the variations in the outcome space:

Yes, it was very meaningful and quite relevant to my life now because I have improved my English and have been using it as an English teacher.

Category (2) – It can be suggested that the development of relationships and friendships are results of international employment opportunities are inevitable (Macleod, 2004). It is through the rapid advancements of technology and the internet that these bonds can be maintained even after participants return to their home countries.

The following comments are indicative of the variations in the outcome space:

It got me to meet people from all walks of life; I'm actually friends with a lot of those people still today.

Category (3) – Whatsoever the reason may be, gaining international experience offers immense benefits to all who participate. Individuals are able to apply the skills obtained from international employment experiences to present and future employment opportunities and results in the possibility of having competitive advantage in their chosen career fields (Lacey, 2006).

The following comments are indicative of the variations in the outcome space:

I feel like the degree that I studied in college it's really applicable because I have to do a lot of thinking on my feet and just improvise.

What you learn in college is far different to what you do out in the industry, so you learn a lot more 'doing'.

...we got to learn more about the industry from being in the industry than studying it from a book.

Category (4) – Meeting people from diverse cultures on a program of such nature as the DCRP is inevitable and is an aspect that several participants in international employment opportunities seek.

The following comments are indicative of the variations in the outcome space:

Yes, because of the fact that I've met so many people from diverse cultures.  
Yes, definitely in terms of meeting people from different cultures.

Yeah and also working with different people from all around the world.

Category (5) – Finding the experience meaningful and relevant in creating cultural awareness was of highest value to participants with sub-categories about the awareness of other cultures and sharing their own cultures with others. Benefits of participating in international programs may result in “gaining insight and understanding of different countries and their culture” (McKinnon, 2014, p. 3). These findings revealed that the more immersed participants became in the multicultural living and working experiences of the DCRP, the more meaningful and relevant the experiences were in terms of awareness of different cultures. The exposure to and interaction with diverse cultures can also promote the sharing of one's own culture with those around them (Lacey, 2006; Macleod, 2004; Williams, 2013).

The following comments are indicative of the variations in the outcome space:

I got to learn about different cultures outside of my home country. For me it was a learning curve, although the cultures were diverse, moving at a fast pace compared to here at home it actually opened up my mind a bit to the cultures that are outside.

Now I get to share the experiences I had from America with those I interact with.

...just seeing how differently they do things for example the way they eat or the foods they eat, getting to experience that firsthand.

So you got to experience different cultures as well and you learn how it's done in different places.

### **5.3.2.3 What were the variations of experiences that participants of the DCRP enjoyed most or least?**

*Objective:* To explore the variations of experiences of the DCRP most and least enjoyed by participants.



Macleod (2004, p. 9) proposes that aspects of experiences can be perceived from a positive or negative perspective “according to the position of different observers”. The aspects that were enjoyed the most or least were taken from the participants’ perspective and cross-tabulated against the dichotomous demographical (nationality, gender and age) categories to gain awareness and meaning of their DCRP experiences (Appendix I). Differences were evident between aspects of the DCRP experiences that were enjoyed the most amongst the nationality groups. African participants enjoyed the lasting international friendships and representing the Disney brand the most as opposed to Non-African participants that enjoyed meeting people from diverse nationalities. Although the aspects of lasting international friendships and meeting people from diverse nationalities may both seem to be relational and culturally diverse, the difference occurs between Non-African participants valuing the action of meeting diverse nationalities whereas, the African participants values the reaction of the aforementioned action which leads to lasting friendships.

These findings are further supported by the open-ended responses of participants:

- **P 6:** “Meeting people from other nationalities and to be able to work with them in an amazing hotel like the Animal Kingdom Lodge.”
- **P 16:** “Just feeling like I have a family all over the world with the friendships I built, even when you are so far away from home.”

However, it was interesting to note that similarities occurred in the aspects that African and Non-African participants least enjoyed that were work-related. Gender differences were shown amongst the aspects that were most enjoyed: female participants enjoyed representing the Disney brand the most as opposed to male participants who enjoyed meeting people from diverse nationalities. These findings could suggest that female participants may have been concerned about the reputation, status and career benefits attached to the Disney brand, whereas, male participants were more interested in the socio-cultural aspects of the DCRP. Once again, a similarity was found in the aspect least enjoyed by female and male participants: aspects related to work. The age category offered some differences in aspects most enjoyed: participants between the

ages of 26 and 30 years enjoyed meeting people from diverse nationalities the most and participants 31 years and over also enjoyed meeting people from diverse nationalities along with representing the Disney brand. These findings could suggest that both age groups focused on the socio-cultural aspects of the DCRP but the older participants were equally concerned with the prestige and benefits attached to the Disney brand. Yet again, work-related was the aspect that was least enjoyed by both age groups.

These findings are further supported by the open-ended responses of participants:

- **P 7:** “Meeting guests and cast members from the world over and learning about their culture and heritage.”
- **P 9:** “Just having the privilege of being a cast member and the different discounts offered, especially on cruises!”
- **P 23:** “Just being able to have the honour of being a cast member.”
- **P 25:** “Definitely making friends with people from all over the world.”
- **P 26:** “Having to be part of a team that puts smiles on people’s faces and mostly part of their experience as a whole.”

The work-related aspect is further discussed in terms of the lack of leave, working hours, salary, uniforms, role, length of program and colleagues. Participants from both nationality groups commented on the amount of time they could take off during the DCRP, especially during holidays, was very limited and it was understood that not all leave requests could be granted, however, more time off would have changed participants perceptions. Although it could be argued that participants are made well aware of this fact during the presentation and interview stages as stated by Arledge et al. (2005) that working during festive periods are a norm and an aspect that participants should also consider prior to participation. Some participants also commented on the working hours being too long and the salaries being too low. Other participants stated that the uniforms or ‘costumes’, as referred to by Disney, were only representative of certain parts of Africa and the image of what ‘Africans’ wear was generalised in a way. In relation to the role, participants stated that the repetitiveness of the role for 12 months made the DCRP become monotonous, in contrast, some participants stated that the

DCRP was too short and they had hoped to participate longer. Finally, participants least enjoyed their colleagues being lazy and not completing their tasks.

These findings are further supported by the open-ended responses of participants:

- **P 2:** “Not able to take 30 days’ vacation. I had to take 2 weeks’ vacation.”
- **P 17:** “Having to work on holidays and long hours.”
- **P 20:** “Working with a certain few people who lazy and condescending.”
- **P 23:** “There wasn't too much I didn't enjoy. If I had to knit pick, I'd say the monetary compensation.”

During the Skype interviews this question was also posed to participants to assess if new categories may emerge from the findings. The outcome space of the categories of description of participants’ perceptions of the aspects that were most enjoyed (Table 4.28) and least enjoyed (Table 4.29) are discussed further.

There were nine categories of description that emerged from the findings on aspects most enjoyed with associated hierarchical levels: (1) independence (lowest), (2) love for the job itself (lowest), (3) meeting favourite Disney characters (lowest), (4) roommates (lowest), (5) developed social skills (medium-high), (6) travel (high), (7) cultural diversity (highest), (8) experiencing Disney for free (highest) and (9) fun working environment (highest). Some of these categories of description had sub-categories to offer awareness into how experiences of the DCRP were most enjoyed.

Category (1) – Although this category of description reflects the lowest hierarchal level, international employment opportunities offers a great necessity for achievement, possessing a positive attitude, self-realisation and independence (Macleod, 2004).

The following comments are indicative of the variations in the outcome space:

I also became more independent, I can do things by myself, like cooking, even very small things like laundry or even buying some stuff to cook.

Category (2) – Disney is meant to be a happy and magical place, therefore, loving what you do is vital to the quality of one’s experience (UK Essays, 2013; Gothelf et al.,

2010). Participants expressed their love for what they did during their participation in the DCRP which served as tool to guide them into something long-term and life-changing.

The following comments are indicative of the variations in the outcome space:

I really just loved my job because it was a great opportunity for young students who really don't know what they want to go into but there's stuff that definitely exists on the program that's really good tool for them.

It's also really cool that I really sincerely loved my job and I know that not a lot of people who are on the program can say that, but I really really enjoyed going to work and like getting to make someone's day.

Category (3) – Happiness has always been the common goal for the Disney company and is evident in how the creative and innovative animation of characters and themes have evolved (Carillo et al., 2012). A visit to Disney undoubtedly comprises of meeting the characters, especially one's favourite.

The following comments are indicative of the variations in the outcome space:

And also I got to meet the characters from Disney, I got to meet my favourite characters from Disney and that is another experience that I took home.

Category (4) – Disney provides housing for their employees in which the DCRP participants of this present study had the opportunity to live in. Participants are assigned apartments (ranging from two to four bedrooms) in which all bedrooms are shared by a maximum of two. The nationalities of the roommates are often unknown until moving into the apartments (Disney International Programs, 2015). Participants expressed their heartfelt feelings towards the social aspects of their roommates; this can also refer to the success of their cultural adaptability (Hitchcock, 2019).

The following comments are indicative of the variations in the outcome space:

I think I really enjoyed my roommates and the fact that they were from different countries

Category (5) – It is assumed that lived experiences are meaningful and can display valuable findings about social outcomes (Yates et al., 2012). One of the obvious benefits of being employed internationally is the exposure to the unknown and new that equips one with transferable skills and personal benefit that include skills such as creativity, initiative, determination, flexibility, independent thinking, increasing self-confidence, communication and foreign language skills (Lacey, 2006).

The following comments are indicative of the variations in the outcome space:

I think it opened my mind, usually I am a really quiet person, and I don't like to go out too much

Category (6) – It can be suggested that travel with employment as the main purpose contributes to participants finding meaning in experiences (Lacey, 2006).

The following comments are indicative of the variations in the outcome space:

...the ability to travel while I was on the program. I got to see a lot of places in and around the United States.

I got to see a lot of places, not just in Orlando, Florida. I got to go out because I had the opportunity to go to Disney,

Category (7) – Other cultures and sharing one's own culture were sub-categories about cultural diversity. The experience of culturally diverse interactions can be viewed as an avenue to promote and share one's own culture with those around them (Lacey, 2006; Macleod, 2004; Williams, 2013).

The following comments are indicative of the variations in the outcome space:

...the cultures and then also having to share experiences with different cultures that I was exposed to.

...with those experiences I got to meet different cultures that I was never exposed to in my life while I was here.

...we got to experience the culture of not just Disney but America as well as all the other cultures we worked with and met.

Category (8) – Extrinsic benefits are often sought after by participants in international employment experiences of the DCRP (Daisy, 2018). Brandão et al. (2013) highlights that one of the benefits of being employed by Disney is the free admission into all Disney theme parks as well as discounted rates at a selection of Disney food and beverage, merchandise and leisure outlets.

The following comments are indicative of the variations in the outcome space:

When you think of it you are getting paid by Disney and getting to experience Disney at the same time.

Getting to see Disney for free, we got to see a lot of things that many people just dream of seeing while earning in the country, the experiences that go with the life or having a Disney vacation or holiday, which is something that anybody would ask for.

...it's really nice and also weird to go to Disney World for free. So it's kind of wild to be at work and someone would be like, oh we both get off work at this time, you want to go see these fireworks and be able to do that. Because a lot of our guests say that oh this is the one and only time in our whole lives that we will ever be at Disney World and working for Disney you can go really whenever you want so it's really easy to take that for granted.

Category (9) – Guest interactions, colleagues and place of work were sub-categories about fun working environment. Cultural diversity is used to create authentic guest experiences and, therefore, during these interactions participants were able to see the magical memories that they were able to create for guests by applying the 'Disney Basics' (Brandão et al., 2013). In relation to this category, Walt Disney expressed that "they will be the people who give, who like to bring delight to other people, and, therefore, gain pleasure and satisfaction for themselves" (Disney, 2001, p. 259).

The following comments are indicative of the variations in the outcome space:

It was also fun at work, it wasn't always bad. I wasn't a big Disney fan, but all the people who came there was super super happy. That was something really enjoyable, you always had happy people around you so that was something I really liked, even though I didn't enjoy the job so much but the people were always happy. If they were happy that made you happy.

It was the joy of working there, it was good work, good money but also you had fun working,

I didn't expect to have so much of fun working

In addition, there were five categories of description that emerged from the findings on aspects least enjoyed with associated hierarchical levels: (1) lack of all employee benefits (lowest), (2) being away from family (high), (3) job insecurity (high), (4) the working environment (highest) and (5) working too long hours (highest). Some of these categories of description had sub-categories to offer awareness into how experiences of the DCRP were least enjoyed.

Category (1) – Apart from all the benefits mentioned in previous sections associated with working for Disney, participants also expressed the lack, thereof, in terms of leave, swapping of shifts and so forth.

The following comments are indicative of the variations in the outcome space:

I think just being on the program, once you're working there you realise where these program employees sort of stand against regular employees and there are a lot of benefits, not even necessarily the benefits, just a lot of employee things that we can't do, so like we can't give away shifts and we have like restrictions on how many days we can miss and stuff like that and our rent is automatically taken out of our pay cheque.

Category (2) – Although travelling outside one's home country for employment may pose as a huge opportunity, there may be some aspects that lead to participants missing the comforts of being home or just the familiar, their families. More often than not, during these times spent away from one's home country, there are special events or occurrences that are missed not by choice but by a contracted period of time agreed upon (Harrison et al., 2003).

The following comments are indicative of the variations in the outcome space:

Being away from family, a lot had happened. A lot happens during that time you are away, in 1 year a lot can happen and you miss out on the big events with your family.

Category (3) – The sub-categories for job security included management-related and position. Cultural diversity in the workplace can often lead to conflicts and failed communication and if managed correctly can contribute to the increased morale of employees. Participants also felt insecure as if they were looked at as being easily disposed of since there are so many people who are waiting for the opportunity to also participate in the DCRP.

The following comments are indicative of the variations in the outcome space:

I still feel like sometimes there was too much pressure, like I didn't want to make any mistakes, but sometimes we will make mistakes right? We can't be correct all the time, if you will make mistakes sometimes, the manager would insult you in front of people and I felt really bad.

...there's sort of an attitude at least that on the program you feel like you are at the bottom of the pool and you're like disposable and there are a lot of people who want to do the program so like they can always get someone else. So you do see a lot of people like self-term or quit the program because maybe they don't like their job or they don't like being at the bottom with pay and benefits.

Category (4) – Colleagues and management-related aspects were the sub-categories involved in the working environment category of description. Management seems to be a common factor as it was mentioned more than once during the aspects least enjoyed. Not all participants were able to adjust on all levels of the diversity and the different ways that people do things in the work place may have caused conflict at times.

The following comments are indicative of the variations in the outcome space:

The working politics, the way some cultures worked or didn't work was different.

I think my workplace. It was a lot of pressure, also our supervisor, he was really strict at work if you did something wrong, he will punish you and embarrass you in public.



Category (5) – During the programs, working during festive periods and long hours are a norm (Arledge et al., 2005). Even though participants may have been made aware of the working conditions, experiencing it first-hand made it all the more real of what is expected of participants during international employment opportunities of this nature.

The following comments are indicative of the variations in the outcome space:

...we worked really long hours, long hours with limited vacation time.

How much we had to work and not having a proper weekend off. Not what we are used to in Europe.

#### **5.3.2.4 How have the lives of participants been impacted by the experience of the DCRP?**

*Objective:* To examine the impacts of the DCRP experience on the lives of the participants.

The final sub-question sought to examine how participation in the DCRP had impacted their lives even after they had successfully completed their contract and returned to their home countries. Appendix J shows that there were two key impacts reflected by participants from their DCRP experience. These findings are discussed against the dichotomous demographical categories of nationality, gender and age.

African participants' careers were developed more than Non-African participants, who found that the DCRP experience impacted their personal development. Gender represented the same: female participants found the experience to be more impactful in career development as opposed to male participants who stated personal development was found to be the impact of the DCRP experience. Furthermore, the findings for the age groups indicated the same: participants between the ages of 26 and 30 years found that their careers were developed more than participants who were 31 years and over that found personal development to be the impact of their experience of the DCRP. The findings suggest that younger, African female participants found the

DCRP experience to have impacted their lives through the development of their careers, in contrast to the older, Non-African male participants who found the DCRP experience impactful to their personal development.

These findings are further supported by the open-ended responses of participants:

- **P 1:** “It was a very good boost to my career.”
- **P 13:** “It made me more mature in many ways. Personal growth and more confident in the business world.”
- **P 20:** “I use the knowledge I gained there when teaching my classes.”
- **P 26:** “Major impacts on my life, it helped me to develop skills that I am able to use effectively.”
- **P 27:** “It taught me a lot about who I was and how to deal with difficult decisions.”
- **P 29:** “When I came back from Disney, I was promoted from reservation officer to an assistant lodge manageress. Today I am the lodge manageress.”

The Skype interviews also posed this question in hope that participants delve deeper and offer greater insights. The outcome space of the categories of description of participants perceptions of the impacts of the DCRP experiences are represented (Table 4.33). There were four categories of description that emerged from the findings with associated hierarchical levels: (1) sense of appreciation for home country (lowest), (2) career development (high), (3) personal development (high) and (4) cultural diversity (highest). Only one of these categories of description had sub-categories to offer meaning into the aspects pertaining to the impacts on the lives of participants from the DCRP experiences.

Category (1) – Daisy (2018) proposed that there can be varying perceptions when considering the international employment market; people are either eager to embark on a new experience and reap the benefits or they feel leaving the comfort and security of their home countries hinders their development. Participants shared that during their participation they have witnessed many colleagues being terminated as a result of not following the Disney policies and practices and that was not the norm in their countries

The following comments are indicative of the variations in the outcome space:

On one hand it did make me start to appreciate what I had back home in Europe even more after that experience. Especially the whole social system for example, you can't just get terminated, it's impossible, you still have the social system here in Europe that you can go to for help but there once we get terminated you have to leave immediately.

Category (2) – Having Disney as a reference on CVs and skills-related were the sub-categories involved in the career development category of description. It is suggested that Disney international programs could provide an opportunity for participants to develop their CV by adding the world renowned Disney company work experience (Brandão et al., 2013).

The following comments are indicative of the variations in the outcome space:

I think so that if people see Disney on your resume they kind of like note your talent because you worked for like a really reputable company who not only has a reputation for a large company

Work-wise I learnt a lot of again to be a lot more professional. And a lot more ideas, you taking your ideas and bringing it back to our country and use it in your future work experiences.

Category (3) – In addition to career development, participants often develop personally which is invaluable. Irrespective of the demographical profile of an individual, there is always the expectation to learn something more or new, not just within their chosen fields, but about themselves as well (Lacey, 2006).

The following comments are indicative of the variations in the outcome space:

I got to enhance my social skills and my confidence.

I learnt to be a bit more open, I wasn't always the most outgoing person and this brought me out a little bit by interacting with more people and being friendlier.

Category (4) – Cultural awareness, the breaking of stereotypes, cultural exchanges and an increase in travel were the sub-categories involved in the cultural diversity category of description. Participants expressed how the variations in experiences helped them to

become more culturally aware of cultures different from their own which led to eliminating stereotypes that they are now educated on. Through these cultural exchanges, the sharing of cultures amongst each other was promoted and lastly the eagerness to learn and experience cultural diversity led to future travel adventures to other culturally diverse destinations.

The following comments are indicative of the variations in the outcome space:

I have become more culturally aware about the diverse cultures, how they live, how they do things on the other side of the world as opposed to where I am from.

I got to experience life through the eyes of other people and especially with the Americans we stayed with and interacted with and of course the different cultures that you got to meet and experience and also exchange a lot of stuff with.

I became very open to the different cultures that in 2013 I did a big six months world trip and I was inspired to see more of the world to meet different people. I went to Italy, Thailand, Cambodia, Laos, Vietnam, Singapore, Indonesia, Australia, New Zealand, Hawaii and New York. I have become more culturally aware.

### **5.3.3 How have these experiences been instrumental in career development amongst participants in the DCRP?**

*Objective:* To ascertain if the DCRP experience was instrumental in the development of participants' careers.

To assess the open-ended perceptions of participants' DCRP experiences being instrumental in career development, a Fisher's Exact Test was conducted to test the following null hypothesis:

$H_0$ : Gender had an influence on the DCRP experiences being instrumental in career development amongst participants.

Table 4.34 reveals the findings which indicate that the significance value was less than the alpha value of 0.05 suggesting that gender did have an effect on participants'

experiences of DCRP being instrumental in career development. With reference to the findings from the previous research sub-question, it was revealed that female participants found the development of their careers to be the result of their DCRP experiences as opposed to male participants.

This posed as a pivotal question during the Skype interviews since participants were several years away from their DCRP experiences and assessing if and how instrumental the experience of the DCRP was vital. The outcome space of the categories of description of participants perceptions of the DCRP experiences being instrumental in career development are represented (Table 4.35). There were three categories of description that emerged from the findings with associated hierarchical levels: (1) Disney work experience (lowest), (2) instrumental in career development (high) and (3) not instrumental in career development (highest). Only one of these categories of description had sub-categories to offer meaning into the aspects pertaining to how the DCRP experiences was influential in career development.

Category (1) – The reputation of Disney and skills related to the DCRP experience were sub-categories for Disney work experiences. There is definitely some sort of prestige and status attached to working for world-renowned brands and companies with good global reputations. However, at the same time as attaining valuable work experience, developing skills are also evident benefits (McKinnon, 2014). Dwyer (2015) states that for those with the intention to return to their home countries, the skills obtained from the international employment market can be applied to positions and business practices.

The following comments are indicative of the variations in the outcome space:

...the good thing about that is that no one way is the correct way, we should always be open to learning how other people do things because it could be easier, could make you more money, or make the experience better.

...it was because the program has opened a lot of doors for me in hospitality and tourism, in the sense of the standards that I was exposed to be world-class standard. A lot of establishments wanted people that were exposed to them because they knew the type of service that they could deliver and this type of service was rather essential in the

tourism industry and especially in a country like Namibia. The industry has established itself in the last ten years and is still growing, so I would say the program has opened a lot of doors for me just because of the standard I was exposed to.

Category (2) – These international programs such as the DCRP can be “rewarding, and an enjoyable and life changing experience, which can influence and benefit future career choices” (McKinnon, 2014, p. 3), thereby granting participants competitive advantage in their field (Lacey, 2006; Williams, 2013).

The following comments are indicative of the variations in the outcome space:

I think the most helpful point is that it helped my English because after I went to US and I stayed in the US for a year, I feel like my oral English is much better than before. This helped me to become an English teacher so my experience definitely helped my career although the job I did there was different. I am also able to share the American culture with my students.

I learnt a lot from my experience, even though we were doing a seater-greeter job, you learn a lot from kitchens, the chefs, the waiters, the management and I use that in my job today... as a hospitality lecturer. So after 10 years I can look back and say those two times I participated in that program it really was so instrumental in my life, not just developing my career but in the industry itself, I didn't move out of the industry.

To this day we still talk about it, we still think about those experiences and how we would have done it there and how I can use that in today's life because it is a different life that you live and being from a third world country, it's good to bring in their experience to make our country better, or the way we do things in our jobs in this country can even help to develop people, places; wherever you are you can make a greater impact through your experiences.

Category (3) – In contrast to the previous positive perceptions of the influential impacts of the DCRP experiences on career development, some participants expressed that the experience did not develop their careers due to the different career paths chosen in their lives.

The following comments are indicative of the variations in the outcome space:

I would say no, my current field is a lot more focused in entertainment and the program is not necessarily the right stepping stone in that direction.

No, eventually I went into the modelling industry which is something totally different.

#### **5.4 What are participants' perceptions of repeat participant in the DCRP?**

*Objective:* To determine differences or similarities in participants' perceptions of repeat participation in the DCRP.

To assess the perceptions if nationality is dependent on participants' consideration to participate in the DCRP again, a Fisher's Exact Test was conducted to test the following null hypothesis:

$H_0$ : repeat participation in the DCRP by participants is dependent on nationality.

Table 4.36 reveals the findings which indicate that the significance value was greater than the alpha value of 0.05 suggesting that nationality does not influence participants' decision to participate in the DCRP again. Overall, most participants across diverse cultures indicated consideration for participating in the DCRP again and some have repeated the program already as previously mentioned.

#### **5.5 Additional perception emerged from Skype interviews**

With reference to 5.3.2.3, it was highlighted that there were several work-related aspects that participants found during their participation in the DCRP which reflected negatively on the program as these were indicated as aspects that participants least enjoyed. The researcher felt that this may be a vital question to ask during the Skype interviews in relation to how Disney can play an active role in ensuring participants remain motivated during their participation in the DCRP. There were four categories of description that emerged from the findings with associated hierarchical levels: (1) support programs (lowest), (2) team building activities (lowest), (3) Disney has done their best (high) and (4) management training programs to improve in motivating participants. None of the categories of description had sub-categories; however, the participants varying views are discussed.

Category (1) – It was suggested by participants who had shared their own personal experiences of being depressed and felt that the establishment of support programs and systems would ensure that the morale of the participants on the DCRP be maintained.

The following comments are indicative of the variations in the outcome space:

...it actually brought me back to when I started my program. A month or two into my program I actually got so homesick, that depressive mode started to sink in. For me not being a US national, being so far away from home, knowing how long that trip from home is, it started to play on my emotions. My suggestion would be is for the team from Disney to build programs that keep cast members busy, activities that keep them so busy... They always interact, get to know people. Create programs for cast members especially those that are outside the United States and get them away from that pit of falling home-sick and getting the exposure that they need in the first few months of the program. I am not the only one; there were a lot of people that started with me or before me that experienced this. What we did was we got together as a group, we threw money together, we went out for activities, we saved up money and we even travelled. That in itself took that mindset of missing home away and at the same time the program flew by so fast because there was so much to do but so little time. Perhaps that support structure was there but I was not properly exposed to and so a month or two into my program I withdrew myself a little but then I grew out of my shell. And if you exposed to an outside culture like United States life moves on a fast pace, people are so advanced and you coming from where you are coming from, there were a lot of things that no one knew existed. But I mean it is a reality that you can, on a steadily pace, use your experiences and build on.

Category (2) – Other participants felt that if Disney could host team building activities for staff including management, this would help with the team spirit and morale.

The following comments are indicative of the variations in the outcome space:

...have team building activities among the management and staff so they can get to know us better or we can build better relationships to communicate better too.

Category (3) – The variation in perceptions emerged when participants expressed that from their personal experiences they felt that there was nothing more that Disney could do to improve as they have done their best.

The following comments are indicative of the variations in the outcome space:



I don't think they can do more, because as it is, it was so good, they welcomed you got there, they provided you the accommodation, they even celebrated our national holidays with us, they did big things for us during those times, so it was like we were being at home, just not having our families there, so I don't think they could do more to make us feel more at home there, it was quite good.

Category (4) – Finally, participants expressed the great need for training; specific to programs of this nature with such cultural diversity, that should be offered to management to become aware of the realities that participants experience during the DCRP and how to better manage them, as the focus is too much on guest satisfaction. Going above and beyond to meet and exceed guest expectations are one of the Disney Basics involved in working at Disney (Brandão et al., 2013).

The following comments are indicative of the variations in the outcome space:

...offer training or advice to management on better ways to manage us when we make mistakes.

They focus too much on everything Disney and not about the people who work there. They were too much focused on the guests and not on the employees so this can change if the managers are well trained.

Disney could do a better job of having leadership that really knows like the ins and out of the program or having leadership that is a resource that helps with the stress and anxiety that comes from the program because I do know couple of people who have quit or planned on quitting because they were not having as good of a time as I was, I think if we have properly trained leaders who are more responsive to like our questions or concerns, the students might have a better time. Cos I think all the leaders at Disney have other jobs and it's not their responsibility to sort of care about the program students and that's a lot of the problems because they have a lot to do and the program students are like their last concern, like these are just kids who should come in and do their jobs and leave and so like the kids are really stressed or they are overworked and they don't have someone who can help deal with it and that's when they quit...

Disney is a world-renowned organisation that has competitive advantage internationally on having a diverse workforce and continued effective cross-cultural management eradicates cultural conflicts. Several of these perceptions relate to cultural adaptability of the participants with some participants requiring a longer adaptation period as opposed to others (Hofstede and Hofstede, 2005). Managers are, therefore,

suggested to become more equipped to identify common differences and similarities amongst the varying cultures and ensure awareness is created throughout all platforms within the organisation on how to ensure a smooth transition for participants to adapt to the diversity and unfamiliarity surrounding them. As a result, the correct management of cultural diversity would not misinterpret the challenges encountered by different cultures and would construct a pleasant internal working environment to efficiency and competitive advantage across all borders and continue to be successful in remembering Walt Disney's belief for the company: "you can design, and create, and build the most wonderful place in the world. But it takes people to make the dream a reality" (Disney, 2001, p. 95).

## **5.6 Chapter Summary**

This chapter has presented the discussions related to the findings and has shown overall differences and similarities amongst the participants and how they have experienced the DCRP. Fundamental themes emerging from this research was discussed in accordance to the perceptions on the lived experiences of the DCRP. The conclusions and recommendations are presented in the final chapter.

## **CHAPTER SIX**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1 Introduction**

This study aimed at exploring the diverse lived experiences of culturally comparative participants of the DCRP. Based on a mixed methods analysis comprising of phenomenography and its associated variation theory as the qualitative approach, central conclusions of this exploratory study are presented. These conclusions are indicative of the findings from the first phase (quantitative approach – online self-administered Lime Surveys) which allowed for comparisons to be made in terms of nationality, gender and age; and the second phase (qualitative phenomenographical approach – semi-structured Skype interviews) from which the variations of participants' experiences were viewed collectively. The use of the Lime Surveys prior to the Skype interviews enabled participants to offer greater thought into the DCRP experiences as it was an event that occurred several years ago. These findings, therefore, provided insight into how participants perceived their experience of the DCRP.

In this final chapter, conclusions are drawn from the synthesis of Chapter Five in relation to addressing the research questions, the contributions of this study to research, phenomenography and the wider community are outlined, the study limitations and recommendations for future research are also discussed.

#### **6.2 Background of participants**

The participants of this study were predominantly African from different countries within the region of Sub-Saharan Africa. The remaining of the participants was Non-African from other parts of the world. Amongst the nationality groups, there were more female than male participants who were mainly between the ages of 26 to 30 years as opposed to participants who were 31 years and over. For the majority of the African and Non-African participants, the DCRP was highlighted as their first international employment opportunity. Initially the study intended to only focus on the cultural

differences and similarities, however, during the analysis, through the use of the dichotomous demographical categories; age and gender appeared to be vital for exploring diversity along with nationality. This allowed the study to broaden its perspective through the use of the mixed methods design comprising phenomenography and its variation theory to delve deeper into diversity of the DCRP experiences.

### **6.3 Addressing research questions**

The ultimate aim of this present study was to explore the diverse experiences of the DCRP. In doing so, the research questions of this study had to be addressed. Given the nature of phenomenography, the perceptions of experiences are usually explained with deeper-level meaning and are often vast; since Chapter Five has already captured these findings in greater detail, in this section only the key variations from the findings are outlined. Conclusions are drawn from the background of the participants in relation to addressing the research questions of this study (refer to Table 1.1), including the additional perceptions that emerged from the Skype interviews.

#### **6.3.1 Research question one**

Motivational aspects created awareness to the driving force behind participants' decision to participate in the DCRP. Notable conclusions can be drawn from Table 6.2 which outlines the top three motivational aspects ranked by participants in relation to the dichotomous categories of nationality (N), gender (G) and age (A). There were some categories that represented the largest proportions across more than one aspect of motivation. Although variations are evident in aspects of average and least motivation; similarities across all three dichotomous demographical categories were revealed, ranking the need for achievement and development as the highest aspect of motivation. This concludes that the willingness to participate was independent of nationality, gender and age as there was no difference in the aspect that motivated participants to participate in the DCRP the most.

Table 6.1

*The dichotomous demographical ranking of participants' top three motivational aspects*

<i>Cat.</i>	<i>Dichotomies</i>	<i>Ranking of the Top Three Motivational Aspects</i>		
		<i>Least</i>	<i>Average</i>	<i>Highest</i>
N	African	Family	Need to work for a world-renowned brand	Need for achievement and development
	Non-African	Need for money	Need to work for a world-renowned brand	Need for achievement and development
G	Female	Travel to a safe destination and family	Need to meet people from different countries	Need for achievement and development
	Male	Need for money	Need to work for a world-renowned brand	Need for achievement and development
A	26-30 years old	Need for achievement and development	Need to work for a world-renowned brand	Need for achievement and development
	31 years and over	Need to work for a world-renowned brand, need for money and family	Need to work for a world-renowned brand	Need for achievement and development

Furthermore, the findings from the Skype interviews in the second phase revealed categories of description from participants' perspective representing four different hierarchical levels. The categories with the highest level were opportunity to travel and the work that was related to Disney. For participants the DCRP was an opportunity for them to leave their home countries and travel to a part of the world that was once unknown. Participants' perceptions of Disney's high standards contributed to their participation with its associated benefits of having the WDW Company listed as a world-renowned reference on their CVs.

### **6.3.2 Research question two**

In addressing the second research question, several sub-questions (2.1 – 2.4) outlined in Table 6.1, had to be addressed simultaneously. These sub-questions were experiential in nature and offered deeper insight into how participants experienced the DCRP in relation to the multicultural living and working environment, how were the DCRP experiences meaningful or relevant in relation to the duration of participation, what aspects participants enjoyed most or least as well as the impacts of the DCRP experience on the lives of participants.

### **6.3.2.1 Research sub-question one**

In relation to the Lime Survey in the first phase, findings revealed three key variations in the way in which participants perceived the multicultural living and working environment created by the DCRP. Participants either loved the experience, found it to be a learning opportunity or found it to be challenging. The majority of participants shared that they loved their experiences of the DCRP in terms of building life-long friendships, they found it to be a new and refreshing experience as opposed to what they were exposed to in their home countries and finally, revealed that this was the outstanding aspect of their overall experience. Conclusions can be made that more participants adapted to the cultural diversity that they were exposed to throughout the DCRP, thereby, contributing to more positive experiences.

Furthermore, participants shared that their experience posed as an opportunity to learn new languages and it created awareness of cultural backgrounds diverse from their own. In doing so, the cultural stereotypical bridges were gapped through the awareness created by the first-hand experiences and shifted participants' worldview about those around them. Lastly, there were some participants, of which African participants represented a larger proportion, with an opposing view that the multicultural living and working experience was challenging at first. These perceptions were results of first-hand encounters and confrontations with colleagues and guests of diverse cultures. However, as their participation in the DCRP continued, they began to adapt and display interest to embrace these differences as a learning opportunity.

A Fisher's Exact Test was conducted to test for significance if the age of participants was a determining factor for such variations, however, the findings revealed contrary. In addition, the findings from the Skype interviews of the second phase revealed similarities in that the lowest hierarchical level category of description was represented by 'it was challenging at first', with participants love for the experience representing the highest hierarchical level.

### **6.3.2.2 Research sub-question two**

Meaningful and relevant experiences are often one of the key stimuli for participating in international employment experiences such as the DCRP. A non-parametric test, Spearman's Rho Correlation Coefficient was conducted to explore if experiences increased in meaning and relevance as the duration of participation in the DCRP increased. There was no evident relationship between the length of participation and the degree to which participants found the DCRP to be meaningful or relevant.

Although the findings from the Lime Survey in the first phase revealed some variations amongst nationality, gender and age. There were more African than Non-African participants and more female participants than male participants who participated in the DCRP between four to six months and more than six months who found their experiences to be meaningful, in contrast, to the Non-African participants who participated between two to four months. Amongst the age categories, all of the participants who were between the ages of 26 and 30 years old had meaningful and relevant DCRP experiences as opposed to participants 31 years and over who has varied perceptions, while still reflecting more meaningful and relevant DCRP experiences overall. The findings suggest that there were similarities in perceptions amongst nationality and gender categories; however, age categories reveal differences in that younger participants' had more meaningful and relevant DCRP experiences in comparison.

In addition, the Skype interview findings from the second phase revealed the more time participants spent on the program, the more immersed they became in the multicultural living and working experiences. These experiences ultimately led to the variations in perceptions giving a higher hierarchical level of meaning to experiences focused on culture in terms of diversity and adaptability.

### **6.3.2.3 Research sub-question three**

The aspects participants most and least enjoyed was vital to the research findings as it led to the emergence of the additional perception outlined later in this section. The

findings from the first phase revealed the aspects that were enjoyed the most or the least from participants' perspective and were cross-tabulated against the dichotomous demographical (nationality, gender and age) categories, to gain awareness and meaning of their DCRP experiences. There were variations in aspects that were enjoyed most across all dichotomous demographical categories. African participants enjoyed the lasting international friendships as opposed to Non-Africans who enjoyed meeting people from diverse nationalities the most. Female participants enjoyed the opportunity to represent the Disney brand in contrast to male participants who enjoyed meeting people from diverse nationalities. Participants between the ages of 26 and 30 years enjoyed meeting people from diverse nationalities along with participants 31 years and over in addition to representing the Disney brand. It was conclusive that there was a similarity across all dichotomous demographical categories on the aspect least enjoyed from the DCRP experiences, to which all stated matters relating to their work.

In relation to the Skype interview findings from the second phase, there were vast variations in categories enjoyed most in comparison to the Lime Survey; with the mention of cultural diversity in terms of cultural exchange and meeting different cultures as the one similarity. Newly emerged perceptions of the highest hierarchical levels comprised of the benefit of experiencing Disney for free and viewing their locations as a fun working environment in terms of guest interaction, the people they worked with and the location itself.

There were similarities between the two phases of data collection in the categories least enjoyed, all of which revealed matters related to the role or place of work. These findings contributed to the additional perceptions that emerged during the Skype interviews.

#### **6.3.2.4 Research sub-question four**

Post-participation in international employment opportunities such as the DCRP would perceptibly highlight impacts on one's life. These impacts from the open-ended question in the first phase were analysed in relation to the dichotomous demographical



categories of nationality, gender and age as well as the variations in perceptions from the Skype interviews.

Career development was an impact that African participants related to more than Non-African participants whose lives were developed personally from the DCRP experiences. Female participants' careers were developed more as opposed to male participants who shared that personal development was the evident impact on their lives. In addition, participants between the ages of 26 and 30 years found the DCRP experience more impactful in terms of career development in contrast to participants who were 31 years and over that found personal development a key impact in their lives.

The Skype interview findings revealed similarities in perceptions and there were four categories of description that emerged with hierarchical levels. The lowest level was represented by participants who during their participation began to appreciate what their home countries offered in terms of job security. In the medium-high level, there were two categories, career development which participants highlighted in terms of having Disney as a reference on their CVs and the skills they were able to obtain during their participation led to the development of their careers. Personal development was the second on this hierarchical level to which participants gave value to the enhancement of their social skills. Finally, cultural diversity was the category that represented the highest hierarchical level. The sub-categories involved the awareness of the diverse cultures surrounding participants, which led to the breaking of stereotypes related to these diverse cultures and through cultural exchanges participants were able to share their own cultures. As a result, post-participation in the DCRP and the multicultural living and working experiences influenced participants to travel to different countries in search of culturally diverse experiences.

### **6.3.3 Research question three**

An impact worth noting from the experiences of DCRP participants was career development. Considering the fact that participants were years away from their DCRP experience, exploring how instrumental these experiences were in career development

posed as a vital aspect of the present research study. This aspect was analysed in relation to the open-ended responses from the first phase and the variations in perceptions from the Skype interviews from the second phase.

The open-ended findings were quantitised and analysed through conducting a Fisher's Exact Test to assess if gender had any influence on the DCRP experiences being instrumental in career development amongst participants. There was a significant finding revealed which suggested that gender did have an effect on participants' experience of the DCRP being instrumental in the development of their careers. Findings revealed in the previous section support this significance in that female participants found that their DCRP experiences were more impactful in terms of career development as opposed to male participants.

There were three categories of description that emerged from the Skype interviews: Disney work experience, the DCRP experience was indeed instrumental in career development and the DCRP experience was not instrumental in career development. In terms of Disney work experience, participants found that their association with the world-renowned reputation of Disney offered valuable work experience and skills that they were able to utilise to their benefit upon return to their home countries. In addition, participants shared that the DCRP experience was the contributing factor to personal experiences of competitive advantage in being employed within their fields. In contrast, there were some participants who chose different career paths, in which the experiences obtained from the DCRP did not necessarily offer any opportunity for career development.

#### **6.3.4 Research question four**

The final research question addressed the perceptions of participants in terms of repeat participation. The findings from the background of participants revealed that there were some participants that had participated in the DCRP more than once and this suggests probable positive experiences the first time around which motivated them to consider repeat participation. As this present research study aimed at exploring the DCRP

experiences of comparatively diverse cultures, it was suited to assess if repeat participation in the DCRP was dependent on the nationality of participants. Findings from the Fisher's Exact Test suggested that nationality does not have any influence on participants' decision to participate in the DCRP again; as most of the participants within the study revealed that they would consider repeat participation. It seems reasonable to accept this assumption as the overall experiences of the participants were mainly positive to motivate such a decision.

### **6.3.5 Additional perceptions emerged from Skype interviews**

During the Skype interviews, participants shared varying views on perceptions relating to the reasoning behind why working aspects of the DCRP were least enjoyed. These perceptions contributed greatly to the awareness of challenges often faced by participants who leave the comfort and, moreover, the familiarity of their homes to temporarily relocate to live and work in an environment that is vastly culturally diverse and unfamiliar. Another factor to consider is that for many the DCRP was a first time experience as revealed in the background of the participants. How did participants faced with such challenges overcome them to ensure an overall positive experience of the DCRP? The Skype interviews offered responses to this question which, therefore, led to the key question: 'How do you think Disney can ensure that participants in the DCRP remain motivated and the morale maintained?' The participants openly shared with some highlighting their personal experiences of facing such challenges, whereas, others have bared witness to it and the opposing perspective was that some felt Disney had done their best in this regard.

For those participants who had shared personal experiences revealed that these challenges often occurred during the early stages of their participation in the DCRP. It was during these periods that support was necessitated to remain motivated to continue their participation in the DCRP. It was stated that the establishment of support systems may already exist; however, several participants were unaware of its existence and, therefore, created their own amongst other participants faced with the same challenges.

It was also suggested that should Disney not have such a support structure, then the creation of one together with team building activities involving management, would be highly recommended to aid in alleviating the pressures that comes with international employment and cultural adaptation.

Furthermore, some participants witnessed others experiencing these challenges in terms of stress and anxiety from the role or position. As previously mentioned, several participants embark on this journey for the first time and although they are made aware of the working hours or expectations of the role or position offered, experiencing it in reality is much different. The findings revealed that participants who felt overwhelmed from being stressed at work or working long hours, was in need of care which was not very easily accessible and, therefore, led to many self-terminating before their program ended. Specialised training programs for management or leaders involved closely with DCRP participants were suggested, as it was shared that the focus was more on what participants should be doing to ensure the expectations of guests are met. Therefore, Brandão, (2013, p. 4) suggests that “for Disney cast members, they’re recognition can be perceived by other people’s joy, resulting, as Walt Disney imagined, in pleasure and satisfaction for themselves”. Chapter Two, section 2.7.5 highlights this as it a Disney standard to go above and beyond to meet and exceed guests’ expectations, however, to create positive experiences participants should have a high morale; an area that requires managements’ support.

In contrast to those who faced challenges and experienced the absence of support from management or leaders at their locations, some participants shared that Disney had done all they could possibly do to ensure the morale of participants were maintained during the DCRP. Apart from the on-arrival support received in terms of airport pick-up and providing accommodation, it was revealed that Disney had even celebrated local traditions and holidays with the different nationalities on the DCRP. It was those experiences that led to participants feeling a sense of ‘home’.

### **6.3.6 Summary of findings in addressing research questions**

A summary from the conclusions of the findings associated with addressing the research questions are drawn. As this present mixed methods research aimed to explore the DCRP experiences of comparatively diverse cultures, findings are summarised in association with the background of participants previously mentioned in 6.2 in terms of the dichotomous demographical categories of nationality, gender and age from the Lime Surveys as well as the variations in perceptions from the Skype interviews.

Amongst the motivational aspects to participate in the DCRP from the Lime Survey; the need for achievement and development represented similarities across nationality, gender and age as the highest aspect of motivation. In contrast, the Skype interviews revealed the opportunity to travel and to obtain a Disney-related work experience as categories with the highest hierarchical level.

It can be proposed that there were more participants, in relation to the dichotomous categories, who adapted to the multicultural living and working environment that they were exposed to throughout the DCRP. The majority of participants from both phases loved their experiences of the DCRP in terms of the opportunity to build life-long friendships, they found it to be a new and refreshing experience and that this aspect was the highlight of their overall experience. In addition, the hypothesis testing for significance revealed that age was not a determining factor in the cultural adaptation of participants in their DCRP experiences.

In association with meaningful and relevant experiences, notable differences were revealed amongst nationality, gender and age in accordance to the duration of participation in the DCRP. There were more African than Non-African participants and more female than male participants who had participated in the DCRP between four to six months and more than six months who found their experiences to be meaningful. The younger participants (between the ages of 26 and 30 years old) had more meaningful and relevant DCRP experiences in comparison to the older participants (31 years and over) whose experiences varied in terms of meaning and relevance. The

Skype interviews revealed a cultural theme with diversity and adaptability being focal points for participants as represented by the highest hierarchical level.

There were differences and similarities amongst the dichotomous demographical categories in association with aspects most and least enjoyed during participation in the DCRP. African participants enjoyed the lasting international friendships whereas Non-African participants enjoyed meeting people from diverse nationalities the most. Female participants enjoyed the opportunity to represent the Disney brand as opposed to male participants who enjoyed meeting people from diverse nationalities. Participants between the ages of 26 and 30 years enjoyed meeting people from diverse nationalities along with participants 31 years and over in addition to representing the Disney brand. During the Skype interviews, new perceptions in relation to aspects enjoyed the most emerged, comprising experiencing Disney for free and viewing their locations as a fun working environment in terms of guest interaction, the people they worked with and the location itself. The notable similarities across all dichotomous demographical categories between the mixed method approaches were on aspects least enjoyed from the DCRP experiences, all of which revealed matters related to participants role or place of work. Therefore, this led to the additional perceptions that emerged during the Skype interviews in terms of what Disney as a company and recruiters of international employees can do to enhance the DCRP experience for participants and maintain their morale. The DCRP was found to be the first international employment opportunity for majority of the participants within the present study. In relation to this finding, it can be proposed that challenges may arise in terms of cultural awareness and adaptability. Participants offered genuine suggestions based on their personal experiences of the DCRP, with some suggesting that in the event of Disney not having support structures in place for international program participants, the recommendation to design one together with team building activities involving management could possibly ease the pressures attached to international employment and cultural adaptation. There was also a recommendation of specialised training programs to be held for management or leaders involved closely with DCRP participants to offer greater support.

Highlighting the overall impacts of the DCRP on participants' lives revealed distinguished differences amongst nationality, gender and age. African, female participants between the ages of 26 and 30 years found their careers were developed more as opposed to Non-African, male participants who were 31 years and over who found personal development the key impact in their lives. In view of the fact that participants were years away from their DCRP experience, exploring if gender had an influence on how instrumental these experiences were in career development posed as a vital aspect of the present research study with the findings revealing that female participants shared that their DCRP experiences were more impactful in terms of career development as opposed to male participants. In contrast, the Skype interview findings on the impacts of the DCRP revealed an increase in cultural diversity and awareness, comprising the understanding of the diverse cultures, contributing to the defiance of stereotypes related to these diverse cultures and through cultural exchanges participants were able to share their own cultures in a more positive manner.

Given the nature of this present study, it was appropriate to assess if repeat participation in the DCRP was dependent on the nationality of participants. However, findings revealed that participants' willingness to participate in the DCRP once again was independent of nationality since the overall experiences were mostly positive, the fact that the background of participants highlighted repeat participation already and almost all participants would consider repeat participation.

#### **6.4 Contributions of the present research study**

This section outlines the contributions of this present research study. The first contribution relates to the methodology being a mixed method with phenomenography as the qualitative approach. Despite the purpose of the phenomenographical approach to draw conclusions from participants lived experiences of the DCRP, the findings from this present research study may contribute in other areas. The 'other' relates to how this present research study can fill any gaps in research or literature, the contribution to the

wider community, and lastly contributions to research in a South African context is discussed.

#### **6.4.1 Methodological contributions**

This was an international study which employed a mixed methods design with the inclusion of phenomenography as a resolution to the geographical challenge faced by the researcher to obtain face-to-face access with participants. The combination of the qualitative approach of phenomenography and the variation theory through semi-structured Skype interviews, with the quantitative approach that utilised an online self-administered survey through Lime Surveys, can be viewed as offering methodological contributions to research.

Turner and Noble (2015, p. 8) propose that the intention of phenomenography and its associated variation theory as a qualitative approach offers descriptions of the “variations in peoples experiences through their own discourse” and analyses the “meaning that people ascribe to their world”. In addition, Hitchcock (2019, p. 227) states that phenomenography involves the “study of the perceptions of the experiences and the way that what has happened is understood by the person who has had the experience”. A notable characteristic of this present research was that the variations of perceptions and understandings of the participants’ lived experiences were related to an international employment experience that occurred in between the years 2004 and 2012. In that regard, participants had an opportunity to reflect on and created an awareness of not just what their experiences were but also how these experiences added meaning to their lives. In exploring experiences that occurred years ago, it enabled participants to assess the outcome of their experiences in terms of relevance, impact and development in their lives. Therefore, the ability of this qualitative approach, with the combination of the quantitative approach, to enable an exploration of the diverse lived DCRP experiences of the culturally comparative participants of this present study offers an innovative contribution to phenomenographical research.



#### **6.4.2 Contribution to international employment experiences and Disney international programs research**

As previously mentioned, there was limited research particularly related to this present study in focus. In contribution to international employment opportunities, this study was aimed at exploring variations in lived experiences of the DCRP of participants from different parts of the world. There are other research studies conducted to assess culturally diverse study abroad or the working/holiday experiences, as referred to in Chapter Two, however, in this present study the diversity in culture and nationality was segmented amongst Africans and Non-Africans. Furthermore, in relation to international programs offered by Disney, several studies focused on programs other than the DCRP. The focus of the DCRP experiences from an international employee perspective is an aspect worth noting. These are characteristics embodied in this present study that can add to value to research in that the findings revealed variations in the DCRP experiences amongst culturally diverse participants in terms of nationality, gender and age and offers meanings associated with these experiences through the outcome spaces discussed in Chapter Five.

#### **6.4.3 Contributions to the wider community**

With reference to Chapter One, it is hoped that this present research study be useful to a wider community comprising of the ex-cast members or students who wish to participate in the DCRP, the Faculty members at universities that collaborate with Disney in the recruitment process and the Human Resources or recruitment team for the DCRP.

The experiential aspects expressed in this present study, together with the post-participation aspect of how instrumental the DCRP experience was in career development and motivational aspects, may appeal to ex-cast members or students who are seeking to participate in the DCRP in the future. The Faculty members at universities involved in student placements in the DCRP may also be interested in the experiential aspects of students and the post-participation aspect of how influential the DCRP experience is to fellow students in terms of career development within the

Tourism and Hospitality industry to enable the suitable promotion of the program. It is hoped that the Human Resources or recruitment team from Disney for the DCRP finds interest in the findings that revealed motivational aspects, experiential aspects in terms of what participants enjoyed the least and try to look at ways to improve in those areas as well as the perception that emerged from the Skype interviews on maintaining participants' morale during the participation in the DCRP.

#### **6.4.4 Contributions to research in a South African context**

Unemployment has been an ongoing struggle faced by South African's; with studies proposing that the country is possibly experiencing its highest level in the last decade (Magwentshu, Rajagopaul, Michael and Singh, 2019). This present study could potentially contribute to providing a 'human lens' through which further research can be undertaken within a South African context. Magwentshu et al. (2019, p. 4) makes a compelling statement which is a reality common to many South Africans: "one key challenge is that the country has been slow to nurture the skills needed for companies to compete and grow". This present study offered a global perspective on how individuals are able to apply the skills obtained from these international opportunities to present and future employment opportunities resulting in the possibility of having competitive advantage in their chosen career fields (Lacey, 2006). Therefore, contributing to research that explores if international employment opportunities such as the DCRP aids in the revitalisation of skills and the advancement of the employability status of job seekers or recent graduates in South Africa. The challenge faced by many graduates in South Africa is that after years of hard work, there is a lack of job opportunities as their studies may have not fully equipped them with skills that are sought after in the job market, thereby creating a gap in a prospective employable future. Dwyer (2015) states that for those with the intention to return to their home countries, the skills obtained from the international employment market can be applied to positions and business practices. The focus could be on elements of skills demanded and supplied through international employment opportunities and how the variation of these skills could

benefit the South African market with employers creating ways in which such skills are developed to improve productivity and ultimately lead to alleviating issues of unemployment.

### **6.5 Limitations**

While this study adds value and understanding to the similarities and differences of the lived experiences between diverse cultures and nationalities, as stated in Chapter One, rarely has there been research conducted to explore the cross-cultural comparisons of international programs, namely the DCRP. However, there are reasonable amounts of literature that are comparatively central, giving more detail on WDW and motivations for travel, with some focusing on study abroad or working/holiday experiences, as opposed to offering insight to the lived experiences of culturally diverse participants of programs such as the DCRP or theme parks in general. Therefore, limitations related to reviewing literature should be considered within this research study.

One of the central limitations relates to the sample, as this was an international study, the researcher was limited in gaining direct access to participants for face-to-face surveys or interviews to be conducted. Therefore, the reliance on technology in conducting a mixed methods research was inevitable for the present study. In relation to the online self-administered Lime Survey for the first phase; the intention was to gather demographical, motivational and experiential aspects of the DCRP through the utilisation of close-ended and open-ended questions from at least 50% of the  $n=93$  in the population, however, only  $n=33$  participated as there were several participants that were unable to be reached due to invalid email addresses and nature of the Lime Survey, there was no guarantee that the surveys would have been completed even though reminders were delivered. Furthermore, in the relation to the Skype interviews, only  $n=5$  out of the  $n=10$  volunteered to participate. It is important to note that although this present research study encountered these limitations, this does not affect the discussions and conclusions drawn from the findings.

Overall, this research study has stimulated a great emphasis on the several concepts discussed in the literature review and experiences of those employed internationally by theme parks, specifically WDW and have, therefore, established a basis for future research, which is discussed in the next section.

## **6.6 Recommendations for future research**

As previously mentioned there were limited studies that were conducted on the DCRP experiences in research. Future research recommendations allow research to be conducted as a result of the variation of concepts or research findings revealed in the study. There is always room for improvement and these recommendations could assist with future research in order to fill the gaps in the literature and improve on areas. Future research recommendations from this present study can focus on the wider community that this research may contribute to.

The first recommendation would be for Tourism and Hospitality students of DUT or other universities in South Africa who have participated in the DCRP before. The aim of the research would be to assess the cultural adaptability of students who participated in the DCRP in terms of overcoming challenges faced. As revealed in the findings, more African participants experienced challenges in adapting as opposed to Non-African participants. South Africa is diverse and multifaceted in terms of culture and ethnicity. Students may have been exposed to cultural diversity their entire lives, however, when living and working in a foreign country, challenges may occur. The concept of adaptation in terms of coping mechanisms or ways of overcoming such challenges posed as a relevant future recommendation for research. Researchers can determine how students reacted to the cultural diversity in terms of levels of adaptation: resistance, tolerance, acceptance and adaptation (Hitchcock, 2019). By conducting semi-structured in-depth interviews with students post-participation in the DCRP from DUT could offer great insights into such experiences.

The second recommendation would be addressed to Faculty members at universities, such as DUT, who are involved in the international placements of students.

DUT is known to collaborate with WDW in recruiting their students directly from the university to participate in the DCRP in Orlando, Florida in the USA. The purpose of the research could examine post-participation and how influential these placements are to fellow students in terms of career development within the Tourism and Hospitality industry. Do students remain in the industry after these experiences and is there any evidence of competitive advantage in career development. Faculty members may be interested in the findings of research of this nature to analyse their international opportunities for students in terms of how beneficial they really are. Is it merely to offer international exposure and the experience in itself or are there future benefits in terms of career development attached to these international programs.

Lastly, the recommendation for future research would be addressed to the Human Resources or recruitment teams from Disney who travels around the world to recruit international students to create authentic guest experiences. In relation to the additional perception that emerged from the findings on how Disney can maintain the morale of participants during these international programs, it posed as a pivotal point to research further and to possibly have the perspective of the recruiters or Disney management involved in programs such as the DCRP. Research can be conducted to examine ways to reduce employee turnover in the international programs offered by Disney. There was mention of some participants wanting to leave the DCRP prior to completion. Although there may be replacements readily available to fill these positions, it may be of interest to the recruitment team and managers from Disney to conduct exit interviews and compare these with the initial interviews or applications. In doing so, create awareness and understand the reasoning behind voluntary termination of contracts from such programs and ascertain ways in which to maintain the turnover of participants from these international programs such as the DCRP.

## **6.7 Conclusion**

The purpose of this study was steered towards how the DCRP – of which the researcher acquired a personal perspective – was experienced by participants with comparatively

diverse cultural backgrounds. In addressing this question, it led to the general question of what the differences and similarities in experiences meant to participants, subsequently proposing the suggestions as to why some participants experienced the DCRP differently in terms of the dichotomous demographical categories and the overall perspective of participants. The relevance of the mixed methods design comprising the phenomenographical approach enhanced the ability of the present research study to fulfill the purpose and address these questions. “It is these inseparable subject-object relations that phenomenography represents as experiences, which when combined represent the phenomenon as a whole” (Yates et al., 2012, p. 98).

The sharing of these lived experiences of the DCRP afforded insight and understanding into participants’ variations in perceptions and experiences. The need for achievement and development appeared to be the underlying similarity amongst participants’ motivation to participate in the DCRP. International employment opportunities, such as the DCRP, offer an open-door opportunity for multicultural living and working experiences together with the establishment of lasting friendships post-participation. Innovative levels of open-mindedness is required for experiences that once posed as a challenge and can lead to cultural adaptability and learning opportunities that creates cultural awareness. Although some experiences were not what had been expected, the overall DCRP experiences have better prepared participants for future endeavors.

One of the obvious benefits of being employed internationally is the exposure to the unknown that equips one with transferable skills and personal benefit that includes creativity, initiative, determination, flexibility, independent thinking, increasing self-confidence, communication and foreign language skills (Lacey, 2006). Gaining the first international employment experience at the world-renowned WDW through the DCRP, inevitably contributed to the development of careers. Therefore, it can be suggested that the international employment market can be “challenging, rewarding, and an enjoyable and life changing experience, which can influence and benefit future career choices” (McKinnon, 2014, p. 3). These lived experiences have become an invaluable asset

personally and professionally and if given the opportunity, consideration of participation in the DCRP again was highly favourable. However, conclusions can be drawn that the overall DCRP experiences did not have a greater influence in terms of career or personal development. Instead, the cultural aspect comprising diversity, adaptability, and exchange posed to be more meaningful and relevant, the aspect most enjoyed and one which created the most lasting impact in the lives of participants from diverse cultural backgrounds. Tourism can, therefore, be predominantly delineated as a prospect for cultural and social interaction, communication and cultural interchange with other individuals and cultures (Urošević, 2012).

In conclusion, this study has endeavoured to contribute to theoretical considerations concerning temporary international employment experiences of the DCRP which offers lasting impressions in the lives of participants. Williams (2013, p. 2) proposes that the common experiences obtained from international employment can have vital impacts on the lives of participants “in terms of employment, life skills and global understanding”. The focus on these aspects for this present study was beneficial in understanding the different ways in which participants experienced the DCRP as globalisation establishes cross-cultural encounters that support the open-mindedness and acceptance of cultures that differs from one’s own (Dwyer, 2015). Each participant had a unique approach to the way in which they experienced the DCRP and acclimated to new surroundings and different cultures. Therefore, in this evolving globalised era, through international employment opportunities such as the DCRP “tens of thousands of people who live all around the world have something very special in common, they are part of a unique group of people who now span an entire generation” (Brandão, 2013, p. 2). These findings could be of interest to the recruiters and managers of the DCRP, to the academic staff leading hospitality programs in the feeder universities, and to the students who are the future participants in the DCRP.

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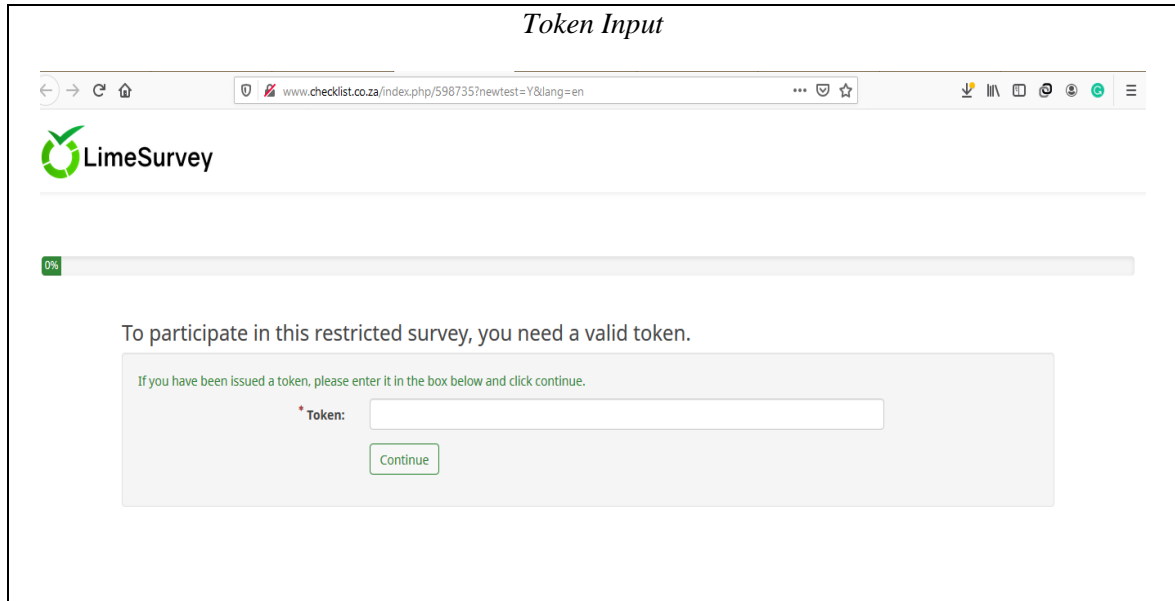
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## APPENDICES

**Appendix A:** Snapshot of the LimeSurvey platform for participants to input the token to participate, the welcome screen and the participation alert

*Token Input*



0%

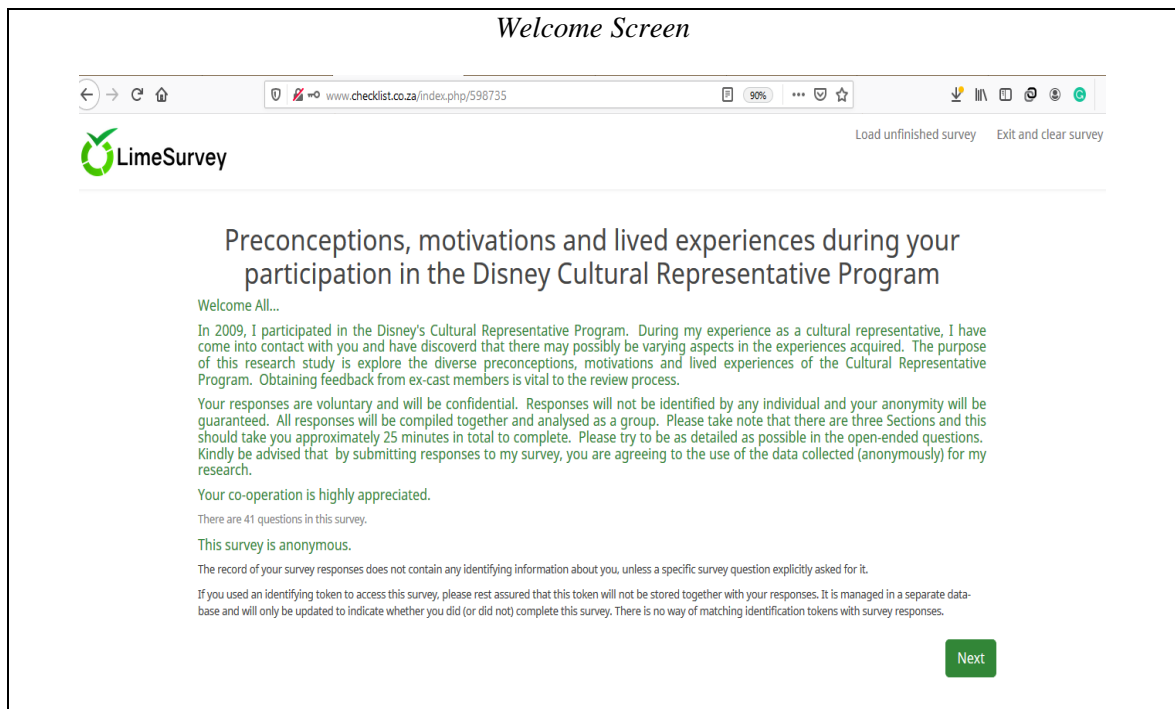
To participate in this restricted survey, you need a valid token.

If you have been issued a token, please enter it in the box below and click continue.

\* Token:

Continue

*Welcome Screen*



Load unfinished survey Exit and clear survey

Preconceptions, motivations and lived experiences during your participation in the Disney Cultural Representative Program

Welcome All...

In 2009, I participated in the Disney's Cultural Representative Program. During my experience as a cultural representative, I have come into contact with you and have discovered that there may possibly be varying aspects in the experiences acquired. The purpose of this research study is explore the diverse preconceptions, motivations and lived experiences of the Cultural Representative Program. Obtaining feedback from ex-cast members is vital to the review process.

Your responses are voluntary and will be confidential. Responses will not be identified by any individual and your anonymity will be guaranteed. All responses will be compiled together and analysed as a group. Please take note that there are three Sections and this should take you approximately 25 minutes in total to complete. Please try to be as detailed as possible in the open-ended questions. Kindly be advised that by submitting responses to my survey, you are agreeing to the use of the data collected (anonymously) for my research.

Your co-operation is highly appreciated.

There are 41 questions in this survey.

This survey is anonymous.


The record of your survey responses does not contain any identifying information about you, unless a specific survey question explicitly asked for it.

If you used an identifying token to access this survey, please rest assured that this token will not be stored together with your responses. It is managed in a separate database and will only be updated to indicate whether you did (or did not) complete this survey. There is no way of matching identification tokens with survey responses.

Next

## Appendix A continued

*Participation Alert*

 Resume later   Exit and clear survey

0%

One or more mandatory questions have not been answered. You cannot proceed until these have been completed.  
One or more questions have not been answered in a valid manner. You cannot proceed until these answers are valid.

You cannot proceed until you enter some text for one or more questions.

[Close](#)

Demographic questions

**\*What is your nationality?**  
**ⓘ This question is mandatory**

## Appendix B: Snapshot of a portion of the Raw Data filtered into Excel from the Lime Survey

Copy of results-survey598735 Raw Data - Microsoft Excel (Product Activation Failed)

	B	C	D	E	F	G	H	I	J	L
	What is your country?	Gender?	Marital status?	Age	Which tertiary institution did you attend?	What field of study are you involved in?	Were you involved in a study?	What is your current occupation?		
an	Namibia	Female	Single	26-30 yrs	NIUST Namibia	Hospitality Management	Yes	Sales and Administration Agent		
African	UAE	Female	Single	26-30 yrs	The International Hotel School Institution.	Culinary	Yes	Senior Chef de Partie		
African	South Africa	Female	Single	26-30 yrs	International Hotel School	Franchising	No	Regional Administrator		
an	Norway	Female	Single	28-30 yrs	Norwegian School of Economics	Merchandising	No	Visual Merchandiser		
an	USA	Female	Single	31 yrs and over	University of Sorbonne	Translation	No	Business Development Manager		
an	Costa Rica	Male	Married	26-30 yrs	CIUJ	Tourism and Hospitality Management	Yes	CEO of a Tourism Agency		
African	South Africa	Female	Married	31 yrs and over	Durban University of Technology	Hospitality Management	No	Groups and Conference Supervisor		
an	Australia	Female	Single	26-30 yrs	University	Hospitality Management	Yes	Communication and Design Student		
an	Namibia	Male	Single	31 yrs and over	Namibia University of Science and Technology	Hotel Management	No	Purchasing Specialist		
an	United States	Female	Single	31 yrs and over	N/A	Hospitality Management	No	Server		
ana	Botswana	Female	Single	31 yrs and over	PALAPYE TECHNICAL COLLEGE	Hospitality Management	Yes	Guest Relations Manager		
African	South Africa	Female	Single	26-30 yrs	Durban University of Technology	Tourism and Hospitality Management	No	Self-Employed		
an	Namibia	Female	Single	26-30 yrs	Namibia University of Science and Technology	Travel & Tourism	Yes	Part Owner of the business SLUJ SA		
ana	USA	Male	Married	31 yrs and over	N/A	Hospitality Management	No	Travel & Tours		
ana	Botswana	Female	Single	26-30 yrs	Mau Technical College	Hospitality Management	No	Server		
African	South Africa	Female	Single	31 yrs and over	Anchorville College	Communication	No	Training Coordinator		
African	South Africa	Female	Single	31 yrs and over	CPUT	Hospitality Management	No	Guest Relations Guide/ Marine Educ		
African	South Africa	Female	Single	26-30 yrs	Durban University of Technology	Hospitality Management	Yes	Reservations		
African	South Africa	Female	Single	26-30 yrs	Durban University of Technology	Tourism Management	Yes	Tourism Practitioner		
African	South Africa	Male	Single	31 yrs and over	Durban University of Technology	Hospitality Management	No	Lecturer		
African	South Africa	Male	Married	31 yrs and over	Durban University of Technology	Hospitality Management	No	Self-Employed		
African	South Africa	Male	Married	31 yrs and over	Durban University of Technology	Hospitality Management	No	Administrative Officer		
an	United States	Male	Married	31 yrs and over	Durban University of Technology	Eco Tourism Management	Yes	Flight Service Manager		
an	Botswana	Female	Single	31 yrs and over	University	Department of Transportation	No	Training Coordinator		
an	Botswana	Female	Married	26-30 yrs	Mau Technical College	Hospitality Management	Yes	Server		
an	USA	Female	Married	31 yrs and over	N/A	Hospitality Management	Yes	PA to the CEO of a School		
an	Switzerland	Female	Married	31 yrs and over	State University of Medan	Business Administration	Yes	Minister		
Rican	USA	Male	Married	31 yrs and over	University of Mobile	Elementary Education and Early Childhood Development	No	Registry Assistant		
o	Lesotho	Male	Single	31 yrs and over	Durban University of Technology	Tourism Management	Yes	Camp Manager		
ana	Botswana	Female	Single	31 yrs and over	Vocational Training centre	Hotel Management	No	Water Quality Facilitator		
African	South Africa	Male	Married	31 yrs and over	UNISA	Environmental Studies	No			

## Appendix C: Copy of Questionnaire

### **SECTION A: DEMOGRAPHICAL PROFILE**

1. **What is your nationality?**
2. **What is your current country of residence?**  
*For the following questions please tick in the appropriate box*
3. **Gender**                      Female                      Male
4. **Marital status**                      Single                      Married
5. **Age**  
    20yrs and under  
    21–25yrs  
    26–30yrs  
    31yrs and over
6. **Which tertiary institution did you attend?**
7. **What field of study are you involved in?**
8. **What was your highest level of education at the time of participation?**  
    Certificate  
    Diploma  
    Bachelors  
    Masters  
    Other
9. **Were you a student during your participation in the Disney program?** Yes                      No
10. **During which year of your studies did you participate in the Disney program?**  
    First  
    Second  
    Third  
    On completion of Diploma  
    On completion of Bachelors Degree  
    Other \_\_\_\_\_
11. **What is your occupation?**

### **SECTION B: PARTICIPATION CHARACTERISTICS**

12. **Was this your first international program that you have participated in?** Yes      No
13. **If you answered no to the previous question, please specify which other international programs you have participated in.**
14. **Was this your first Disney program that you have participated in?** Yes                      No
15. **If you answered no to the previous question, please specify which other Disney programs you have participated in.**
16. **How did you hear about the Disney program? (Please tick all applicable answers)**  
    Friends  
    Internet  
    Personal Knowledge  
    Lecturer  
    Relatives  
    Other (please specify) \_\_\_\_\_
17. **What year did you participate in the Disney program?**
18. **What was your role/position during the Disney program?**
19. **At which theme park or resort were you located?**
20. **What was the duration of your participation in the Disney program?**  
    Less than a month                      2 to 4 months                      4 to 6 months                      More than 6 months



**21. Please identify the top five aspects that motivated you to participate in the program?**

*(Kindly use each of the numerals 1,2,3,4 and 5 only once. 1 indicates the aspect that motivated you the most and 5 indicate the fifth most-motivated aspect).*

**Aspects of motivation:**

- a) Need to satisfy curiosity
- b) Need to seek mental stimulation
- c) Need for achievement/development
- d) Need to escape
- e) Need for excitement and meaning
- f) Family
- g) Safe destination to travel
- h) Need for money

**SECTION C: EXPERIENTIAL QUESTIONS**

*For the following questions please be as specific and detailed as possible*

**22. Can you describe your first memory of Disney from your childhood?**

**23. What impact did this memory have on your decision?**

**24. In your country how is the Disney image projected?**

Television                  Clothing                  Merchandise                  Other \_\_\_\_\_

**25. Would you say that this has had an influence on your decision to an extent?**

**26. What expectations did you have about the Disney program?**

**27. Were these expectations mentioned above met?**

**28. What motivated you to participate in the Disney program?**

**29. On what criteria did you base your final decision?**

**30. Did you find your work at Disney meaningful and relevant?**

**31. Describe your experience of the Disney program in one word.**

**32. When you arrived at Disney, you had preconceptions of the kinds of experiences that could take place. These are often influenced by individual social constructions, identify from the list below which applied to you:**

- Media
- Expectations
- Product images
- Past travel experiences
- Previous knowledge

**33. How did you feel about working with people from different nationalities and the cross-cultural experience?**

**34. How would you rank your experience of the services and products offered to “cast members”?**

- Among the best
- Average
- Below average

**35. How was experience with the guests/visitors at the Disney theme parks and resorts?**

**36. What did you enjoy the most about your experience?**

**37. What did you enjoy the least about your experience?**

**38. What kind of impact has your experience, during your participation in the Disney program, had on your life?**

**39. Describe your feelings when you had to return home.**

**40. Would you participate in the program again? Yes                  No**

**41. Would you recommend friends and relatives to participate this program in the future? Yes No**

*Thank you for completing this survey.*

## Appendix D: Snapshot of the Researcher's Lime Survey Platform and Preview of questions

The screenshot shows the LimeSurvey admin interface for a survey titled "Preconceptions, motivations and lived experiences about the ... (598735)". The interface includes a navigation menu on the left with sections for "Demographical Profile" (11 questions), "Participation Characteristics" (10 questions), and "Experiential Questions" (20 questions). The main content area displays the "Survey summary" and "Text elements".

**Survey summary:** Preconceptions, motivations and lived experiences about the phenomenon of Disney during your participation in the Cultural International Program. (ID 598735)

**Survey URL:**

English (Base language):	<a href="http://www.checklist.co.za/index.php/598735?lang=en">http://www.checklist.co.za/index.php/598735?lang=en</a>
End URL:	-
Number of questions/groups:	41/3

**Text elements:**

**Description:**

**Welcome:** Welcome All... In 2009, I participated in the Disney's Cultural Representative Program. During my experience, I have c... [Show more](#)

**End message:** Should you have any questions or concerns, please contact: Pearleen Maistry at +971 56 435 8300 or pearlz\_maistry@yahoo... [Show more](#)

The screenshot shows the "Preview of Questions on the Demographical Profile on the Lime Survey Platform". The interface displays the "Demographical Profile" section with the following questions:

**Demographic questions**

What is your nationality?

What is your current country of residence?

Gender?

Female Male

## **Appendix E: Semi-Structured Skype Interview Questions**

- Q1 - When did you participate in the program?
- Q2 - What was your role in DCRP?
- Q3 - What motivated you to participate in the program?
- Q4 - How did you feel about living and working with people of different nationalities?
- Q5 - What was the most enjoyable part of your DCRP experience?
- Q6 - What was the least enjoyable part of your DCRP experience?
- Q7 - Would you say your DCRP experience was meaningful and relevant?
- Q8 – How do you think that the DCRP experience was instrumental in your career development?
- Q9 - What kind of impact did the program have on your life?
- Q10 - How would you summarise your overall DCRP experience?
- Q11 - How do you think Disney can ensure that participants in the DCRP remain motivated and the morale maintained?
- Q12 - Would participate in the DCRP again?
- Q13 - Would you recommend friends and relatives to participate in the DCRP?

**Appendix F: Cross-tabulations for ranking top three aspects of motivation**

Table 4.2:

*Aspects of Lowest Motivation According to Nationality (Rank 1) Cross-Tabulation*

		Aspects of Motivations										
		Need to travel to a safe destination	Need to satisfy curiosity	Need for achievement or development	Need to meet people from different countries	Need to work for a world-renowned brand	Need to build new friendships or relationships	Need for money	Family	Need to escape		
Nationality	African	Count	1	3	3	2	3	2	2	6	0	22
		% within Nationality	4.5%	13.6%	13.6%	9.1%	13.6%	9.1%	9.1%	27.3%	0.0%	
		% within Motivations	25.0%	75.0%	100.0%	100.0%	60.0%	100.0%	33.3%	100.0%	0.0%	
		% of Total	3.0%	9.1%	9.1%	6.1%	9.1%	6.1%	6.1%	18.2%	0.0%	66.7% <b>67%</b>
		Count	3	1	0	0	2	0	4	0	1	11
		% within Nationality	27.3%	9.1%	0.0%	0.0%	18.2%	0.0%	36.4%	0.0%	9.1%	
		% within Motivations	75.0%	25.0%	0.0%	0.0%	40.0%	0.0%	66.7%	0.0%	100.0%	
		% of Total	9.1%	3.0%	0.0%	0.0%	6.1%	0.0%	12.1%	0.0%	3.0%	33.3% <b>33%</b>
Total	Count	4	4	3	2	5	2	6	6	1	33	
	% of Total	12.1%	12.1%	9.1%	6.1%	15.2%	6.1%	18.2%	18.2%	3.0%	100.0% <b>100%</b>	

Table 4.3:  
*Aspects of Average Motivation According to Nationality (Rank 2) Cross-Tabulation*

		Aspects of Motivations											
		Need to travel to a safe destination	Need to satisfy curiosity	Need for achievement or development	Need to meet people from different countries	Need to work for a world-renowned brand	Need to build new friendships or relationships	Need for money	Family	Need to escape			
Nationality	African	Count	4	2	1	4	4	2	2	1	2	Total	22
		% within Nationality	18.2%	9.1%	4.5%	18.2%	18.2%	9.1%	9.1%	4.5%	9.1%		
		% within Motivations	100.0%	50.0%	100.0%	66.7%	50.0%	100.0%	50.0%	100.0%	66.7%		
		% of Total	12.1%	6.1%	3.0%	12.1%	12.1%	6.1%	6.1%	3.0%	6.1%	66.7%	<b>67%</b>
Nationality	Non-African	Count	0	2	0	2	4	0	2	0	1		11
		% within Nationality	0.0%	18.2%	0.0%	18.2%	36.4%	0.0%	18.2%	0.0%	9.1%		
		% within Motivations	0.0%	50.0%	0.0%	33.3%	50.0%	0.0%	50.0%	0.0%	33.3%		
		% of Total	0.0%	6.1%	0.0%	6.1%	12.1%	0.0%	6.1%	0.0%	3.0%	33.3%	<b>33%</b>
Total	Count	4	4	1	6	8	2	4	1	3			33
	% of Total	12.1%	12.1%	3.0%	18.2%	24.2%	6.1%	12.1%	3.0%	9.1%	100.0%		<b>100%</b>

Table 4.4

*Aspects of Highest Motivation According to Nationality (Rank 3) Cross-Tabulation*

		Aspects of Motivations									Total	
		Need to travel to a safe destination	Need to satisfy curiosity	Need for achievement or development	Need to meet people from different countries	Need to work for a world-renowned brand	Need to build new friendships or relationships	Need for money	Family	Need to escape		
Nationality	African	Count	2	0	11	1	3	2	2	0	1	22
		% within Nationality	9.1%	0.0%	50.0%	4.5%	13.6%	9.1%	9.1%	0.0%	4.5%	
		% within Motivations	50.0%	0.0%	68.8%	100.0%	75.0%	66.7%	100.0%	0.0%	100.0%	
		% of Total	6.1%	0.0%	33.3%	3.0%	9.1%	6.1%	6.1%	0.0%	3.0%	66.7% <b>67%</b>
		Count	2	1	5	0	1	1	0	1	0	11
		% within Nationality	18.2%	9.1%	45.5%	0.0%	9.1%	9.1%	0.0%	9.1%	0.0%	
		% within Motivations	50.0%	100.0%	31.3%	0.0%	25.0%	33.3%	0.0%	100.0%	0.0%	
		% of Total	6.1%	3.0%	15.2%	0.0%	3.0%	3.0%	0.0%	3.0%	0.0%	33.3% <b>33%</b>
Total	Count	4	1	16	1	4	3	2	1	1	33	
	% of Total	12.1%	3.0%	48.5%	3.0%	12.1%	9.1%	6.1%	3.0%	3.0%	100.0% <b>100%</b>	

Table 4.5

*Aspects of Lowest Motivation According to Gender (Rank 1) Cross-Tabulation*

		Aspects of Motivations										
		Need to travel to a safe destination	Need to satisfy curiosity	Need for achievement or development	Need to meet people from different countries	Need to work for a world-renowned brand	Need to build new friendships or relationships	Need for money	Family	Need to escape		Total
Gender	Female	Count	4	3	2	2	3	1	3	4	0	22
		% within Gender	18.2%	13.6%	9.1%	9.1%	13.6%	4.5%	13.6%	18.2%	0.0%	
		% within Motivations	100.0%	75.0%	66.7%	100.0%	60.0%	50.0%	50.0%	66.7%	0.0%	
		% of Total	12.1%	9.1%	6.1%	6.1%	9.1%	3.0%	9.1%	12.1%	0.0%	66.7%
	Male	Count	0	1	1	0	2	1	3	2	1	11
		% within Gender	0.0%	9.1%	9.1%	0.0%	18.2%	9.1%	27.3%	18.2%	9.1%	
		% within Motivations	0.0%	25.0%	33.3%	0.0%	40.0%	50.0%	50.0%	33.3%	100.0%	
		% of Total	0.0%	3.0%	3.0%	0.0%	6.1%	3.0%	9.1%	6.1%	3.0%	33.3%
Total	Count	4	4	3	2	5	2	6	6	1	33	
	% of Total	12.1%	12.1%	9.1%	6.1%	15.2%	6.1%	18.2%	18.2%	3.0%	100.0%	

Table 4.6

*Aspects of Average Motivation According to Gender (Rank 2) Cross-Tabulation*

		Aspects of Motivations										
			Need to travel to a safe destination	Need to satisfy curiosity	Need for achievement or development	Need to meet people from different countries	Need to work for a world-renowned brand	Need to build new friendships or relationships	Need for money	Family	Need to escape	Total
Gender	Female	Count	2	3	1	5	4	2	2	0	3	22
		% within Gender	9.1%	13.6%	4.5%	22.7%	18.2%	9.1%	9.1%	0.0%	13.6%	
		% within \$motivations	50.0%	75.0%	100.0%	83.3%	50.0%	100.0%	50.0%	0.0%	100.0%	
		% of Total	6.1%	9.1%	3.0%	15.2%	12.1%	6.1%	6.1%	0.0%	9.1%	66.7%
	Male	Count	2	1	0	1	4	0	2	1	0	11
		% within Gender	18.2%	9.1%	0.0%	9.1%	36.4%	0.0%	18.2%	9.1%	0.0%	
		% within \$motivations	50.0%	25.0%	0.0%	16.7%	50.0%	0.0%	50.0%	100.0%	0.0%	
		% of Total	6.1%	3.0%	0.0%	3.0%	12.1%	0.0%	6.1%	3.0%	0.0%	33.3%
Total	Count	4	4	1	6	8	2	4	1	3	33	
	% of Total	12.1%	12.1%	3.0%	18.2%	24.2%	6.1%	12.1%	3.0%	9.1%	100.0%	



Table 4.7

*Aspects of Highest Motivation According to Gender (Rank 3) Cross-Tabulation*

		Aspects of Motivations											
		Need to travel to a safe destination	Need to satisfy curiosity	Need for achievement or development	Need to meet people from different countries	Need to work for a world-renowned brand	Need to build new friendships or relationships	Need for money	Family	Need to escape		Total	
Gender	Female	Count	3	1	8	0	4	3	2	1	0	22	
		% within Gender	13.6%	4.5%	36.4%	0.0%	18.2%	13.6%	9.1%	4.5%	0.0%		
		% within \$motivati ons	75.0%	100.0%	50.0%	0.0%	100.0%	100.0%	100.0%	100.0%	0.0%		
		% of Total	9.1%	3.0%	24.2%	0.0%	12.1%	9.1%	6.1%	3.0%	0.0%	66.7%	
	Male	Count	1	0	8	1	0	0	0	0	0	1	11
		% within Gender	9.1%	0.0%	72.7%	9.1%	0.0%	0.0%	0.0%	0.0%	0.0%	9.1%	
		% within \$motivati ons	25.0%	0.0%	50.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	
		% of Total	3.0%	0.0%	24.2%	3.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.0%	33.3%
Total	Count	4	1	16	1	4	3	2	1	1	1	33	
	% of Total	12.1%	3.0%	48.5%	3.0%	12.1%	9.1%	6.1%	3.0%	3.0%	3.0%	100.0%	

Table 4.8  
Aspects of Lowest Motivation According to Age (Rank 1) Cross-Tabulation

		Aspects of Motivations										
		Need to travel to a safe destination	Need to satisfy curiosity	Need for achievement or development	Need to meet people from different countries	Need to work for a world-renowned brand	Need to build new friendships or relationships	Need for money	Family	Need to escape		
Age	26-30 years	Count	1	2	3	1	1	1	2	2	1	14
		% within Age	7.1%	14.3%	21.4%	7.1%	7.1%	7.1%	14.3%	14.3%	7.1%	
		% within \$motivations	25.0%	50.0%	100.0%	50.0%	20.0%	50.0%	33.3%	33.3%	100.0%	
		% of Total	3.0%	6.1%	9.1%	3.0%	3.0%	3.0%	6.1%	6.1%	3.0%	42.4%
	31 years and over	Count	3	2	0	1	4	1	4	4	0	19
		% within Age	15.8%	10.5%	0.0%	5.3%	21.1%	5.3%	21.1%	21.1%	0.0%	
		% within \$motivations	75.0%	50.0%	0.0%	50.0%	80.0%	50.0%	66.7%	66.7%	0.0%	
		% of Total	9.1%	6.1%	0.0%	3.0%	12.1%	3.0%	12.1%	12.1%	0.0%	57.6%
Total	Count	4	4	3	2	5	2	6	6	1	33	
	% of Total	12.1%	12.1%	9.1%	6.1%	15.2%	6.1%	18.2%	18.2%	3.0%	100.0%	

Table 4.9

*Aspects of Average Motivation According to Age (Rank 2) Cross-Tabulation*

		Aspects of Motivations										
		Need to travel to a safe destination	Need to satisfy curiosity	Need for achievement or development	Need to meet people from different	Need to work for a world-renowned brand	Need to build new friendships or relationships	Need for money	Family	Need to escape	Total	
Age 26-30 years	Count	2	2	0	3	4	1	0	0	2	14	
	% within Age	14.3%	14.3%	0.0%	21.4%	28.6%	7.1%	0.0%	0.0%	14.3%		
	% within \$motivations	50.0%	50.0%	0.0%	50.0%	50.0%	50.0%	0.0%	0.0%	66.7%		
	% of Total	6.1%	6.1%	0.0%	9.1%	12.1%	3.0%	0.0%	0.0%	6.1%	42.4%	
31 years and over	Count	2	2	1	3	4	1	4	1	1	19	
	% within Age	10.5%	10.5%	5.3%	15.8%	21.1%	5.3%	21.1%	5.3%	5.3%		
	% within \$motivations	50.0%	50.0%	100.0%	50.0%	50.0%	50.0%	100.0%	100.0%	33.3%		
	% of Total	6.1%	6.1%	3.0%	9.1%	12.1%	3.0%	12.1%	3.0%	3.0%	57.6%	
Total	Count	4	4	1	6	8	2	4	1	3	33	
	% of Total	12.1%	12.1%	3.0%	18.2%	24.2%	6.1%	12.1%	3.0%	9.1%	100.0%	

Table 4.10  
*Aspects of Highest Motivation According to Age (Rank 3) Cross-Tabulation*

		Aspects of Motivations										
		Need to travel to a safe destination	Need to satisfy curiosity	Need for achievement or development	Need to meet people from different	Need to work for a world-renowned brand	Need to build new friendships or relationships	Need for money	Family	Need to escape		Total
Age 26-30 years	Count	2	1	6	1	2	1	1	0	0		14
	% within Age	14.3%	7.1%	42.9%	7.1%	14.3%	7.1%	7.1%	0.0%	0.0%		
	% within \$motivation	50.0%	100.0%	37.5%	100.0%	50.0%	33.3%	50.0%	0.0%	0.0%		
	% of Total	6.1%	3.0%	18.2%	3.0%	6.1%	3.0%	3.0%	0.0%	0.0%		42.4%
31 years and over	Count	2	0	10	0	2	2	1	1	1		19
	% within Age	10.5%	0.0%	52.6%	0.0%	10.5%	10.5%	5.3%	5.3%	5.3%		
	% within \$motivation	50.0%	0.0%	62.5%	0.0%	50.0%	66.7%	50.0%	100.0%	100.0%		
	% of Total	6.1%	0.0%	30.3%	0.0%	6.1%	6.1%	3.0%	3.0%	3.0%		57.6%
Total	Count	4	1	16	1	4	3	2	1	1		33
	% of Total	12.1%	3.0%	48.5%	3.0%	12.1%	9.1%	6.1%	3.0%	3.0%		100.0%

**Appendix G: Cross-tabulations for multicultural living and working**

Table 4.12

*The Multicultural Living and Working Experience According to Nationality Cross-Tabulation*

		The Multicultural Living and Working Experience			Total	
		I loved the experience	It was a learning experience	It was challenging at the beginning		
Nationality	African	Count	13	5	4	22
		% within Nationality	59.1%	22.7%	18.2%	100.0%
		% within The Multicultural Living and Working Experience	68.4%	55.6%	80.0%	66.7%
		% of Total	39.4%	15.2%	12.1%	66.7%
	Non-African	Count	6	4	1	11
		% within Nationality	54.5%	36.4%	9.1%	100.0%
		% within The Multicultural Living and Working Experience	31.6%	44.4%	20.0%	33.3%
		% of Total	18.2%	12.1%	3.0%	33.3%
	Total	Count	19	9	5	33
		% within Nationality	57.6%	27.3%	15.2%	100.0%
		% within The Multicultural Living and Working Experience	100.0%	100.0%	100.0%	100.0%
		% of Total	57.6%	27.3%	15.2%	100.0%

Table 4.13

*The Multicultural Living and Working Experience According to Gender Cross-Tabulation*

		The Multicultural Living and Working Experience				
		I loved the experience	It was a learning experience	It was challenging at the beginning	Total	
Gender	Female	Count	13	5	4	22
		% within Gender	59.1%	22.7%	18.2%	100.0%
		% within The Multicultural Living and Working Experience	68.4%	55.6%	80.0%	66.7%
		% of Total	39.4%	15.2%	12.1%	66.7%
Male		Count	6	4	1	11
		% within Gender	54.5%	36.4%	9.1%	100.0%
		% within The Multicultural Living and Working Experience	31.6%	44.4%	20.0%	33.3%
		% of Total	18.2%	12.1%	3.0%	33.3%
Total		Count	19	9	5	33
		% within Gender	57.6%	27.3%	15.2%	100.0%
		% within The Multicultural Living and Working Experience	100.0%	100.0%	100.0%	100.0%
		% of Total	57.6%	27.3%	15.2%	100.0%

Table 4.14

*The Multicultural Living and Working Experience According to Age Cross-Tabulation*

		The Multicultural Living and Working Experience			
		I loved the experience	It was a learning experience	It was challenging at the beginning	Total
Age 26-30 years	Count	7	6	1	14
	% within Age	50.0%	42.9%	7.1%	100.0%
	% within The Multicultural Living and Working Experience	36.8%	66.7%	20.0%	42.4%
	% of Total	21.2%	18.2%	3.0%	42.4%
31 years and over	Count	12	3	4	19
	% within Age	63.2%	15.8%	21.1%	100.0%
	% within The Multicultural Living and Working Experience	63.2%	33.3%	80.0%	57.6%
	% of Total	36.4%	9.1%	12.1%	57.6%
Total	Count	19	9	5	33
	% within Age	57.6%	27.3%	15.2%	100.0%
	% within The Multicultural Living and Working Experience	100.0%	100.0%	100.0%	100.0%
	% of Total	57.6%	27.3%	15.2%	100.0%

## Appendix H: Duration of Participation x Meaningful and Relevant Experiences

Table 4.17

*Duration and Meaningful and Relevant Experience According to Nationality Cross-Tabulation*

			Meaning and relevant experience?		Total	
Nationality			Yes	To an extent		
African	Duration of the Participation	4-6 months	Count	2	0	2
			% within Duration of the Participation	100.0%	0.0%	100.0%
			% within Meaning and relevant experience?	10.0%	0.0%	9.1%
			% of Total	9.1%	0.0%	9.1%
	more than 6 months	Count	18	2	20	
		% within Duration of the Participation	90.0%	10.0%	100.0%	
		% within Meaning and relevant experience?	90.0%	100.0%	90.9%	
		% of Total	81.8%	9.1%	90.9%	
	Total	Count	20	2	22	
		% within Duration of the Participation	90.9%	9.1%	100.0%	
		% within Meaning and relevant experience?	100.0%	100.0%	100.0%	
		% of Total	90.9%	9.1%	100.0%	
Non-African	Duration of the Participation	2-4 months	Count	0	1	1
			% within Duration of the Participation	0.0%	100.0%	100.0%
			% within Meaning and relevant experience?	0.0%	33.3%	9.1%
			% of Total	0.0%	9.1%	9.1%
	more than 6 months	Count	8	2	10	
		% within Duration of the Participation	80.0%	20.0%	100.0%	
		% within Meaning and relevant experience?	100.0%	66.7%	90.9%	
		% of Total	72.7%	18.2%	90.9%	
	Total	Count	8	3	11	
		% within Duration of the Participation	72.7%	27.3%	100.0%	
		% within Meaning and relevant experience?	100.0%	100.0%	100.0%	
		% of Total	72.7%	27.3%	100.0%	
Total	Duration of the Participation	2-4 months	Count	0	1	1
			% within Duration of the Participation	0.0%	100.0%	100.0%
			% within Meaning and relevant experience?	0.0%	20.0%	3.0%
			% of Total	0.0%	3.0%	3.0%
	4-6 months	Count	2	0	2	



		% within Duration of the Participation	100.0%	0.0%	100.0%
		% within Meaning and relevant experience?	7.1%	0.0%	6.1%
		% of Total	6.1%	0.0%	6.1%
	more than 6 months	Count	26	4	30
		% within Duration of the Participation	86.7%	13.3%	100.0%
		% within Meaning and relevant experience?	92.9%	80.0%	90.9%
		% of Total	78.8%	12.1%	90.9%
	Total	Count	28	5	33
		% within Duration of the Participation	84.8%	15.2%	100.0%
		% within Meaning and relevant experience?	100.0%	100.0%	100.0%
		% of Total	84.8%	15.2%	100.0%

Table 4.18

*Duration and Meaningful and Relevant Experience According to Gender Cross-Tabulation*

Gender				Meaning and relevant experience?		Total
				Yes	To an extent	
Female	Duration of the Participation	4-6 months	Count	2	0	2
			% within Duration of the Participation	100.0%	0.0%	100.0%
			% within Meaning and relevant experience?	10.0%	0.0%	9.1%
			% of Total	9.1%	0.0%	9.1%
	more than 6 months	Count	18	2	20	
		% within Duration of the Participation	90.0%	10.0%	100.0%	
		% within Meaning and relevant experience?	90.0%	100.0%	90.9%	
		% of Total	81.8%	9.1%	90.9%	
	Total	Count	20	2	22	
		% within Duration of the Participation	90.9%	9.1%	100.0%	
% within Meaning and relevant experience?		100.0%	100.0%	100.0%		
% of Total		90.9%	9.1%	100.0%		
Male	Duration of the Participation	2-4 months	Count	0	1	1
			% within Duration of the Participation	0.0%	100.0%	100.0%
			% within Meaning and relevant experience?	0.0%	33.3%	9.1%
			% of Total	0.0%	9.1%	9.1%
	more than 6 months	Count	8	2	10	
		% within Duration of the Participation	80.0%	20.0%	100.0%	

			% within Meaning and relevant experience?	100.0%	66.7%	90.9%
			% of Total	72.7%	18.2%	90.9%
	Total		Count	8	3	11
			% within Duration of the Participation	72.7%	27.3%	100.0%
			% within Meaning and relevant experience?	100.0%	100.0%	100.0%
			% of Total	72.7%	27.3%	100.0%
Total	Duration of the Participation	2-4 months	Count	0	1	1
			% within Duration of the Participation	0.0%	100.0%	100.0%
			% within Meaning and relevant experience?	0.0%	20.0%	3.0%
			% of Total	0.0%	3.0%	3.0%
		4-6 months	Count	2	0	2
			% within Duration of the Participation	100.0%	0.0%	100.0%
			% within Meaning and relevant experience?	7.1%	0.0%	6.1%
			% of Total	6.1%	0.0%	6.1%
		more than 6 months	Count	26	4	30
			% within Duration of the Participation	86.7%	13.3%	100.0%
			% within Meaning and relevant experience?	92.9%	80.0%	90.9%
			% of Total	78.8%	12.1%	90.9%
	Total		Count	28	5	33
			% within Duration of the Participation	84.8%	15.2%	100.0%
			% within Meaning and relevant experience?	100.0%	100.0%	100.0%
			% of Total	84.8%	15.2%	100.0%

Table 4.19

*Duration and Meaningful and Relevant Experience According to Age Cross-Tabulation*

Age	Duration of the Participation			Meaning and relevant experience?		Total	
				Yes	To an extent		
26-30 years	Duration of the Participation	4-6 months	Count	1		1	
			% within Duration of the Participation	100.0%		100.0%	
			% within Meaning and relevant experience?	7.1%		7.1%	
		% of Total	7.1%		7.1%		
		more than 6 months	Count	13		13	
			% within Duration of the Participation	100.0%		100.0%	
			% within Meaning and relevant experience?	92.9%		92.9%	
		% of Total	92.9%		92.9%		
		Total	Count	14		14	
	% within Duration of the Participation		100.0%		100.0%		
	% within Meaning and relevant experience?		100.0%		100.0%		
	% of Total		100.0%		100.0%		
	31 years and over	Duration of the Participation	2-4 months	Count	0	1	1
% within Duration of the Participation				0.0%	100.0%	100.0%	
% within Meaning and relevant experience?				0.0%	20.0%	5.3%	
% of Total			0.0%	5.3%	5.3%		
4-6 months			Count	1	0	1	
			% within Duration of the Participation	100.0%	0.0%	100.0%	
			% within Meaning and relevant experience?	7.1%	0.0%	5.3%	
% of Total			5.3%	0.0%	5.3%		
more than 6 months			Count	13	4	17	
			% within Duration of the Participation	76.5%	23.5%	100.0%	
			% within Meaning and relevant experience?	92.9%	80.0%	89.5%	
% of Total			68.4%	21.1%	89.5%		
Total		Count	14	5	19		
		% within Duration of the Participation	73.7%	26.3%	100.0%		
		% within Meaning and relevant experience?	100.0%	100.0%	100.0%		
		% of Total	73.7%	26.3%	100.0%		
Total		Duration of the Participation	2-4 months	Count	0	1	1
				% within Duration of the Participation	0.0%	100.0%	100.0%

	% within Meaning and relevant experience?	0.0%	20.0%	3.0%
	% of Total	0.0%	3.0%	3.0%
4-6 months	Count	2	0	2
	% within Duration of the Participation	100.0%	0.0%	100.0%
	% within Meaning and relevant experience?	7.1%	0.0%	6.1%
	% of Total	6.1%	0.0%	6.1%
more than 6 months	Count	26	4	30
	% within Duration of the Participation	86.7%	13.3%	100.0%
	% within Meaning and relevant experience?	92.9%	80.0%	90.9%
	% of Total	78.8%	12.1%	90.9%
Total	Count	28	5	33
	% within Duration of the Participation	84.8%	15.2%	100.0%
	% within Meaning and relevant experience?	100.0%	100.0%	100.0%
	% of Total	84.8%	15.2%	100.0%

## Appendix I: Experiences Enjoyed the Most and Least

Table 4.22

*Experiences Most Enjoyed According to Nationality Cross-Tabulation*

		Experiences Most Enjoyed										
		Work-life balance	Cast-member discounts and benefits	Travelling	Meeting diverse nationalities	Lasting international friendships	Everything	Representing the Disney brand	Sharing my culture	Food	Total	
Nationality	African	Count	1	2	3	3	4	3	4	2	0	22
		% within Nationality	4.5%	9.1%	13.6%	13.6%	18.2%	13.6%	18.2%	9.1%	0.0%	100.0%
		% within Experiences Most Enjoyed	50.0%	66.7%	75.0%	42.9%	80.0%	100.0%	66.7%	100.0%	0.0%	66.7%
		% of Total	3.0%	6.1%	9.1%	9.1%	12.1%	9.1%	12.1%	6.1%	0.0%	66.7%
		Count	1	1	1	4	1	0	2	0	1	11
		% within Nationality	9.1%	9.1%	9.1%	36.4%	9.1%	0.0%	18.2%	0.0%	9.1%	100.0%
		% within Experiences Most Enjoyed	50.0%	33.3%	25.0%	57.1%	20.0%	0.0%	33.3%	0.0%	100.0%	33.3%
		% of Total	3.0%	3.0%	3.0%	12.1%	3.0%	0.0%	6.1%	0.0%	3.0%	33.3%
Total		Count	2	3	4	7	5	3	6	2	1	33
		% within Nationality	6.1%	9.1%	12.1%	21.2%	15.2%	9.1%	18.2%	6.1%	3.0%	100.0%
		% within Experiences Most Enjoyed	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	6.1%	9.1%	12.1%	21.2%	15.2%	9.1%	18.2%	6.1%	3.0%	100.0%

Table 4.23

*Experiences Least Enjoyed According to Nationality Cross-Tabulation*

		Experiences Least Enjoyed							
		Difficult guests	Work-related	Home-sick	Location	Living conditions	Nothing	Total	
Nationality	African	Count	6	9	1	1	4	1	22
		% within Nationality	27.3%	40.9%	4.5%	4.5%	18.2%	4.5%	100.0%
		% within Experiences Least Enjoyed	85.7%	60.0%	100.0%	33.3%	80.0%	50.0%	66.7%
		% of Total	18.2%	27.3%	3.0%	3.0%	12.1%	3.0%	66.7%
		Count	1	6	0	2	1	1	11
		% within Nationality	9.1%	54.5%	0.0%	18.2%	9.1%	9.1%	100.0%
		% within Experiences Least Enjoyed	14.3%	40.0%	0.0%	66.7%	20.0%	50.0%	33.3%
		% of Total	3.0%	18.2%	0.0%	6.1%	3.0%	3.0%	33.3%
Total		Count	7	15	1	3	5	2	33
		% within Nationality	21.2%	45.5%	3.0%	9.1%	15.2%	6.1%	100.0%
		% within Experiences Least Enjoyed	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	21.2%	45.5%	3.0%	9.1%	15.2%	6.1%	100.0%

Table 4.24

Experiences Most Enjoyed According to Gender Cross-Tabulation

		Experiences Most Enjoyed										
		Work-life balance	Cast-member discounts and benefits	Travelling	Meeting diverse nationalities	Lasting international friendships	Everything	Representing the Disney brand	Sharing my culture	Food	Total	
Gender	Female	Count	2	2	3	3	2	2	5	2	1	22
		% within Gender	9.1%	9.1%	13.6%	13.6%	9.1%	9.1%	22.7%	9.1%	4.5%	100.0%
		% within Experiences Most Enjoyed	100.0%	66.7%	75.0%	42.9%	40.0%	66.7%	83.3%	100.0%	100.0%	66.7%
		% of Total	6.1%	6.1%	9.1%	9.1%	6.1%	6.1%	15.2%	6.1%	3.0%	66.7%
	Male	Count	0	1	1	4	3	1	1	0	0	11
		% within Gender	0.0%	9.1%	9.1%	36.4%	27.3%	9.1%	9.1%	0.0%	0.0%	100.0%
		% within Experiences Most Enjoyed	0.0%	33.3%	25.0%	57.1%	60.0%	33.3%	16.7%	0.0%	0.0%	33.3%
		% of Total	0.0%	3.0%	3.0%	12.1%	9.1%	3.0%	3.0%	0.0%	0.0%	33.3%
	Total	Count	2	3	4	7	5	3	6	2	1	33
		% within Gender	6.1%	9.1%	12.1%	21.2%	15.2%	9.1%	18.2%	6.1%	3.0%	100.0%
		% within Experiences Most Enjoyed	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	6.1%	9.1%	12.1%	21.2%	15.2%	9.1%	18.2%	6.1%	3.0%	100.0%

Table 4.25

Experiences Least Enjoyed According to Gender Cross-Tabulation

		Experiences Least Enjoyed							
		Difficult guests	Work-related	Home-sick	Location	Living conditions	Nothing	Total	
Gender	Female	Count	5	10	1	1	3	2	22
		% within Gender	22.7%	45.5%	4.5%	4.5%	13.6%	9.1%	100.0%
		% within Experiences Least Enjoyed	71.4%	66.7%	100.0%	33.3%	60.0%	100.0%	66.7%
		% of Total	15.2%	30.3%	3.0%	3.0%	9.1%	6.1%	66.7%
	Male	Count	2	5	0	2	2	0	11
		% within Gender	18.2%	45.5%	0.0%	18.2%	18.2%	0.0%	100.0%
		% within Experiences Least Enjoyed	28.6%	33.3%	0.0%	66.7%	40.0%	0.0%	33.3%
		% of Total	6.1%	15.2%	0.0%	6.1%	6.1%	0.0%	33.3%
	Total	Count	7	15	1	3	5	2	33
		% within Gender	21.2%	45.5%	3.0%	9.1%	15.2%	6.1%	100.0%
		% within Experiences Least Enjoyed	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	21.2%	45.5%	3.0%	9.1%	15.2%	6.1%	100.0%

Table 4.26

*Experiences Most Enjoyed According to Age Cross-Tabulation*

		Experiences Most Enjoyed										
		Work-life balance	Cast-member discounts and benefits	Travelling	Meeting diverse nationalities	Lasting international friendships	Everything	Representing the Disney brand	Sharing my culture	Food	Total	
Age	26-30 years	Count	2	1	2	3	2	1	2	1	0	14
		% within Age	14.3%	7.1%	14.3%	21.4%	14.3%	7.1%	14.3%	7.1%	0.0%	100.0%
		% within Experiences Most Enjoyed	100.0%	33.3%	50.0%	42.9%	40.0%	33.3%	33.3%	50.0%	0.0%	42.4%
		% of Total	6.1%	3.0%	6.1%	9.1%	6.1%	3.0%	6.1%	3.0%	0.0%	42.4%
	31 years and over	Count	0	2	2	4	3	2	4	1	1	19
		% within Age	0.0%	10.5%	10.5%	21.1%	15.8%	10.5%	21.1%	5.3%	5.3%	100.0%
		% within Experiences Most Enjoyed	0.0%	66.7%	50.0%	57.1%	60.0%	66.7%	66.7%	50.0%	100.0%	57.6%
		% of Total	0.0%	6.1%	6.1%	12.1%	9.1%	6.1%	12.1%	3.0%	3.0%	57.6%
	Total	Count	2	3	4	7	5	3	6	2	1	33
		% within Age	6.1%	9.1%	12.1%	21.2%	15.2%	9.1%	18.2%	6.1%	3.0%	100.0%
		% within Experiences Most Enjoyed	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	6.1%	9.1%	12.1%	21.2%	15.2%	9.1%	18.2%	6.1%	3.0%	100.0%

Table 4.27

*Experiences Least Enjoyed According to Age Cross-Tabulation*

		Experiences Least Enjoyed							
		Difficult guests	Work-related	Home-sick	Location	Living conditions	Nothing	Total	
Age	26-30 years	Count	3	5	1	2	2	1	14
		% within Age	21.4%	35.7%	7.1%	14.3%	14.3%	7.1%	100.0%
		% within Experiences Least Enjoyed	42.9%	33.3%	100.0%	66.7%	40.0%	50.0%	42.4%
		% of Total	9.1%	15.2%	3.0%	6.1%	6.1%	3.0%	42.4%
	31 years and over	Count	4	10	0	1	3	1	19
		% within Age	21.1%	52.6%	0.0%	5.3%	15.8%	5.3%	100.0%
		% within Experiences Least Enjoyed	57.1%	66.7%	0.0%	33.3%	60.0%	50.0%	57.6%
		% of Total	12.1%	30.3%	0.0%	3.0%	9.1%	3.0%	57.6%
	Total	Count	7	15	1	3	5	2	33
		% within Age	21.2%	45.5%	3.0%	9.1%	15.2%	6.1%	100.0%
		% within Experiences Least Enjoyed	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	21.2%	45.5%	3.0%	9.1%	15.2%	6.1%	100.0%

**Appendix J: Cross-tabulations of Impacts of the DCRP Experiences**

Table 4.30

*Impacts of the DCRP Experiences According to Nationality Cross-Tabulation*

Nationality		How was the DCRP experience instrumental in life?				Total
		Career development	Life-changing	Self-development	Cultural awareness	
African	Count	10	0	8	4	22
	% within Nationality	45.5%	0.0%	36.4%	18.2%	100.0%
	% within How was the DCRP experience instrumental in life?	83.3%	0.0%	61.5%	66.7%	66.7%
	% of Total	30.3%	0.0%	24.2%	12.1%	66.7%
Non-African	Count	2	2	5	2	11
	% within Nationality	18.2%	18.2%	45.5%	18.2%	100.0%
	% within How was the DCRP experience instrumental in life?	16.7%	100.0%	38.5%	33.3%	33.3%
	% of Total	6.1%	6.1%	15.2%	6.1%	33.3%
Total	Count	11	2	14	6	33
	% within Nationality	36.4%	6.1%	39.4%	18.2%	100.0%
	% within How was the DCRP experience instrumental in life?	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	36.4%	6.1%	39.4%	18.2%	100.0%



Table 4.31

*Impacts of the DCRP Experiences According to Gender Cross-Tabulation*

		How was the DCRP experience instrumental in life?					
		Career development	Life-changing	Self-development	Cultural awareness	Total	
Gender	Female	Count	11	2	7	2	22
		% within Gender	50.0%	9.1%	31.8%	9.1%	100.0%
		% within How was the DCRP experience instrumental in life?	91.7%	100.0%	53.8%	33.3%	66.7%
		% of Total	33.3%	6.1%	21.2%	6.1%	66.7%
Male		Count	1	0	6	4	11
		% within Gender	9.1%	0.0%	54.5%	36.4%	100.0%
		% within How was the DCRP experience instrumental in life?	8.3%	0.0%	46.2%	66.7%	33.3%
		% of Total	3.0%	0.0%	18.2%	12.1%	33.3%
Total		Count	11	2	14	6	33
		% within Gender	36.4%	6.1%	39.4%	18.2%	100.0%
		% within How was the DCRP experience instrumental in life?	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	36.4%	6.1%	39.4%	18.2%	100.0%

Table 4.32

*Impacts of the DCRP Experiences According to Age Cross-Tabulation*

		How was the DCRP experience instrumental in life?				
		Career development	Life- changing	Self- development	Cultural awareness	Total
Age 26-30 years	Count	7	1	5	1	14
	% within Age	50.0%	7.1%	35.7%	7.1%	100.0%
	% within How was the DCRP experience instrumental in life?	58.3%	50.0%	38.5%	16.7%	42.4%
	% of Total	21.2%	3.0%	15.2%	3.0%	42.4%
31 years and over	Count	5	1	8	5	19
	% within Age	26.3%	5.3%	42.1%	26.3%	100.0%
	% within How was the DCRP experience instrumental in life?	41.7%	50.0%	61.5%	83.3%	57.6%
	% of Total	15.2%	3.0%	24.2%	15.2%	57.6%
Total	Count	11	2	14	6	33
	% within Age	36.4%	6.1%	39.4%	18.2%	100.0%
	% within How was the DCRP experience instrumental in life?	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	36.4%	6.1%	39.4%	18.2%	100.0%

## Appendix K: Auto-coding Extract from the Skype Interview Transcripts

*How do you think that the DCRP experience was instrumental in your career development?*

[<Files\\Skype Interviews\\Transcript 1>](#) - § 1 reference coded [7.05% Coverage] Reference 1 - 7.05% Coverage

It was, to be honest with you, it was because the program has opened a lot of doors for me in hospitality and tourism, in the sense of the standards that I was exposed to is world-class standard. A lot of establishments wanted people that were exposed to them because they knew the type of service that they could deliver and this type of service was rather essential in the tourism industry and especially in a country like Namibia. The industry has established itself in the last ten years and is still growing, so I would say the program has opened a lot of doors for me just because of the standard I was exposed to.

[<Files\\Skype Interviews\\Transcript 2>](#) - § 1 reference coded [9.76% Coverage] Reference 1 - 9.76% Coverage

Yes, it was. I think the most helpful point is that it helped my English because after I went to US and I stayed in the US for a year, I feel like my oral English is much better than before as well as my social skills was developed. This helped me to become an English teacher so my experience definitely helped my career although the job I did there was different. I am also able to share the American culture with my students.

[<Files\\Skype Interviews\\Transcript 3>](#) - § 1 reference coded [3.91% Coverage] Reference 1 - 3.91% Coverage

For me I would say no, because my current field is a lot more focused in entertainment and the program is not necessarily the right stepping stone in that direction, definitely giving me plans and its giving me connection to a company that could give me my entertainment job, but that is not something you can get confirmed from being on the program. I don't think if I did an audition and they going to say like oh you did the program and your hired, it's not like that, whereas if I wanted just like any full-time job with a company and they saw I did the program that that would make me a better applicant, but for entertainment jobs it doesn't, especially if I go anywhere that's not Disney, it won't matter that I did the program.

[<Files\\Skype Interviews\\Transcript 4>](#) - § 1 reference coded [8.08% Coverage] Reference 1 - 8.08% Coverage

No, because I was hoping to learn more English but we worked with Norwegians so there weren't many opportunities. To the guests we spoke English but not as much as expected. Eventually I went into the modelling industry which is something totally different.

[<Files\\Skype Interviews\\Transcript 5>](#) - § 1 reference coded [16.19% Coverage] Reference 1 - 16.19% Coverage

Yes, most definitely, because I learnt a lot from my experience, even though we were doing a seater-greeter job, you learn a lot from kitchens, the chefs, the waiters, the management and I use that in my job today. So after 10 years I can look back and say those two times I participated in that program it really was so instrumental in my life, not just developing my career but in the industry itself, I didn't move out of the industry.

Okay and what is your job today?

I am lecturing, as a hospitality lecturer I lecture cooking as well as computers, cooking lecturing being the main part of my job.

And your experience from Disney was instrumental in developing you in this area?

Yes, I am actually acting as a HOD in my department so the management skills came in well.