

An exploration into the sexual harassment of
hospitality interns: A multiple-case study of the
United States, New Zealand and Australia

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Abstract

Sexual harassment has been considered as a persistent workplace problem in the hospitality industry, and it has been confirmed to influence both employees and organisations negatively. However, previous studies have investigated hospitality employees who experienced sexual harassment in the workplace, however, few have specifically investigated hospitality student interns being harassed sexually. Therefore, this dissertation aims to explore student interns' experiences of sexual harassment as well as the contextual factors that influence its occurrence in hospitality organisations. It aims to provide suitable recommendations for New Zealand universities to protect their hospitality interns from sexual harassment.

The case study research method is adopted in this dissertation, and the United States, New Zealand and Australia have been confirmed as the three case countries. Secondary data were collected from relevant hospitality reports and empirical studies in those countries over a ten-year period.

The findings of the study show that, although the dimensions and situations in the three case countries have some differences, there are still several similarities. It concludes that customer-based sexual harassment (harassers are typically customers) appears to be the main manifestation of sexual harassment towards student interns in the hospitality work environment. The findings show that the power imbalance in many hospitality organisations is an important contextual factor influencing the sexual harassment of hospitality interns. Additionally, student interns' uniforms and sexual harassment-tolerant organisational cultures are significant organisational factors that increase the potential for sexual harassment incidents to occur. In New Zealand, this study pointed that, current protections are inadequate. Based on the three case countries, the findings of this dissertation show that providing training or prior education about sexual harassment for students before internships, providing more targeted online information for students, and train staff members who are identified as the first and initial contact point of contact for students who have experienced sexual harassment can be considered suitable protection methods that will improve the current provisions for vulnerable interns.

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Attestation of Authorship

I, Boyang Zhang, hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person (except where explicitly defined in the Acknowledgements), nor material which to a substantial extent has been submitted for the award of any other degree or diploma of a university or another institution of higher learning.

Signed: _____

Boyang Zhang

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Chapter 1 Introduction

This research explores sexual harassment towards student interns in internships in the hospitality industry, and provides recommendations to New Zealand (NZ) universities for protecting students from harassment. Firstly, this chapter provides a background to the research, followed by the aim of the research and the research questions. Then, the research methodology and method are overviewed, and the structure of the dissertation provided.

1.1 Research background

The hospitality industry deals with customer satisfaction and amongst other aspects, is focused on meeting guests' pleasure and entertainment needs (Bender et al., 2015). In addition, as Bender et al. (2015) explained, the hospitality industry is diverse and composed of several smaller industries; lodging, food services, travel-related recreation, event planning, transportation, cruise lines, and other sectors within the leisure industry provide extensive employment opportunities. The hospitality industry is characterised by part-time work, a workforce with low educational levels, and high labour turnover (Bakkevig Dagsland et al., 2015). Therefore, comprehensive internship programmes may have a critical role in attracting talented employees to the workforce, improving their professional ability, and training them to meet the requirements of the industry.

An internship programme is an important and effective way to solve labour problems in hospitality. Enghagen's (2018) research found that internships not only benefit hospitality, but also provide opportunities for students to apply their theoretical knowledge to practice. However, as internships are typically off-campus and lack supervision by educators (Odio et al., 2019), interns are vulnerable to sexual harassment in the hospitality industry. For example, a survey of hospitality student interns by Ineson et al. (2013) found that during their internships, seven percent had witnessed sexual harassment, and four percent had experienced it. Sexual harassment is considered a significant problem in the hotel industry, and interns often report incidents of sexual harassment, which are attributed to their youth and poor workplace status (Mkono, 2010).

A New Zealand (NZ) Herald investigation of sexual harassment claims in New Zealand universities found that between 2015 and 2019, 14 allegations of harassment were made, and five formal complaints were made at Auckland University of Technology (AUT). There were 26 complaints of sexual harassment received by the University of Auckland,

Victoria University received 11 complaints, as did Otago University (Johnston, 2020)). Moreover, the NZ Herald also reported that New Zealand universities of failing to have open, robust and transparent policies in place to keep students safe.

It is clear that sexual harassment is a persistent workplace problem in the hospitality industry and higher education institutions. *Sexual harassment* is defined as sexual behaviours that are unwanted and offensive (the New Zealand Human rights Commission, 2001) (cited in Waudby & Poulston, 2017). In addition, sexual harassment has been linked to numerous negative outcomes, including but not limited to workplace stress, negative job attitudes, and labour turnover (Priyanko, 2018). The impacts of sexual harassment on student interns are significant. For example, student interns who have experienced or witnessed sexual harassment are often upset at a psychological level, which may affect their future career development, deterring them from pursuing a career in the industry after graduation (Lee & Chao, 2013).

Therefore, researching sexual harassment of hospitality student interns, contributes to a better understanding of sexual harassment and can provide suggestions to universities to protect students undertaking internships. There is little research on interns' sexual harassment, leaving the industry and higher education institutions without the appropriate tools for understanding and addressing sexual harassment problems (Yael, John, & Avital, 2016).

1.2 Research aims and questions

The issue of sexual harassment is considered a widespread problem (Priyanko, 2018), and the hospitality sector has more reported incidents of sexual harassment than any other industry sector (Mooney, 2016). Therefore, sexual harassment in hospitality has come to the attention of several researchers (e.g. Waudby, 2012; Waudby & Poulston, 2017).

Student interns are particularly vulnerable targets of sexual harassment in hospitality. Lin's (2016) research on graduates' internship experiences in Taiwan (China), found that 91.7% of intern participants had experienced sexual harassment. Similarly, Mkono's (2010) research on Zimbabwean hospitality students' experiences in the hospitality industry found around 80% of student participants had been victims of sexual harassment.

This study focuses primarily on hospitality employees who have experienced sexual harassment in the hospitality industry. As there is limited information about student

interns who have been sexually harassed on internships, it was considered important to explore how interns experienced sexual harassment, and the main influences on this problem.

To achieve the research aims, three research questions were proposed to respond to the gaps in the literature, and investigate the best practices for protecting interns in a New Zealand context.

Q1: How does sexual harassment of hospitality interns manifest in the hospitality working environment?

Q2: What are the contextual factors influencing the sexual harassment of hospitality interns?

Q3: What is the most suitable approach for NZ universities to take to protect hospitality interns from sexual harassment?

1.3 Research methodology and methods

To address the research questions and achieve the research aim, this research used an interpretive approach. Interpretivism is “an epistemological position, concerned with approaches to the understanding of reality” (Nazri et al., 2019, p. 42), and as such was considered suitable to investigate the complex dimensions of sexual harassment.

Due to the sensitivity of the topic and the time constraints of a dissertation, this research analysed secondary data. Secondary data sources were published reports, journal articles, books, and online resources from AUT’s library. Thematic analysis was adopted to analyse the data and explore student interns’ experiences of sexual harassment in the hospitality industry. Thematic analysis is a foundational method in qualitative studies, and provides flexibility for identifying, analysing, and reporting themes within the data (Braun & Clarke, 2006).

1.4 Dissertation structure

This dissertation contains six chapters: introduction, literature review, methodology, findings, discussion, and conclusion. The details of each chapter are as follows.

Chapter 1: Introduction. This chapter presents a broad research background to the study, introduces the aim of the research and the research questions, as well as a brief overview of the methodology and methods. The structure of the dissertation is also provided.

Chapter 2: Literature review. This chapter reviews the literature on sexual harassment in hospitality, defines *internship*, and analyses the working experiences of interns in hospitality. The chapter also introduces definitions of and information about sexual harassment, contextual factors that may affect sexual harassment in hospitality, and research into the dimensions of sexual harassment in hospitality. Finally, based on the studies reviewed, the chapter explains the laws, policies, and measures used to protect student interns.

Chapter 3: Methodology. This chapter overviews the research methodology and methods applied in this study. The qualitative approach and the interpretive approach to a case study are explained, along with the collection of secondary data and thematic analysis methods used to analyse the data.

Chapter 4: Findings and discussion. This chapter presents the findings from the data analysis, and compares key findings with those in the literature.

Chapter 5: Conclusion. The conclusion chapter presents the theoretical and practical contributions and implications of the research, and provides practical recommendations to universities. The limitations of the research are also discussed.

Chapter 2 Literature Review

2.1 Introduction

This literature review addresses the significant dimensions of the sexual harassment of student interns in hospitality, to enable a clear picture of the complexity of sexual harassment in hospitality to emerge. Firstly, the nature of student internships is reviewed. Before the different types of hospitality internships are outlined, the chapter investigates the value of internships and how the internship concept is adopted and developed in different countries. Undergraduate internship experiences in hospitality are also introduced. The chapter then reviews the dimensions of sexual harassment as revealed in the extant research, and a review of research on sexual harassment in hospitality and the contextual factors influencing the harassment of student interns. Finally, national laws and universities' protection policies and higher educational institutions are discussed. The summary draws the key points together and indicates the research gaps.

2.2 Internships in university education

This section reviews previous research on internships and provides basic information about and definitions of *internships*. The value of internship programmes is presented from three perspectives: those of students, employers, and educators.

2.1.1 Internships defined

The definition of *internship* has been discussed by several scholars from different perspectives. Zopiatis and Constanti's (2012) conceptual research about managing hospitality internship practices provides an objective definition. The authors posited that an *internship* can be defined as:

A structured and career-relevant supervised professional work/learning experience, paid or unpaid, within an approved hospitality agency/organisation/corporation, under the direct supervision of at least one practicing hospitality professional and one faculty member, for which a hospitality student can earn academic credit. (p. 44).

In Yiu and Law's (2012) review of the role and value of internships in hospitality education in Hong Kong, they concluded that an internship programme is a combination of education and practice, and from the perspective of educational institutions, is necessary for improving the quality of teaching and encouraging students to become active participants in their education.

An internship can also be thought of as a field experience, practicum, work-study programme, or cooperative education (Yiu & Law, 2012). A case study of internship-related learning outcomes and influences in Vietnam by Nghia and My Duyen (2018) observed that an increasing number of higher education institutions offer internship programmes as a compulsory part of their curriculum, aiming to prepare students for their future careers. Nghia and My Duyen (2018) recommended that universities should encourage students to undertake internships, and improve their awareness of the importance of internships, as they can benefit students and universities significantly.

2.1.2 The value of internships from three stakeholders' perspectives

Yiu and Law's (2012) study provided evidence that the combination of practice and theory has numerous advantages for all three stakeholders (i.e. students, employers, and educators), typically through an internship programme. Internships are work-based educational experiences, and students, employers, and educators, as stakeholders, need to have the same levels of agreement, understanding, and congruence in relation to internship programmes, to ensure their success. Enghagen's (2018) research examined the implications of internships in hospitality and tourism in the United States of America (US) by examining the nature and role of internships there. They also analysed the importance of internships by reviewing and integrating the results other relevant studies (e.g. Gursoy et al., 2012; Stansbie & Nash, 2016) with their own findings. Enghagen (2018) observed that the value of internships had been widely discussed and researched, and the benefits often referred to were for students, organisations, and educational institutions. Well-designed and well executed internships can not only improve students' satisfaction with their educational experience, but also provide more experienced workers to employers (Enghagen, 2018).

2.2.2.1 Benefits for students

The benefits of internship experiences for students include but are not limited to improving their competitiveness for employment by providing them with relevant work experience (Enghagen, 2018). They also improve students' professional skills, thus developing their knowledge of their chosen field. Nghia and My Duyen's (2018) study explored the experiences of tourism and hospitality interns in Vietnam using a mixed-method approach of qualitative and quantitative analysis. They conducted 12 in-depth interviews with student interns and an online survey. Their study suggests that, firstly, internships had been used extensively to help students obtain job-related skills and guard

against future unemployment. Secondly, the knowledge that students gained from internships helped them to make connections in the professional fields they were considering for their career paths (Enghagen, 2018). Thirdly, the economic benefits of internships enabled students to fund their education (Singh & Dutta, 2010). Through an effective internship programme, students can improve their employability skills and enter their careers smoothly. More importantly, they may be able to transfer the knowledge gained from their education into practice, helping them acquire job skills and expertise related to their future careers (Joshi & Tyagi, 2019). Therefore, in addition to educational institutions and employers, students are also considered to benefit from internship programmes.

2.2.2.2 Benefits for employers

In hospitality, well-educated and well-trained workforces are regarded as essential elements of success. Hospitality employers, as the beneficiaries of internship programmes, have noticed the advantages provided by internships, and tend to cooperate with universities, as they can provide them with labour (Hussien & La Lopa, 2018). However, it is significant that for hospitality employers, hotel student interns have become an important low-cost or unpaid labour substitute to meet their workforce needs (Yiu & Law, 2012).

Organisations also benefit from internships. For example: 1) internships provide valuable opportunities for employers to guide and evaluate prospective talent (Enghagen, 2018), 2) an internship programme can be a cost-effective tool for meeting strategic recruitment, selection, training, and retention goals (following internships, employers have the opportunity to employ semi-skilled individuals with a willingness to learn [Singh & Dutta, 2010], and 3) many employers treat student interns as cheap labour, and interns must meet the employment requirements of the organisations (Nghia & My Duyen, 2018).

2.2.2.3 Benefits for educational institutions

From educational institutions' perspectives, the internship process of working in hospitality, closes the gap between theoretical knowledge and practical operations (Yiu & Law, 2012) in two ways. Firstly, Zopiatis and Constanti's (2012) study pointed out that internship programmes create connections with organisations and the public. Secondly, from the perspective of academics, internship programmes provide support to update and revise their course material (Zopiatis & Constanti, 2012).

In summary, internships are considered as one of the most common ways to apply experiential learning and have been widely adopted by various higher educational institutions around the world, because they can benefit all three stakeholders. The next section provides examples of the adoption of internship programmes in universities in different countries.

2.1.3 Global university internship systems

This section introduces the implementation of internship systems in different countries, from which sufficient information was available. The application of internship programmes in Vietnam and in India is introduced, followed by those in Zimbabwe and Taiwan. Internships in the United States and Switzerland are also briefly described.

In Vietnam, an internship programme is known as “work-integrated learning” and aims to support students to gain work-ready skills and protect against possible unemployment in the future (Nghia & My Duyen, 2018). Bilsland et al. (2019) interviewed 18 undergraduate business students in Vietnam. Their findings suggest that many local Vietnamese universities have internship programmes of around 12 weeks, but interaction between universities and employment agencies is limited, and local universities do not provide placement services; thus, students commonly rely on their own networks to source internship placements (Bilsland et al., 2019). Also, Nghia et al.’s research (2018) argued that there is a lack of cooperation between universities and employers in organising work and comprehensive learning in Vietnam; thus, students need to find internships themselves. Furthermore, the result of an internship was found to be largely dependent on the quality of the tutors.

In an Indian study, Kumar (2018) pointed out a lack of cooperation between organisations and educational institutions, noting that communication channels between educators and hotel professionals were not fully open, and lacking in an institution-industry interface. Kumar (2018) also found that students were harassed and treated unequally, receiving lower monthly salaries and benefits than were unskilled workers. A negative internship experience could quickly turn a young person away from the industry, and students may decide not to pursue careers in hospitality and tourism after graduation. For employers, unstructured and poorly organised internships result in complaints from students about the quality of their experience, and an increased dropout rate of graduates from the hospitality industry (Yiu & Law, 2012).

In contrast to Vietnam and India, where there was a lack of institutional accountability for student placements, Zimbabwean hospitality management students undertake their hotel internships as a compulsory industrial attachment year in the final part of their four-year degree programme, and related to their graduation grades (Mkono, 2010).

In Taiwan, the internship programme has also been known as a “sandwich course programme.” Lin’s (2006) research investigated sexual harassment experienced by students during their practical training periods in the Taiwanese hospitality industry. The study explained that the internship programme period was usually two years; students were requested to work in the hotel industry for a whole semester. Many students preferred to work in the food and beverage department. In the US, around 90% of hospitality programmes require an internship experience; undergraduates need to work at least 800 hours (paid or unpaid). Swiss students are required to complete two internships to graduate with either a three-year diploma or a four-year bachelor's degree in hospitality management (Zopiatis & Constanti, 2012).

To conclude, internship systems in many countries are mandatory and credit-related, such as in Zimbabwe, Taiwan, the United States, and Switzerland. However, studies reveal that internship programmes in several countries are underdeveloped and defective, which may result in negative internship experiences for students, such as those in Vietnam and India.

2.3 Internship in hospitality from an historical perspective

This section provides an overview of internship programmes in hospitality from an historical perspective to understand common internship structures. There is a long history of this mode of cooperation between educational institutions and hospitality organisations. The earliest recorded idea of colleges and businesses joining forces to enhance the experience of professional education can be traced back to 1863. The introduction of internships into hospitality was from 1863 to 1928 by an early leader in the American hotel industry, who believed that hospitality students need to have practical learning experiences to fully understand the requirements of hospitality management in the real world (Yiu & Law, 2012). Yiu and Law (2012) wrote that the concept of cooperative education was begun at the University of Cincinnati in the United States by Herman Schneider in 1906, and may be the first college-endorsed internship programme. In 1998, Petrillose and Montgomery recognised that internships are a vital component of hospitality education, and most hospitality programmes require students to undertake

placements before graduation. Internships have also been regarded as experiential learning to enable students to gain valuable work experience in hospitality, supplement their course work, and improve their educational background (Foucar-Szocki et al., 1999).

Enghagen's (2018) research shows that the modern professional internship system can be traced back to England in the Middle Ages, when apprentices worked with an experienced tradesman and typically paid for the privilege. Contemporary internships have essential differences to apprenticeships. Interns do not pay their employers to teach them a skill. However, students pay their educational institutions, and often need to work without pay to get course credits (Tripp, 2015). In the development of internship programmes, hospitality education has embraced internships as an inseparable aspect of the educational experience, and nearly all hospitality and tourism programmes include an internship (whether mandatory or as an elective) (Zopiatis & Constanti, 2012).

2.4 Hospitality students' experiences of internships

In this section, the advantages and disadvantages of internships for student interns are discussed, based on the relevant literature.

2.4.1 Advantages of hospitality internships for students

Recent studies indicate that internships are an effective way to enhance graduates' employability. Firstly, internship programmes can help hospitality students learn about hospitality and gain a practical working environment that is not limited to a classroom environment (Joshi & Tyagi, 2019). Likewise, when students are requested to take an internship programme, they are exposed to a community of practice where they can learn and gain opportunities to apply knowledge to practice (Nghia & My Duyen, 2018). As Gault et al. (2010) acknowledged, internship programmes are a "fertile ground" for graduates to apply classroom knowledge into real-life situations, thus further developing knowledge of their career and field.

Internship experiences are also found to help graduates increase their chances of being shortlisted for job interviews, and more likely to obtain full-time employment than are students without internship experiences (Nghia & My Duyen, 2018). From the perspective of students' further career path development, internships can be considered as a test environment in which students can identify a suitable career path during their internship (Joshi & Tyagi, 2019). In addition, they provide opportunities for students to

connect with organisations and professionals they are interested in, and explore different career paths via their internships (Mkono, 2010). Internships also offer students the opportunity to reconsider the career they have chosen, and avoid spending more time on a career in which they have no interest (Nghia & My Duyen, 2018).

2.4.2 Disadvantages of hospitality internships for students

Although many existing studies highlight the benefits of internships, there are still several drawbacks for interns. As discussed, a poor internship experience can result in negative outcomes for students. Yiu and Law (2012) explained that the high intensity, high-pressured hotel working environment can make students feel bored and disappointed with the industry, so they will not choose the hotel industry for their future career. Additionally, Yiu and Law (2012) revealed that due to a lack of experience, students are sometimes unable to combine their theoretical knowledge with practice, and frequently lack support from managers because they are regarded as cheap labour. As a result, students can lose confidence, which may prevent them from pursuing a future career in hospitality. Mooney and Jameson's (2018) research into hospitality undergraduates' career identity during the course of their studies in New Zealand, demonstrated that students rarely believe work in hospitality can achieve professional success, and most of the students in their research were not willing to continue working in the hospitality.

A common criticism recognised by Hussien and La Lopa (2018), is that internship programmes are often criticised for being loosely structured and poorly organised. Odio et al. (2019) pointed out that as internship programmes are typically off-campus experiences, educators often have limitations in terms of supervising and protecting students. Due to this limited supervision, loose or lax management of internships, and poor organisation, many negative impacts have been reported. For example, Mooney and Jameson's (2018) New Zealand study found that in hospitality, sexual harassment was a widespread form of maltreatment of students, and other studies (e.g. Odio et al., 2019) have raised issues of sexual harassment of hospitality interns. In the United Kingdom (UK), reporting on hospitality management students' one-year international internships, Ineson et al. (2013) found that seven percent of interns had witnessed sexual harassment, and four percent had been sexually harassed. In Mkono's (2010) research on the sexual harassment of Zimbabwean hospitality students, around 78% of students reported that they had been victims of sexual harassment, and 82% had witnessed other employees being harassed. Similarly, in Lin's (2006) Taiwanese study, around 60% of interns had experienced sexual harassment during their internship.

In global terms, Mooney et al. (2018) suggested that younger workers in the hospitality and tourism industry are poorly treated and widely exploited. Mkono (2010) explained that interns are especially vulnerable to sexual harassment in the workplace due to their youth and poor workplace status, and are often not treated the same as other employees (Lei & Yin, 2019). Lynch (2019) confirmed that internship students are particularly vulnerable due to their short tenures, the unstable nature of their work, and a lack of institutional support and knowledge. Therefore, young and inexperienced student interns are more likely to be sexually harassed.

2.5 Sexual harassment

Based on the literature reviewed in the previous section, it is clear that sexual harassment in hospitality is a threat to student interns. As it is important to understand the dimensions of sexual harassment, this section defines *sexual harassment* and discusses victims of sexual harassment, then provides different classifications and understandings of sexual harassment from various scholars, whose work is introduced and discussed.

2.5.1 Definitions of sexual harassment

Poulston's (2008) study of sexual harassment's traditional elements provides a definition of *sexual harassment*. She stated that sexual harassment is "sexual behaviour using physical, verbal or visual means, which is unwelcome or offensive and is either repeated or so significant that it has a detrimental effect on another person" (p. 232). Sexual harassment includes but is not limited to unwelcome sexual remarks, conversations, or sexual actions, such as sexual or gender-based jokes, and offensive gestures and body language (Espinoza & Cunningham, 2010). De Haas and Timmerman (2010) surveyed 1295 policewomen in the Netherlands, and wrote that women are at a higher risk of sexual harassment in male-dominated workplaces than in a more gender-balanced work environment. They explained that sexual harassment can be divided into three forms: gender-based harassment (e.g., sexist comments), offensive sexual attention, and sexual pressure (e.g., coercion or rewards used to persuade someone into sexual cooperation). Sexual harassment is a workplace threat that is not only detrimental to the physical and mental health of the targets, but also carries organisational costs, such as reduced productivity and morale, high absenteeism and turnover rates, and legal fees.

Ram (2018) studied violence, bullying, and sexual harassment in the tourism and hospitality industry, noting that the purpose of sexual harassment is to violate the dignity of a person, creating a threatening, hostile, degrading, humiliating, or offensive

environment, by engaging in any form of unwanted verbal, nonverbal, or physical sexual activity. Mooney (2018) suggested that sexual harassment is a facet of gender discrimination in the workplace. Therefore, sexual harassment can be considered as an act of aggression, and a multi-faceted phenomenon, with many forms of expression. Thus, the very form of sexual harassment creates a negative outcome and is a violation of human rights.

2.5.2 Victims of sexual harassment

When considering the victims of sexual harassment, it is common to refer to women as those more likely to be harassed. However, sexual harassment is not exclusive to women; men also experience harassment (Fielden & Hunt, 2014). Fielden and Hunt's (2014) study, that analysed sexual harassment in the workplace and understandings of individual and collective perceptions of sexual harassment, stated that "women in a lower level or in typically 'male' occupations were particularly likely to report sexual harassment, whereas men in higher status occupations or who were employed in positions which had a high percentage of female staff, were more likely to report it" (p. 6). Uggem and Blackstone's (2004) research about sexual harassment described it as a gendered expression of power. They reported that as targets of sexual harassment, men account for 15% of all sexual harassment allegations, and that the number of such allegations had doubled in the previous decade.

When considering the prevalence of sexual harassment in hospitality, Harte's (2017) research discussed why the hotel industry is one with the most sexual harassment incidents, and analysed men's sexual harassment experiences. After analysing results from a web-based survey of 114 students in three hotel schools in the Netherlands, Harte (2017) explained that there were fewer reports and documented cases of men being harassed, so harassment of men is often overlooked; however, this does not mean that sexual harassment of men does not occur. Their study confirmed that the number of complaints and reports of sexual harassment of men had doubled over the previous 20 years, from 8% to 16%, but that male victims tend to remain silent, afraid of the reactions from society, and of feeling ignored, or ridiculed.

2.6 Sexual harassment in the hospitality industry

According to Ram (2018), the hospitality and tourism industry has the highest level of sexual harassment of any industry. Ram (2018) provided empirical data on the occurrence of sexual harassment in hospitality. For example, in the US, 10 to 20% of hospitality

workers report having experienced sexual harassment, and four percent reported an incident of sexual harassment in the previous 12 months. These figures are significantly higher than those of other industries. This section analyses two types of sexual harassment that are the most common in hospitality: co-workers' sexual harassment (including harassment among colleagues and from superiors), and third-party harassment.

2.6.1 Sexual harassment by co-workers

Madera et al. (2018) determined hospitality employers' reactions to customer and co-worker sexual harassment by distributing a survey to 168 hospitality managers in different hotels in the southern US. Their research argued that most sexual harassment in the workplace occurs among colleagues. They found that managers were more likely to characterise incidents as sexual harassment and attribute responsibility to the organisation when harassment occurred among colleagues, as organisations usually had specific policies and employee manuals to solve the problem. Therefore, sexual harassment from co-workers is easier to control compared to sexual harassment from customers (Madera et al., 2018).

Poulston (2008) distributed a questionnaire to 27 hospitality workplaces, and hospitality students at AUT, and found that seven percent of respondents thought that flirting was part of their hotel work. Of all respondents, 29% thought sexual jokes and teasing were not important. From this it was concluded that employees' attitudes may exacerbate the occurrence of sexual harassment.

2.6.2 Third-party sexual harassment

According to Yassour-Borochowitz (2020), research on workplace sexual harassment in hospitality primarily focuses on co-workers. However, an increasing number of studies have observed the importance of sexual harassment by customers. Third-party harassment can be understood as sexual harassment from customers. Waudby's (2012) study found that employees may be required to fulfil various requests from customers to achieve customer satisfaction. Moreover, the relationship between customers and servers is generally unequal, so in addition to having to satisfy customers' needs, incidents of violence and sexual harassment by customers against employees are also widespread in hospitality (Ram, 2018). Employees may not necessarily be able to identify which behaviours are unacceptable and where sexual harassment begins (Waudby, 2012). Additionally, as Waudby (2012) pointed out, influenced by the norms and working conditions of the hospitality context, formal complaints from employees are constrained;

therefore, employees (including student interns) may accept harassment by customers as a routine or regular part of their work, so do not report it.

2.7 Contextual factors influencing the sexual harassment of hospitality interns

This section provides the potential contextual factors that affect sexual harassment in hospitality, including male-dominated workplaces and abuse of power, taking two hospitality departments (kitchen and housekeeping) as examples.

2.7.1 Male-dominated workplaces in hospitality

Organisations that employ significantly more men than women can be considered as male-dominated organisations (de Haas & Timmerman, 2010). Harte's (2017) research highlighted that sexual harassment is more frequent in a workplace where there is a significant difference in the number of female and male employees; this could be a reason for the high levels of sexual harassment in hospitality.

According to de Haas and Timmerman (2010), male-dominated workplaces propagate cultural norms that support sexual bravado, sexual posturing, and the denigration of feminine behaviour, and such cultural norms increase the risk of sexual harassment. Harte's (2017) research showed that female employees are more likely to be seen as sex objects and targets of harassment by men, when working in a male-dominated organisation. In contrast, undesirable sexual behaviour occurs less in sectors where men and women are treated equally (de Haas & Timmerman, 2010).

In this section, the kitchen and housekeeping department are used as examples. The reasons for choosing these two departments are:

- 1) In hotel room attendant work (housekeeping), staff have close contact with customers, and the working environment is typically confined; thus, it is impossible to avoid the direct interaction of service staff with customers, and housekeeping employees have been harassed by customers (Kensbock et al., 2015).
- 2) The kitchen is traditionally a male-dominated workplace, and violence (including bullying, mobbing, and sexual harassment) is considered reasonable due to the pressure of work (Ram, 2018). Mooney (2018) stated that sexual harassment in the kitchen department is rife.

- 3) Some students prefer to work in the kitchen because of their career plans. Gitau's (2016) research investigated the career decisions of undergraduate hotel management students in Nairobi (Kenya), and discovered that some students want to work in the kitchen or start a catering business. However, less research has investigated whether interns are willing to work in the housekeeping department.

2.7.1.1 The kitchen department

In the kitchen, sexual harassment is generally between superiors and subordinates. In hotel kitchens, supervisors, sous-chefs, and executive chefs all have positions of authority and can inflict sexual harassment on subordinates (Noonin, 2017). For those at the top, it is easy to use their position to take advantage of subordinates (Jennings, 2017). Similarly, Ineson et al. (2013) reported a case of a manager harassing many employees by using his position rights and promising his victims that they would gain some form of special treatment. Jennings (2017) discussed sexual harassment in American restaurants, and noted that the kitchen has long been considered a workplace dominated by men and masculinity. The kitchen workplace is generally hostile to women and young workers (such as interns). Jennings (2017) wrote that for young workers, the kitchen is a workplace where they often get a start, and they may not know how to recognise sexual behaviour or reject it. Ram (2018) also pointed out that the violent and abusive culture in kitchens often occurs during internships and training: "the lecturers ruled with iron fists and used insults to shame students" (p. 766).

A case in Ineson et al.'s (2013) study, reported by student interns, discussed "chefs bragging about their sexual prowess and explicitly talking about raping and beating up the partner in front of the female staff" (p. 5); the content of conversation had clearly had negative impacts on the employees. As Ineson et al. (2013) commented this type of conversation creates a terrifying and hostile working environment producing feelings of fear and disgust in some employees, who may even be afraid to enter the kitchen by themselves. Another scholar, Venezia (2018), discussed an indictment related to sexual harassment in a kitchen in Manhattan; the victim suffered harassment, sexually based ridicule, and inappropriate behaviour from kitchen staff at work, but her repeated complaints to the general manager were ignored.

2.7.1.2 The housekeeping department

Similar to kitchen work, hotel room attendant work is also considered a highly gendered working environment (Kensbock et al., 2015). In the housekeeping department, the most

common sexual harassment is by customers. According to Kensbock et al. (2015), the specific working environment accounts for the ubiquity of sexual harassment in hospitality, but especially for women who work as a room attendant. Due to their isolation and intimate connections with customers, and the gender power relations implicit in contact with guests, room attendants are more vulnerable to sexual harassment from guests (Kensbock et al., 2015). Ram et al. (2016) estimated that 96% of room attendants in Queensland, Australia had been sexually harassed.

Although hospitality is commonly considered as a female-dominated workplace, Mooney (2018) argued that female employees often work in subordinate positions and undertake basic hospitality duties, having few opportunities for senior management positions. In contrast, men are more likely to have an important role, such as directors, or roles in administration (Noonin, 2017). Therefore, the power imbalance in the hotel working environment is a concern. The next section focuses on power in hospitality and analyses the ways abuses of power intensify sexual harassment.

2.7.2 Abuse of power

Power can be defined as “the ability to act or produce an effect... the possession of control, authority, or influence over others” (Popovich & Warren, 2010, p. 47). Similarly, Kunstman and Maner (2011) explained that power might be described as the ability to control someone else or produce an effect, and in the workplace, power can be wielded by someone who can control group resources, which affords the ability to affect other people by controlling access to those resources.

Wynen’s (2016) study investigated sexual harassment and the relationship between gender and workplace authority. He considered that sexual harassment is the unwanted imposition of sexual requirements in the context of a relationship of unequal power, and that unequal distribution of formal power is a prerequisite for sexual harassment. This observation is consistent with the findings of Wilson and Thompson (2001), who linked sexual harassment with theories and explanatory models of power. Lukes’ (1986) three-dimensional model as a framework showed that although sexual harassment may be associated with sexual attraction, it is mainly about workplace power imbalance. Student interns, who are generally in a vulnerable position (as they are trying to start their careers and complete their education) are more likely to be harassed by those who are powerful and who determine their internship performance, due to their ages and workplace status (Odio et al., 2019; Mkono, 2010). Additionally, organisations place managers in positions

of authority; thus, harassment continues without being reported, and is often ignored by other managers (Ineson et al., 2013). Lynch (2019) examined how the University of Victoria (Canada) prepared students to confront sexual harassment during their internships. Lynch (2019) explained that sexual harassment occurs because the harasser wants the target to know that it is they who have the power and control – not the targets.

In hospitality, being young and inexperienced, and lacking in support and knowledge, contributes to sexual harassment of student interns. Lei and Yin (2019) pointed out that interns are considered as temporary employees at best, and lack interaction with more highly ranked administrators and regular staff. Additionally, employers often assign interns repetitive and boring tasks because they are unpaid temporary employees; thus, the students lack institutional support. Mooney (2018) pointed out that the combinations of gender and age, and gender and occupational class, exacerbated sexual harassment, because older workers and managers have higher status, while young hospitality interns have lower status, and are therefore more easily manipulated, bullied, or harassed. Evidence described by Ineson et al. (2013) supports this statement. They described a young woman of 22 working as a hospitality intern, who had been harassed for weeks by a much older male security officer, without reporting it, because she was intimidated by the officer's seniority. Some internship programmes are mandatory and contribute to academic credits (Tripp, 2015); thus, students are unable to take measures to protect themselves from sexual harassment, and tend to remain silent rather than reporting it. Interns may not even know how to exercise their rights when harassment occurs (Lynch, 2019).

Power relations between men and women are also ubiquitous in a hospitality working environment. Mooney (2018) suggested that sexual harassment is another facet of discrimination experienced by women in the workplace. Kunstman and Maner (2011) observed that men in power (compared to men with less power at work) prefer young and attractive but unqualified female subordinates for interns. Mooney (2015) also suggested that most of women's employment opportunities appear to be for positions with less power. Thus, both power and the pursuit of sexual goals may increase sexual harassment (Kunstman & Maner, 2011).

2.8 Law and policies to protect student interns

Some universities and employers have policies to protect students from sexual harassment during internships, as the negative impacts of sexual harassment for student interns are

significant, and include psychological harm, and damage to their future career development. It is to be expected that laws against sexual harassment would protect interns and, indeed, many countries have laws to prevent and address sexual harassment in the workplace. This section introduces legal policies and regulations from the United States, New Zealand, and Australia. Firstly, the section explores the Civil Rights Act (1964) in the United States, followed by an examination of the New Zealand Human Rights Act (1993) and the Employment Contracts Act (1991), and Australian anti-discrimination laws (1984).

2.8.1. United States of America

In the United States, the Civil Rights Act (1964) introduced legal protections against sex discrimination (includes sexual harassment) in the workforce. Diamond-Welch and Hetzel-Riggin's (2019) researched protections provided for interns by legislation in the United States, and focused on the Title IX responsibilities of institutes of higher education (IHEs) in situations of sexual harassment. The authors also analysed the Civil Rights Act (1964). The Office of Civil Rights identifies sexual harassment as sex discrimination, and Title IX of the Education Amendments of 1972 requires higher education institutions to establish a Title IX coordinator to distribute sexual discrimination policies, and educate students about reporting and complaining about sexual harassment and discrimination during internships.

Title IX also provides a comprehensive requirement for institutes of higher education:

Students who file a Title IX complaint are eligible for interim measures which include: counselling, extensions of time or other course-related adjustments, modifications of work or class schedules, campus escort services, restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of campus, and other similar accommodations. (Diamond-Welch & Hetzel-Riggin, 2019, p. 258)

However, although the Civil Rights Act (1964) clearly defined sexual harassment, and the Title IX of the Education Amendments Act of 1972 offered specific requirements for higher education institutions in terms of protecting student interns from sexual harassment in internships, the laws are inadequate protection for hospitality interns, as evidenced by so many studies showing what commonly happens (e.g. Taylor & Hardin, 2017; Odio et al., 2019; Diamond-Welch & Hetzel-Riggin, 2019).

2.8.2 New Zealand

The New Zealand Government has incorporated mediation or conciliation processes into about 30 statutes covering a wide range of subject areas, including sexual harassment complaints (Baylis, 1997). The conciliation and mediation processes refer to “a 'neutral' third party [who] meets with the parties to a dispute, together or separately, to attempt to facilitate a settlement between them of some or all of the issues in dispute” (The New Zealand Human Rights Act, 1993 and the Employment Contracts Act, 1991, as cited in Baylis, 1997, p. 586). In New Zealand, employees who decide to make a formal complaint of sexual harassment at their employment can choose between proceeding under the Human Rights Act or the Employment Contracts Act (Baylis, 1997). According to the Employment Contracts Act, there are two ways of addressing problems. Firstly, “the employment tribunal has a broad mandate for providing mediation... when a matter is within the tribunal's jurisdiction, the parties can apply formally for mediation, or they can approach the tribunal informally” (Baylis, 1997, p. 589). Secondly, “parties may end up in mediation by applying to the tribunal under its adjudication function at which time one of the tribunal officers will determine whether mediation should be attempted prior to adjudication” (p. 589).

According to Baylis (1997), most sexual harassment cases in New Zealand are taken through the Human Rights Commission process rather than being dealt with under the Employment Contracts Act 1993 and 2000. Once a complaint is received by the Human Rights Commission, the complaints division will decide whether to investigate or attempt an informal settlement. “If they (the Complaints Division) do investigate, they will speak to the complainant, the alleged harasser and any other relevant people, and finally reach an opinion as to whether the complaint has substance” (Baylis, 1997, p. 590).

In terms of student interns, students may prefer to remain silent rather than report sexual harassment to the Human Rights Commission, as students lack power and are in the lowest levels of workplace hierarchies (see Section 2.7.2).

2.8.3 Australia

In Australia, there are comprehensive legislative prohibitions against sexual harassment in every state, territory jurisdiction, and federally, as Australia has a federal system of law (Connell, 2020). In contrast to the United States and New Zealand, Connell (2020) stated that Australia is without a bill of rights or constitutional guarantee of equality, but only provides anti-discrimination laws to protect the equality rights of citizens.

The Sex Discrimination Act 1984 is one of four federal anti-discrimination laws (others are the Racial Discrimination Act 1975, Disability Discrimination Act 1992, and the Age Discrimination Act 2004) (as cited in Connell, 2020). Sexual harassment was defined as illegal behaviour, and has a stand-alone provision, S28A. In S106 of the Sex Discrimination Act there is a focus on specific areas of public life, including employment and education (Connell, 2020).

According to S106 of the Sex Discrimination Act, employers have the responsibility of providing all reasonable steps and any active, preventative protection measures needed for their employees. Employers are also indirectly responsible for the sexual harassment of their employees, unless they offer protection measures. The Act requires all employers and organisations to “have a sexual harassment policy, provide anti-harassment training to all workplace participants and have procedures for dealing with internal sexual harassment complaints, in order to demonstrate ‘all reasonable steps’ and discharge liability” (Connell, 2020, p. 2). However, as for the United States, despite these laws, sexual harassment is still considered a pervasive problem in Australia (Connell, 2020). A survey by the Australian Human Rights Commission (2002) (as cited in Connell, 2020) showed that 20% of all cases were reports of sexual harassment, and 30% of the victims were women.

2.9 Summary

By reviewing existing research, this chapter has provided information about internships, the value of internships in hospitality, and students’ experiences. However, several research gaps exist in the research on sexual harassment. Firstly, after reviewing research on students’ experiences of internships, it was evident that although considerable evidence exists that young male and female students are sexually harassed during their internships, there is limited information on hospitality students’ and interns’ experiences of sexual harassment in hospitality in New Zealand. Secondly, this chapter has introduced relevant national laws and measures that universities can take to protect students. However, student interns still experience sexual harassment in internships, and there is a lack of information and specific guides about how New Zealand universities can protect their students during internships. Finally, although many researchers have studied the contextual factors influencing sexual harassment in hospitality, few have focused on interns’ perspectives. As there is a clear need for more information, this study aims to investigate how sexual harassment manifests in the hospitality industry, and confirm the

contextual factors influencing it. This research also aims to identify research-based solutions for New Zealand universities to protect students from sexual harassment during internships. The comparative case study method, and details of how it is applied in the study, is explained in the next chapter.

Chapter 3 Methodology

3.1 Introduction

This chapter introduces the research paradigm, the researcher's position in this case study, and the research approach adopted for this study. An interpretive case study approach was adopted to investigate relevant conceptual and empirical studies on hospitality student interns who had experienced sexual harassment, explore the contextual factors influencing the sexual harassment, and examine best practices on the ways higher institutions in New Zealand can protect the students from sexual harassment. The chapter also reviews the research purpose and research questions, and the research paradigm. The case study approach used to address the research questions is explained, along with the data collection and thematic analysis processes used to analyse the collected data. A cross-case analysis process was adopted using secondary data. Finally, a brief summary of the chapter is presented at the end.

3.2 Research purpose and questions

The literature review surrendered limited studies about student interns' experiences of sexual harassment in hospitality, and even less information about how universities protect their student interns. The aim of this study was to investigate the sexual harassment of hospitality student interns and identify suitable protection methods for universities to use to protect their students. To achieve the research aims and fit the research gaps, the study sought to answer the following three research questions.

Q1: How does sexual harassment of hospitality interns manifest in the hospitality work environment?

Q2: What are the contextual factors influencing the sexual harassment of hospitality interns?

Q3: What is the most suitable approach for NZ universities to take to protect hospitality interns from sexual harassment?

3.3 Research paradigm

To better understand which research methodology best suits a specific study, researchers need an understanding of research paradigms. Davies and Fisher (2018) stated that research paradigms can be considered as "different ways of viewing the world" (p. 21) and are the foundation of any research, showing the researcher's beliefs and

assumptions. A paradigm is identified by its specific ontology, epistemology, methodology, and, methods (Scotland, 2012). *Ontology* is “the study of being,” and epistemology is “concerned with the nature and forms of knowledge.” A methodology is the strategy of action that determines “the choice and use of particular methods,” and methods are “the specific techniques and procedures used to collect and analyse data” (p. 9).

The major paradigms in scientific inquiry are positivist, post-positivist, interpretive, critical, and pragmatic (Bendl et al., 2018). Given the focus on the sensitive and subjective views and interpretations of sexual harassment in this research, the most suitable paradigm to inform the research was the interpretive paradigm. The aim of an interpretive paradigm is the description, exploration, and understanding, of diverse, multiple worldviews and experiences (Davies & Fisher, 2018). This interpretive study focused on exploring and describing interns’ experiences of sexual harassment in hospitality - experiences in a specific work environment. Participants’ views of reality are from their perspectives and based on their perceptions of the truth and realities of this world. Therefore, an interpretive paradigm was judged appropriate for this research as it “focuses on an individual’s actions, beliefs, and importantly his or her explanations of them” (Bendl et al., 2018, p. 25). An interpretive methodology is “directed at understanding phenomena from an individual’s perspective, investigating interaction among individuals” (Scotland, 2012, p. 12). As the aim of this study was to investigate hospitality student interns’ experiences of sexual harassment, the interpretive paradigm was ideal for providing insights and understandings of sexual harassment, and explaining actions from the students’ perspectives.

3.4 Qualitative research

This dissertation used qualitative methods because they fit with the paradigm (see Fisher & Bloomfield, 2019). The qualitative and quantitative approaches are those most used in social research (Paleček & Risjord, 2013). Quantitative research methods use statistics to measure variables, whereas qualitative research methods are characterised by the aims of the study, which relate to understanding some aspect of social life and its methods which (in general) generate words, rather than numbers, as data for analysis (McCusker & Gunaydin, 2015). Therefore, a qualitative approach was more appropriate for this research, because it is commonly adopted when the research aims to address questions of what, how, or why about a phenomenon rather than what McCusker and Gunaydin (2015)

referred to as the “how many” or “how much” questions answered by quantitative methods (p. 537).

According to Fisher and Bloomfield (2019), two advantages of using a qualitative approach are: 1) qualitative research provides an opportunity for researchers to understand how participants see a phenomenon, and how they think and act in their daily life; and 2) with a qualitative methodology, researchers can look at settings and people holistically – people, settings, or groups are not reduced to variables but are viewed as a whole. This is consistent with the research aim of understanding sexual harassment in hospitality and how student interns experience sexual harassment during their internships. The further advantage of adopting a qualitative approach was that it provides flexible ways to collect information from different sources. Therefore, a qualitative approach could support the research aim of understanding more of sexual harassment by collecting information from relevant research about student interns who have experienced sexual harassment.

3.5 Research methods

As the use of case study is a common interpretive methodology (Scotland, 2012), it was considered a suitable compatible research method. A case study can be considered as an examination of many aspects of a situation (Taylor, 2017). Specifically, case studies are empirical studies that can be defined as “rich empirical descriptions of particular instances of a phenomenon based on a variety of data sources” (Taylor, 2017, p. 2). Hancock and Algozzine’s (2017) study of case study research observed that case study research usually focuses on an individual representative of a group, one or more organisations, or a phenomenon (such as a particular event, situation, plan, or activity). The current study mainly focuses on hospitality student interns, and sexual harassment as a particular phenomenon, aiming to investigate student interns’ experiences of sexual harassment in hospitality. Therefore, the case study research method was considered to be the most appropriate method for this study. Yazan and de Vasconcelos’s (2016) foundational article about three approaches to case study methods, compared and contrasted the ideas of expert case study researchers, Robert Yin, Sharan Merriam, and Robert Stake. Their core findings are outlined in the next few paragraphs.

Yin (2002) considered a case as a “contemporary phenomenon within its real-life context” (p. 13), and a case study as an empirical investigation that aims to address “how” or “why” questions. On the other hand, Stake’s (1995) research defined a case as “a specific, a

complex, functioning thing” (p. 2), and a comprehensive system with boundary, working part, and purpose. In Stake’s view, a qualitative case study aims to understand the particularity and complexity of a single case and its activity within critical circumstances.

In contrast to Yin (2002) and Stake (1995), Merriam (1998) considered case as “a thing, a single entity, a unit around which there are boundaries, and it also can be a person, a program, a group, a specific policy” (Yazan & de Vasconcelos, 2016, p. 148). In Merriam’s view, a qualitative case study is an in-depth and comprehensive description and analysis of limited phenomena, such as procedures, institutions, people, processes, or social units. Having studied the steps of all three approaches to case study methods, Merriam’s (1998) theory was chosen as the most suitable approach that was compatible with interpretive and qualitative approaches. Merriam’s (1998) theory noted the importance of a literature review in that it promotes the development of theory and research design. In this research, the literature review provided a theoretical basis and helped to construct the research questions.

3.5.1 Process followed in the study

The research design process followed the five steps of research design laid out by Merriam (1998): 1) conducting a literature review, 2) constructing a theoretical framework, 3) identifying a research problem, 4) crafting and sharpening the research questions, and 5) selecting the sample (purposive sampling), as presented in Table 1.

Table 1

Merriam’s (1998) Approach as Used in this Research

Merriam (1998)	This research
1. Conduct a literature review	Chapter 2 (literature review) introduced the basic information about sexual harassment in hospitality and student interns’ experiences of SH, and law, policies and measures to protect student interns. Research gaps were identified. There was a lack of information about students who experienced sexual harassment in internships and limited research investigating New Zealand protection of hospitality students against sexual harassment in the hospitality industry.
2. Construct a theoretical framework	Sexual harassment (as it is legally defined in New Zealand)
3. Identify a research problem	This study aimed to address research questions and find the research gaps about sexual harassment of hospitality student interns, and suitable protection methods for NZ hospitality student interns in internships.

Merriam (1998)	This research
4. Craft and sharpen the research questions	Three research questions were identified and presented. Q1: How does sexual harassment of hospitality interns manifest in a hospitality work environment? Q2: What contextual factors influence the sexual harassment of hospitality interns? Q3: What is the most suitable approach for NZ universities to take to protect hospitality interns from sexual harassment?
5. Select the sample	Three case countries (United States, New Zealand and Australia) were identified as suitable. A detailed explanation is provided in the following sections.

3.5.2 Data collection

Due to the time-bound nature of a dissertation, secondary data were used for this study. According to Christopher (1998), secondary data are “data collected by others, not specifically for the research question at hand” (p. 424). As Ribeiro Serra (2018) suggested, the main sources of secondary data are governmental sources, private entities and agencies, private international projects, journal articles, and online databases. This study collected data from a sample of published reports, journal articles and empirical studies about sexual harassment during a specific time period, using AUT’s online library database.

3.5.3 Case countries’ selection

Three case countries were adopted for study: New Zealand, the United States, and Australia. The reasons for choosing these countries as cases were:

- 1) All three countries had referenceable legal support and adequate documentation support to study. For example, in New Zealand, universities are able to reference Section 62 of the Human Rights Act 1993 and Section 29 of the Employment Contracts Act 1991 (Baylis, 1997). In addition, the United States passed Title VII of the US Civil Rights Act in 1964. Title VII Act introduced legal protections against sex discrimination in the workforce to address sex inequalities, and was created to provide protection against sexual harassment and discrimination (Bridget & Melanie, 2019). In Australia, the anti-discrimination laws (specific to the Sex Discrimination Act) were introduced in 1984.
- 2) There are at least two empirical data sources / documents on the specific topic of students’ experiences of sexual harassment in internships: six studies in New Zealand, seven studies in the United States, and two in Australia.

- 3) All three countries use English as an official language, which is important, as this dissertation is written in English.
- 4) Studies from the case countries were published between 2010 and 2020, and relate to sexual harassment, internships, hospitality and education.

3.1.4 Sample and sample criteria

In order to meet the study's aim and objectives, the following sample criteria were used in searches for relevant reports, and conceptual and empirical articles: 1) the publications must be from one of the three case countries, 2) the studies must focus on sexual harassment in internships, harassment in university education, interns' experiences of internships, sexual harassment in hospitality, the dimensions of sexual harassment in hospitality, and legal support from theses, dissertations, and peer reviewed journal articles in AUT's online library database, and 3) the publications must be published between 2010 and 2020 to ensure the authenticity and validity of this research, and they must be in current legislation. The number are summarised in table 2.

Data resources are presented in the order, of United States, New Zealand, and Australia, and are chronological within each country section.

Table 2

Summary of Data Resources

Data resource used	Researchers & Year	Country (The United States)	Description of the resource
A gap in the sport management curriculum: An analysis of sexual harassment and sexual assault education in the US. <i>(Journal of Hospitality, Leisure, Sport & Tourism Education)</i>	Taylor & Hardin (2017)	The United States	<i>Empirical journal article</i> Analyses sport management students' education and training on sexual harassment and sexual assault.
Sexual harassment and internships: How do we protect our students and program? <i>(Sport Management Education Journal)</i>	Russ et al. (2017)	The United States	<i>Conceptual journal article</i> Presents how universities can protect students from sexual harassment by referencing laws.
Managers' reactions to customer vs co-worker sexual harassment. <i>(International Journal of Contemporary Hospitality Management)</i>	Juan et al. (2018)	The United States	<i>Empirical journal article</i> Discusses the differences between customer-based sexual harassment and co-worker-based harassment. An

			organisation's climate for sexual harassment is also analysed in this research.
Sexual harassment in media Education. (<i>Communication, Culture & Critique Education Journal</i>)	Eckert & Steiner (2018)	The United States	<i>Conceptual journal article</i> Provides recommendations for universities and educators about how they can help students know their rights.
"You should be flattered!" Female sport management faculty experiences of sexual harassment and sexism. (<i>Women in Sport & Physical Activity Journal</i>)	Taylor et al. (2018)	The United States	<i>Empirical journal article</i> Explores the experiences of sexual harassment and sexism from colleagues and superiors in a group of 14 female sport management faculty members. The researchers believe male-dominated organisations and professions have cultures that are vulnerable to high rates of sexual harassment and gender discrimination.
Protecting our students: Title IX, sexual harassment, and internships. (<i>Sport Management Education Journal</i>)	Odio et al. (2019)	The United States	<i>Conceptual journal article</i> Introduces the rights of students during internships and provides a guideline for educational institutions to protect students through laws.
Sexual harassment of hospitality interns. (<i>Journal of Hospitality and Tourism Education</i>)	La Lopa & Gong (2020)	The United States	<i>Empirical journal article</i> Explores hospitality student interns' experiences of sexual harassment during a recently completed internship.
Data resource used	Researchers & Year	Country (New Zealand)	Description of the resource
Employee experiences and perceptions of sexual harassment in hospitality: An exploratory study. (<i>Hospitality & Society Journal</i>)	Waudby (2012)	New Zealand	<i>Empirical journal article</i> Investigates the experiences of third-party sexual harassment in the hospitality industry.
Assessing information about sexual harassment in New Zealand's universities. (<i>Women's Studies Journal</i>)	Jones et al. (2013)	New Zealand	<i>Report</i> Focuses on sexual harassment in NZ universities. After testing NZ university websites, the researcher suggests that comprehensive sexual harassment information

			must be made more visible to prevent the acceptance and normalisation of sexually harassing behaviours.
Sexualisation and harassment in hospitality workplaces: Who is responsible? (<i>International Journal of Culture, Tourism and Hospitality Research</i>)	Waudby & Poulston (2017)	New Zealand	<i>Empirical journal article</i> Discusses employee responses to sexual behaviour in hospitality workplaces, to determine their roles and responsibilities in harassment prevention.
Sexual harassment and assault on campus: What can Aotearoa New Zealand learn from Australia's 'Respect. Now. Always.' Initiative. (<i>Women's Studies Journal</i>)	Showden (2018)	New Zealand and Australia comparison	<i>Report</i> Reports on a meeting about preventing and responding to sexual assault and harassment on university campuses hosted by the University of Auckland.
The career constructions of hospitality students: A rocky road. (<i>Hospitality & Society Journal</i>)	Mooney & Jameson (2018)	New Zealand	<i>Empirical journal article</i> Investigates how hospitality undergraduates develop career identity during the course of their studies. Also explores how students' age, gender and ethnicity-based intersections influence their career adaptive behaviours development.
Sexual harassment and violence at events and festivals: A student perspective. (<i>Event Management</i>)	Pernecky et al. (2019)	New Zealand	<i>Conceptual journal article</i> Identifies the key issues around sexual harassment facing the events industry, from a student perspective.
Data resource used	Researchers & Year	Country (Australia)	Description of the resource
Voicing their complaints? The silence of students working in retail and hospitality and sexual harassment from customers. (<i>Labour & Industry Journal</i>)	Good & Cooper (2014)	Australia	<i>Empirical journal article</i> Introduces student experiences of sexual harassment by customers and uses exploratory interviews with university students working in retail and hospitality to examine their experiences of customer-perpetrated harassment.
'But it's your job to be friendly': Employees coping with and contesting sexual harassment from customers in the service sector.	Good & Cooper (2016)	Australia	<i>Empirical journal article</i> Explores how employees in the service sector respond to sexual harassment from customers.

<i>(Gender, Work & Organization Journal)</i>			
Sexual harassment and assault on campus: What can Aotearoa New Zealand learn from Australia's 'Respect. Now. Always.' Initiative. <i>(Women's Studies Journal)</i>	Showden (2018)	New Zealand and Australia comparison	<i>Report</i> Reports on a meeting about preventing and responding to sexual assault and harassment on university campuses, hosted by the University of Auckland.

3.6 Data analysis method — thematic analysis

Braun and Clarke (2006) suggested that the thematic analysis method is the most commonly used in qualitative research, and characterised it as a foundational method for qualitative analysis. It is widely adopted in qualitative studies because it moves beyond counting explicit words or phrases to focus on identifying and describing implicit and explicit ideas within the data, that is, the themes (Guest et al., 2012). In order to apply this flexibly to fit research questions and data, Braun and Clarke (2006) offered an outline guide to the six phases of analysis: 1) familiarisation with data, 2) initial coding, 3) searching for themes, 4) reviewing themes, 5) defining and naming themes, and 6) producing the report.

Therefore, as their guidance fitted with the interpretivist and qualitative approaches used in this study, Braun and Clarke's (2006) six-steps were considered suitable. Their method was followed in this study when undertaking thematic analysis, because the research's features and aims fit with the thematic analysis method.

3.6.1 Familiarisation with data

The first stage, based on Braun and Clarke (2006), is gaining familiarisation with the data. This stage requires researchers to immerse themselves in the collected data and familiarise themselves with the content information. For this, they usually need to repeat the reading of the data and search for meanings and patterns several times, to deepen their understanding of the data. The benefit of re-reading and transcribing data develops a thorough understanding of the collected data (Lapadat, 1999). In this stage, all 15 relevant studies were re-read, and the main data were collected from them.

3.6.2 Initial coding

After familiarisation with the data, the phase of initial coding began. This phase “involves the production of initial codes from the data” (Braun & Clarke, 2006, p. 88). This stage adopts a manual coding method to extract codes. All original data were analysed systematically. In this research, frequent and important words and sentences with similar meanings in the studies were identified and highlighted, and repeated themes were identified. For example, the repeated initial themes in the American studies were “male-dominated workplace,” “women working in male-dominated industries,” “powerless women,” “high status perpetrator,” and “sexual assault and harassment of women.” As initial themes were identified, a list of different codes was identified and created. When all the data had been coded and collated, the next step was to filter the data.

3.6.3 Searching for themes

This third step starts when all data have been primarily coded and collated. The focus of this step is to combine the different codes to form an overall theme (Braun & Clarke, 2006). For example, in this study, in the American sources, the identified major codes of “male-dominated workplace” and “women working in male-dominated industries” represented “single-gender dominated workplace,” and “used his status to sexually assault and harass women,” and “powerless women” represented “gender-based power imbalance.” The tentative themes identified were “single-gender dominated workplace,” and “power imbalance.”

3.6.4 Reviewing themes

This step is a process of refining the themes. The purpose of refining the themes is that some themes lack enough data to support them, or the data are too diverse, so it is recommended to check the themes and generate a thematic map of the analysis (Braun & Clarke, 2006). For example, in this study, the theme of “interns’ behaviour influencing sexual harassment” lacked enough data to support it; therefore, it was considered as a candidate theme. There were two levels of reviewing and refining data provided by Braun et al. (2006). The first level requires researchers to read all the collated extracts for each theme and consider whether they appeared to form a coherent pattern. Once candidate themes (the themes that “work in relation to the coded extracts and the entire data set”) (p. 87) appear to form a coherent pattern, the second level begins. The second level needs to consider the validity of individual themes about the data set and whether the candidate themes map accurately reflects the apparent implications of the entire data set. At the end

of this step, all themes were reviewed and checked by the researcher and supervisors to ensure they conveyed appropriate and consistent interpretations.

3.6.5 Defining and naming themes

Once all the themes were mapped-out, Phase 5 began. This step helps to identify each theme's features. The researchers must organise each theme into a coherent and internally consistent account with an accompanying narrative (Braun & Clarke, 2006). In this study, all dominant themes were re-examined. For example, in the American sources, dominant themes were identified as: 1) "power imbalance" ("social and economic power imbalance" and "gender-based power imbalance" were secondary themes), 2) "single-gender dominated workplace" ("male-dominated workplace" was a secondary theme), and 3) "organisational context" ("organisation climate" was a secondary theme).

3.6.6 Producing the report

Finally, when the saturation point had been reached, the primary and secondary themes were recorded, and all themes were fully worked out (See tables 3, 4, and 5), and the final analysis and production of the report began. This stage aims to tell the complicated story of collected data to convince the reader of the value and validity of the analysis. The analysis needs to do more than provide data; it also needs to compellingly illustrate the story in the data. Researchers' analytic narratives need to do more than describe the data – they also have to make an argument addressing the research questions (Braun & Clarke, 2006). In this study's final stages, particular examples and compelling data were taken to illustrate the findings and support an analytical statement. The conceptual maps of the thematic analysis are presented next.

3.6.7 Section summary

Table 3 explains the overall data analysis process following the stages of Braun and Clarke's (2006) approach used in the study. The data are presented separately on the three case countries – the United States, New Zealand, and Australia – in Chapter 4.

Table 3

Braun and Clarke's (2006) Six Steps, used for Data Analysis of US Sources

Stage 1: familiarisation with data	Stage 2: Initial coding	Stages 3 & 4: Searching for and reviewing themes	Stages 5 & 6: Naming themes and producing the report	
Collected, re-read and identified preliminary data	1. Being harassed by customers	Customer-based sexual harassment	Major types of sexual harassment	Hospitality student interns experienced sexual harassment in internships, in United States
	1. Low pay/salary 2. Degree requirement 3. Position differential 4. Promotions	Economic and social power imbalance	Power imbalance in hospitality	
	1. Men's power 2. Male dominance 3. Powerless women 4. Establish dominance over women.	Gender-based power imbalance		
	1. Masculine culture	Male-dominated workplace	Single-gender dominated workplace	
	1. Management tolerates sexual harassment	Sexual harassment-tolerant organisational culture	Organisational context	
	1. Training/education of sexual harassment 2. Monitor potential employers;	Measures of prevention (before internships)	Universities' protection methods	

Table 4

Braun and Clarke's (2006) Six Steps, used for Data Analysis of NZ Sources

Stage 1: familiarisation with data	Stage 2: Initial coding	Stages 3 & 4: Searching for themes and reviewing themes	Stages 5 & 6: Naming themes and producing the report	
Collected, re-read and identified preliminary data	1. Being harassed by customers	Customer-based sexual harassment	Types of sexual harassment	Hospitality student interns experienced sexual harassment in internships, in New Zealand
	1. Girls more likely to be harassed sexually. 2. Women in hospitality seen as the sexual targets.	Gender	Interns' demographic profiles	
	1. Young	Age		
	1. Customer power.	Economic & Social power imbalance	Hospitality power imbalance	
	1. Male entitlement 2. Dominant vision masculinity	Gender-based power imbalance		
	1. Wear tighter/revealing clothing 2. Wear provocative clothing 3. Wear modest clothing 4. Female Attire	Uniforms	Organisational context	
	1. Increase customer satisfaction 2. Encourage tips and customer loyalty	Management expectation		
	1. Online information about sexual harassment	During internships	Universities' protection methods	

Table 5*Braun and Clarke's (2006) Six Steps, used for Data Analysis of Australian sources*

Stage 1: familiarisation with data	Stage 2: Initial coding	Stages 3 & 4: Searching for themes and reviewing themes	Stages 5 & 6: Naming themes and producing the report	
Collected, re-read and identified preliminary data	1. Sexually harassed by customers 2. Harassment perpetrated against employees by customers 3. Customer-perpetrated sexual harassment	Customer-based sexual harassment	Types of sexual harassment	Hospitality student interns experienced sexual harassment in internships, in Australia
	1. Young age	Age	Interns' demographic profiles	
	1. Friendly servers 2. Engaging attitude towards customers 3. Ethics of care	Job requirement	Organisation context	
	1. Part-time job 2. Low pay 3. Low status 4. Non-union members	Interns' work status		
	1. Relational superiority 2. Social status of customer 3. The nature of service work 4. Customer sovereignty 5. The role of customers	Customer superiority	Customer superiority	
	1. Point of contact for students 2. Tailored support to any student	Measures of remediation (after internships)	Universities' protection methods	

3.6.8 Cross-case analysis

Braun and Clarke (2006) suggested that after all the themes are confirmed, it is vital that the analysis provides a logical, comprehensive, non-repetitive and coherent story. That is, that “the data tell within and across themes” (p. 93). In this study, all themes for each country were confirmed and shown in the tables, and a cross-case analysis was provided to compare and contrast themes. A cross-case analysis is a method that involves the in-depth exploration of similarities and differences across cases with a view to supporting empirical generalisability and theoretical prediction (Hancock & Algozzine, 2017). In this section, all themes from the three case countries were compared and contrasted to find common themes and significances differences between the cases. For example, the

common themes among the case countries were customer-based sexual harassment, power imbalance, and interns' demographic profiles.

3.7 Chapter summary

This chapter has detailed the use of a case study approach and discussed the use of the interpretive paradigm underpinning this approach. The motive for using the case study method as the methodological framework was explained as well as outlining how it was used in this research. The methods for data collection and cases selection were described, and the thematic analysis method was introduced and justified. The conducting of this study (design and data analysis) followed Merriam's (1998) approach and incorporated Braun and Clarke (2006) thematic analysis method. Finally, the cross-case analysis was used to compare and contrast the themes across the cases. The next chapter presents the results of the data analysis.

Chapter 4 Findings and Discussion

4.1 Introduction

This chapter firstly presents the findings that emerged from the data analysis case by case, and secondly, the significant findings are compared and contrasted adopting the cross-case analysis method. The findings section is divided into three parts. Section one covers dimensions of sexual harassment in the United States, which emerged from the analysis, including the situation of sexual harassment in the US hospitality industry, the types of sexual harassment, and contributing factors such as male-dominated workplaces, organisational contexts, and the universities' protection methods. Section two introduces the major types of sexual harassment in the New Zealand hospitality industry, interns' demographic profiles influencing sexual harassment in hospitality, and the contributory factors of power imbalance, organisational context, and the New Zealand universities' protection methods. Section three explores data from Australian studies on how sexual harassment manifests in the Australian hospitality industry, main types of sexual harassment, interns' demographic profiles in relation to sexual harassment in internships, organisational contexts, customer superiority in the power relationship, and Australian universities' protection methods. In section 4.5, the key findings from each country are compared and contrasted with each other and with theories in the existing academic literature.

4.2 Dimensions of sexual harassment in the United States

This section introduces hospitality students' experiences of sexual harassment on internships in the United States. The empirical data were sourced from seven sources: Taylor & Hardin (2017), Russ et al. (2017), Eckert & Steiner (2018), Taylor et al. (2018), Madera et al. (2018), Odio et al. (2019), and La Lopa & Gong (2020). Basic information on the sources is presented in Table 6.

Table 6*United States Data on Sexual Harassment*

Authors	Focus	Methodology	Data source
Taylor & Hardin (2017), A gap in the sport management curriculum: An analysis of sexual harassment and sexual assault education in the United States.	<i>Sports management</i> Sports management students' education and training on sexual harassment and sexual assault.	Mix-methods – Interviews and online survey	A questionnaire was sent to 401 students on undergraduate or postgraduate sports management degrees. 46.1% were exposed to education on sexual harassment, 39.6% to training on sexual harassment, and 28.4% to training on sexual assault in internships.
Russ et al. (2017), Sexual harassment and internships: How do we protect our students and program?	<i>Sports management education</i> Sports management students, defining sexual harassment, and summarising research on sexual harassment on internships.	Qualitative research – literature review	Reviewed literature about sexual harassment in higher education and considered how sexual harassment affects students.
Eckert and Steiner (2018), Sexual harassment in media education.	<i>Media education</i> Media and communication students.	Qualitative research – literature review	Reviewed literature and aimed to help US students know their rights, stand up for themselves, and resist harassment.
Taylor et al. (2018), “You should be flattered!”: Female sport management faculty experiences of sexual harassment and sexism.	<i>Sports management education</i> Female sports management faculty members and their experiences of sexual harassment or sexism as graduate students.	Qualitative research – semi-structured interviews	Semi-structured interviews with 14 female sports management faculty members employed at higher education institutions. Four worked at a research-intensive university, and ten at a teaching intensive one.
Madera et al. (2018), Managers' reactions to customer vs co-worker sexual harassment.	<i>Hospitality management</i> Sexual harassment in hotels and hotel managers' reactions.	Quantitative research – survey	A survey was distributed to 168 hospitality employers (36.5% men and 63.5% women) in the southern US region.
Odio, Keller & Shaw (2019), Protecting our students: Title IX, sexual harassment, and internships.	<i>Sports management education</i> Sports management students in internships.	Qualitative research – interviews	Three sport experts were interviewed to discuss legal and practical considerations regarding design and implementation of sports management internships.
La Lopa & Gong (2020), Sexual harassment of hospitality interns.	<i>Hospitality management</i> Hospitality students.	Quantitative research – survey	A questionnaire was sent to 786 students on five US hospitality programmes. 75% were female, and 50.7% were aged 21 (28%), and 22 (22.7%).

4.2.1 Sexual harassment in the United States hospitality industry

Taylor and Hardin's (2017) research on sport and leisure management students' education and training on sexual harassment, showed that in the United States, more than 75% of women (296 out of 401) who reported being sexually harassed in 2008, were under the age of 25 (compared with other age groups of 26-29, 30-33, 34-37, and 38-over 41) at the time. La Lopa and Gong's (2020) research on hospitality interns, collected data from students enrolled on five US hospitality programmes. The authors provided empirical evidence that more than 14% of the 41,250 sexual harassment reports filed in the US between 2005 and 2015 were in the hospitality industry, and were more than in any other industry.

4.2.2 Major types of sexual harassment of interns

Although sexual harassment may occur between co-workers in the hospitality industry, most sexual harassment is from customers (Madera et al., 2018). The findings suggest that the major type of sexual harassment in hospitality workplaces towards interns in the US is customer-based, so Madera et al. (2018) concluded that customers are the source of sexual harassment in hospitality. Furthermore, La Lopa and Gong's (2020) empirical data showed 44.8% of female student interns experienced sexual harassment from male customers.

4.2.3 Contributing factors to sexual harassment in the United States

The findings of this case provided a variety of factors that had the potential to increase the likelihood of sexual harassment, mostly due to power imbalances in the hospitality industry: economic and social power imbalances between customers and hospitality employees, gender-based power imbalances (predominantly male managers managing a female dominated workforce at lower levels), male-dominated working environments, and harassment-tolerant organisational cultures. The dominant reasons in order of importance were power imbalance (three studies: Taylor et al., 2018; Odio et al., 2019; and La Lopa & Gong, 2020), male-dominated work environments (two studies: Taylor et al., 2018 and La Lopa & Gong, 2020), and sexual harassment-tolerant organisational cultures (one study: Madera et al., 2018).

4.2.3.1 Power imbalances — economic and socially based

One source concluded that sexual harassment in the hospitality industry was an abuse of the economic and social power held by customers (La Lopa & Gong, 2020). Customers have absolute economic power, as they pay for services; therefore, the act of payment

enhances their economic and social power of customer, and some abuse this power to harass hospitality employees. In addition, servers also depend on tips to supplement very low wages in the US, so staff may feel they have to tolerate sexual harassment from customers through fear of not getting tipped (La Lopa & Gong, 2020).

Due to student interns' temporary status within an organisation, they hold precarious and virtually powerless positions, especially in terms of social and economic power, and have little influence at their internship workplaces (because they normally start at the lower hierarchical levels in hospitality). Therefore, students are more likely to be harassed by customers, evidenced by the high rate of sex-based discrimination and harassment reported during their internships (Odio et al., 2019). As internship programmes in the United States are credit-earning courses, to be sure of gaining enough credits for their degree, students may be afraid to reject or report sexual harassment (La Lopa & Gong, 2020); accordingly, the actual incidence of sexual harassment may be under-reported and therefore higher than the data show. The findings show that economic and social power imbalances in hospitality have significant impacts on sexual harassment. It is therefore concluded that as student interns lack social and economic power, they have a higher risk of being harassed than do other employees.

4.2.3.2 Power imbalances — gender-based

Gender-based power imbalance is a power imbalance between men and women and emerged as a contributing factor to sexual harassment in hospitality. Two of the data sources (Taylor et al. [2018] and La Lopa and Gong [2020]) suggested that sexual harassment was more likely to occur where there was a gender-based power imbalance in a workplace. Their findings showed that the majority of sexual harassment perpetrators are men and the majority of victims are women. La Lopa and Gong's (2020) research showed that their female respondents experienced significantly higher rates of harassment than did the males. Taylor et al. (2018) concluded that sexual harassment is a way for men to maintain power and control over women, and they may demonstrate their superiority by treating women as property in a workplace. One of their intern participants observed that men may engage in sexual harassment and sexist behaviours to maintain power over women and establish dominance over them. Therefore, sexual harassment may not be caused by sexual desire per se, but by based gender-based power imbalances between men and women (Taylor et al., 2018).

4.2.3.3 Male-dominated workplaces

The findings indicated that a male-dominated work department, such as a kitchen, was a contextual factor that increased the risk of sexual harassment in hospitality. Prior studies (e.g. McCabe & Hardman, 2005, as cited in Taylor & Hardin, 2017) suggested that male-dominated workplaces have higher levels of sexual harassment and incivility compared to those that are gender equal or female-dominated at the higher levels. Taylor and Hardin (2017) stated that women working in male-dominated industries attract increased attention, are evaluated more critically, experience less support, and are easily seen as sexual targets. Moreover, women in male-dominated industries experience higher rates of sexual harassment than do women in gender-balanced or female-dominated industries. The hospitality industry is considered a gender-imbalanced industry, such as that of sport and leisure. Empirical data showed that around 82% of sports management programmes had fewer than 40% female students (Taylor & Hardin, 2017). Female sports management students reported that in classroom and internship settings, sexual harassment is widespread, especially in male-dominated leisure occupations (Taylor & Hardin, 2017). Taylor et al.'s (2018) research observed that “women working in male-dominated professions report they believe this harassment comes with the territory” (p. 48). The findings of their study led the authors to conclude that student interns have a higher risk of being harassed sexually in male-dominated workplaces or departments. This was also confirmed by La Lopa and Gong (2020).

La Lopa and Gong (2020) found that hospitality students reported sexual harassment in highly sexualised work and male-dominated environments, such as in bars and kitchens. In these environments, sexual jokes and innuendos were commonly experienced by interns. La Lopa and Gong suggested that interns, especially young women in male-dominated departments such as in foodservice, are at high risk of being harassed sexually because their job requires them to routinely interact with male customers, male co-workers, and male managers.

4.2.3.4 Sexual harassment-tolerant organisational cultures

The findings from Madera et al.'s (2018) research suggested that organisational cultures tolerant of sexual harassment were powerful influences on how employees react to harassment. Many employees in the hospitality industry describe their organisations as having a sexual harassment-tolerant organisational culture. Organisations that ignore sexual harassment complaints have an organisational culture and climate that tolerates

sexual harassment, and employees have a higher risk of being harassed by co-workers than those in organisations that take harassment seriously (Madera et al., 2018).

4.2.4 Protection for students and interns in hospitality workplaces

Findings showed that the most widespread methods of protecting hospitality student interns from sexual harassment were: 1) active monitoring programmes of organisations where interns were placed, and 2) training courses for students about sexual harassment.

4.2.4.1 Training courses for students about sexual harassment

Pre-work placement initiatives, such as training students to understand how to identify assault, harassment, and discrimination, before their internships started, have been seen as important prevention methods for universities. As Taylor and Hardin (2017) suggested, universities should provide formal education and training about sexual harassment and assault in the internship setting. Odio et al.'s (2019) research on protecting hospitality interns showed that an effective protection method was to provide training or education course for students about sexual harassment before they took up their internships. They argued that universities would be in a better position to defend students against sexual harassment if they had implemented training and procedures in advance. One student interviewee in Odio et al.'s research about following the law and preparing students for internships, suggested it was essential to ensure students completed training about sexual harassment before allowing them to begin an internship. They also recommended and reminded students in writing, of the school's policies, and the Title IX policy of the Education Amendments of United States. Another participant in Odio et al.'s (2019) research suggested it was important for employing organisations to assure universities that "discrimination is prohibited in its workplace and will not be tolerated in the student internship environment" (p. 119).

Leyshock, who was interviewed for Odio et al.'s research, suggested that the training provided by universities has to give clear information about what type of conduct is unacceptable, based on sex, physical conduct, visual conduct, and verbal or non-verbal communication that is sexist or sexual in nature, and all student should be involved in training before internships. A risk highlighted by Taylor and Hardin (2017) was that if students were uneducated about harassment, they could be forced to make uninformed decisions that could lead to negative consequences for themselves and their universities.

4.2.6.2 Rules/guidelines and monitoring of employers

The finding of this current study shows that evaluating the qualifications and organisational climate in relation to sexual harassment in organisations that host internships, may protect students from harassment. Universities should be aware that it is dangerous to send students or interns to organisations where sexual misconduct and harassment is known to be accepted (Odio et al., 2019). An educator interviewee in Odio et al.'s research suggested that it is important to get written assurance from a business that hosts interns, that: 1) discrimination and sexual harassment are prohibited at its workplace, 2) sexual harassment is not tolerated in the student internship environment, and also, that 3) the universities should require the organisation's anti-discrimination/anti-harassment policies and monitor feedback from students, employees, and other sources on the organisation's response to potential harassment situations. It is important that universities ensure they work only with organisations with "policies and programs designed to address sexual harassment from a prevention standpoint affirmatively and are skilled in promptly and effectively responding to situations that arise nonetheless" (Odio et al., 2019, p. 119).

Eckert and Steiner's (2018) study of the sexual harassment of media and journalism students in internships stated that universities should also monitor agencies recruiting for jobs or internships. Hospitality organisations that host internships should improve their workplace culture and organisational climate, and provide regular sexual harassment training for student interns. Moreover, universities should insist that hospitality employers supervise mentorship programmes and strive for gender equity and fairness.

4.2.5 Section summary

The findings of the analysis of research from the United States indicate that customer-based sexual harassment was the major type of sexual harassment experienced by hospitality student interns. In terms of the contextual influences on the sexual harassment of interns, these studies identified the following factors: 1) social and economic power imbalances between student interns and customers, and gender-based power imbalances between male managers and female subordinates, 2) male-dominated working environments such as kitchens, and 3) working in organisations with sexual harassment-tolerant organisational cultures.

The findings also confirmed that the protection measures provided by American universities were mainly focused on pre-work placement initiatives before students took

up their internship programmes. Firstly, universities in the United States offered training courses for students to help them identify and report sexual harassment, which is an effective way to address and avoid the sexual harassment of student interns. Secondly, the relationship between organisational culture and sexual harassment (section 4.2.3.4) was recognised by American universities; thus, evaluating the organisational climates of organisations hosting interns, was suggested to universities for protecting students from sexual harassment during their internships.

4.3 Dimensions of sexual harassment in New Zealand

This section introduces the findings on the sexual harassment of student interns in New Zealand. These empirical data were sourced from studies by Waudby (2012), Jones et al. (2013), Waudby and Poulston (2017), Mooney and Jameson (2018), Showden (2018), and Pernecky et al. (2019). Studies' basic information is presented in Table 7.

Table 7

New Zealand Data on Sexual Harassment

Authors	Focus	Methodology	Data source
Waudby (2012), Employee experiences and perceptions of sexual harassment in hospitality: An exploratory study.	<i>Hospitality management</i> Female employees in bar and restaurant settings	Qualitative research – Interviews	Interviewed 18 women employed in frontline food and beverage positions
Jones et al (2013), Accessing information about sexual harassment in New Zealand's universities.	<i>Education</i> Universities in NZ and how they protect students from sexual harassment	Qualitative research – Literature review	Literature review of sexual harassment in a university environment
Waudby and Poulston (2017), Sexualisation and harassment in hospitality workplaces: Who is responsible?	<i>Hospitality management</i> Women who had worked in a restaurant or bar for over six months	Qualitative research – Interviews	Interviewed 18 women employed in restaurants and bars
Mooney and Jameson (2018), The career constructions of hospitality students: A rocky road.	<i>Hospitality management</i> NZ students in the first year of a hospitality or culinary degree, exploring their career identity	Qualitative research – semi-structured interviews	Interviewed 19 students in the first year of a hospitality or culinary degree
Showden (2018), Sexual harassment and assault on campus: What can Aotearoa NZ learn from Australia's 'Respect. Now. Always.' Initiative?	<i>Education</i> How Australian universities protect their students from sexual harassment and how NZ can learn from and build on their example	Report	Reported on the <i>hui</i> (meeting) organised by the Australian and NZ Student Services Association
Pernecky et al. (2019), Sexual harassment and violence at events and festivals: A student perspective.	<i>Events and Festivals management</i> Focus on sexual harassment at large events and aims to address sexual harassment via a student-centred perspective.	Qualitative research – literature review	Reviewed relevant literature

4.3.1 Sexual harassment in the New Zealand hospitality industry

The New Zealand Human Rights Commission considers sexual harassment as any unwelcome, unwanted or offensive sexual behaviour using physical, verbal or visual means (The New Zealand Human Rights Commission, 2001, as cited in Waudby & Poulston, 2017). The findings of this study indicate that, in New Zealand, sexual harassment is widespread and prevalent in the hospitality industry. Waudby's (2012) study of the sexual harassment of bar and restaurant workers, noted that the hospitality industry accounted for 10% of all sexual harassment complaints, a third of victims were under 18, and most were under 20.

4.3.2 Customer sexual harassment of interns in New Zealand hospitality

The findings of this current study showed that most sexual harassment in the NZ hospitality industry was customer-based. Waudby's (2012) research on female employees in bars and restaurants provided empirical evidence that most complaints of sexual harassment in the industry are perpetrated by customers. Waudby and Poulston's (2017) research on employees' responses to sexual behaviour in hospitality workplaces also mentioned the customer-based sexual harassment. After interviewing 18 women working in a restaurant or bar, Waudby and Poulston found that almost all participants had experienced sexual harassment from customers in different ways. Typically, women aged under 25 were those most vulnerable to customer-based harassment (Waudby & Poulston, 2017), which is the typical age of student interns.

4.3.3 Contributing factors to sexual harassment in New Zealand

By reviewing and analysing the six case studies, several contributory factors to sexual harassment were identified: power imbalances (e.g. economic and social power imbalances between customers and employees, and gender-based power imbalances between male managers and female employees), student interns' uniforms, and sexual harassment-tolerant organisational cultures. Importantly, in contrast to the findings from the United States, New Zealand studies (i.e. Pernecky et al., 2019; Waudby, 2012; Waudby & Poulston, 2017;) also mentioned hospitality employees' demographic characteristics as contributing to sexual harassment, particularly youth and female gender. The dominant reasons revealed by the analysis in order of importance were: power imbalances (mentioned in four studies: Jones et al., 2013; Pernecky et al., 2019; Showden, 2018; Waudby, 2012; Waudby & Poulston, 2017) uniform (an organisational context mentioned in three studies: Pernecky et al., 2019; Waudby, 2012; Waudby &

Poulston, 2017;), sexual harassment-tolerant organisational culture (highlighted in two studies: Waudby, 2012; Waudby & Poulston, 2017), and interns' demographic profiles (mentioned in three studies): interns' young age (mentioned by Pernecky et al., 2019; Waudby, 2012; Waudby & Poulston, 2017), interns' gender (mentioned by Pernecky et al., 2019; Waudby, 2012; Waudby & Poulston, 2017).

4.3.3.1 Power imbalances — economic and social

Waudby and Poulston (2017) considered the causes of economic and social power imbalances from an organisational perspective. The industry's service orientation exacerbates sexual harassment in hospitality (Waudby & Poulston, 2017). Power differentials between customers and hospitality employees are also a significant contributor to harassment. In contrast, Pernecky et al.'s (2019) research into sexual harassment at large events explained the causes of social power imbalance from an individual perspective. They considered that in terms of economic and social power imbalances, harassment is typically initiated by a person in power (such as a manager, colleague, or teacher) and is directed towards someone who may accrue advantages from giving sexual favours, or be in a lower position on the employee hierarchy. Showden (2018) reported on a symposium hosted by the University of Auckland on preventing and responding to sexual assault and harassment. The symposium concluded that sexual assault and harassment are driven by power, bullying, and domination by the people with power, wielded against those without it, for example, by managers and supervisors.

The findings of the current study show that economic and social power imbalances are part of customers' power. Waudby and Poulston (2017) observed that "power accrues to customers when they pay for service, creating a power and status differential between the servers and those served" (p. 485). Similarly, the findings of Waudby's (2012) research also noted that employees are particularly vulnerable in an industry where customers pay for service. Financial power impacts on customer-employee relations, and the financial and social power imbalance between customer and employees may therefore encourage customers to believe they have the right to treat employees as inferior, even abusing this power to harass hospitality staff sexually.

4.3.3.2 Power imbalances — gender-based

Gender-based power imbalances are the power imbalances between men and women, and emerged as a contributing factor. Two of the data sources (Jones et al., 2013; Pernecky et al., 2019) suggested that sexual harassment was more likely to occur where there was a

gender-based power imbalance in a workplace. Jones et al.'s (2013) research focused on sexual harassment in New Zealand universities, and collected survey data from New Zealand university websites to test and compare the cases in which a student who had experienced sexual harassment. Their (2013) research concluded that sexual harassment might not necessarily be related to sexual desire, but can also be an act of defending or maintaining a dominant position of masculinity.

Pernecky et al.'s (2019) conceptual research considered male power as a male entitlement. The researchers mentioned that some men have a sense that they are entitled to behave sexually. A female participant in their research commented that catcalling (e.g. whistling) and sexually motivated stalking are examples of male entitlement behaviours. The authors cited an example of sexual entitlement: a man touching a woman and making loud comments or sounds with a sexual undertone.

4.3.3.3 Organisational contexts influencing sexual harassment — uniforms

In terms of hospitality organisational contexts influencing sexual harassment, findings showed found that uniforms can influence the occurrence of sexual harassment in the hospitality industry, in New Zealand.

Hospitality managers often try to enhance customers' experiences by dressing frontline staff in uniforms that accentuate their sex appeal, requiring waitresses to wear low-cut blouses and miniskirts in a restaurant, as shown in Waudby's (2012) research into hospitality employees' experiences and perceptions of sexual harassment. Some participants in Waudby's study considered that sexual harassment occurred because female staff members who wore revealing clothes were perceived as asking for attention; wearing suitable uniforms may therefore reduce sexual harassment. Similarly, Waudby and Poulston's (2017) empirical study about hospitality employees' experiences of and responses to sexual behaviour in hospitality workplaces also observed the importance of clothing choice. Interviewees in Waudby and Poulston's (2017) research stated that employees who wore conservative uniforms were not harassed as aggressively as those wearing their own choice of clothes. Clothing choices affect the likelihood of harassment (Waudby & Poulston, 2017). In contrast, a different attitude towards uniforms emerged in Pernecky et al.'s (2019) research on sexual harassment in event management. It is a common misconception that "sexual attention is the assumption that someone is 'asking for it' by showing more skin, acting in a certain way, or wearing a certain type of clothing" (Pernecky et al., 2019, p. 860). Therefore, this current study concluded that student

interns' uniforms were a vital organisational factor influencing sexual harassment in hospitality. A conservative and traditional uniform may help avoid incidents of sexual harassment.

4.3.3.4 Sexual harassment-tolerant organisational culture

The findings showed that due to managers' desires to keep customers happy, management can be unresponsive to, or even indulgent of customer misbehaviour. Waudby and Poulston (2017) reported that some managers in bars recruited young and attractive women to encourage male customer loyalty. However, using sexual attraction to lure customers (by hiring attractive girls) limits the employees' ability to reject unwanted behaviours and increases the risk of being harassed. For example, a female manager interviewed in Waudby and Poulston's research complained that her managers had been open about their preferences for female bartenders, as they attracted male drinkers. Waudby and Poulston (2017) concluded that some managers recruit attractive young women to encourage tips, increase turnover, and meet management's assumed expectations. In addition, Waudby's (2012) research on female employees experiences of sexual harassment in hospitality, mentioned that some managers endeavoured to employ people who were positive, friendly and playful, and expected their night shift workers to provide a personalised service, even "requiring emotional investment from employees in tolerating any complaints, harassment and friendly banter that may arise" (p. 28).

4.3.4 Interns' demographic profiles influencing sexual harassment

This section presents details of interns' demographic profiles that may have influenced their likelihood of being sexually harassed, especially in terms of their youth (aged under 24) and gender (females).

4.3.4.1 Interns' young age

The findings indicated that interns' young age was an essential demographic factor influencing sexual harassment. Pernecky et al. (2019) reviewing relevant literature about sexual harassment and concluded that young people were at the highest risk of being sexually harassed. Pernecky et al.'s literature research on sexual harassment in large events showed that the 16–24 age group was four times more likely to be sexually harassed than any those of any other age group (Help Auckland, 2016, as cited in Pernecky et al., 2019), and Waudby and Poulston's (2017) earlier research on restaurant or bar workers was consistent with this finding. According to Waudby and Poulston's (2017) research, younger participants (aged 20-24 years) were more vulnerable to

intimidation and sexual harassment than were older participants, and harassers were mostly males in their late twenties. After interviewing 18 participants who had been sexually harassed in the hospitality industry, Waudby (2012) concluded that young and inexperienced employees are those most susceptible to behaviours such as sexual harassment.

4.3.4.2 Gender factor influencing sexual harassment

Interns' gender (refers to girl) is also be seen as an important demographic factor of student interns that increased the likelihood of sexual harassment in hospitality. Three studies have discussed the gender factor that impacts the sexual harassment of hospitality interns. The New Zealand Human Rights Commission (2001) as cited in Waudby (2012) provides evidence that in New Zealand 90 percent of victims of sexual harassment were women, and in hospitality industry most employees who are sexually harassed are female. In addition, by interviewing hospitality employees, Waudby and Poulston's (2017) research also concluded that pretty young girls are more likely to be harassed in workplace; and compare with boys, girls tolerated harassment more as they were not sufficiently experienced to address the situation effectively.

Pernecky et al.'s (2019) research interviewed student interns and offered evident showed that one in three girls are likely to be sexually assaulted in New Zealand. Moreover, most of victims of sexual harassment in Pernecky et al.'s research were young girls. For example, in Perth (Australia) "a 24-year-old male went on trial for raping a 15-year-old girl" (p. 860) and a 17-year-old girl was raped in a concert. Interpretative researchers also analyse the information that is "not there" and see meaning in the silences.

4.3.5 Protection for students and interns in hospitality workplace

This section introduces how New Zealand universities protect their students against sexual harassment in hospitality internship programmes. The findings revealed that the major protection method is to provide the general information about sexual harassment via internet.

4.3.5.1 Online information service about sexual harassment.

The findings showed that in New Zealand internships are usually off-campus and lack supervision from universities. Online information service or website is provided by many universities in New Zealand (e.g. Auckland University of Technology) (Showden, 2018), as its without geographic limit and convenient for everyone who are seeking for

information. Jones et al.'s (2013) research considered the internet is the most common preferred source of information about sexual harassment preferred by students, as over 60% of did not know if their university had a policy addressing sexual harassment (Nasheri, 2005) (as cited in Jones et al., 2013), and students' capability of seeking information is widespread (Seiter, 2004) (as cited in Jones et al., 2013). Universities should ensure their harassment policies and procedures are online so that students can searching and reporting any issue at any time (Jones et al., 2013). In addition, the authors also suggested that universities should pay more attention to the content and presentation of policy and service information online (includes the definition of sexual harassment and how to report a complain, etc); thus, students can find information quickly and take action appropriate to their situation, even if they off-campus for internships. For example, Auckland University of Technology (AUT) have provided a webpage of "Harassment Prevention and Support" for every student who may need help. The content of webpage includes the definition of harassment, a hyperlink to another relevant page titled 'What to do about harassment and bullying', and the contact people (mostly are women) are described clearly with brief profiles (Jones et al., 2013).

In addition, Pernecky et al.'s (2019) research also mentioned the important of providing online information about sexual harassment for students. Online service plays a significant role that it can be a platform everyone (includes students and universities' staff members) can make suggestions about how to solve harassment-related problems, and also students can engage and cooperate to raise awareness (Pernecky et al., 2019). Though online service can send a clear message that sexual harassment is not acceptable in any place (Pernecky et al., 2019). In terms of the content of online information service, Jones et al. (2013) suggested that the information on websites should include contemporary, comprehensible, and linguistically penetrable definitions and descriptions of sexual harassment, and the support and complaint procedures should be provided logically and transparently.

4.3.6 Section summary

In conclusion, based on the New Zealand studies, the findings of this study concluded that customer-based sexual harassment was the main manifestation of sexual harassment of student interns in the New Zealand hospitality industry. Moreover, the contributing factors to sexual harassment in New Zealand were refers to three elements: 1) the findings of this study showed power imbalance (both includes social & economic power imbalance between interns with customers and hospitality managers, and gender-based power

imbalance between male manager and female subordinates) in workplace leads to sexual harassment of student interns. 2) Interns' uniforms have been confirmed that have impacts to sexual harassment of student interns; and traditional and neutral uniform may decrease the likelihood of sexual harassment of interns. 3) The findings of this study also confirmed that student in an organisation with sexual harassment-tolerant organisational culture are more likely to be harassed, similar with the findings from the United States. 4) New Zealand studies also highlighted the impact of interns' demographic profile to sexual harassment that, interns' young age and their gender (girls) increased the likelihood of students being harassed sexually in internships.

The finding of this study also concluded that, the protection method provided by New Zealand universities mainly refers to online information service for students who were seeking help. Universities in New Zealand also considering the industry wide factor that internships are normally off-campus, thus providing available online information about sexual harassment was considered as an effective protection method for student interns avoid sexual harassment in internships.

4.4 Dimensions of sexual harassment in Australia

This section discusses Australian hospitality students' experiences of sexual harassment on internships. The empirical data were sourced from studies by Good and Cooper (2014; 2016) and Showden (2018). The subsections include the major types of sexual harassment in the Australian hospitality industry, organisational contexts influencing sexual harassment, customer superiority, interns' demographic profiles influencing sexual harassment, and protection for students and interns in Australian hospitality workplaces. Basic information on the sources is presented in Table 8.

Table 8

Australian Data on Sexual Harassment

Authors	Focus	Methodology	Data source
Good and Cooper (2014), Voicing their complaints? The silence of students working in retail and hospitality and sexual harassment from customers.	<i>Hospitality management</i> Students working in retail and hospitality in Australia	Qualitative research – interview	10 interviews with students who worked in retail and hospitality and having experienced unwanted sexual attention from customers
Good and Cooper (2016), 'But it's your job to be friendly': Employees coping with and contesting sexual harassment from customers in the service sector.	<i>Hospitality management</i> Students aged 18-25 who had worked in retail and hospitality and experienced sexual harassment from customers	Qualitative research – semi-structured interview	10 semi-structured interviews with 18- 25 year old students who worked in retail and hospitality and experienced self-defined unwanted sexual attention from customers
Showden (2018), Sexual harassment and assault on campus: What can Aotearoa New Zealand learn from Australia's 'Respect. Now. Always.' Initiative.	<i>Education</i> How Australian universities protect their students from sexual harassment and how NZ can learn from and build on their example	Report	Reported on the <i>hui</i> organised by the Australian and NZ Student Services Association

4.4.1 Sexual harassment in the Australian hospitality industry

The findings showed that sexual harassment in hospitality continues to be a serious and insidious problem. Good and Cooper's (2014) study collected and presented empirical data by interviewing ten hospitality students who had experienced unwanted sexual attention from customers. Their study cited a report that estimated 25% of women and 16% of men in Australia had experienced sexual harassment.

4.4.2 Customer sexual harassment of interns in Australian hospitality

Based on two studies in the case (Good & Cooper, 2014; 2016) it was evident that most sexual harassment in the Australian hospitality industry was customer-based (Good and Cooper's research in 2016 was further research based on their earlier 2014 study, and specifically focused on students aged 18-25). The empirical work of Good and Cooper (2016) revealed that clients or customers harassed many of students in their study. Good and Cooper (2016) observed that sexual harassment from customers is a pervasive problem, and 215,000 Australian employees may have experienced sexual harassment from customers (Good & Cooper, 2014).

4.4.3 Organisational contexts influencing sexual harassment

This section introduces the organisational contexts that influence sexual harassment in terms of job requirements, interns' low work status and customer superiority and power. The subsections are presented in order of organisational reasons: job requirements in the hospitality industry, interns' low work status, customer superiority, and interns' demographic profiles as influences on sexual harassment.

4.4.3.1 Job requirements in the hospitality industry

Hospitality employees have to satisfy customers and meet their needs, so may not feel able to refuse some demands from customers, even sexual harassment (Good & Cooper, 2016). For example, some interviewees in Good and Cooper's research did not complain of being harassed by customers because they considered dealing with abusive customer behaviour (including sexual harassment) as part of their job; all of the interviewees were required to present a friendly and engaging attitude towards customers. However, some participants reported that this friendly attitude was sometimes misunderstood by customers as flirting or asking for a personal connection (Good & Cooper, 2014). Therefore, Good and Cooper (2016) concluded that due to the job requirements of service work, hospitality workers may not be able to recognise and reject sexual harassment from customers, and some employees even believed it was a job requirement.

4.4.3.2 Interns' low work status in hospitality

Student interns in the hospitality industry are particularly vulnerable workers in the industry because they are perceived as low status employees. Australian hospitality organisations (retail/accommodation/food services) pay employees the lowest median weekly earnings of all Australian workers. A further disadvantage for young, part-time and casual retail and hospitality employees, is that they have "low status, with low pay,

high rates of temporary work and low union membership” (p. 453). These characteristics of hospitality employees render them vulnerable to sexual harassment.

In addition, Good and Cooper’s (2014) empirical study examining the experiences of university students worked in retail and hospitality, found that the students were predominantly non-unionised and therefore lacking protection. Empirical evidence from Good and Cooper (2016) showed that fewer than four percent of hospitality workers were union members and around 16% of retail workers. Thus, low status in a workplace is a significant influence on the sexual harassment of student interns.

4.4.3.3 Customer superiority and power

The findings showed that in service relationships, customers have almost absolute power over the employees, and the status of customers is a powerful symbolic and functional influence (Good & Cooper, 2016). Customers' relational superiority may encourage them to believe "they have elevated social status and control over service transactions because of their financial power, while employees are expected to enact deference and respect to customers” (p. 452). Good and Cooper (2016) argued that it is this power imbalance and inherent tension in the service relationship that results in customers’ abuse of service workers, and weakens the low power status of hospitality workers. Good and Cooper (2016) also considered that sexual harassment is a means to assert status and control in a service interaction.

Good and Cooper’s (2014) research mentioned the role of “customer sovereignty.” A student participant in their study explained that she expected to be treated disrespectfully by customers because customers perceived her as having lower status. Good and Cooper explained that as customers are directly involved in pay systems (such as tipping), they may believe they have more economic power than do the hospitality employees. Therefore, based on their work, customer superiority concluded to increase the occurrence of sexual harassment in the hospitality industry.

4.4.4 Interns’ demographic profiles influencing sexual harassment

Interns’ demographic profiles have an important influence on sexual harassment in hospitality. Based on the studies analysed, this section notes that interns’ demographic profiles have a significant role in hospitality sexual harassment. The interns’ young age and lack of work experience were noted in Good and Cooper’s research in 2014 and 2016, and both studies concluded that these factors contributed to sexual harassment.

4.4.5.1 Young age of interns

The findings of this study points to the young age of interns as an important demographic influence on sexual harassment. Good and Cooper (2014) observed that young employees are at the highest risk of workplace injuries and harm, including sexual harassment. They concluded that casual employees and those in precarious roles such as internships, are more likely to experience unwanted sexual attention at work. Although young employees in their study were aware of their workplace rights, many of them were unsure of the formal mechanisms and grievance procedures they could use when they were harassed. Good and Cooper's research in 2016 also mentioned that interns' young age compounded their vulnerability to sexual harassment; a student participant in Good and Cooper's research recalled the experience of being verbally harassed by a customer, and feeling threatened by older customers because she was young and inexperienced. The researchers concluded that many young workers in their study between the ages of 15 and 25 were at a higher risk of being harassed sexually than those in other age groups. Moreover, these young workers were unsure of their employment conditions, entitlements, and workplace rights. Therefore, Good and Cooper's (2014; 2016) studies are considered to confirm the impact of interns' young ages on sexual harassment.

4.4.5 Protection for students and interns in Australian hospitality workplaces

This section discusses data on means of protection offered by Australian higher education institutions to their student interns. The main protection methods were to ask for help and support from university staff after being harassed during an internship.

4.4.6.1 Staff members' support

When students experience sexual harassment or any form of violence, they may not be willing to report a rape or harassment directly to the university's senior leadership team; therefore, it is important for students to be clear about who they can contact and complain to, and how universities' staff members can help them after being an incident. Listening seriously to what students need from universities is an important responsibility of universities if they are to apply effective sexual assault interventions (Showden, 2018). In order to provide effective methods of protection for students experiencing sexual harassment on internships, the University of Sydney provided a single point of contact for students to find help. Similarly, Universities Australia announced guidelines about responding to sexual assault and sexual harassment, stating that universities should "consider providing a specialist-trained single point of contact for students making

reports” (Showden, 2018, p. 75). A team of student liaison officers was prepared and trained to support survivors of sexual assault, and they were able to provide case management and advocacy for students experiencing assault or harassment. Tailored support was also provided for any student who had experienced assault or harassment based on their situation and needs (Showden, 2018).

4.4.5 Section summary

The findings of this study noted that, as for the United States and New Zealand, customer-based sexual harassment was the main type of sexual harassment of interns in the Australian hospitality industry. The findings also revealed four main contextual factors influencing the sexual harassment of student interns: 1) hospitality industry employees (including student interns) were required to meet any of the customers’ requirements, which may have included cooperating with unwanted sexual behaviours, 2) Interns’ low working status in hospitality, 3) Customer superiority and customer power, and 4) interns’ demographic profiles.

The Australian universities recognised that students may not have been willing to report sexual harassment to the university’s senior leadership team, as they were young and perhaps felt powerless; therefore, the universities provided a team of staff who were trained and prepared to support students who had experienced sexual harassment or any form of violence on their internship.

4.5 Cross-case comparison

This section compares and contrasts the findings from three case countries, and presents the similarities and differences among them. Table 9 presents the similarities and differences between the case countries' data and findings.

Table 9

Cross-Case Analysis

Themes \ Countries		United States	New Zealand	Australia
Customer-based sexual harassment		√	√	√
Power Imbalance	Social & economic power imbalance/ customer superiority/ customer power	√	√	√
	Gender-based power imbalance	√	√	
Male-dominated workplace		√		
Organisational context	Organisation climate Management expectations	√	√	
	Uniforms	√	√	
	Job requirements			√
	Interns' work status	√		√
Interns' demographic profiles	Gender		√	
	Age		√	√
Protection Methods	Training/education around sexual harassment prevention	√	√	√
	Monitoring potential employers	√		
	Online information about sexual harassment	√	√	√
	Single point of contact for students seeking help		√	√

4.5.1 Common themes

As indicated in Table 9, firstly, all three countries' findings focused on customer-based sexual harassment of hospitality student interns. Secondly, power imbalances in the hospitality industry (particularly social and economic power imbalances and gender-based power imbalances) were mentioned in the United States and New Zealand studies. Thirdly, in terms of the organisational influences on the sexual harassment of student interns, the United States and New Zealand studies highlighted sexual harassment-tolerant organisational climates and interns' uniforms; the impacts of interns' low working status were also mentioned in the United States and Australian studies. Moreover, the impact of interns' young age on sexual harassment was highlighted in the New Zealand and Australian studies. Finally, providing training or education around the prevention of sexual harassment for students, and offering online information about sexual harassment was mentioned in all three case countries' studies. Setting a point of contact (universities' staff members' support) for students was highlighted in the by New Zealand and Australian studies. Theme details are as follow.

4.5.1.1 Customer-based sexual harassment

The findings of this study show that although co-worker based sexual harassment exists in the hospitality industry, customer-based sexual harassment was highlighted by all three case countries' studies. Each country also provided significant empirical evidence to show that students were more likely to be harassed by customers, rather than by co-workers.

4.5.1.2 Power imbalances

1) *Social and economic power imbalances* were highlighted by all three case countries. The United States and New Zealand studies concluded that social and economic power imbalances between customers and hospitality employees increased the likelihood of sexual harassment. The Australian studies considered social and economic power imbalances as a form of customer superiority and concluded that this decreased the already weak power of hospitality workers; thus, they were more likely to be harassed by customers.

2) *Gender-based power imbalances* were mentioned in studies from the United States and New Zealand, and the two case countries both confirmed that power imbalances between men and women are a contributing factor to sexual harassment in hospitality.

4.5.1.3 Organisational context

1) *Sexual harassment-tolerant organisational culture* was mentioned in the United States and New Zealand studies. Findings from the United States concluded that interns working in an organisation with sexual harassment-tolerant organisational cultures, were more likely to experience sexual harassment (Madera et al., 2018)). In contrast, New Zealand studies linked sexual harassment-tolerant organisational cultures to hospitality management's responses to sexual harassment, and showed that in order to increase customer satisfaction, some managers allowed sexualised uniforms and were tolerant of customer-based sexual harassment (Waudby & Poulston, 2017). These behaviours reflected harassment-tolerant organisational cultures, and increased the likelihood of the sexual harassment of interns.

2) *Uniforms* influencing the sexual harassment of student interns were highlighted in studies from the United States and New Zealand. Studies from these two case countries considered that a gendered and revealing uniform increased the likelihood of students being harassed sexually.

3) *Interns' low working status in employment* was another factor that contributed to the sexual harassment of interns, and was confirmed in studies from the United States and Australia.

4.5.1.4 Interns' demographic profile influencing harassment — age

From the perspective of interns' demographic profiles, research both from New Zealand and Australia highlighted that the interns' young age increased their likelihood of sexual harassment in hospitality. In New Zealand, studies (i.e. Waudby, 2012; Waudby & Poulston, 2017) observed that young students (aged 16-24) (Pernecky, et al., 2019) normally lack work experience and are more likely to be harassed sexually. Similarly, in Australia, the studies highlighted interns' youth (aged 15-25) (Good & Cooper, 2014) encouraged sexual harassment, and students in the workplace were seen as vulnerable workers as they were inexperienced and lacked knowledge about their workplace rights (Good & Cooper, 2016).

4.5.1.5 Protection methods

1) *Training and education in sexual harassment protection* was mentioned by all three case countries. In the United States, the studies concluded that students needed training in dealing with sexual harassment. The content of training should include recognising and

reporting sexual harassment, schools' policies, and the Title IX policy (Odio et al., 2019). However, Taylor and Hardin's (2017) research in the United States noted a lack of education and training on sexual harassment and sexual assault. Their findings showed that fewer than 40% of students had received training or education on sexual harassment prevention. Almost 60% of the students in Russ et al.'s (2017) study had never received sexual harassment prevention training. Australian universities also provided training for students on "building bystander awareness skills" (Showden, 2018; p. 76), to increase their empathy. New Zealand studies also suggested that universities should provide educational modules to students and emphasise prevention (Showden, 2018).

2) *Online information about sexual harassment* was considered an effective method in all three case countries. The United States' emphasis on providing online information about documents on sexual harassment and sexual assault, detailed the steps of reporting sexual harassment and assault, and how to contact trusted coordinators or professors for support (Taylor & Hardin, 2017). New Zealand universities (e.g. AUT) tended to provide online information about sexual harassment for students, which included basic definitions of sexual harassment, contact information for responsible staff, relevant laws and regulations, and complaint channels (Showden, 2018). The Australian studies suggested that online information needed to include quizzes related to questions around consent and harassment (Showden, 2018).

3) *Setting a point of contact for students* was highlighted in the New Zealand and Australian studies. Showden's (2018) research showed that both the University of Sydney and Universities Australia had set a specialist-trained single point of contact for students to make reports of sexual harassment. Similarly, a New Zealand study (Jones et al., 2013) suggested that university staff members should be trained to provide information about sexual harassment policies, processes, and support services for students.

4.6 Discussion

The aim of this research was to address the three research objectives. Firstly, this was to investigate the manifestations of sexual harassment in hospitality workplaces towards student interns. Secondly, it was to confirm the contextual factors influencing the sexual harassment of hospitality interns, and thirdly, to recommend suitable approaches for New Zealand universities to use to protect hospitality interns from sexual harassment, based on the findings from the other two countries (i.e. the United States and Australia). Previous sections presented the key findings from each of the case countries: The United

States, New Zealand, and Australia. The findings provide a picture that indicates the different situations and factors influencing sexual harassment in the three case countries. By adopting a cross-case comparison that addressed the research questions, the key findings from each country were compared and contrasted, with additional theorising from the extant literature, which is presented in the following section. The data are presented in order of the dominance of the themes.

4.6.1 Manifestations of sexual harassment in hospitality industry

The following theme addresses the first research objective, relating to how sexual harassment takes place in hospitality workplaces. Based on the three case countries, the findings of this study shows that customer-based sexual harassment is the main type of harassment experienced by student interns.

4.6.1.1 Customer-based sexual harassment

Customer-based sexual harassment was high in all the three case countries' studies. In the United States, the majority of student interns experienced sexual harassment and sexual hostility, mostly from male customers. Customer-based sexual harassment was attributed to the service-oriented nature of the hospitality industry. The findings of this study suggest that customer-based sexual harassment is closely related to the notion of the customer always being right, which often leads to a high-pressure service climate in which making the customer happy at any cost is encouraged; this increases the occurrence of customer-based sexual harassment. Student interns reported being pressured by managers to accept sexual harassment. In New Zealand, the economic and social power imbalances in hospitality were considered an important factor that encouraged and increased the likelihood of sexual harassment. From Australia, the findings revealed that customers exerted a powerful functional and symbolic influence over employees, which caused customer-based sexual harassment and restricted employees' ability to complain and reject customers. Therefore, the findings from all case countries showed that customer-based sexual harassment is widespread and not addressed effectively. A central finding of this study is that the hospitality industry in general does not appear to have policies and procedures in place to address customer sexual harassment. For example, there was a lack of information on how hospitality organisations provided policies to protect their employees from customer-based sexual harassment, even though a sexual harassment-tolerant organisational culture existed in some hospitality organisations.

When turning to the literature for further insights, Yassour-Borochowitz's (2020) empirical research was found to show that customer-initiated sexual harassment is widespread and common. Previous studies have focused on the cause of customer-based sexual harassment in hospitality. Poulston's (2008) study identified customers globally as the major perpetrators of harassment. She noted that 40% of students have experienced sexual harassment by customers, who are a major source of sexual harassment. Wijesinghe's (2017) study suggested that in the contemporary hospitality industry, the maxim of "the customer is always right" and management directives that "customers have to be pleased at all costs" have contributed to customer-based sexual harassment. Therefore, the first key conclusion of the current study is that, although there was evidence to show that student interns may experience sexual harassment from managers and co-workers, based on the findings of this study and the relevant literature, customer-based sexual harassment is more widespread in hospitality and the main form of sexual harassment of student interns in a hospitality work environment.

4.6.2 Contextual factors influencing sexual harassment of student interns

This section provides two main themes in addressing the second research objective, relating to the contextual factors influencing the sexual harassment of hospitality interns. The themes are power imbalances (including economic and social power imbalances, customer superiority, the influence of interns' young ages, and gender-based power imbalances), and organisational context and culture (including uniforms and general organisational culture).

4.6.2.1 Structural power imbalances in the hospitality industry

Power imbalances both between male managers and female subordinates and between customers and hospitality workers, emerged as major contextual factors that increased the likelihood of sexual harassment in the hospitality industry in the United States, New Zealand, and Australia.

Economic and social power imbalances

Economic and social power imbalances in hospitality emerged as a cause of student interns' experiences of sexual harassment. In the United States, New Zealand, and Australian studies, findings indicated that sexual harassment is prevalent in hospitality because of the industry's economic and social power imbalances.

Previous studies in hospitality have observed that significant formal power (or economic and social power) imbalances that favour the harasser, are a necessary prerequisite for sexual harassment. Hospitality studies have concluded that due to the low status of student interns, they are particularly vulnerable to sexual harassment (e.g. Ineson et al., 2013; Lei & Yin, 2019; Lynch, 2019; Tripp, 2015). Some studies of sexual harassment in hospitality have also highlighted that economic and social power imbalances contribute to sexual harassment of student interns in the industry. For example, Poulston (2008) explained that where "labor organization is strongly hierarchical" (p. 234), such as in the hospitality industry, students in service roles are particularly vulnerable to sexual harassment because they are at the lowest levels of the hierarchical structure. Ram (2018) agreed that strong hierarchical structures generally characterise tourism and hospitality organisations and authority is generally delegated to supervisors and managers. This may result in offensive patterns of supervising and harassing low-status staff (including students). Therefore, a significant finding of this study is that economic and social power imbalances between students and customers or managers, is an important contributory factor to the sexual harassment of hospitality interns, increasing the likelihood of students being harassed.

Economic and social power imbalances —the influence of customer superiority

Economic and social power imbalances in hospitality can be considered as customer superiority. Customer superiority can manifest as abuse of customer power, particularly customer-based sexual harassment. Both Australian and New Zealand studies mentioned that customer superiority in the hospitality industry encourages sexual harassment from customers, and is a significant factor impacting on sexual harassment. Also, due to their perceived superiority in hospitality, some customers tend to abuse their power by sexually harassing hospitality staff and thereby asserting their status or position.

As a service-oriented industry, the hospitality industry has taken "the customer is always right" concept as an organisational belief, and service workers are sometimes expected to tolerate customer misbehaviour, include sexual harassment (Yassour-Borochowitz, 2020). Such belief in service organisations amplifies the unequal worker-customer power relation and reduces the workers' ability to reject sexual harassment from customers (Yassour-Borochowitz, 2020). In addition, Ram (2018) noted that the pattern of abusive power relations is widespread in the context of service. Due to host–guest power imbalances, incidents of violence and sexual harassment of low-status employees by customers are very common. Poulston (2008) mentioned that because hospitality workers

(including student) have low status, they may be perceived by some customers as fair targets for harassment. In addition, she noted that in customer–server relationships, the role of hospitality staff is to obey customers; therefore, employees are particularly vulnerable to abuse and harassment. Kensbock et al. (2015) also pointed out that in the hospitality industry, customers are “placed high within the organisational model of power in hierarchical structures” (p. 44), thus their power may deter challenges from lower-ranked hospitality staff. Therefore, a second vital finding of this study, is that perceived customer superiority influences hospitality interns' sexual harassment.

Power imbalances — interns' low work status in the workplace

This study revealed that in Australia, as student interns are normally low-paid, inexperienced and in a temporary job, they have low status in the hospitality industry; thus, they are more likely to be harassed during their internships. Similarly, in the United States, students reported higher rates of sexual harassment because they had low status during their internship. Therefore, the findings of this research show that student interns' low working status increased the likelihood of sexual harassment of interns in hospitality.

Previous studies also discussed the influences of interns' low working status in hospitality. Ram's (2018) research about students who had experienced violence, bullying and sexual harassment in the tourism and hospitality industry, noted that interns and trainees in restaurants are more frequently exposed to bullying and harassing incidents than are more experienced workers, as interns are generally young and inexperienced workers with a financial insecurity that emphasises their dependency on supervisors and managers. As explained in Poulston's (2008) research, young people, casual, and part-time employees are those most likely to report being harassed, because they generally have less industry experience, lower wages, and less job security than do other full-time and experienced employees. Therefore, due to their low status in the hospitality industry, they may be perceived by some customers and managers as targets for harassment and abuse. These findings support those of previous studies, that student interns' low status in hospitality exacerbates sexual harassment

Power imbalances — the influence of interns' young age

Interns' young age profile can be seen as an important factor influencing their sexual harassment. The findings of the current study confirmed that young students are typically vulnerable to sexual harassment. Ram's (2018) research illustrated that students in placements share some characteristics with low-status employees, in that they are young

and inexperienced. In addition, empirical evidence from Ram's research showed that around 60% to 78% of women and 25% of men were sexually harassed by co-workers (colleagues, supervisors and managers) and customers. Lin's (2006) research also highlighted that young students working in the hospitality industry are easily harassed sexually because they usually lack social experience, and are generally aged between 19 and 21. Therefore, it is concluded that hospitality interns' sexual harassment is largely influenced by their young age.

Gender-based power imbalance

The findings of the study indicate that gender-based power imbalance is a factor influencing hospitality sexual harassment. In the United States, the majority of harassment is typically perpetrated by a man, over a woman. In some cases, it appears gender-based sexual harassment may be used by men to maintain power and control over women and demonstrate their assumed superiority. In New Zealand, sexual harassment is also interpreted as being driven by gender power imbalances in the workplace, where men in hospitality organisations hold positional power over female subordinates. However, the findings from the Australian studies highlighted only the social and economic power imbalances between hospitality workers and customers.

Previous studies have also noted that power imbalances that favour men are a contributing factor to sexual harassment in hospitality. Noonin's (2017) empirical research observed that hospitality senior executives and managers are predominantly men, which can lead to sexual harassment of female subordinates. Fielden and Hunt's (2019) empirical research also pointed out that sexual harassment is a result of men exercising power over women. As men occupy the majority of senior positions in the hospitality industry globally (Mooney and Ryan 2009, Mooney et al., 2017), they have increased opportunities to privilege their male subordinates and marginalise women. Therefore, the study findings suggest gender-based power imbalances, where women are subordinate to male managers, are a significant factor increasing the likelihood of sexual harassment of female interns.

4.6.2.2 Organisational context and culture contributing to sexual harassment

The findings of this study show that the United States, New Zealand, and Australian studies agree on the profound impact of hospitality organisational contexts and cultures as a contributing factor to the sexual harassment of student interns. However, they each discussed organisational context factors from different perspectives.

Uniforms

In New Zealand, the findings of the current study show that interns wearing skimpy clothes are more likely to be harassed (Waudby, 2012; Waudby & Poulston, 2017). Similarly, in the United States, studies showed that women who work in the food and beverage industry may be required by managers to wear tighter or revealing clothing or uniforms that expose themselves sexually, encouraging customer-based sexual harassment (Good & Cooper, 2016). However, the impact of uniforms on the sexual harassment of student interns in hospitality was not mentioned by Australian studies.

Previous research about sexual harassment in hospitality has also observed how employees' uniforms influence sexual harassment. For example, Yassour-Borochowitz's (2020) research on service work and customer sexual harassment, highlighted that in some Israeli hotels, female service workers are expected to dress sexually to increase management's perceived customer satisfaction and loyalty, thus hotel room attendants in 5-star hotels suffer from high levels of customer sexual harassment. In addition, room attendants in one study also believed that a uniform's style (if gendered) sexualised them and contributed to encouraging sexual harassment by guests (see Kensbock et al., 2015). The style of uniforms can sexually objectify employees. Kensbock et al.'s (2015) research on female room attendants concluded that their femininity was accentuated by the style of their uniform, thus encouraging male interest and contributing to the likelihood of sexual harassment. Ram (2018) suggested that in order to prevent incidents of sexual harassment of employees, it is important to change the uniforms of female workers from dresses to gender-neutral clothing. A minor finding of this study (as this was only mentioned in two case countries, the United States and New Zealand) is that student interns wearing appropriate (non-sexualised) uniforms can reduce their incidence of sexual harassment in hospitality.

Organisational culture

The findings of this study showed that in the United States, Madera et al. (2018) believed that an organisation's climate for sexual harassment was a powerful influencer on rates of sexual harassment. However, the New Zealand studies linked sexual harassment-tolerant organisational cultures to hospitality managements' responses to sexual harassment. Some managers attracted customers by dressing frontline workers sexually and tolerating customer-based sexual harassment (Waudby & Poulston, 2017). These behaviours reflected a high tolerance of sexual harassment in the organisation's culture and increased the likelihood of sexual harassment of student interns. The Australian

studies did not mention the influence of sexual harassment-tolerant organisational cultures on student interns' experiences of sexual harassment. The results of this study, therefore, suggest that sexual harassment-tolerant organisational cultures contribute to the sexual harassment of student interns.

Kensbock et al. (2015) considered the organisational climate of tolerating sexual harassment as a hospitality workplace culture; the risk of sexual harassment for hospitality employees in their study was exacerbated by perceptions of acceptance of harassment within the hotel workplace culture. Moreover, management's tolerance of sexual harassment increases and simplifies and is specific sexual harassment by a lack of, or ineffective, policies and procedures encouraged and increased sexual harassment in workplace (Kensbock et al., 2015). In addition, Ram (2018) also stated that high tolerance of sexual harassment by management contributes to tolerance of sexual harassment in a hospitality work environment. This study's findings support the findings of previous studies, that organisation climates tolerant of sexual harassment influence sexual harassment of students.

4.6.3 Recommended protection for students and interns in hospitality

This section aims to address the third research objective, of what would be the most suitable approach for NZ universities to take to protect hospitality interns from sexual harassment. The themes relating to this objective are: 1) provide training or education to students around sexual harassment, 2) offer online information about sexual harassment, and 3) provide support by university staff.

4.5.6.1 Before internships — provide training or education around sexual harassment

The findings of this study showed that, in the United States, training or relevant education of sexual harassment before students commence their internships, was recommended as an effective method to prevent students being harassed sexually. In the United States, universities provided educational programmes to help students recognise and report sexual harassment, and increase their knowledge of sexual harassment. Students were trained and educated to handle and recognise different types of sexual harassment, and become familiar with the Title IX policy and national protection policies (Odio et al., 2019; Russ et al., 2017; Taylor & Hardin, 2017). In Australia, the training courses provided by universities also included building bystander awareness skills that aimed to develop empathy and avoid victim-blaming behaviours at the University of Sydney (Showden, 2018). Similarly, the importance of training or education was also mentioned

by New Zealand scholars, who suggested that universities should provide educational modules to students and emphasise prevention. Therefore, the findings of this study indicate that providing training or education about sexual harassment to students before they take internships is an effective method for or making students aware of what constitutes sexual harassment and how they should respond.

Previous studies about student' experiences of sexual harassment also observed that harassment occurred less where training before internships was adequate. For example, Noonin (2017) suggested that an effective way to prevent the sexual harassment of students is to ensure they know how to behave appropriately, in order to avoid the risk of harassment; thus, higher education institutions must "educate those students about the issue of sexual harassment and how to respond if that problem occurred with them before sending them to work" via training or relevant education (p. 34). In addition, Zopiatis and Constanti (2010) also suggested that more training on sexual harassment by educational institutions is needed for students, in order to increase awareness of its potential dangers and pervasiveness. Therefore, the findings of this and previous studies confirm that universities need to provide training or education about sexual harassment to raise students' awareness of prevention measures.

This protection method is required by Title IX of The Civil Rights Act of 1991 in the United States. Indeed, universities in the United States are required by the Office of Civil Rights (OCR) to develop and implement procedures regarding the sexual harassment of students during internships. Students there must be informed their Title IX rights that follow them off campus, and universities must prepare students to handle any situation (including sexual harassment) before they start their internships. Therefore, providing comprehensive training courses and informing students of their rights before they take up their internship programmes, is an accepted responsibility for universities in the United States. Moreover, the Australian s106 Sex Discrimination Act also requires that positive and preventive measures should be taken to prevent sexual harassment (Connell, n.d.). However, there was a lack of information on whether New Zealand legislation supports this finding.

4.5.6.2 During internships — online information about sexual harassment

In New Zealand, universities tend to provide online information about sexual harassment for students, including basic definitions of sexual harassment, contact information of responsible staff, relevant laws and regulations, and complaints channel. In the United

States, the content of online information also includes documents on sexual harassment and sexual assault, detailed steps for reporting sexual harassment or sexual assault, and how to contact trusted coordinators or professors through university websites (Taylor & Hardin, 2017). An Australian study (Showden, 2018) suggested online information also need includes quizzes related to questions of consent and harassment. Therefore, the findings of this study showed that available online information for students about sexual harassment can be an effective method for informing student interns during their internships.

The methods of providing available online information for students have been applied by many other countries' universities as they are not geographically restricted, and are convenient. For example, Lynch's (2019) research outlined protection methods provided by the University of Victoria in Canada, and indicated that this university offered information online for students who may need help, especially for students off-campus. The online information included information on mental health, taking care of oneself, and dealing with sexual harassment in internships (Lynch, 2019). The Australian Human Rights Commission also suggested that the Internet is the most common preferred source of information about sexual harassment, and universities should make this clear and accessible to both staff and the diverse student body (Jones et al., 2013). Therefore, providing relevant information about sexual harassment is considered an important method for students to gain support, even when off-campus, as confirmed by the findings of this research.

4.5.6.3 After internships — universities' staff members' support

In Australia, the findings showed that a special responsible team (a group that provides assistance to students seeking help) was set up by Australian universities for students who had experienced sexual harassment in internships and sought help. A New Zealand study (i.e. Jones et al., 2013) also pointed out that university staff members should be trained to provide information about sexual harassment policies, processes, and support services, especially for students who experience sexual harassment and need help. Staff need to be informed about the processes for dealing with sexual harassment complaints and sexual harassment policies. The United States studies did not focus on providing universities' staff members' support for students.

Lynch's (2019) research in Canada also suggested that higher education institutions have a responsibility to provide staff trained to support student interns who have experienced

sexual harassments. These staff have a responsibility to provide resources that may help the students and approach the student with suggestions.

Setting up a special team for students to connect with, also meets the requirements of the Australian Human Rights Commission. The Commission recommended to universities that it is important to provide a specialist-trained single point of contact for students who wish to report harassment incidents (Judd, n.d.). Therefore, training staff to support students can help those who experience sexual harassment as well as comply with legal requirements. The New Zealand Government has also encouraged the use of a neutral third party to attempt to facilitate a settlement between a victim and a harasser. Thus, setting up a special team for students can be seen as a neutral third party for addressing the sexual harassment of student interns.

4.7 Chapter summary

The key findings of the current study are that firstly, customer-based sexual harassment is the main manifestation of sexual harassment of student interns in a hospitality work environment, which addresses the first research objective.

Secondly, evidence from this study suggests that power imbalances in the hospitality industry are an important organisational factor influencing the sexual harassment of hospitality interns: 1) social and economic power imbalances between student interns and customer or managers contribute to sexual harassment of students on internships, 2) customer superiority and customer power are types of social and economic power imbalances and are also factor influencing the sexual harassment of hospitality interns, 3) interns' young age and their low working status are part of the power imbalances in hospitality, and increase the likelihood of student interns experiencing sexual harassment, and 4) gender-based power imbalances between male managers and female interns also increase the risk of students being harassed sexually in hospitality.

Thirdly, interns' uniforms, and organisational climates are part of the organisational contexts that influence sexual harassment of student interns. Inappropriate uniforms, and sexual harassment-tolerant organisational cultures contribute to interns' experiences of sexual harassment in internships.

Finally, the findings of this study showed that, New Zealand universities only implemented online information for students, and there was no substantive action on the

other two protection measures (provides training or education course and offer staff members' support). In contrast, Australian universities provided a comprehensive protection for their students. This study concluded that training and education around sexual harassment for students before their internships, providing online information for students, and having trained staff members to help students who have experienced sexual harassment are recommended protection methods for New Zealand universities to protect hospitality interns from sexual harassment.

Chapter 5 Conclusion

5.1 Introduction

This study aimed to explore sexual harassment in the hospitality industry towards student interns on internships, and provided recommendations for New Zealand universities to protect students from sexual harassment. Firstly, this chapter discusses the major findings in this study related to the research questions. Secondly, the chapter reviews the theoretical and practical implications of the key findings, then explains the limitations of this study and recommendations for future research.

5.2 Research objectives

By adopting a qualitative case study research method, this research combined and contrasted studies from three case countries (the United States, New Zealand, and Australia) with the relevant literature. By analysing the data, this study was able to answer the research questions and fill a knowledge gap in the literature relating to students' experiences of sexual harassment in internships and New Zealand methods for protecting hospitality students against sexual harassment in the industry. This study concludes that customer-based sexual harassment is the main manifestation sexual harassment of student interns in hospitality.

5.1.1 Contextual factors influencing sexual harassment of student interns

The data analysis and review of relevant studies show that the contextual factors that influence the sexual harassment of student interns have two perspectives: power imbalances and organisational factors. Firstly, social and economic power imbalances between interns and customers or managers, customer superiority, interns' low working status and their young age, and gender-based power imbalances were considered elements of power imbalance and to have contributed to the sexual harassment of interns. Secondly, interns' uniforms and sexual harassment-tolerant organisational cultures were organisational factors that increased the likelihood of students experiencing sexual harassment.

5.1.2 Recommended protection for students and interns in hospitality

The key findings in relation to the third research objective were: 1) universities should provide training or education around sexual harassment and how students can report and complain about sexual harassment; and also, what types of protection methods can be

implemented to protect students before they take up their internship programme. These measure may reduce student experiences of sexual harassment, 2) When on internships, it is vital for students to have information about sexual harassment, so universities should provide relevant online information for them. This should include but it is not be limited to reporting channels, information about key university staff (with 24 hour contact details), who they can report incidents to, as well as and allied policies about sexual harassment, and 3) setting up training on professional responses for nominated staff members who will deal with students who report sexual harassment connected with internships. Such initiatives taken together will be a more proactive approach than currently practiced and will be more effective remedial methods that should provide by universities.

5.3 Theoretical implications

This study aimed to explore hospitality students' experiences of sexual harassment on internships. The most important contribution of this study is that the results have added to the research on interns' sexual harassment. Prior studies have mainly focused on hospitality employees (e.g. Fielden & Hunt, 2014; Kumra et al., 2014; Uggen & Blackstone, 2004). This study also highlights that power imbalances, students' young ages and their low working status, uniforms, and sexual harassment-tolerant organisational cultures, all increase the likelihood of sexual harassment. Therefore, hospitality interns need more protection than those in other occupations. The findings of this study found New Zealand may need tougher and clearer laws that universities can reference. In New Zealand, students (especially international students) and hospitality workers experience very high rates of bullying and harassment (Gong, 2017). However, this study found universities appear to do very little concretely to protect their interns, but offer weak online resources that put the responsibility on the students to protect themselves.

5.4 Practical implications

The findings of this study show that hospitality organisations are failing to protect interns. Results have practical implications for New Zealand hospitality industry human resources departments, who need to provide specific policies and employee manuals that address co-worker sexual harassment. Also, organisation managements' attitudes towards sexual harassment was a significant influence on sexual harassment. In terms of customer-based

sexual harassment, it is important for the hospitality industry to provide a clear explanation to every employee about which behaviours are unacceptable from customers.

Furthermore, the findings of this study also showed that universities are failing to protect their student interns. Based on this research, the recommended research-based protection methods are: 1) provide training or education around sexual harassment for students, 2) provide more targeted online information about sexual harassment for students, and 3) train staff members who are identified as the first point of contact for students who have experienced sexual harassment.

5.5 Limitations of the study

This study identified hospitality students' experiences of sexual harassment in internships, using a case study method. However, this study clearly has several limitations. Firstly, secondary data only were used, so numerical data and empirical information were limited. Secondly, as this qualitative thematic analysis study was undertaken by a single researcher, the process of coding data may have been affected by the researcher's personal interpretations. Thirdly, this research uses only three case countries (the United States, New Zealand, Australia), so the findings may have geographic limitations, and not be applicable to other contexts or countries. Furthermore, there were few studies from Australia on the selected topic, so the findings from Australia may have further limitations. Also, in the limited time of writing a dissertation, it was not possible to explore as deeply as the researcher would have liked, such as analysing all universities' policies in detail. As this is necessarily a small study, the findings apply to the hospitality industry only, but should be of help to all NZ businesses who want to protect their vulnerable interns.

5.6 Recommendations for future study

This study identified that hospitality student interns experience sexual harassment on their internships, and identified several contextual factors influencing the incidence of sexual harassment. It provided recommendations for New Zealand universities to do more to protect their vulnerable students from sexual harassment. However, recommendations were limited due to a lack of data, within the tight time constraints of writing a dissertation. Further research is required to investigate in depth the factors surrounding interns' experiences of sexual harassment and explore the precautions and processes that hospitality organisations should apply to protect students, from collecting primary data and drawing conclusions from them. Moreover, this study only provided cross-case analyses, future studies can further consider different analytical methodologies. As this research only adopted three case countries, and there may be different situations in other countries, further studies are needed to explore other countries' situations of sexual harassment in hospitality.

5.7 Closing statement

Based on a recent report in the New Zealand Herald (Johnston, 2020), it appears that there is a lack of transparency about the incidents of sexual harassment in New Zealand universities and there may be under-reporting in many universities. This study was motivated by a desire to protect students, so it is hoped that this study will help universities and the industry to better protect their vulnerable interns.

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