

**KELLY BARTOS**

THE CHARACTERISTICS OF CREATIVE TOURISTS  
INTERNSHIP AT DPOINTGROUP

**2021**

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FACULTY OF ECONOMICS  
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**INTERNSHIP AT DPOINTGROUP**

Master in management

**Internship Report made under the supervision of:**

Professor Carla Sofia Guerreiro Machado



**UNIVERSITY OF ALGARVE**

**FACULTY OF ECONOMICS**

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# **AUTORSHIP AND COPYRIGHT DECLARATION**

## **THE CHARACTERISTICS OF CREATIVE TOURISTS**

### **INTERNSHIP AT DPOINTGROUP**

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## RESUMO

O presente relatório de estágio representa a fase final do Mestrado em Gestão na Universidade do Algarve e deve estar em conformidade com o programa. O principal objectivo do estágio foi colocar em prática todos os conhecimentos adquiridos durante o mestrado e dar um primeiro passo na direção do mundo do trabalho de forma a ajudar a aluna a entrar na vida profissional. O mestrado e o estágio foram a realização de um sonho com a esperança que os mesmos permitam desenvolver a vida profissional futura com sucesso. Os últimos dois anos foram uma oportunidade de crescer pessoalmente, de adquirir novos conhecimentos e de especialização num campo muito específico que também corresponde a uma das paixões da aluna: viajar. Ela é está muito grata por ter conhecido pessoas maravilhosas, feito novos amigos com os quais ainda hoje contacta, vivido no estrangeiro e ter descoberto novas culturas.

Através deste relatório, foi possível descobrir uma perspectiva diferente para o turismo criativo. Intimamente ligado ao turismo cultural, o turismo criativo tem sido amplamente estudado pelos investigadores Richards & Raymond (2000) que o descrevem como :

**"turismo que oferece aos turistas a oportunidade de desenvolver o seu potencial criativo através da participação activa em cursos e experiências de aprendizagem que são a característica do destino onde são realizados"** (Richards & Raymond, 2000, p.18).

O nascimento deste tipo de turismo alternativo deve-se principalmente à diversificação das expectativas dos turistas. Até então, os turistas contentavam-se em descobrir a cultura local de um destino, fazendo viagens especiais de autocarro, visitando monumentos e museus. No entanto, ao longo dos anos, o mercado do turismo cultural tornou-se rapidamente saturado, e os hábitos de consumo dos turistas também mudaram. Foi necessário encontrar uma forma de diversificar a oferta turística e satisfazer as expectativas dos turistas. O turismo criativo oferece a oportunidade aos turistas de desenvolver o seu potencial criativo e satisfazer o seu desejo de experimentar algo novo e único através de actividades relacionadas com a cultura do destino da viagem (Tan et al., 2013). A atividade criativa é ativamente co-criada pelo turista e pelo local, criando uma relação de partilha de conhecimentos e valores entre as duas partes. O turismo criativo é baseado na descoberta da cultura de um destino. A atividade deve, portanto,

promover o saber-fazer e as tradições locais. Por exemplo: aprender a dançar flamengo em Espanha, criar óleo de argão em Marrocos, fazer folhas de papiro no Egipto, ou cozinhar a sua própria massa em Itália. Todas estas actividades permitem aos turistas não só observar a cultura local, mas também criar algo com as suas próprias mãos, tornando a experiência muito mais memorável e enriquecedora para eles. É importante que a atividade oferecida pelas empresas de turismo seja também vista como criativa do ponto de vista dos turistas. Ou seja, as empresas devem ter em conta as expectativas, necessidades e ideias dos participantes, para que ambas as partes possam sentir os benefícios da experiência. A fim de satisfazer plenamente as expectativas dos turistas, a experiência deve apelar à sua curiosidade, motivá-los a querer participar e permitir-lhes adquirir novos conhecimentos (Remoaldo et al., 2020).

O turismo criativo desenvolveu-se em muitas cidades europeias como Paris, Roma ou Barcelona, mas também foi exportado para fora do continente, como por exemplo para Banguécoque, Medelin ou Wellington. O facto da aluna ter realizado o seu estágio em Barcelona foi ao encontro do tema desejado para abordar no relatório final. Barcelona é de facto uma cidade pioneira em termos de turismo criativo. Houve uma procura de renovação no início do ano 2000 e em resposta aos problemas da época, a cidade soube aproveitar a oportunidade que se apresentava ao optar por uma política de desenvolvimento cada vez mais baseada no turismo criativo. E têm ocorrido numerosas mudanças na cidade, incluindo o desenvolvimento de certos bairros, a abertura de espaços culturais e a criação de instituições como a Creative Tourism Barcelona (CTB), permitindo assim a diversificação da oferta turística (Couret, 2012). O turismo criativo está portanto muito enraizado na cidade de Barcelona e as 10 semanas de estágio de imersão permitiram a aluna compreender melhor o assunto, observar o fenómeno e participar plenamente no turismo criativo, a fim de poder responder ao assunto principal do relatório de estágio. Durante o período que residiu em Barcelona a aluna viveu com uma família espanhola, que o acolheu de braços abertos e o integrou na sua família e na cultura espanhola. De facto, todos os momentos partilhados com eles permitiram-lhe criar a sua própria opinião sobre o turismo criativo. A aluna teve muitas oportunidades de aprender a cozinha catalã, de se habituar às suas tradições e simplesmente de se integrar na sua cultura para que pudesse viver como uma local. No relatório é assim uma representação de como foi o estágio na Dpointgroup, uma empresa muito diversificada que lhe permitiu descobrir muitas áreas diferentes e adquirir novas competências. A

Dpointgroup começou na área de organização de eventos e rapidamente aumentou a sua oferta com outros produtos e serviços, tais como: venda e aluguer de produtos infláveis, serviços relacionados com marketing digital, criou uma plataforma que ajuda as pessoas a encontrar um imóvel para alugar e outra plataforma que reúne expatriados que vivem em Barcelona, entre outros. No relatório está ainda retratado o turismo criativo, em que se define o conceito e demonstra as diferenças em relação ao turismo cultural. Posteriormente são analisadas as características do turista criativo. E nesse sentido é feito foi feito um estudo qualitativo que permitiu, em primeiro lugar, analisar o que já existe nesta área e, em segundo lugar, realizar uma nova investigação. O objetivo foi definir as características do turista criativo e definir um perfil típico deste último. Este tipo de investigação é muito útil em particular para definir as estratégias de marketing das empresas relacionadas com o turismo criativo. De facto, é importante saber quais são as expectativas, necessidades e comportamentos dos turistas para lhes oferecer uma experiência que esteja totalmente de acordo com o que procuram e que seja, portanto, uma actividade e experiência criativa bem sucedida.

**Palavras-chave:** turismo, turismo criativo, turista criativo, estágio, cidade criativa.

## ABSTRACT

This internship report is the final step for the completion of the master's degree in Management at the University of the Algarve. The main objective of this internship is to put into practice all the knowledge acquired during the classes and to get acquainted with the working environment. The master degree as well as the internship have been amazing opportunities to evolve personally, to learn new skills and to specialize in a particular field. It is also a reason to be grateful to have met wonderful people and friends, to discover different countries and cultures and to have grown up through these experiences.

This report aims to discover a different perspective of tourism that is creative tourism. Tourism, as any other sector, is evolving over the years and also people's expectations are changing. It is seen that more than participating in the typical pre-created packages made by tour operators, nowadays people want to live something new and unique, and to experience a destination's culture by fully participating in memorable activities. Sightseeing and visiting tourist sites are not the priority anymore for some tourists as they strive for something more meaningful. In fact, they are looking for experiences during which they can share with the locals and to discover the destination in a way which fits their expectations and values. This is how creative tourism is born at the beginning of the 21<sup>st</sup> century, a concept that is now more and more expanding (Tan et al., 2013).

The student has done an internship at the company Dpointgroup in Barcelona. Dpointgroup was, at the beginning, focused in event management and then has evolved in other fields such as: renting and selling inflatables, offering web marketing services and real estate. Through the internship in Barcelona, the personal experience in a creative city and qualitative methods of data, this report is focusing on understanding the creative tourist' characteristics and to build a profile of what could be a typical creative tourist.

**Keywords:** creative tourism, creative tourist, creative city, internship

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## **ABBREVIATION LIST**

CEO : chief executive officer

SEO : search engine optimization

PR agencies : public relations agencies

CV : curriculum vitae

CC : carbon copy

UNESCO : United Nations Educational, Scientific and Cultural Organisation

MACBA : Museum of Contemporary Art of Barcelona

CCCB : Centre de Cultura Contemporània de Barcelona

CTB : Creative Tourism Barcelona

Ph. D. : Philosophiae Doctor

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## 1. INTRODUCTION

The decision was to do an internship as part of the final work for the Master in Management at the University of Algarve because the student believes this was the option that suits her the best. In fact, realizing an internship gives the opportunity to get a real experience in the world of work and nowadays the lack of professional experience is the main problem when trying to start a carrier after finishing studies. Universities education presents a lack when it comes to put into practice the acquired skills over the years. The internship was the best way to conclude this Master degree. After various researches, not always conclusive, the decision was to do the internship in Barcelona, Spain, within the company Dpointgroup. After submitting the internship proposal, it has been approved by the University of the Algarve.

The main objective of the University of the Algarve is to give students all the necessary elements to prepare them for their future professional life. The internship has to fulfill all the requirements of the Master degree and to be profitable for the student. Through the internship, the student has the chance to apply its theoretical expertise into practical knowledge and to make a first step in the professional context. And finally, it is also essential to set up personal achievements in order to get the best of the experience.

First of all, the student's choice was to do the internship abroad since she believes the benefits from travelling are significant. Being already a person that enjoys moving from a country to another, this choice seemed obvious to her. Such an experience allows to be more open-minded, to gain self-confidence and to discover oneself. The internship represented to her a new way to challenge herself, to learn new skills and to improve the acquired competencies. During these 10 weeks of internship, the purpose was to discover a country in which the student has never lived before, to get to know new people, to integrate herself into a different culture and to get a foothold in the labor market. More specifically, the purposes of the internship at the company Dpointgroup were to gain practical experience within the different departments, to clarify the personal interests, competencies and skills in order to build a future carrier and to explore the different opportunities given by the company. While working in a multicultural company, the goal was also to improve her English.

This study is composed of two parts. In fact, the first part is dedicated to the internship at the company Dpointgroup and is going through the two months in Barcelona. It is explaining the activity of the company, the missions carried out and the experience that gained. The second part aims at defining the characteristics of tourists participating in creative tourism and to understand their perception of this alternative type of tourism. The research consists on defining the typical profile of creative tourists. This type of research is very useful in particular for defining marketing strategies in tourism enterprises. In fact, it is important to know what the expectations, needs and behaviors of tourists are in order to offer them the best creative tourism experience possible. This internship contributes to a better understanding of creative tourism in general due to its activity but also due to its location in Barcelona, which is the ideal destination for such researches.

This internship report is structured as follows: the first part is dedicated to the internship at the company Dpointgroup, going from an overview of the company to the different task carried out. Then, is the literature review with the explanation of the concept of creative tourism, creative destinations, and creative class and tourists. Finally, the last part is focusing on the personal research through a questionnaire that aims to understand the characteristics and define the typical profile of creative tourists.

## **2. INTERNSHIP AT DPOINTGROUP**

### **2.1. Overview of the company**

The company Dpointgroup has been created in 2002 (Figure 1) as Daniel Bukin, a young Argentinian student in web-marketing, decided to start its own business. He noticed that the events market was blooming and had the idea to launch a company specialized in events organization. The demand was very high, especially in Europe. After a more detailed analysis of the market, he decided to set up his business in Barcelona, Spain. In fact, it was easier for him since he already knew the language. Moreover, Barcelona was seen as a touristic, vibrant and prosperous city and starting a business where the cost of labor was quite low was a good opportunity. Due to the large number of events organized in Barcelona, Mr Bukin quickly found precious clients and 2 years after its creation, the success of the company was such impressive that they organized and conducted remarkable events for companies like Honda, Axe and Mida.

In 2005, as the business was still growing, Mr Bukin decided to get into a new idea and develop a new activity specialized in selling and renting inflatable products online. In keeping with the events organization, Dpinflatables was born (Figure 1). Selling and renting inflatables was a great business opportunity as it could be used to organize more spectacular events. At this time, Barcelona was constantly developing and was welcoming more and more events, congresses and fairs. The company, today, is specialized, among others, in inflatable attractions such as toboggans, castles, trains, houses, and inflatable merchandise like arches, tents, billboards, screens, balloons and product designs. Graduated in web-marketing, the knowledge of the CEO in SEO, web design, web creation and online marketing allowed the company to make itself known to Spanish clients but also to expand and get clients in France, Italy, Portugal, Germany, Belgium, Luxembourg and the United Kingdom (Bukin, 2019).

In 2007, the financial crisis in Europe led to a slowdown in the events market and Dpointgroup, as any other businesses and sectors, has been much affected by the recession (Figure 1). In 2008, in order to face the crisis and to maintain the development of the company, Dpointgroup has decided to recruit interns. The first intern arrived in 2008 and

over the years, the number of interns increased. In 2019, Dpointgroup has welcomed more than 100 interns.

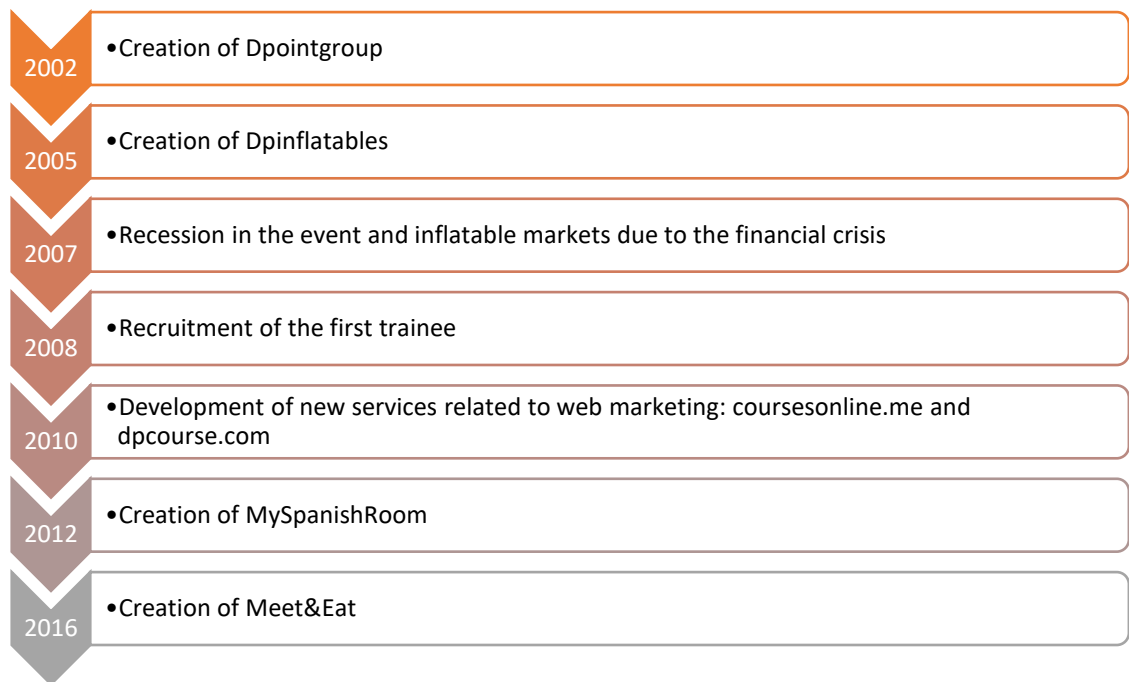
From 2010, Dpointgroup decided to extend its services and provides now web marketing services. Being an expert in that field, the CEO decided to offer services related to the use of internet such as online recruitment, web creation, SEO, photo and video creation, blogging and courses about how to use different tools like Google Ad Words, Adobe Pack or Photoshop. In order to learn more about it, it is possible to visit the website <http://coursesonline.me/index.php>. Interns of the company also have access to all that resources in order to learn and accomplish their objectives during the training program. One of the interns decided also to create a website intended for internal use. The goal of the website is to create a space where everyone from the company can share documents, information, pictures and to provide all resources, documents, and tutorials needed to ensure the smooth progression of the internship. The website is <http://dpcourse.com/> and only Dpointgroup's employees and interns have access to it (Bukin, 2019).

During the 2010's, Barcelona, turned into a very popular destination and it became much harder for young people to find an accommodation in the city. Prices and demand were getting higher, interns, students and workers were having difficulties to find a room for rent. In 2012, the company created the website <http://www.myspanishroom.com/> which is a platform that helps to get people in contact with renters in order for them to find a place to stay easily (Figure 1). MySpanishRoom has agreements with properties owners and renters all over the city and claims to bring the best quality accommodation for the best price to whoever is booking through the website.

In 2016, a new idea came to the mind of Mr Bukin. Very interested in sharing with the others, mixing the cultures, meeting new people, he had the idea to create Meet&Eat with a collaborator (Figure 1). Meet&Eat is a community that is organizing international dinner events for people who want to meet new friends, try food from all over the world and learn more about different cultures. On the website <http://www.meeteat.org/en/>, there are various recipes, that have been given by restaurants from many different countries. The aim is to link the expats of Barcelona together so that they can share their knowledge, their culture and traditions through a basic activity that exists in all parts of the world: cooking (Bukin, 2019).

Below, there is the history of the company on a timeline in figure 1. And in figure 2, we can see the staff organigram and its explanation.

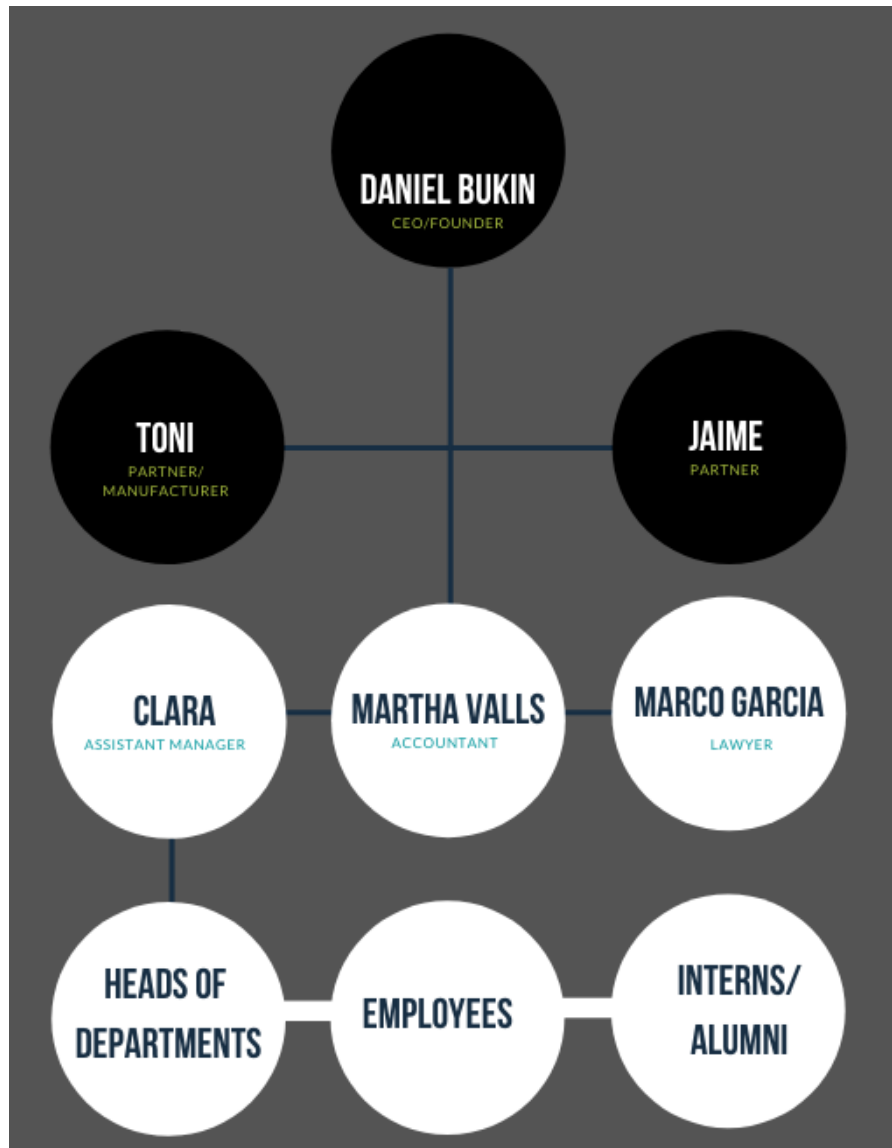
Figure 1. The history of the company on a timeline



Source: company

The figure 1 is showing how the company has evolved since its creation in 2002 and retrace the key moments of its development. It proves that Dpointgroup has constantly progressed and took advantage from the opportunities but also the difficulties it has encounter through the years, leading to the powerful and innovative company that it represents at the present time.

Figure 2. Staff and organigram



Source: company

The organizational structure of Dpointgroup is related to the country's culture. Even though it is a small company, Dpointgroup still exercises a hierarchical type of organization in terms of leadership and decision making. In this case, Dpointgroup follow the layout of a pyramid in which the CEO is on the top and the employees are on the bottom (Figure 2). Employees share some inputs and ideas with limitations and the final decision is always in the hand of the CEO.

The company is not hiring that much employees but a lot of interns each year. In 2019, Dpointgroup hired more than 100 trainees. Note that the internship can be completed at the offices in Barcelona (Annex A) but also from home, wherever the intern is living. Nationalities of the interns are very diverse: French, Italian, Dutch, Moldavian and Indian.

The student believes, this multicultural and dynamic working atmosphere is a real asset for Dpointgroup. First, it creates a mix of multiple competencies and cultures that can, along with brainstorming and thinking groups, end with original and relevant ideas for the company's evolution. Moreover, the turnover among the trainee's forces Dpointgroup to reassess and put in question its current strategy every month, which is a good way of avoiding mistakes and weaknesses about the company's strategy.

## 2.2. Organization and communication

Even if Dpointgroup recently celebrated its 18 years of activity, the company's working environment is young, due to the presence of the different interns. It creates a dynamic, flexible and informal working atmosphere (Annex B). Dpointgroup is also a company that welcomes multi-cultural employees. The founder itself is from Argentina. Diversity in the workplace allowed the company to broaden its viewpoints and to acquire competencies that trigger wider perspectives and ideas.

On the other hand, having a multi-cultural company can be challenging since there might be conflicts among employees regarding communication and information flow. Employees might have language, perceptual and cultural barriers which can result to confusions and lack of teamwork. In addition, some employees may have some difficulties to accept the company's culture and to handle some changes within the company. This is why, it is important for the smooth progress of the internship, to be able to communicate in a direct way and to be available one for each other. The communication among employees in Dpointgroup is direct at the office, and Daniel Bukin is generally present and available. Besides, many other platforms are used to communicate and exchange quickly such as Facebook, e-mails, Skype and Dropbox to keep in touch with the other employees and trainees. This way, people can communicate when they are working from home or outside working hours.

Finally, meetings are organized when necessary and are announced on Facebook and verbally at the office, even if brainstorming and discussions are generally made without planning.

### 2.3.The progress of the internship

As said before, Dpointgroup is recruiting a lot of interns and since the company is performing in many different sectors, the internship offers are diverse.

- Business development: consists in developing new international markets, client prospection, build client relationship.
- Marketing: online marketing, blogging, community management.
- Hospitality: front desk, organizing daily schedule.
- Web development: create new websites, manage existing websites.
- Tourism and event management: create and manage activities, tours, events.
- Human resources: create recruitment campaigns, interview new applicants.

There is a big turnover of interns within the company which represents a strength because they come from all around the world and bring a diversity through their culture, language and skills.

One characteristic of the internship is that the hierarchy gives a lot of freedom and autonomy to the workforce. The interns have access to all the resources they need and can learn by themselves online through courses but they also can ask for help or advices to each other or to Daniel Bukin. There is also a group on Facebook in which we can share information and where some guidelines or tasks to do are posted. Everyone can choose the tasks in which he wants to work and he can also work for various departments at the same time during the internship. Nothing is mandatory, the intern can do web marketing one day and human resources another day. This total freedom over the management of tasks and personal time represents an opportunity for the interns to be able to be creative, to take risks, to form groups of projects with colleagues and it allows to have no limits on the work each one wants to do.

In the students' point of view, choosing the missions, schedules and place of work means confronting a new reality in the professional market. The rise of teleworking, the horizontal hierarchy and the entrepreneurship model allow students to be prepared for future business requirements. Dpointgroup represents an opportunity to prepare for all of these upcoming changes. Motivation, however, remains the key element in order to take

advantage of this internship. It is important to target the personal project well, to know what the student wants to learn and especially to be interested in the activity of the company, because it represents a very good environment to put into practice the knowledge already acquired.

Self-study remains the key element, and as Daniel Bukin specifies:

**"Here nothing is compulsory, if you want to do less you can do less, if you want to do more you can too"**

Now, let's go through the different tasks that the student carried out the first week.

The first day she arrived at the internship, she was introduced to Onassis who is working as back office. He explained her how will the internship take place. First, she had to watch a video about the company. It was explaining the activity of Dpointgroup and the way of working during the internship. Then she was given tasks to do during the first week in order to get familiar with web marketing.

Task 1:

First, she created an email account on Gmail.com. The Gmail account could be something like: name (dot) dpointgroup@gmail.com, dp@gmail.com, or whichever is available. She could use this account to create accounts on Facebook and Twitter/Instagram.

Creating Twitter and Instagram accounts was not mandatory. If she had to do publications and if Daniel thought she would be reliable, he could give her access to the official accounts.

Task 2:

After creating all the social media accounts from Task 1, she had to add friends in all of them and build traffic. She added friends by writing what kind of contacts she was looking for in the search zone of the account: for example, she could look for marketing agencies, communication agencies, events agencies, PR agencies, advertising agencies, audiovisual companies, municipalities, hotels, restaurants, discotheques, casinos, student associations, universities, institutes, language schools, etc. After getting the results, she could add each contact as a friend and start her online community.

After pressing the "like" button, she was able to write in the wall of that page and post the ad that she chose. She could place promotions, discounts, news, and post pictures,

video, links and text. She had to write her Dpointgroup email address in every ad so that potential customers could directly contact her. It was settled that she would receive a commission on every product sold through her ad.

#### Task 3:

In this task, she was going to use a blog to promote the products and services of the company. The blog was mainly about her whole experience in Barcelona, what brought her here in the first place. Then, she talked about the company, developed about its activities and she was offering the same opportunity to other students to become future interns.

To create the blog the best platforms are:

<https://wordpress.com>

<https://www.wix.com>

She could use pictures from <https://unsplash.com> and <https://pixabay.com>

#### Task 4:

This task consisted on recruiting more interns, professionals, partners and suppliers for the company's internship and partnership program.

In general, the company is accepting students all the year, because they need people that speak different languages and help them with all the missions (promotion of company, tasks of all departments...). So, to make the recruitment more efficient, they accept students and recent graduates that can ask an internship agreement to their university. After checking the person's CV and skills she was deciding whether the person fits with the internship's requirements or not. Then, she could send him the acceptance email and internship conditions.

#### Task 5:

Nowadays, blogging represents a great opportunity for businesses, with some bloggers earning very high incomes. Along the internship, the aim was also to try to cover different ways to earn money from blogs and learn strategies to use these tools and methods in a way that is reader-friendly.

Of course, she could use the pictures from the company's website. She had to promote the blog by writing an article every day; it could be a promotion, a unique offer, etc. After creating the blog, she published it in the Dpointgroup Facebook group to share it with everybody.

#### Task 6:

To complete the task, she had to create a flyer with the company's services and products. She could use Adobe Photoshop or Illustrator to do it. It was suggested to watch tutorials to learn how to create a flyer. She could download pictures from [www.dpinflatables.com](http://www.dpinflatables.com) or she could find them also on Google Drive. She could also use [canva.com](http://canva.com).

She first created her professional email for Dpointgroup ([kellymiller.dpointgroup@gmail.com](mailto:kellymiller.dpointgroup@gmail.com) - Annex C) and then a Facebook (Annex D) and Twitter account. Then, she started to add friends, mainly other interns and then she searched for Facebook pages that would be interested in the company and checked who is liking the page and adding them to her friends because they might be interested in the activities. The student did the same with Twitter and quickly she started to have her own community. She was posting a few times a week in order to show her followers that her accounts are actives and to build traffic on her social medias.

Afterwards, she created her own blog on Wix (Annex E) and wrote her first article about her arrival in Barcelona. That was quite challenging for her because She is not used to write articles about herself.

All these tasks were extended for the entire period of the internship, so the student continued to maintain her activity on the social medias throughout the period of the internship. Those tasks were very important for the group because visibility is the main strategy of the firm in order to make sales. Besides being present on social medias and blogs, the firm developed a strategy of domaining and SEO by purchasing many domain names and investing in Google Ad words in order to enhance the company's presence online.

After a while, the student also dedicated herself to Meet&Eat and did quite the same tasks as for Dpointgroup. She has created a Gmail account (Annex F) and a Facebook page (Annex G) and tried to create a community around her accounts.

Then different tasks were suggested over the weeks, depending for which department the intern wanted to work. Being totally invested and motivated, the student went through various tasks from different departments.

#### 2.4. Personal tasks

Congress prospection:

Congresses are a good way to highlight the company and to communicate about the company's products and services. This is why it is important to find out what companies will be attending the congresses and to offer them the products and services in which they could be interested in.

Step 1: The student had to do some researches about which congresses will take place in Barcelona in the next few months.

Step 2: Then, she had to check on the Google Drive the PowerPoint presentation that she had to send to the different companies that will participate to the congress or she could also create her own presentation. She had also to prepare an email that she would send to the companies.

Step 3: The next step consisted on creating a database on Excel with all the enterprises attending the congress. She could find the list on the website of the congress. Then she had to write the company's name, email, phone number and country.

Step 4: She had to add the Excel document to the Google Drive.

Step 5: She had to send the email that she prepared before to all the companies and the PowerPoint in attachment and she added dpweeklyreport@gmail.com as CC.

For this task she chose the Congress Cosmetorium that would take place in Barcelona on the 14 and 15 of October 2020. The aim of this congress was to present the formulation, manufacture, and distribution of cosmetic products, responding to the needs of professionals in the sector and highlighting the importance of Spain as a center of excellence in the cosmetic industry.

First, she created a database on Excel with all the 139 companies' information (Annex H). Then she created her own PowerPoint presentation (Annex I), based on the existing one, but only integrating the services Dpointgroup is offering that best suit with the congress. The student also wrote a model of email that she could send to the exhibitors (Annex J). Then she sent the email and the PowerPoint presentation to the companies with her professional email. Unfortunately, the student got no feedback from any of the exhibitors.

However, that was an interesting task because she realized that it takes a lot of organization and patience to find new potential clients. It was important to target the services Dpointgroup was offering depending on the company's sector.

Meet&Eat recipes:

For this task, the aim was to send emails to restaurants and ask them if they want to send the students' a recipe so she can post it on the website. In that way, she was advertising the restaurant for free and in exchange she got one of the recipes from the restaurant in order to share with Meet&Eat community.

Step 1: She had to decide on what type of restaurants she wanted to work with, depending on the type of cuisine, the country, the city, ...

Step 2: She had to create a database with all the restaurants she wanted to contact on Excel. Then, she had to put the name of the restaurant, the city, the website and the email.

Step 3: She had to prepare an email explaining the service she was offering and a presentation of Meet&Eat.

Step 4: If one of the restaurants agreed and sent her a recipe, she could then post it on the website of Meet&Eat. First, the student had to put the description of the dish, then precise some nutritional facts and the origin of the meal. Then she had to follow the template of the other recipes to write her article and not forget to add a picture

Step 5: She had to share on social medias the link. Since the website is translated in different languages, she could also translate the recipe, depending on her skills.

For this task, she decided to focus on restaurants in Île-de-France (Paris and the surrounded area). Having a lot of different restaurants, that was quite easy to find them on TripAdvisor, Instagram or Facebook. Then she collected all the data in an Excel sheet

and created a file with 129 restaurants (Annex K). After that, she prepared an email to send to the restaurants (Annex L). Only a few restaurants replied to her but she was not able to publish any recipe on the website because the restaurants with whom she had contact sent her uncomplete information and then didn't reply anymore.

Event management:

Barcelona is very festive and is a city that never sleeps. There is always something happening; an event, festival, concert, congress. People from all around the world come to Barcelona to enjoy the city's vibes so there are a lot of opportunities for enterprises to create events. Dpointgroup has partnerships with different clubs, restaurants and bars through the Dpcard (Annex M) that someone can buy for 15€ and then have discounts or free entrance/drink at the places that are partners. It was hence possible to create events at these places. For example, one's could organize an event with a bar and agree with them to offer one free drink for each people coming from Dpointgroup. The entrance for people coming with the dpcard was free but the bar got a lot of clients coming and consuming at the bar so they earned money from that.

Since it was Christmas period during the internship, the student decided with one her colleague to organize a Christmas dinner. Daniel Bukin explained them how to proceed since such a dinner has already been organized during previous years. Mr Bukin knew already a good Turkish cooker who could cook for the dinner so the catering was already settled. He also explained them that the dinner could be organized in one of the offices of the company which is an open space. Daniel advised them to ask for a 20€ fee to participate to the dinner. In order for the dinner to take place, it was needed a minimum of 10 people and a maximum of 30. The students settled a date; the dinner would be on the 17<sup>th</sup> of December from 9pm until midnight. The interns had to create an event on social medias and bring people to the dinner. At first, they created an event on Facebook. Since they had their professional accounts with many friends on it, it would be a good way for them to let people know what they were organizing. The targeted people for this event were mainly young expats such as international students, interns or workers. They usually are the most interested in these kinds of events because they want to meet new people and they probably have no other people to celebrate Christmas with. In order to spread the information even more, the interns created an event on Airbnb experience and on Eventbrite in order to reach as much people as possible.

Unfortunately, the communication has been started only 10 days before the event, which was too short to bring enough participants for the event. Only 8 people were interested in coming to the dinner so the event has been cancelled.

Human resources:

Since the group has companies in many different sectors, Dpointgroup is recruiting during the whole year. One task during the internship could be recruiting other interns. The conditions to become an intern were: to be a student or recent graduate, study in fields linked to the different departments, speak English, show motivation.

Step 1: In order to receive applications, the student had to post internship offers in social medias or in specialized websites for recruitment. She could post offers on her Facebook, Twitter or Instagram as well as Facebook groups. She had to search for recruitment websites that are the most popular in her home country.

Step 2: She had to prepare written offers for the different departments and post them on the websites and add her professional email to receive the applications.

Step 3: When she was receiving applications, she had to check them careful to know if the applicant was fitting with the internship requirements. If he was, after 72 hours she could send him the acceptance email and the internship conditions. She could give the company's WhatsApp number if the applicant needed any more information.

To carry out this task, the student, first, wrote internship offers for all positions available for Dpointgroup as well as Meet&Eat. Then she also created flyers (Annex N) to make it more visual. In order to reach as much people as possible, she first posted internship offers in her social media accounts: Facebook (Annex O) and Twitter. After that, she started to join recruitment, job offers, and universities pages on Facebook and posted her offers there. Then, she made researches on the internet to know which would be the best recruitment websites to post her offers. 3 of them hold her interest: <https://www.indeed.fr/>, <https://jobs-stages.letudiant.fr/jobs-etudiants.html>, <https://www.aidostage.com/>. She published internship offers for many departments such as web marketing, human resources, finance and accounting, business development (Annex P). Quickly, she started to receive many emails from the applicants. In order to be organized, the team has created an Excel sheet where everyone can write the applications he received. For each applicant, it was needed to write: the name, the email, for which company and department he was

applying and the status (if the applicants fulfilled the requirements and if someone has sent him the acceptance email or not). The student has continued this task throughout the duration of the internship and at the end she has received 226 applications in total (Annex Q). Many people didn't give news after she sent them the acceptance email, maybe because they did not agree the internship conditions or maybe because they have found another internship, or they just needed more time to think about the proposal and to check with their university. However, the student has recruited 2 new interns, one coming from Hungary and the other one from France and they arrived at the company while she was still doing her internship.

Flyer's creation:

In order to establish a relationship with the followers and the people who might be interested by the company's services or activities, it was important to interact with them through social medias. The student has been interested in flyers creation since it is something she is not used to do. Unfortunately, she did not have access to Photoshop so in order to create flyers she used canva.com and PowerPoint. December was Christmas period so she customized her internship offers by creating flyers in order to make it catchier. She also designed flyers to make wishes for Christmas and New Year's Eve for Dpointgroup and Meet&Eat (Annex R).

Weekly report:

For the interns to follow their progression at work and for Daniel Bukin to know what they have done during the internship, they had to send a weekly report every Friday (Annex S). In this report, it was important to write which tasks the interns accomplished and to explain what went well and what difficulties did they encounter. It was an easier way to communicate with the hierarchy and to show our work in order to get feedback. If they had difficulties in doing some tasks, they could, in that way, talk about it the next Monday with Daniel and get explanations or advices to improve at work. The student believes constructive feedback is essential for employee's ongoing development. In fact, positive feedback helps building self-confidence and satisfaction at work. Feedback can also motivate employees to perform better and to be more productive. It also plays an essential role in learning by helping to acquire new knowledge and avoid repetitive mistakes.

### **3. THE STUDY**

#### 3.1. The literature review

This chapter presents the literature review and emphasizes the different themes examined in this study. This allows to better define the subject and to gain a better understanding of existing researches and findings related to creative tourism in general, to the creative class and to the characteristics of the participants in creative tourism.

This review is divided into 4 specific sections. The first part is dedicated to the definition of the concept of creativity in the general sense, second, it is getting in the heart of the matter, creative tourism, by determining the characteristics that distinguish this alternative form of tourism, then the focus is on the places where these creative experiences tend to take place and finally comes the description of the population more likely to participate in creative tourism experiences by first defining the creative class and then creative tourists, therefore the population studied in this research.

##### 3.1.1. The definition of creativity

First of all, before even to start to enter into the topic of creative tourism, it is essential to define the concept of creativity. In fact, the word of “creativity” is largely used in various fields but it is essential to understand the meaning of this term and how it is applying to tourism. When focusing on psychologists’ and researchers’ works, we notice that creativity is usually defined as something “new/original” and “useful/appropriate” (Tan et al., 2013). For Simonton, people can develop their creativity in the course of their lives and he also believes that the family and the social environment can play a positive role in the emergence of creative personalities (Simonton, 2000). Over the years, findings show that creativity is not a process that takes place in the mind of a single individual but it occurs in a social context. The social environment might be schools or workplaces; this creates a link between the development of creativity and learning. However, creativity is not an element that can be only learned in official educational institutions but also through other informal learning processes such as playing

games and craft-making (Tan et al., 2013). Considering this, creative tourism is helping people to develop their creativity since it consists on participating in local learning experiences. In fact, Richards (2011) points out the fact that travelers want now to be involved in the everyday life of the locals by participating in learning experiences which shows perfectly the link between creativity and tourism.

### 3.1.2. The concept of creative tourism

Creative tourism is a concept that developed in the middle of the 1990's. In fact, during these years, some researchers were looking on a way to expand the sales of craft products to tourists. This is the reason why the European project Eurotex has been created. Its goal was to reinforce craft production by marketing local production effectively to tourists. It was a big challenge for craft producers because they had to find a way to differentiate their products as the market was already saturated by mass-produced and cheap items (Richards, 2009).

Some researchers say that creative tourism is an extension of cultural tourism. In fact, consumers have developed new needs and wishes and wanted to have different and more meaningful experiences than what they could explore with cultural tourism (Remoaldo et al., 2020). To be more precise, consumers were looking for more creativity and interactivity during their travels. Visiting museums and monuments, and participating in tours was less interesting for tourists who were not very enthusiastic about these activities anymore. They were now looking for more interactive experiences that could satisfy their personal development (Tan et al., 2013) and also, they wanted to get more interaction with locals, to share and to learn from them. During their trips, tourists started to integrate more fulfilling and meaningful experiences such as creative activities and workshops.

Another reason for the development of creative tourism is the rise of globalization. In fact, the tourism market has quickly become saturated. Enterprises were struggling in establishing efficient marketing strategies to promote a destination through its cultural products. The companies of tourism sector had to find a new way to interact with tourists and to draw their attention. Their strategy changed and they were not focus on selling the culture of a place anymore but rather to use tourism to support the identity of a destination

and to encourage the consumption of local culture and heritage (Richards, 2009). At the beginning, this form of tourism was aimed mainly to a very small niche market but in recent years, the phenomenon has evolved and now attracts a larger number of tourists looking for an active and meaningful tourism experience.

Creative tourism has been defined as:

**“tourism which offers tourists the opportunity to develop their creative potential through active participation in courses and learning experiences which are the characteristic of the destination where they are undertaken” (Richards & Raymond, 2000, p.18).**

In order to understand what is creative tourism, it is essential to differentiate cultural tourism from creative tourism. Cultural tourism has strongly developed during the 1980's (Richards, 2009). By definition, it is said that cultural tourism is essentially based on cultural aspects such as visits of historic sites, monuments and museums, pilgrimages. The demand for cultural tourism has raised due to a largest interest in culture. In fact, the cultural capital was more promoted, the consumption's habits have changed and also the aging population was having now more free time to consume cultural products and also the culture was not anymore only attributed to the high class. It has become more accessible and people get more interest on it (Lindroth et al., 2007).

Concerning creative tourism, its main objective is to offer the opportunity to the tourists to explore their creativity by actively participating in interactive learning experiences specific to the visited place. To be more precise, creative tourism is an active process based on local creative expertise which allows to live learning experiences and to boost personal development. One of the elements that mostly distinguish creative tourism from cultural tourism is that the creative tourist not only observes the visited environment, but interacts with it by actively participating in the activity and by co-creating his own experience with the locals (Remoaldo et al., 2020).

However, it is important to note that several definitions of creative tourism are proposed in the literature. In addition, the concept of creative tourism tends to vary depending on the destinations where this type of tourism is carried out (Tan et al., 2013). Nonetheless, the main definition includes the fundamental concepts that come up in the literature. From this definition, it is thus possible to highlight three characteristics which characterize

creative tourism: the local aspect, the active participation in creative experiences and the self-development through learning experiences.

Creative tourism is based on the local discovery of a creative city and requires to go further than the traditional tourism. The tourism experience must therefore include the use of local skills and knowledge during the different creative activities. In fact, it is essential that creative activities promote local skills, competences and know-how of the place visited (Remoaldo et al., 2020). Many creative destinations have implemented creative workshops offered by local artisans in order to share local expertise as well as to allow tourists to get closer to the local community. The goal of creative tourism is also to build a stronger relationship between the visitors and the local population by encouraging the active participation of both sides simultaneously. A good communication and collaboration between the locals and the tourists are needed in order to create a creative process (Lindroth et al., 2007).

As its name suggests, creative tourism requires that an individual participates in creative activities during his trip. More precisely, a creative trip is an opportunity to develop your creativity by participating actively in creative activities that are specific to the local lifestyle of the city in which the trip takes place (Richards, 2009). In order for an experience to be part of creative tourism, the concept of active participation is essential. In fact, to enrich its creative potential, the tourist has to participate at the activity at the same level as the local. This enhances the idea of exchange and the creation of a relationship between the two parties (Lindroth et al., 2007). The tourist will, indeed, develop his own creativity while actively collaborating in the development of innovative ideas and therefore to the economy of the city he visits (Richards & Raymond, 2000). Tourism companies must accordingly offer an innovative environment and the necessary resources to participate in creative activities in a spirit of collaboration. The enterprises have to be able to encourage active participation by promoting the development of creative skills and building relationships between participants. In addition, it is essential that the concept of creativity is included in the supply and the demand because creative tourism requires participants to be actively involved in both sides. However, several business managers of tourism companies tend to forget about that and include the concept of creativity in their different activities but they should also take into account the needs and the ideas of the participants in order to develop the creative experience in a collaborative way. The creative tourism experience has to be co-created and co-produced

by an active participation of the tourists and the activities providers, in that way we create real interactions between tourists and the visited place.

Creative tourism implies a learning experience because tourists are discovering something new and relevant that will allow them to grow up individually (Richards, 2009). In fact, creativity includes not only the concepts of novelty and usefulness, but also incorporates the concept of knowledge development which will facilitate the self-realization during an experience. One of the prerequisites is that the participant needs to be motivated to learn more about a given subject. In fact, if the tourist has personal interests in participating in the experience, it will increase the intrinsic motivation and self-development. The creative activities must therefore bring a certain level of knowledge to the individuals. In fact, creative tourists participate in workshops, led by local specialists, with the aim of having a real learning experience during their stay. To ensure that there is a real learning experience, active participation is essential because if the tourist is fully involved in a given activity, he will have the opportunity to develop his creativity (Richards & Raymond, 2000). So, for the experience to allow the personal development required in creative tourism, the experience must be personalized and built according to the interests of the individual, and also must include activities during which the tourist can be actively involved and therefore develop his creativity.

### 3.1.3. The creative destinations

Creative tourism is mainly practiced in urban areas and more precisely in creative cities. In these metropolises, tourists and local citizens participate both in the same activities and enjoy the same urban culture. So, let's focus now on the birth and significance of these creative cities.

In the early 1990's, the concept of "creative nations" appeared in several countries such as England, New Zealand, Australia and Scotland. The implementation of the concept of creative nation had the objective to renew the cultural policies of the country by promoting its cultural identity and using strategies in order to highlight its cultural attractiveness and thus increase its creative economy (Bonet et al., 2011). During the same period, cities considered as creative and whose economy is based partly on creativity and innovation are appearing (Florida, 2002). The concept of creative countries, however, did not persisted, contrary to creative cities which have continued to grow in many countries (Bonet et al., 2011). Thanks to the growing success of the concept of creative cities, UNESCO decided in 2004, to create the Creative Cities Network which is a concept based on the idea that culture can play an important role in urban renewal. Moreover, some parts of creative cities have become "go-to" places regarding their creative and cultural economy. These cultural districts are hosting many cultural and artistic activities. This cultural gathering in certain parts of the cities, comes from the presence of a set of facilities designed or adapted to encourage cultural production, thus creating unique cultural spaces. These cultural areas provide an environment that facilitates and encourages cultural and artistic services and activities. Creative cities have grown with the emergence of the creative class and the arrival of innovative and creative companies in certain metropolises (Hospers & Van Dalm, 2005). It means that it is not the place of activity that is important but the production system that must be able to create exchanges and to innovate in a given sector. Workers have here a big role to play since they have an impact on production, but also on the urban cultural environment. As Florida (2002) mentions, it is possible to become a creative city by attracting people from the creative class and investing in an environment rich in cultural products. The creative class has therefore a significant impact the development of a creative economy (Hospers & Van Dalm, 2005). In fact, competitiveness in the tourism sector is growing and it has become

essential for cities to stand out in order to maintain tourist's interest and thus gain interesting economic profits. For that, creative cities' governments must financially support institutions such as museums, heritage sites, festivals and other enterprises to attract more professionals and tourists. This kind of strategy is essential for the development of creative cities since it increases the brand equity of a metropolis and gives it a unique and vibrant image (Bonet et al., 2011). However, the development of creative cities is a long-term project and it requires that the creative population participate in the organization of activities promoting the development of an innovative culture. This creative local population therefore also has an important role to play because it attracts the international creative class (Florida, 2002), which increases the attractiveness potential of the destination. Thus, we note that several elements such as governments, citizens, enterprises and institutions, have a role to play in creating and maintaining the status of a creative city (Bonet et al., 2011).

As the student did her internship in Barcelona, which is seen as an ideal-typical case of creative tourism development, let's focus on how and why the city has created the image of creative metropolis.

In order to understand Barcelona's development in creative tourism, it is important to learn about the "Barcelona Model", its success and its challenges. Barcelona gained its independence in 1979 and was ruled by the socialist party whose political model has important consequences on the social and cultural life of the city. The Barcelona Model's most important aspects are: to create a concordance between public administrations, to involve the private sector in financing projects, to create autonomous entities to control planning and finance, to support an architectural approach to redevelopment, to introduce strategic planning and to favor "good ideas" rather than "large finance" (Richards, 2013).

Through the Barcelona Model and the Olympic Games of 1992, Barcelona has reinvented itself and has changed from a business tourism destination to a leisure tourism destination. In fact, the Olympic Games have played an important role in the development of the city. The aim was to highlight Catalunya as a nation separated from Spain and Barcelona as its capital and to share its cultural wealth with different figures such as Gaudi, Picasso or Miro. The nationalist feeling has also grown during this period and was part of the development of tourism in Barcelona. The attempt to create a distinct identity of Catalunya and the development of various facilities such as museums has led to create an

image of the region as modern and innovative. Barcelona also has the advantage to be bordered by the Mediterranean Sea but what has been essential for the city are all the cultural factors that have been supported by the local population.

After the Olympic Games, there has been a decrease in hotel occupancy in Barcelona and a general decline in tourism. However, the creation of Turisme de Barcelona in 1993 to promote the city has been the answer to that problem. This project actually perfectly illustrates the private/public partnership development advocated by the Barcelona Model. At this time, the main goal was to diversify the tourism model and to reach new markets. As part of this policy, certain parts of the city have been enriched due to the creation of some cultural facilities (Courret, 2012). For example, the North Raval which used to be seen as an underdeveloped and poor district of the city, has welcomed 2 important museums, the Museum of Contemporary Art of Barcelona (MACBA) and the Centre de Cultura Contemporània de Barcelona (CCCB) that have now become iconic elements of Barcelona's cultural elements. What is more, many key buildings were developed into tourist attractions such as Casa Mila or Casa Vincens and many other places. These various readjustments in Barcelona allowed to expand cultural tourism and the number of tourists has considerably increased during the years following the Olympic Games. Barcelona has quickly become a major destination in terms of cultural tourism and the number of visitors has raised over the years (Richards, 2013).

However, not all citizens have seen the quick development of cultural tourism as a good idea. In fact, cultural tourism has brought not only positive effects but has also downsides. The old city was constantly crowded and the locals were annoyed by all the cultural tourists walking around. Although the most part of the citizens concede the economic benefits linked to the development of cultural tourism, some citizens started to complain about various disturbances in their neighborhood. All these complaints but also the municipality who was not looking favorably this inconvenience led to a new approach of the situation. The previous policy has positioned Barcelona in the top rank of international destinations but now the primary focus was to reassure citizens and to consider the city's welfare. Finding a new alternative to the previous model became urgent. Various measures have been taken such as establishing a new civic code, regulations to supervise hotels and apartments renting and making attractive the surrounded area of Barcelona in order to decongest the city center of mass tourism (Richards, 2013).

In the 2000's, a new type of tourists emerged in Barcelona. In addition to the classical cultural tourists and business visitors, more and more people were coming to study, for an internship or were having a temporary job in Barcelona. These newcomers were not seen as the usual tourists but more like “temporary citizens”. Their status as well as their expectations from their stay in Barcelona were quite different. In fact, they were more interested in integrating and in “living like a local” lifestyle. “Living like a local” has become such an important concept that it has expanded to many sectors such as: the accommodation, creative tourism experiences, tourist information, guiding services and transport. Creative Tourism Barcelona (CTB) has been created to answer that demand and is linking visitors to locals. CTB has been supported by the Municipality because it was perfectly fitting with the policy of spreading the Catalan culture through tourism. CTB has also been one of the sources for developing the international Creative Tourism Network. It has been a real success because it allowed the visitors to satisfy their thirst of creativity and the locals to share their knowledge and culture through co-created activities. Various interesting creative activities have been created such as Barcelona Cooking that is offering culinary classes with typical Spanish dishes on the menu (Courret, 2012).

Traditionally, tourism has been driven by major attractions, big hotels and museums but thanks to the emergence of creative tourism, small enterprises and activities providers external to tourism industry could emerge and expand. The development of alternative tourism allowed the locals to be more engaged in the tourism in Barcelona and to provide the experiences that both locals and visitors were expecting. From one side, locals can protect their interests and the ones of the city by offering more responsible and respectful activities, avoiding all the downsides driven by cultural mass tourism, and in the other side, visitors can explore their creativity and better experience the “living like a local” concept. Both sides are involved in the activity which means that the experience is co-created and a real relationship is created between the locals and the visitors.

### 3.1.4. The creative population

The creative class:

The concept of creative class has been developed by the researcher Richard Florida (2002). According to him, the economic growth of a city is due to people who have a work with a high creative potential. This is explained by the fact that, to obtain a competitive advantage, a metropolis must distinguish itself by constantly innovating. The creative class represents this continuous innovation since it is the source of many of the new creations (Florida, 2002). One of the aspects that characterizes it is its geographic mobility. It allows a higher quality of lifestyle and a higher creative potential; which means that this lifestyle is basically based on creativity. In fact, this creative population is attracted by urban environments that offer a great cultural diversity, an interesting artistic scene and activities that will enhance their creative potential. Another aspect that characterizes the creative class is that they usually have a higher level of education than the average. In fact, they have at least a bachelor degree and a work that requires a high level of thinking. What is more, it is important for them to have tolerance and to accept unconventional lifestyle and they promote culture and the cities' diversity (Florida, 2002). The creative class, thus, settles in metropolises hosting several companies with high creative potential and in the same way, creative enterprises tend to settle in cities where the creative class is. It shows that this population has a significant influence on economic development since it stimulates the establishment of creative and innovative companies in their place of life. In conclusion, culturally active populations make it possible to develop a creative potential which attracts innovative companies and provides advantages to these cities internationally. By explaining the concept of the creative class, we now better understand the importance of its influence on urban development.

The creative tourists:

Creative tourists are the co-creators and co-producers of their own tourism experience (Richards & Raymond, 2000). Each of them is distinct and has a particular point of view of what a creative experience is. One tourist may, indeed, perceive an activity as creative, while another one will not see any creative aspect. The way in which a creative experience

is constructed and the perception of it are therefore very varied, which shows how different creative tourists can be in terms of values, motivations and perception (Tan et al., 2014). Consequently, the creative tourist elaborates his tourist route according to his personal interests and his desire to live a more local tourist experience: for example, someone who is passionate about cooking could wish to participate in workshops of local cuisine and an artist, to learn a new painting technique. What distinguishes creative tourists is that they have the desire to produce and create themselves their travel experience in a destination chosen according to what they want to experience and see (Tan et al., 2014). Thus, because of this specificity, creative tourism attracts, for the moment, only a niche market (Richards, 2011). When creating creative experiences, creative tourism companies must therefore personalize them and take into account visitors' interests in order to encourage their active participation. But whatever his interests, the creative tourist is also characterized by his need to become an active member of the culture and of the community he visits. He wants to experience the "live like a local" experience.

Now, in order to better understand the topic, it is essential to make the distinction between the creative class and the creative tourists. Distinguishing the population coming to visit creative cities from the one which lives there is fundamental in order to focus on the population which interests me in my research: the creative tourists. In fact, both are interested in the concept of "living like a local" in their everyday life so it can sometimes be complex to differentiate them as they present differences but also similarities in their characteristics and their behavior.

The first difference is the speed of learning and development of the tourists' creative potential during their experience. In fact, the tourism experience takes place in a short space-time, so the creative tourists must maximize the development of their creative potential during their trip in order to live the greatest and richest creative experience possible over a short period of time. On the contrary, the local creative class can achieve this development of the creative potential over a longer period since he is living in that city.

The second difference concerns individual involvement. In fact, tourists do great efforts, such as travelling far away to live a special experience or spending often a lot of money, in order to get the most out of their experience. Thus, the tourist's expectations and

satisfaction at the end of the experience will probably be higher than the ones of the locals due to the great effort needed to satisfy their need. Creative tourists want to maximize their travel experience and want to see, discover and learn as much as possible in a limited space-time. They usually want to visit tourist sites, but also do something more unusual and to taste the daily life of local residents (Maitland, 2010). On the contrary, the creative class is less interested in tourist places and will more focus on specific creative experiences.

It is thus, interesting to study these two types of creative people for two reasons. First, a city with a dense creative class will tend to attract more individuals looking for a creative lifestyle, such as creative tourists. In fact, as the creative class is involved in different creative and artistic activities (Florida, 2002), this generates a dynamic local culture that attracts creative tourists (Lindroth et al., 2007). Second, creative tourists and the creative class are drawn to lifestyles that deviate from the standards and are constantly in pursuit of innovations and new concepts. Thus, if we rely on the literature, we notice that the description of creative tourists and the one of creative class turns out to be very similar, which leads me to believe that they both share the same characteristics and several creative tourists are in fact themselves part of the creative class.

In conclusion, we note that creative enterprises, creative cities, creative tourists and the creative class are all connected. All parties seem to have the same values and interests concerning their lifestyle. The idea of creativity, innovation and novelty are very important to them and their goal is to include these concepts in order to benefit from them and to develop as an individual or as a company. Also, the development of each of them is interdependent. A city becomes creative with the presence of the creative class and creative enterprises. Creative companies settle where the creative class is, and on the same way, the creative class is looking for cities with creative activities and enterprises. This relationship creates a valuable mix of culture and diversity that allows for the concept of creative tourism to expand all around the world.

## **4. APPLIED RESEARCH**

### 4.1. Research methodology

Considering the topic of the internship report, the most suitable method of research was to use qualitative methods of data. The first method used, was document analysis which is based on analyzing existing sources such as articles, books, journals, etc. In this case, this method was very relevant because it allowed the student to learn more about the topic and to gather all information that could be linked to the topic. It allowed her to collect as much useful information and data as she could in order to start with a base and to compare with the personal researches afterwards. The literature was used as a reference but also to support the findings. The second method used, was to make a questionnaire. It consists on asking a series of questions in order to gather information about the respondents.

#### 4.1.1. Instrument and procedure

The questionnaire was containing 11 questions with some multiple choice, open and closed questions. The purpose was that the questionnaire should not be too long because then people do not go to the end of the questions or do not answer seriously. It is better to ask few pertinent questions than many long questions. The aim was to ask concrete things in order to get the answer that would permit the student to compare with the previous researches.

The questionnaire has been conducted through Google Form. This method has been chosen because it allows to gather information about people in a large scale and in an effective way. The link of the questionnaire has been shared with the student's friends, posted on social media such as Facebook, Instagram and Linked In and also it has been posted on a forum on the internet (Vinted). The student's friends also shared it through their social media accounts. The aim was to reach as much different people as possible and not only people from her entourage. In fact, the decision was to interrogate people from various nationalities, ages, gender and social class so that the survey would be

representing the entire population. To analyze the results, the graphics created by Google Form have been used for the general questions and for the open questions the student analyzed the answers and created her own tables to gather the results.

The questionnaire aims to gather general information of the respondents but also their preferences, perception and characteristics when travelling and participating in creative tourism (Annex T). The goal is to create a profile of creative tourist.

The questionnaire created was translated into English and French. Therefore, it was able to reach a larger amount of people from different nationalities and to have enough information to conduct the analysis. The survey is based on a sample of 100 people.

#### 4.1.2. Subject

The population studied in the research has at least 18 years old. In fact, people usually don't travel alone under 18 and moreover are not really concerned about tourism types. Age is the first question of the questionnaire. Secondly, comes the current employment status of the respondent: student, employee, manager or executive, CEO, artist, artisan, self-employed, unemployed and other (in that case the person can justify). The third question is the level of education going from the high school diploma to Ph. D. Then, it is asked about the person's hobbies which is an open question so that people have the choice to write any entertainment they have and to develop their answer. The next question is about how often the individual is travelling: less than once a year, between one and three times a year, between four and five times a year or more than five times a year. Then, it is asked if the person considers himself as a creative person. Defining the word "creativity" is the next question. These two questions will help us to understand their perception of creativity. After that, there is a brief explanation about what creative tourism is, so that people can easily answer the following questions. Now the questions are more focused on the topic and it is asked if the person has ever participated in a creative activity during a trip. In affirmative case, the person has to say if he/she liked the experience or not and justify the answer with an open question again. Finally, the last question concerns people who have never participate in a creative activity and it is asked if they would be interested in it.

It is believed that these various questions are pertinent and useful in order to answer the research question because they are based on what has been learnt through the existing literature. With the results, the aim is to be able to compare the information with what has been supported by the different authors and researchers and to make conclusions.

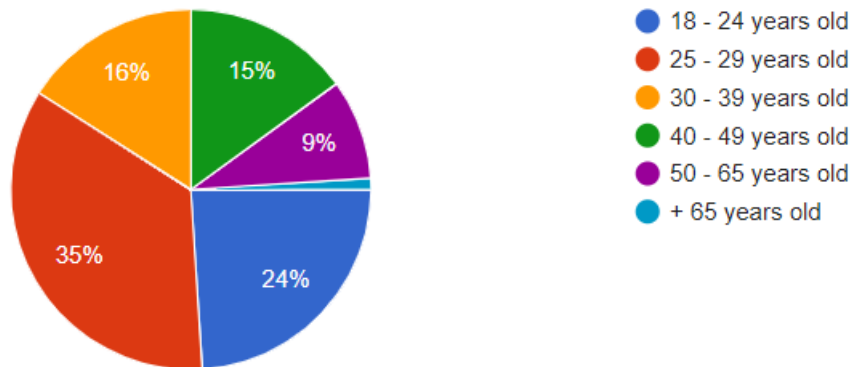
#### 4.1.3. Results of the profile of the interviewed

As you can see in figure 3, in a total of 100 people that answered to the questionnaire, most of them are between 18 and 29 years old.

Figure 3: Age of the respondents

Age

100 réponses



Source: Google Form

Concerning the status of employment, 28% are still studying and 30% are employed in a company (Figure 4).

Figure 4: Status of employment

Your current employment status / Votre activité actuelle

100 réponses



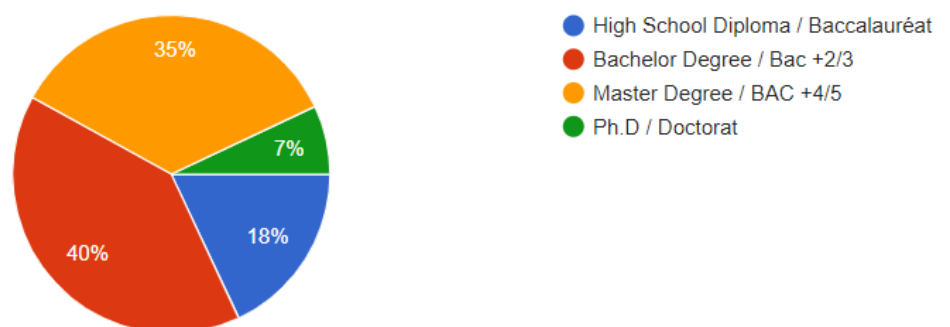
Source: Google Form

Regarding the education level (figure 5), 82% of the respondents have at least a bachelor degree.

Figure 5: Education level of the respondents

Your level of education / Votre niveau d'études

100 réponses



Source: Google Form

In order to better understand the results about the hobbies, it was created different categories including the most popular hobbies: sports, creative hobbies (sewing, crafts, drawing, writing, arts, photography), hobbies linked to the nature (gardening, agriculture, animals), travelling, cooking, reading, music, culture (cinema, museums, theater, opera) and socializing (going out with friends, spend time with other people).

Figure 6: Hobbies of the respondents

<b>Sports</b>	<b>Travelling</b>	<b>Reading</b>	<b>Culture</b>	<b>Creative hobbies</b>
44	34	25	24	24

<b>Socializing</b>	<b>Music</b>	<b>Nature</b>	<b>Cooking</b>
20	11	11	7

Source: Google Form

As it is seen from the table, the majority is interested in sports. On the second place comes travelling with 34 answers, then comes reading, culture, creative hobbies, socializing, music, nature and cooking.

In the question “how often do you travel”, 52% answered from once to 3 times a week, 28% are travelling less than once a year, 14% travel 4 to 5 times a year, and 6% travel more than 5 times a year.

Figure 7: Travel frequency

How often do you travel ? / A quelle fréquence voyagez-vous ?

100 réponses



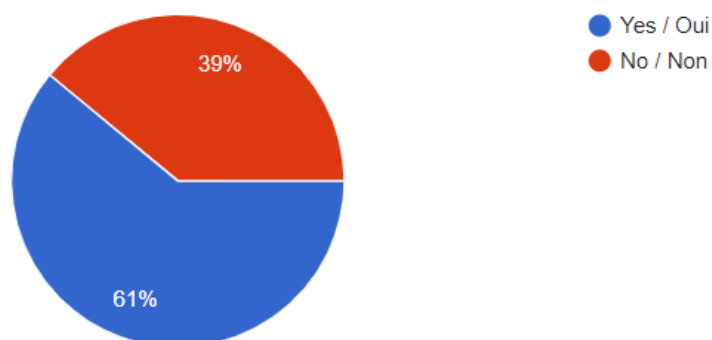
Source: Google Form

Out of 100 people, 61 consider themselves as being a creative person.

Figure 8: respondent as a creative person

Do you consider yourself as a creative person? / Vous considérez-vous comme étant une personne créative ?

100 réponses



Source: Google Form

## 4.2. Results

### 4.2.1. Interviews

To define the word “creativity”, half of the respondent linked it with the concept of setting up an idea, creating or producing something with sentences as “mettre en oeuvre une idée”, “produce a certain object”, “developing new ideas or concept’s”, “créer quelque chose”, “developer nos idées”. For the majority, it includes also to use their imagination “provient de l’imagination”, “using your imagination”, “imaginer”, “inventer”. And the third idea that was expressed by the population is novelty with words like “innover”, “nouveau”, “new ideas”, “new experience”, “to make new things”. When gathering the 3 most recurrent ideas, it shows that for the majority, creativity is to set up and create new ideas that come from one’s imagination.

Figure 9: definition of creativity by the respondents

Define briefly creativity with your own words / Avec vos propres mots, définissez brièvement le mot "créativité"

100 réponses

C'est mettre en place, mettre en oeuvre une idée. L'idée provient de l'imagination ou de modèle déjà présent.

Utilise the available resources to make things more productive

Using your imagination to produce a certain object or feeling in order to achieve a certain emotional response.

Avoir de l'imagination et s'en servir pour créer des choses

Imaginer et créer quelque chose soi-même

Capacité à inventer, faire avec ce qu'on a, sortir les idées qu'on a en tête. Créer à partir de rien.

Capacité à inventer innover améliorer créer un objet, une pensée, un moment où situation etc

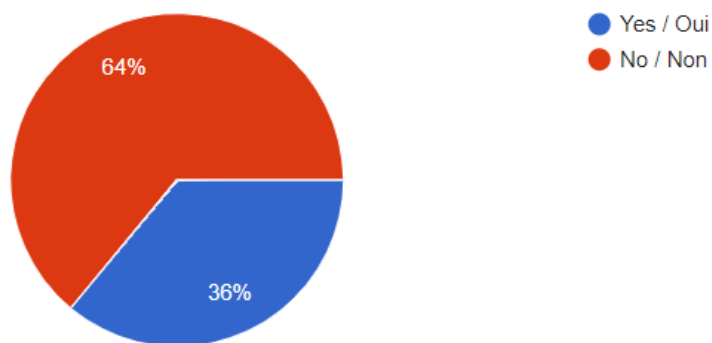
Imaginer, innover, nouveauté

Source: Google Form

The questions were very basic and general so far, but then it is explained what creative tourism is in order to get into the subject and to focus on the main objective. To the next question, 36% people claim that they already have participate in a creative experience and 88% admit that they enjoyed it.

Figure 10: participation in creative tourism

Have you ever participate in a creative activity during a trip ? / Avez-vous déjà participé à une activité créative pendant un voyage ?  
100 réponses



Source: Google Form

When comparing the different answers to the question about what they enjoyed or not in the creative activity during their trip, most respondents responded that they liked discovering the culture of a destinations in a more personal way and to better know the locals and create a relationship with them. They think it was a new, enriching and unique experience. Many positive adjectives have been used to describe their experience such as: "enrichissant", "complètement fou", "très agréable", "une expérience unique", "unusual and unique", "totally creative and new", "c'est genial", "so positive and memorable", "great experience".

Figure 11: description of the creative experience

Justify briefly your answer to the question above / Justifiez brièvement votre réponse

34 réponses

Minimize the planning time and do try things with the one you care about and enjoy without harming people's culture .

Agrotourism, working the fields in Italy was an eye opening experience.

A chaque voyage à l'étranger, je souhaite participer à toutes ses activités pour mieux connaître la population du pays visite

sans opinion

Meet new people and do new things

J'ai trouvé ça très enrichissant de découvrir une culture à travers un atelier local, cela permet de découvrir une facette plus personnelle d'un pays

Je m'en suis créée une et j'ai passé un moment unique, complètement fou et je suis moi même passée pour une dingue mais ça a rendu mon voyage mystique

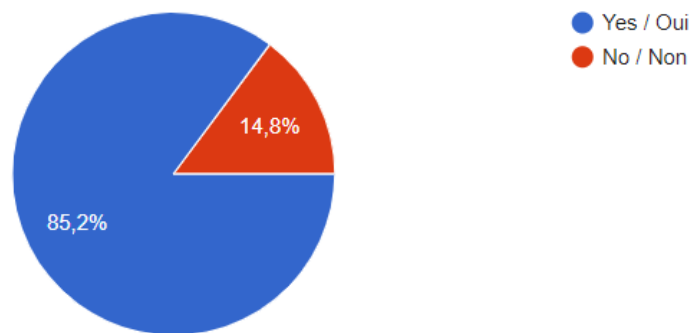
Source: Google Form

To finish, people who never participated in creative tourism were asked if they would like to experience it and 85,2% answered in a positive way which means that many people didn't know about this alternative type of tourism but would be interested to learn more about it.

Figure 12: Interest on creative tourism

If you have never participate in a creative activity, would you like to experience it ? / Si vous n'avez jamais participé à une activité créative, envisagez-vous de le faire à l'avenir ?

81 réponses



Source: Google Form

### 4.3. Discussion and conclusion of the study

As a conclusion of the results from the questionnaire, we note that in the 36 people that have participate in a creative activity, 14 are young adults between 25 and 29 years old. Probably due to the young age, 13 are students, 8 are managers or executives and 6 are employees. 11 respondents have a bachelor's degree, 19 a master degree and 5 a Ph. D. 18 of them are regular travelers and travel between once and three times a year and 25 consider themselves as a creative person. From this study, the typical profile of the creative tourist is a young adult, still studying or barely starting his professional life as an employee or as a manager/executive. The creative tourist has a least a bachelor degree and more often a master degree, so he has a high level of education. He is a regular traveler (between 1 and 3 times a years) but it can be assumed that they would travel more if they had more money but most of them are still students. Lastly, the creative tourist tends to be a creative person due to his personal hobbies and activities. In fact, most respondents are interested in music, cultural visits and creative hobbies such as painting or crafts. Moreover, the respondents also agree on the fact that travelling is part of their hobbies.

When comparing to the analyzed literature, contrary to what Richards (2011) argued, creative tourism is not necessarily a niche market anymore. In fact, out of 100 people, 36 have already experience creative tourism and probably the others didn't know about the existence of such a type of tourism, because 85% of the respondents who didn't participate in it would like to try it. So, the market is developing and there are great opportunities for the enterprises that want to involve in creative tourism because the population seems to be interested in. Creative tourism seems to have a promising future but maybe needs to be more promoted and visible. This is why such institutions like Creative Tourism Network or Creative Tourism Barcelona are very interesting in spreading the benefits of creative tourism. The young age of the creative tourists may be due to the ability to use the internet. In fact, the generation Y that is said to be very connected is more favorable to find information about activities linked to creative tourism since it is not a type of tourism that is promoted on advertisements or other basic means of communication. The typical profile that came out from the study shows also similarities with the creative class defined by Florida. The creative class tends to have a

higher level of education, exactly like the typical creative tourist. The education reveals maybe the open-mindedness, the curiosity and the wish to understand and discover others which is essential in such experiences. What is sure is that both the literature and my research prove that creative tourist are looking for a unique, enriching and new experience in order to discover the culture differently and above all to create a real link with the locals in order to experiment the “live like a local” concept and to get more integrated in the destination they visit.

#### 4.4. Limitations of the study

The first limitation to the study could be the sample size. In fact, the questionnaire is focusing on a sample of 100 people but a bigger number of participants could make the results more precise. However, due to diversity of the sample, the survey is efficiently representing the population.

Moreover, the participant’s honesty and seriousness during the study cannot be undeniable. There is no certitude whether people are answering the questions sincerely or not. What is more, people who accept to answer to the questionnaire are usually the ones who are interested in the topic so this created an obstacle in the generalization of the results.

Due to the fact that the questionnaire is conducted in the internet, this excludes a certain portion of the population: people who do not have access to the internet which usually are older people or people that do not use social medias.

#### 4.5. Recommendations for future research

This research is just a little preview on what can be done on a larger scale in order to better understand creative tourist’s profile. For this part, the focus is on a sample of 100 people but in the future, it can be interesting to use a larger sample in order to have more pertinent data. Other criteria can also be added in the questionnaire in order to create a more elaborated profile of the creative tourist. For example, it would be interesting to

have respondents with more various ages and nationalities. In fact, these criteria are determining factors in defining such a typical profile.

## **5. CONCLUSION**

The internship was a very good experience for the student. Being already an international student at the University of Algarve, working in Dpointgroup in such a multicultural context was quite a good surprise. Knowing that one of the student's passions is travelling, it was very nice to get to know new people from all around the world, to discover new cultures and to share experience with all colleagues. The student already had been in Spain for holidays but living there enabled her to discover even more the beauty of that country and explore the city of Barcelona with all the monuments, beaches, and hidden treasures. Spanish people are very friendly and the family that welcomed her was very nice. She learned a lot. It has reinforced her ability to adapt and integrate to a new environment and her communication skills. It was possible to meet wonderful people and some of them are still her friends today, even after the internship. The student became independent in her work and has learned patience and diplomacy in dealing with some difficult issues. Each task, each problem allowed her to acquire new knowledge and new skills both relational and professional. The international context of the company allowed her to practice even more the English language and to learn more from others.

During the internship the student also achieved professional accomplishments. It was necessary to deal with many different tasks so the skills acquired were various. First of all, it was possible to learn how to deal with many social media in a way to make the company visible and to promote the products and services. Then start a blog, which was something the student has never done. So, it was necessary to improved and gain new competencies in web marketing by introducing SEO and community management in the daily work. With the congress prospection and the searching of partner restaurants, it was necessary to discover how to create a relationship with potential clients and partners. Moreover, it was necessary to explore a field which was completely new by recruiting new interns. The internship, in general, allowed to improve the creativity, curiosity and practical skills that the student is sure will be useful in the future career. This experience

contributed a lot to know how to work within such a multicultural and international company with a way of working that was completely new for the student.

Working on the creative tourism topic by doing an internship in Barcelona was ideal. In fact, the student could completely immerse to the culture of the city. Of course, it was possible to do cultural tourism and to visit tourist sites such as the Sagrada Familia, the Park Güell or the Boqueria Market and also museums like the MACBA, the Picasso Museum and the MNAC. However, the student also experienced creative tourism through the family where she was living at. In fact, they completely integrated her as a part of their family and shared with her their culture and traditions. It was possible to try delicious meals cooked by the host (mother), to go to restaurants and bars recommended by the locals, to participate in Spanish traditions such as eating grapes the last 12 seconds before midnight at New Year's Eve and all of these experiences made her feel like she was living like a local and helped her to understand better the topic that she was working on. At this moment she could not really decide if she was part of the creative class or a creative tourist since the gap between both is very little. But after the experience, the student believes both categories share similarities which make it difficult to differentiate them and to set up their characteristics. The internship and the report have been an incredible experience of life that made her grow up, discover new horizons and bring her new intellectual and personal skills that she believes will be very useful for her future.

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## **ANNEXES**

Annex A. Dpointgroup office

Annex B. Interns at the office

Annex C. Dpointgroup Gmail account

Annex D. Dpointgroup Facebook account

Annex E. Personal blog

Annex F. Meet&Eat Gmail account

Annex G. Meet&Eat Facebook account

Annex H. Congress Excel database

Annex I. PowerPoint for congresses

Annex J. Email sent to exhibitors

Annex K. Restaurants Excel database

Annex L. Email sent to restaurants

Annex M. Trainees presenting the Dpcard

Annex N. Flyer for internship offers

Annex O. Facebook publication with internship offer

Annex P. Internship offer on a website

Annex Q. Excel sheet with interested interns

Annex R. Flyer creation

Annex S. Weekly report

Annex T. Google Form questionnaire

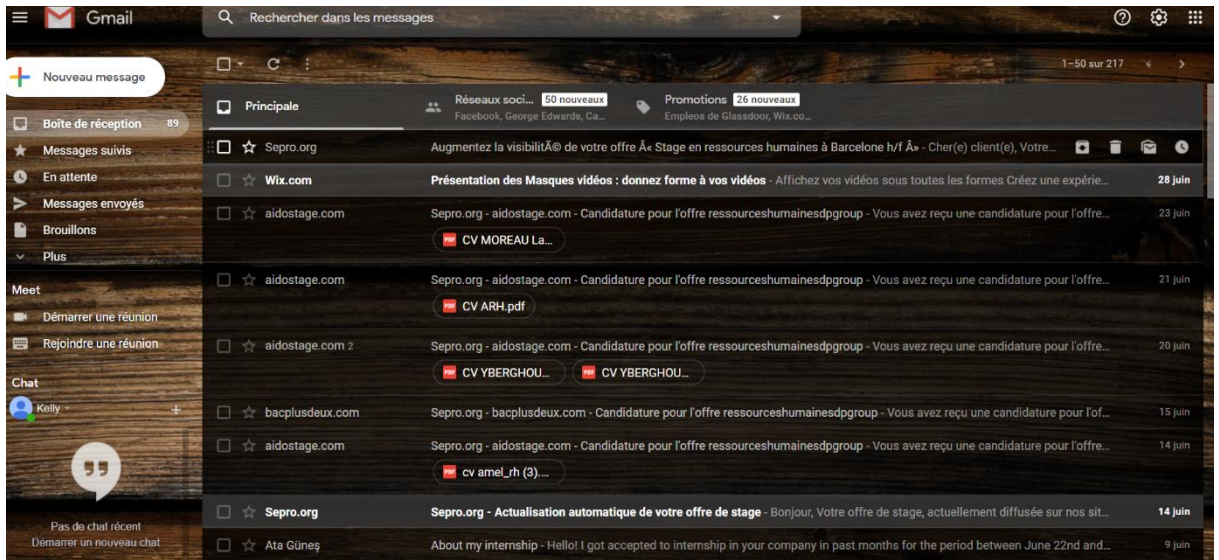
## ANNEX A. DPOINTGROUP OFFICE



## ANNEX B. INTERNS AT THE OFFICE



## ANNEX C. DPOINTGROUP GMAIL ACCOUNT



## ANNEX D. DPOINTGROUP FACEBOOK ACCOUNT

The image shows a screenshot of a Facebook profile page for Kelly Miller. At the top, there is a cover photo with a colorful, abstract geometric pattern. The profile picture is a circular logo for 'dpointgroup' featuring a stylized 'd' and 'p' with a dot. To the right of the profile picture is a button that says 'Changer la photo de couverture'. Below the profile picture, the name 'Kelly Miller' is displayed in a large, bold font, with a link 'Ajouter une bio' underneath. A navigation bar contains the following items: 'Journal', 'À propos', 'Amis 1002', 'Photos', 'Archive', 'Plus', 'Modifier le profil', an eye icon, a search icon, and a three-dot menu icon. The main content area is divided into two columns. The left column is titled 'Intro' and lists: 'Travaille chez DpointGroup', 'Habite à Barcelone', and 'De Paris'. Below these are two buttons: 'Modifier les infos' and 'Modifier la une'. The right column features a text input field with the placeholder 'Que voulez-vous dire ?' and a profile picture icon. Below the input field are three options: 'Vidéo en direct', 'Photo/Vidéo', and 'Évènement marquant'. Further down is a 'Publications' section with 'Filtres' and 'Gérer les publications' buttons. At the bottom of this section are two view options: 'Vue Liste' (selected) and 'Vue Grille'.

# ANNEX E. PERSONNAL BLOG

WIX Mes Sites Découvrir ▾ Aide ▾ Engager un professionnel

← Retour Enreg

Paramètres

éférencement

Catégories

K Kelly Miller • 2 min de lecture • Caractères : 1834

Modifications non publiées

## New life in Barcelona.

First, I should probably introduce myself.

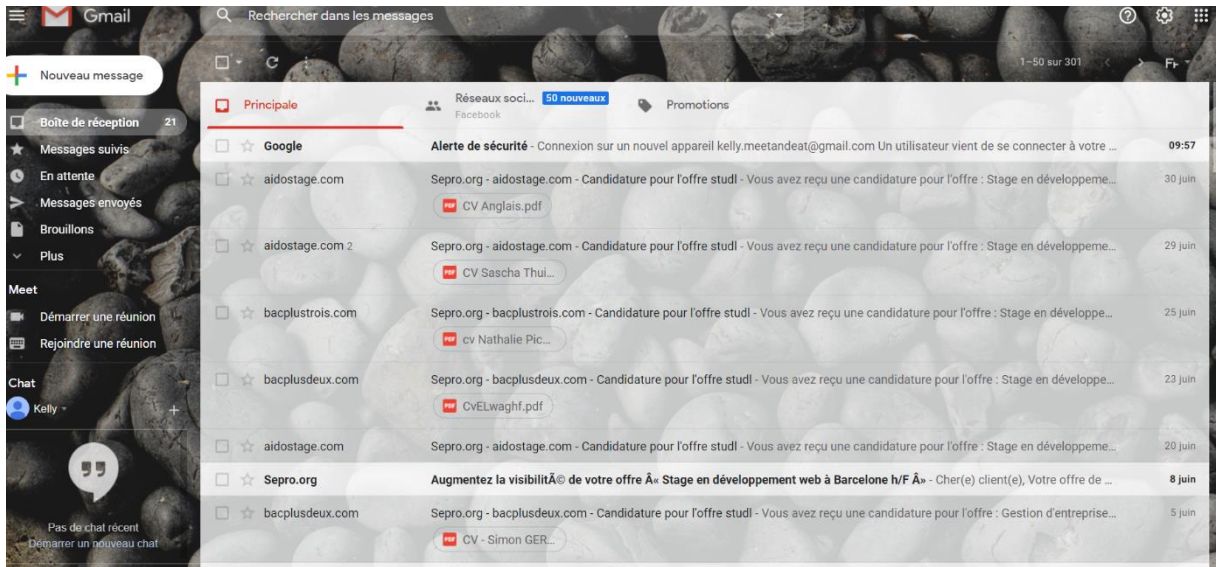
My name is Kelly, I am 24 years old and I come from France. I am currently studying tourism management at the university of the Algarve in Portugal. As being passionate about travelling, it was obvious that I would accomplish my master degree internship abroad. I didn't have any destination in mind but it was important for me to be in a sunny country. I was mainly thinking about Tenerife, Malta, Cyprus or Palma de Majorque but at the end I got an opportunity in Barcelona. So I just packed my stuff and went to the airport where a plane would bring me to my new life.

My first days in Barcelona went well. I found a room at a very lovely Spanish family. The wheather is very nice and the city seems to offer many opportunities and is hiding a lot of treasures.

Concerning my internship, the company's name is Dpointgroup. Their core business is providing B2B services and solutions. They supply different business solutions such as: online marketing/SEO, advertising giant products and services for events, recruitment and training, website and multimedia creation.

Dpointgroup is offering internships in many different branches such as: tourism

## ANNEX F. MEET&EAT GMAIL ACCOUNT



## ANNEX G. MEET&EAT FACEBOOK ACCOUNT

The image shows a screenshot of the Facebook profile page for 'Kelly MeetandEat'. At the top, there is a cover photo featuring a circular logo with a fork and knife over a globe, with the text 'MEET & EAT SINCE 2016'. To the right of the cover photo is a button that says 'Ajouter une photo de couverture'. Below the cover photo, the name 'Kelly MeetandEat' is displayed in a large, bold font, with a link 'Ajouter une bio' underneath. A navigation bar contains the following items: 'Journal' (highlighted), 'À propos', 'Amis 941', 'Photos', 'Archive', and 'Plus'. To the right of the navigation bar are buttons for 'Modifier le profil', an eye icon, a search icon, and a three-dot menu icon. The main content area is divided into two columns. The left column, titled 'Intro', lists: 'Travaille chez Meet & Eat Barcelona', 'Habite à Barcelone', and 'De Paris'. Below these are two buttons: 'Modifier les infos' and 'Modifier la une'. The right column contains a text input field with the placeholder 'Que voulez-vous dire ?'. Below the input field are three options: 'Vidéo en direct', 'Photo/Vidéo', and 'Évènement marquant'. At the bottom of the right column, there is a 'Publications' section with buttons for 'Filtres' and 'Gérer les publications'. Below the publications section are two view options: 'Vue Liste' (selected) and 'Vue Grille'.

## ANNEX H. CONGRESS EXCEL DATABASE

E7					
no contact					
	A	B	C	D	E
1			<b>Cosmetorim: 14/15 of October 2020</b>		
2					
3	Name of Company	Name	Position	Email	Observation
4					
5	Aako BV	Saskia Westerhof		<a href="mailto:s.westerhof@aako.nl">s.westerhof@aako.nl</a>	email with catalogue sent
6	Abich	Dr. Elena Bocchietto		<a href="mailto:info@abich.it">info@abich.it</a>	email with catalogue sent
7	acCELLerate GmbH	NA		NA	no contact
8	Actigolden, S.L.	Federico Planas		<a href="mailto:info@actigolden.com">info@actigolden.com</a>	email with catalogue sent
9	Additives & Surfactants	XAVIER PALACIN		<a href="mailto:x.palacin@addi-surf.com">x.palacin@addi-surf.com</a>	email with catalogue sent
10	ADP Cosmetics	Alesio Sánchez		<a href="mailto:info@ad-particles.com">info@ad-particles.com</a>	email with catalogue sent
11	Airplan	NA		<a href="mailto:nsellares@airplan-sa.com">nsellares@airplan-sa.com</a>	email with catalogue sent
12	AITEX	Nelson Blanes		<a href="mailto:nblanes@aitex.es">nblanes@aitex.es</a>	email with catalogue sent
13	Alchemy Ingredients	Murielle Gros-Désirs		<a href="mailto:mgros-desirs@alchemy-ingred">mgros-desirs@alchemy-ingred</a>	email with catalogue sent
14	Amita Health Care Iberia	NA		<a href="mailto:info@amitahc.com">info@amitahc.com</a>	email with catalogue sent
15	Atanor 118	ENGRACIA GIRONES		<a href="mailto:engracia.girones@atanor118">engracia.girones@atanor118</a>	email with catalogue sent
16	Auria	Maribel Ferrer		<a href="mailto:auriacosmetics@auriacosmet">auriacosmetics@auriacosmet</a>	email with catalogue sent
17	AXOMATRIC S.R.L.	ALEJANDRO HERVÁS		<a href="mailto:info@marchesini.es">info@marchesini.es</a>	email with catalogue sent
18	Azelis	NA		<a href="mailto:Lucie.Venuat@azelis.es">Lucie.Venuat@azelis.es</a>	email with catalogue sent
19	BASF - BTC	NA		NA	no contact
20	Beauty Secrets for Dead Sea Products	Abed Allah F. AL-Banna		<a href="mailto:info@b-secrets.com">info@b-secrets.com</a>	email with catalogue sent
21	Best Breathe	Vicente Navarro		<a href="mailto:laboratorio@best-breathe.co">laboratorio@best-breathe.co</a>	email with catalogue sent
22	Bicosome	NA		<a href="mailto:info@bicosome.com">info@bicosome.com</a>	email with catalogue sent
23	Biesterfeld Spezialchemie Ibérica	Elisabet Puchol		<a href="mailto:e.puchol@biesterfeld.com">e.puchol@biesterfeld.com</a>	email with catalogue sent
24	BioCentrum	Luis Torro		<a href="mailto:ltorro@biopartner.net">ltorro@biopartner.net</a>	email with catalogue sent
25	Bionos Biotech	David González		<a href="mailto:dgonzalez@bionos.es">dgonzalez@bionos.es</a>	email with catalogue sent
26	Biopartner	Enric Cerqueda		<a href="mailto:ecerqueda@biopartner.net">ecerqueda@biopartner.net</a>	email with catalogue sent
27	Bonderalia	NA		<a href="mailto:lmartinez@quimivita.com">lmartinez@quimivita.com</a>	email with catalogue sent
28	Brenntag Iberia	NA		<a href="mailto:especialidades@brenntag.es">especialidades@brenntag.es</a>	email with catalogue sent
29	Centro de Tecnología Capilar (CTC)	NA		<a href="mailto:nuria@ctc-cabello.com">nuria@ctc-cabello.com</a>	email with catalogue sent

# ANNEX I. POWERPOINT FOR CONGRESSES

The image shows a screenshot of a PowerPoint presentation slide. On the left, there is a vertical navigation pane with six numbered thumbnails (1-6) representing different slides. The main slide area has a teal background. At the top center, the text "DPOINTGROUP" is displayed in a white box. Below this is the logo for "business solutions", which consists of a stylized lowercase 'd' inside a circle. In the center, the text "ORGANISERS:" is followed by two logos: "SEQC SOCIEDAD ESPAÑOLA DE QUÍMICOS COSMÉTICOS" (a geometric pattern logo) and "Step Exhibitions" (a logo with a stylized 'S' made of horizontal bars). On the right side, the "COSMETORIUM" logo is prominently displayed, featuring a complex geometric pattern above the text "COSMETORIUM" and the tagline "concept to product". Below this, the dates "14 - 15 OCTOBER 2020" and the location "PALAU DE CONGRESSOS DE BARCELONA FIRA I MONTJUÏC" are listed.

1

2

3

4

5

6

**DPOINTGROUP**

business solutions

ORGANISERS:

SEQC  
SOCIEDAD ESPAÑOLA DE  
QUÍMICOS COSMÉTICOS

Step  
Exhibitions

**COSMETORIUM**  
*concept to product*

14 - 15 OCTOBER 2020  
PALAU DE CONGRESSOS DE BARCELONA  
FIRA I MONTJUÏC

## ANNEX J. EMAIL SENT TO EXHIBITORS

We, Dpointgroup, would be more than glad to collaborate with your company in the organization of the next Cosmatorium Congress 2020.

We are a company that supplies services for events. Since we are based in Barcelona, Spain the city where the Cosmatorium Congress takes place every year, our prices are very competitive. Take a look at our services here: <http://dpointgroup.com/services.html>

Our most requested services are:

- Transportation for your employees (Mercedes Benz minivans)
- Exhibition stand set-up services
- Banners for your exhibition stands (pop-ups and roll-ups)
- Giant inflatable advertising products where you can print your company's name
- Hostesses to advertise your company
- Accommodation

Attached, you can find a catalogue with an example of the services we provide.

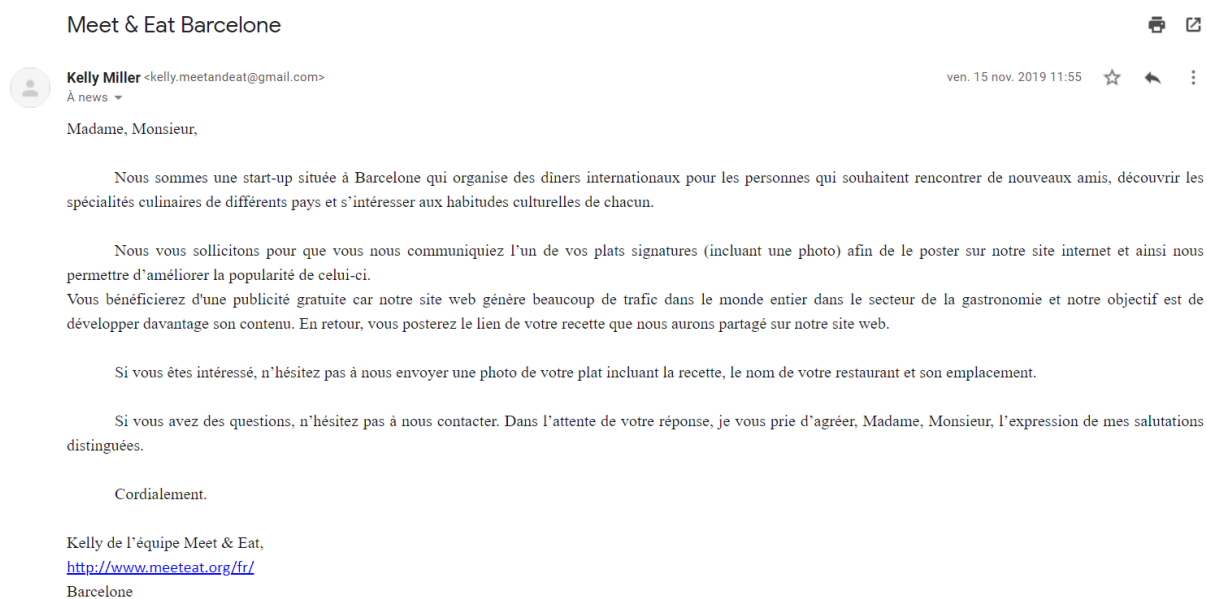
Best Regards,  
Kelly Miller,  
Dpointgroup  
Tel (+34) 902 010 716  
M. (+34) 625 766 008  
[info@dpointgroup.com](mailto:info@dpointgroup.com)  
<http://www.dpointgroup.com>

Skype: dpinflatables  
Barcelona, España.

## ANNEX K. RESTAURANTS EXCEL DATABASE

	A	B	C	D	E	F	G	H	I	J
1					<b>Restaurants Île-de-France 2019</b>					
2										
3	Nom du restaurant		Ville		Site internet		E-mail		Details	
4										
5	Friends Cosy Corner		Saint-Denis		<a href="https://www.facebook.com/friendscosycorner/">https://www.facebook.com/friendscosycorner/</a>		<a href="mailto:friendsstdenis@gmail.com">friendsstdenis@gmail.com</a>		contacté par mail	
6	Fresh and pop		Rosny-Sous-Bois/ Bobigny/ Chambly		<a href="http://freshandpop.fr/">http://freshandpop.fr/</a>				contacté sur facebook	
7	Côté Burger		Noisy-le-sec		<a href="https://www.facebook.com/pages/category/Restaurant/C%3%B4%4C%3%A9-Burger-Noisy-Le-Sec-11076726359">https://www.facebook.com/pages/category/Restaurant/C%3%B4%4C%3%A9-Burger-Noisy-Le-Sec-11076726359</a>				contacté sur facebook	
8	One Up		Saint-Denis		<a href="https://www.facebook.com/OneUp93/">https://www.facebook.com/OneUp93/</a>				contacté sur facebook	
9	Indian Way		Noisy-le-sec		<a href="http://www.indian-way.com/">http://www.indian-way.com/</a>		<a href="mailto:indianwaynoisysecc@gmail.com">indianwaynoisysecc@gmail.com</a>		contacté par mail	
10	Cuisto Braisé		Saint-Denis		<a href="http://www.cuisto-braise.com/">http://www.cuisto-braise.com/</a>				contacté sur facebook	
11	Onyxia		Rosny-Sous-Bois		<a href="http://www.onyxia-restaurant.com/">http://www.onyxia-restaurant.com/</a>		<a href="mailto:onyxia.rosny2@gmail.com">onyxia.rosny2@gmail.com</a>		contacté par mail	
12	Little Burger		Aubervilliers		<a href="https://www.littleburger.fr/">https://www.littleburger.fr/</a>		<a href="mailto:saint-denis@littleburger.fr">saint-denis@littleburger.fr</a>		contacté par mail	
13	Le Carré		Les Pavillons-Sous-Bois		<a href="https://www.facebook.com/lecarrehalalfood/">https://www.facebook.com/lecarrehalalfood/</a>		<a href="mailto:lecarrepavillonssousbois@gmail.com">lecarrepavillonssousbois@gmail.com</a>		contacté par mail	
14	Mysushi My		Noisy-le-sec		<a href="https://www.facebook.com/pages/category/Restaurant/Mysushi-MY-258041404761123/">https://www.facebook.com/pages/category/Restaurant/Mysushi-MY-258041404761123/</a>				contacté sur facebook	
15	CaveMan's Bar-b-que		Bagnole		<a href="https://cavemansbbq.fr/">https://cavemansbbq.fr/</a>		<a href="mailto:cavemansbbq@gmail.com">cavemansbbq@gmail.com</a>		contacté par mail	
16	L'Osmoze Resto Thaï		Saint-Ouen		<a href="https://www.losmoze.fr/">https://www.losmoze.fr/</a>		<a href="mailto:contact.osmoze@gmail.com">contact.osmoze@gmail.com</a>		contacté par mail	
17	Mein Sushi		La plaine saint denis		<a href="https://meinsushi.com/">https://meinsushi.com/</a>		<a href="mailto:contact@meinsushi.com">contact@meinsushi.com</a>		contacté par mail	
18	Voyage du Palais		Bagnole		<a href="https://www.voyagedupalais.fr/">https://www.voyagedupalais.fr/</a>		<a href="mailto:contact@voyagedupalais.fr">contact@voyagedupalais.fr</a>		contacté par mail	
19	Lincoln Coffee		Montfermeil		<a href="https://lincoln-coffee.business.site/">https://lincoln-coffee.business.site/</a>		<a href="mailto:contact.lincolncoffee@gmail.com">contact.lincolncoffee@gmail.com</a>		contacté par mail	
20	Harry's Café		Bondy		<a href="https://www.facebook.com/harryscafebondy/">https://www.facebook.com/harryscafebondy/</a>				contacté sur facebook	
21	Batnaan		Evry		<a href="http://batnaan.com/">http://batnaan.com/</a>		<a href="mailto:rb9197@gmail.com">rb9197@gmail.com</a>		contacté par mail	
22	La table d'afghane		Paris 14		<a href="https://www.latableafghane.fr/?utm_source=tripadvisor">https://www.latableafghane.fr/?utm_source=tripadvisor</a>		<a href="mailto:latableafghane@gmail.com">latableafghane@gmail.com</a>		contacté par mail	
23	Docteur Auguste		Paris 9/20		<a href="http://www.docteurauguste.com/">http://www.docteurauguste.com/</a>		<a href="mailto:contact@docteurauguste.com">contact@docteurauguste.com</a>		contacté par mail	
24	La Brochette Dorée		Paris 20		<a href="https://www.labrochettedoree.fr/carte-et-menus/">https://www.labrochettedoree.fr/carte-et-menus/</a>		<a href="mailto:labrochettedoree@gmail.com">labrochettedoree@gmail.com</a>		contacté par mail	
25	Brother's Crepes Café		Paris 18		<a href="https://www.brothers-crepes.com/">https://www.brothers-crepes.com/</a>		<a href="mailto:info@brothers-crepes.com">info@brothers-crepes.com</a>		contacté par mail	
26	Mon Waffle		Paris 1		<a href="https://monwaffle.business.site/?utm_source=gmb&amp;utm_medium=referral">https://monwaffle.business.site/?utm_source=gmb&amp;utm_medium=referral</a>				contacté sur facebook	
27	Birdy's		Paris 20		<a href="https://birdys.business.site/">https://birdys.business.site/</a>				contacté sur facebook	
28	Afroodiziak		Paris 10		<a href="https://www.facebook.com/Afroodiziak-1790916514339">https://www.facebook.com/Afroodiziak-1790916514339</a>		<a href="mailto:contact@afroodiziak.com">contact@afroodiziak.com</a>		contacté par mail	

## ANNEX L. EMAIL SENT TO RESTAURANTS



**ANNEX M. TRAINEES PRESENTING THE DPCARD**



## ANNEX N. FLYER FOR INTERNSHIP OFFERS




### INTERNSHIP OFFER IN BARCELONA


Looking for an internship abroad within a dynamic and international team ?  
DPOINTGROUP is recruiting interns in many different positions:

- Business development
  - Marketing
- Tourism management
- Event management
  - Hospitality
- Web development
  - Programming
- Human resources

If interested, please send me an email with your CV to [kellymiller.dpointgroup@gmail.com](mailto:kellymiller.dpointgroup@gmail.com)

## ANNEX O. FACEBOOK PUBLICATION WITH INTERNSHIP OFFER



**Kelly MeetandEat**  
27 novembre 2019 · 

For more questions or application, send us your CV to [kelly.meetandeat@gmail.com](mailto:kelly.meetandeat@gmail.com)


**INTERNSHIP IN BARCELONA**


Want to be part of a young and international team?  
We are currently looking for interns in **business management**.


MISSIONS:


- DEVELOP NEW INTERNATIONAL MARKETS
- CLIENT PROSPECTION
- BUILD CLIENT RELATIONSHIP


Send cover letter + CV to [kellymeetandeat@gmail.com](mailto:kellymeetandeat@gmail.com)



 Sameer Walke

 J'aime

 Commenter

 Partager

## Stage en ressources humaines à barcelone h/f

Dpointgroup - 14/06/2020

Domaine : Ressources humaines

Référence : ressourceshumainesdpgroup

Dpointgroup recrute des stagiaires dans le domaine des ressources humaines! Idéal pour ceux et celles qui souhaitent acquérir une expérience à l'étranger en travaillant au sein d'une équipe internationale.

Dpointgroup

En savoir plus

### MISSIONS:

Créer des campagnes de recrutement, effectuer les entretiens avec les postulants, créer de nouvelles annonces d'emploi, aider les nouveaux stagiaires avec leur emploi du temps et leurs missions.

Le stagiaire recevra une formation afin d'effectuer au mieux les tâches qui lui seront confiées.

### CARACTÉRISTIQUES:

- > Localisation : Barcelone, Espagne
- > Télétravail possible
- > Non payé
- > Commissions allant de 50€ à 1000€ selon les revenus que l'on génère
- > Durée 1 mois à 6 mois
- > Date de début : flexible

### Pré-requis

- > Etre organisé et autonome
- > Maîtriser l'anglais est un plus (l'espagnol n'est pas nécessaire!)
- > Bac+1 minimum

## ANNEX Q. EXCEL SHEET WITH INTERESTED INTERNS

	A	B	C	D	E	F	G	H	I	J
1		<b>Date</b>	<b>School</b>	<b>University Em</b>	<b>City/Country</b>	<b>phone number</b>	<b>Emails</b>	<b>Applicants</b>	<b>Department</b>	<b>Status</b>
2	kelly.meetandeat@gmail.com						adadi.chourouk@gmail.co	Adadi Chourouk	Business management	Sent
3							vincent.argouarch@kedgel	Vincent Argouarc'h	Business management	Sent
4							andhui@gmail.com	Andhamati Chiffay	Business management	Sent
5							amelie3pasquier@gmail.co	Amélie Pasquier	Business management	Sent
6							saad.elazza@gmail.com	Saad El Azza	Business management	Sent
7							khaoula.mimoune@gmail.	Khaoula Mimoune	Business management	Sent
8							melanie-pompon@outlook	Mélanie Pompon	Business management	Sent
9							benjamin.salardaine@gma	Benjamin Salardaine	Business management	Sent
10							vertustrescka1110@iclouc	Trescka Vertus	Business management	Sent
11							moukahyanis8_nnu@indee	Yanis Moukah	Business management	Sent
12							felix0254@gmail.com	Félix Dickenson	Business management	Sent
13							s.hovakim@mail.ru	Seku Hovakim Diaby	Business management	Sent
14							ilanedacunha7@gmail.con	Ilane Oliveira Da Cunha	Business management	Sent
15							rahma.kaabi.is@gmail.con	Rhama Kaabi	Business management	Sent
16							dylan.carvalho_gomes@ec	Dylan Carvalho Gomes	Business management	Sent
17							denizdumlupinar6_2qk@il	Deniz Dumlupinar	Business management	Sent
18							hawadiawara2001@gmail.	Hawa Diawara	Business management	Sent
19							wijdanemohsini4_r3w@inc	Wijdane Mohsini	Business management	Sent
20							jules.abadie@gmail.com	Jules Abadie	Business management	Sent
21							khouloud.sellami@esprit.t	Khouloud Sellami	Web development	Sent
22							ruthcindynohaeb6_dtg@C	Cindy Noha	Business management	Sent



## ANNEX S. WEEKLY REPORT

**Week number:** X from XX to XX

**Attached files:**

**Name of the intern:**

**Working Department:**

**Which tasks have I performed this week?**

**What went well?**

**At work/ in dealing with colleagues**

**What was difficult?**

**At work/ in dealing with colleagues**

**What will I be working on next week?**

|

**Other matters:**

## ANNEX T. GOOGLE FORM QUESTIONNAIRE

### Creative tourism: the characteristics of creative tourists

The following survey is carried out as part of my master degree's thesis at the University of Algarve. The aim is to understand tourists motivations when participating in creative tourism and to define the characteristics of the creative tourist.

Age \*

- 18 - 24 years old
- 25 - 29 years old
- 30 - 39 years old
- 40 - 49 years old
- 50 - 65 years old
- + 65 years old

Your current employment status / Votre activité actuelle \*

- Student / Etudiant
- Employee / Employé
- Manager or Executive / Cadre
- CEO / Chef d'entreprise
- Artist / Artiste
- Artisan / Artisan
- Self-employed / Auto-entrepreneur
- Unemployed / Sans activité professionnelle
- Autre...

Your level of education / Votre niveau d'études \*

- High School Diploma / Baccalauréat
- Bachelor Degree / Bac +2/3
- Master Degree / BAC +4/5
- Ph.D / Doctorat

What are your hobbies ? / Quels sont vos hobbies/loisirs ? \*

Réponse longue

How often do you travel ? / A quelle fréquence voyagez-vous ? \*

- Less than once a year / Moins d'une fois par an
- 1 to 3 times a year / 1 à 3 fois par an
- 4 to 5 times a year / 4 à 5 fois par an
- More than 5 times a year / Plus de 5 fois par an

Do you consider yourself as a creative person? / Vous considérez-vous comme étant une personne créative ? \*

- Yes / Oui
- No / Non

Define briefly creativity with your own words / Avec vos propres mots, définissez brièvement le mot "créativité" \*

Réponse longue

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#### Creative tourism / Le tourisme créatif

Creative tourism is an alternative type of tourism which offers visitors the opportunity to develop their creative potential through active participation in courses and learning experiences, which are characteristic of the destination where they are undertaken. The creative tourists are discovering the destination's culture and heritage by co-creating their own experience with the locals. For example: learning how to cook a Pad Thai in Thailand, dancing flamenco in Spain, making argan oil in Morocco, etc...

Le tourisme créatif implique l'apprentissage d'une compétence liée à la culture du pays ou de la communauté visitée. Les touristes y explorent leur potentiel créatif et engagent des rapports plus personnels avec les locaux; en participant activement à des ateliers ou à d'autres expériences formatrices qui s'inspirent de la culture de leur destination de vacances. Par exemple : apprendre à cuisiner un Pad Thai en Thaïlande, danser le flamenco en Espagne, fabriquer son huile d'argan au Maroc, etc ... Le but étant d'enrichir son cursus créatif et de s'imprégner de l'identité et du patrimoine culturel d'un pays de manière moins conventionnelle.

Have you ever participate in a creative activity during a trip ? / Avez-vous déjà participé à une activité créative pendant un voyage ? \*

Yes / Oui

No / Non

In affirmative case, did you like the experience ? / Si oui, avez-vous apprécié cette expérience ?

Yes / Oui

No / Non

Justify briefly your answer to the question above / Justifiez brièvement votre réponse

Réponse longue

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⋮

If you have never participate in a creative activity, would you like to experience it ? / Si vous n'avez jamais participé à une activité créative, envisagez-vous de le faire à l'avenir ?

Yes / Oui

No / Non