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Improving Cruise Crew Competency and Cultivating Global Citizenship: A Sustainable Development Approach for the Cruise Industry

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Abstract: In our increasingly interconnected world, the idea of global citizenship has taken center stage, especially in alignment with the UN's Sustainable Development Goals. At the same time, the cruise sector, in its resurgence after the COVID-19 setback, is facing workforce equilibrium issues. This study delves into career guidance, specifically concerning cruise staff roles. The focus is on how global citizenship perceptions, work-related values, service-oriented attitudes, competencies, and career self-concepts interplay among emerging service professionals. Initially, the global perspective of these professionals considerably boosts their work values, attitudes, and competencies related to cruise ship roles. Furthermore, a positive service attitude enhances work values and competencies. Also, work values appear to augment both skill sets and career self-awareness among cruise staff. The skills of cruise staff significantly amplify their career self-concept. Moreover, both the service mindset and skill set of cruise staff serve as intermediaries in the nexus between global citizenship, work values, and career identity. Lastly, the service perspective, abilities of cruise staff, and job values are pivotal links between global citizenship views, occupational values, and career recognition. The findings underline the significance of fostering a global outlook, emphasize the alignment of job selections with work values, and accentuate the importance of building service mindsets and capabilities for robust career self-awareness. A dual approach, incorporating global citizenship teachings and skill-building for cruise roles, can help bridge the workforce gap in the cruise sector. In essence, these findings can enlighten cruise companies as they evaluate the community involvement facet of their ESG directives.

Keywords: ESG; cruise crew competence; global citizenship; occupational value

1. Introduction

Within the dynamic evolution of the cruise industry, which is increasingly embracing the concept of sustainable development, the dual pursuit of enhancing cruise crew competence and nurturing global citizenship has emerged as a pivotal stride towards a more conscientious and responsible maritime domain. As the cruise sector charts its course toward post-pandemic recovery, the spotlight intensifies on the integration of sustainable practices that safeguard not only the welfare of passengers and crew but also align with broader global sustainability objectives. Recent news underlines this commitment, with major cruise lines unveiling initiatives aimed at curbing environmental impact, fostering diversity, and promoting cultural understanding among both passengers and crew [1]. These initiatives accentuate the importance of adopting a sustainable development approach that resonates with the goals of augmenting crew competency and instilling a sense of global citizenship. As the cruise industry adapts its strategies in a transforming landscape, the intersection of competence, citizenship, and sustainability emerges as a dynamic avenue propelling the industry's advancement.

The interconnectedness brought about by technological advancement and economic globalization has elevated the relevance of global citizenship in people's lives. In this

context of global interdependence, the concept of global citizenship assumes heightened importance within a realm where Social Network Services (SNS) foster real-time connections, nurturing a symbiotic global community. Global citizenship involves traversing intricate global systems, embracing cultural diversity, and promoting mutual understanding and collaboration [2]. It cultivates values like respect, empathy, and appreciation for cultural variety. By embracing global citizenship, individuals foster an expanded worldview and share a sense of humanity through a more profound understanding of the interconnectedness of global issues [3].

Furthermore, global citizenship plays an integral role in addressing global challenges, particularly those necessitating cross-border collaboration, such as climate change, poverty, inequality, and human rights violations. Embracing a global citizenship mindset encourages active engagement in resolving such challenges and catalyzing positive transformations for local and global communities [2]. By acknowledging a role beyond immediate communities and embracing the mantle of a global citizen, individuals can actively participate in social justice, environmental sustainability, and human rights advocacy, thereby contributing to the creation of a more equitable, sustainable, and peaceful society [3]. Ultimately, nurturing global citizenship empowers societies to construct inclusive, diverse communities that value and respect different cultures, collaborate to tackle global concerns, and strive for a more equitable and sustainable world.

Conversely, the significance of training and supplying cruise ship crew members within the cruise industry arises from the distinctive characteristics of cruise travel and the lens of globalization. Cruise journeys are distinguished by their provision of diverse services and amenities to passengers hailing from varied cultural backgrounds. The Shippingnews Net [4] defines cruise ship crew members as specialized professionals entrusted with ensuring safe, comfortable accommodations, offering food and beverage services, guiding cruise travel, and providing safety instructions to cruise tourists. Given the global traverse of cruise ships and the imperative to deliver top-tier services to a multinational clientele, the seamless operation of cruises hinges on a skilled and well-trained workforce. As such, cruise ship crew members acquire requisite proficiencies through robust educational training encompassing multilingual communication, cultural sensitivity, and global collaboration competencies, equipping them to meet the expectations and demands of a diverse customer base. Central to the operation of cruise ships, the hotel department, which encompasses a substantial portion of cruise ship crew members, has garner significant attention [5,6]. Furthermore, with cruise ships subject to stringent safety protocols and complex emergency procedures, crew members must possess the knowledge and skills to effectively address crises and uphold a secure onboard environment through appropriate training [7].

As new vessels are commissioned, novel itineraries developed, and passenger service demand surges, the provision of cruise ship crew members armed with job-related competencies becomes paramount. This endeavor necessitates a delicate balance between satisfying customer expectations and fostering loyalty. However, despite the ongoing growth and expansion trends in the cruise industry, the supply of skilled professionals within the sector remains fragile [8].

In accordance with prior research, a misalignment between an individual's personal values and the inherent values associated with their chosen occupation can result in reduced job satisfaction and diminished organizational commitment [9]. Such discordance between personal and professional values may lead to decreased motivation and engagement, potentially impacting job performance negatively. This waning enthusiasm and commitment stem from the perception that one's work does not resonate with personal values [10]. Moreover, such circumstances may drive individuals to seek opportunities that align more closely with their values, potentially leading to higher turnover rates [11], consequently incurring recruitment and training costs for organizations. To address these concerns, organizations must acknowledge the significance of value congruence in their recruitment and selection processes. By aligning occupational values with prospective employees'

personal values, organizations can foster job satisfaction, motivation, and enhanced performance [12]. Additionally, organizations should offer avenues for employees to synchronize their personal values with their roles through strategic initiatives and policies.

Consideration of an individual's occupational values is also linked to the development of vocational identity. Self-reflection plays a pivotal role in helping individuals understand their values, interests, skills, and aspirations. This introspection aids individuals in gaining clarity about their vocational identity by aligning their values, strengths, and aspirations, facilitating a comprehensive understanding of their vocational path [13].

While research on global citizenship has primarily concentrated on factors influencing global citizenship awareness among educators and students, the relationship between global citizenship and career-related variables remains relatively unexplored. Notably, An and Han [14] explored the nexus between global citizenship, social capital, and career maturity. However, research delving into the interplay between global citizenship and career variables, particularly within the context of cruise ship crew members, is limited [15].

Inspired by the necessity of fostering global citizenship awareness against the backdrop of globalization and the rising significance of careers such as "cruise ship crew members," this study was conceptualized. Exploring how cultivating individual global citizenship contributes to occupational values, service competency, and vocational identity represents a novel endeavor within the existing research landscape. Given the anticipated rapid recovery and expansion in the cruise industry, this study attains heightened relevance. Therefore, this study endeavors to analyze the structural connections between global citizenship, occupational values, service attitude, service competency, and career identity, specifically in the context of cruise ship crew member employment, with the aim of deriving meaningful insights. Through this analysis, the study seeks to propose pathways for bolstering vocational identity among aspirational youth pursuing service.

2. Literature Review

2.1. ESG Management of Cruise Lines

ESG refers to the three central factors in measuring the sustainability and ethical impact of a company: Environmental, Social, and Governance. Cruise ship operations are emphasizing the ESG dimensions, especially within top cruise companies like Carnival Corporation and Royal Caribbean Group. Both companies have embedded ESG principles into their operational strategies, focusing on environmental conservation, societal commitment, and sound governance.

Royal Caribbean's "Seastainability 2022" aims to reduce carbon emissions, enhance fuel efficiency, and advance waste management. Similarly, Carnival Corporation has made strides in waste management, energy efficiency, and sustainable sourcing. These measures are crucial for marine conservation and mitigating environmental impacts [16–18]. Both companies highlight the importance of community development and global citizenship. For example, Royal Caribbean's "Ocean Fund" supports marine conservation and its "Sail Beyond Borders" champions education in marginalized communities. Carnival Corporation's emphasis on diversity, equity, inclusion, and its collaborations with local communities for healthcare, education, and economic development reinforces its commitment to creating an inclusive and supportive environment for cruise crew members [17]. By embedding these initiatives into their ESG strategies, both companies not only cultivate positive relationships with local stakeholders but also pave the way for cruise crew members to play an active and meaningful role in shaping sustainable practices and enhancing social engagement within the cruise industry [18]. Both Carnival Corporation and Royal Caribbean underscore their commitment to ESG through robust governance. The former's "Code of Business Conduct and Ethics" and the latter's "Gold Anchor Standard" are testaments to their dedication to ethical operations and stakeholder trust [16–18].

In addition, Hurtigruten Group has been recognized as an industry leader in ESG management by Morningstar Sustainalytics, receiving a low ESG Risk Rating and ranking fourth in the "Travel, Lodging and Amusement" category. The company has made notable

ESG advancements, including a €66 million investment in emissions reduction, launching battery hybrid-powered ships, and promoting transparency in their ESG efforts. Norwegian Cruise Line Holdings (NCLH) places people at its core, with empowerment being a key facet of its ESG strategy. In response to global climate and social concerns, they have launched "Sail & Sustain," an ambitious program aligned with the UN Sustainable Development Goals, built on five pillars (reducing environmental impact, sailing safely, empowering people, strengthening communities, and operation with integrity and accountability). In summary, cruise lines exemplify the evolving dedication of the cruise industry to ESG principles. In an industry that connects people with the oceans, these efforts resonate with broader sustainability objectives.

2.2. Global Citizenship

UNESCO [19] defines global citizenship as an inclusive outlook that encompasses a sense of belonging to the global community, the pursuit of universal values, and openness towards diverse perspectives. This involves recognizing and respecting cultural diversity, comprehending complex global issues, and engaging in actions that consider the interconnectedness of individuals, societies, and the environment [20]. Significantly, global citizenship is integral to the United Nations' Sustainable Development Goals (SDGs), with global citizenship education emerging as a central imperative [21].

UNESCO [19,21] categorizes cognitive, socio-emotional, and behavioral dimensions as the educational outcomes of global citizenship. Oxfam [22] emphasizes competencies such as knowledge and understanding, skills, values, and attitudes. Morais and Ogden [23] differentiate social responsibility, global competencies, and engagement as distinct facets. Schattle divides global citizenship into primary concepts involving awareness, responsibility, and participation, along with secondary concepts of cross-cultural empathy, achievement, and international mobility [24].

In a study conducted by Reysen and Katzarska-Miller [3], analyzing the influence of global citizenship on prosocial values, it was found that all elements of prosocial values (group empathy, diversity appreciation, social justice, environmental sustainability, intergroup cooperation, responsibility for making the world a better place) had a positive effect. The research also revealed that global citizenship mediated the relationship between "normative environment and global awareness" and prosocial values. While the necessity of fostering global citizenship is widely acknowledged, further research is essential to explore its interconnectedness with individual values, competencies, and attitudes.

2.3. Occupational Values

Occupational values encompass an individual's comprehensive attitudes toward work and occupations in general, rather than specific jobs. These values evolve through interactions with various societal mediums, including family, school, environment, and broader social interactions [25]. The concept of occupational values can be divided into intrinsic and extrinsic components based on the nature of work and types of rewards [26]. Super [27] argues that individuals pursue self-actualization through their occupations, experiencing happiness and fulfillment when their interests, abilities, and values align with their chosen careers. Consequently, occupational values play a pivotal role in career exploration.

Previous studies related to occupational values have examined major influencing factors, differences in subdivisions of occupational values, and the relationship between occupational values and job or career-related variables. Analyzing data collected from male college graduates over a span of 10 years, Mortimer and Lorence [28] examined how work autonomy and income impact intrinsic, person-centered, and extrinsic values. Additionally, the study proposed that a rewarding work experience strengthens the connection between occupational choice and occupational values. The research of Erlandsson et al. [29] demonstrates a strong relationship between occupational value and perceived meaning among individuals of working age. Those with higher occupational value are more likely to have a sense of higher meaning in their work. Furthermore, being married or cohabitating also increases

the likelihood of perceiving greater meaning. Although perceived meaning is positively associated with subjective health, the most impactful factor on health is full-time employment.

Ryu [30] centered on aspiring cabin crew members within the airline industry and discovered a meaningful causal relationship between occupational values (openness and prestige values) and cabin crew job image (international, competent, and admired images), as well as career decision-making levels. Numerous other prior studies have similarly highlighted the significant relationships between occupational values and variables relevant to career decisions among students or job seekers [30,31].

2.4. Cruise Crew's Service Competency and Service Attitude

Competence encompasses a quantifiable amalgamation of knowledge, skills, and attitudes inherent within an individual, exerting a pronounced impact on their core work responsibilities. It exhibits a strong correlation with work performance and is amenable to enhancement through educational and training endeavors within an organizational context [32]. McClelland [33] characterizes job competency as the amalgamation of an individual's motivation for effective performance as well as the requisite knowledge and skills for fulfilling their work role.

A variety of viewpoints contribute to the comprehension of the constituent elements of job competence. Sparrow [34] distinguishes job competence into individual, organizational, and managerial categories. In particular, personal job competence is often delineated into three dimensions: knowledge, skills, and attitude (KSA) (Spencer & Spencer, 2008). Notably, within service-oriented roles, the elements of job competence encompass accomplishment, behavior, management, cognition, interpersonal service, personal effectiveness, and influence [35].

A plethora of studies addressing service competency within the cruise ship crew context accentuate the crucial role of human resource (HR) management within this unique work environment. Schlingemann [36] underscores the profound sway of crew competence and motivation on the triumph of cruise operations, with a particular emphasis on the pivotal role played by on-board HR management. The exponential growth of the industry, continual introduction of new vessels, and a diverse crew underscore the imperative for strategic HR functions, such as training, crew relations, consultancy roles, and robust collaboration between on-board and on-shore HR counterparts [36]. Kizielewics and Wolska [37] highlight the strategic importance of HR management in addressing the demands and expectations of a multicultural and multinational crew, emphasizing effective communication with geographically dispersed operational units, talent acquisition, staff training, performance management, and the harmonization of HR practices with the unique cruise industry attributes. Ariza-Montes et al. [38] accentuate the significance of factors such as job security, growth avenues, supportive organizational culture, equitable compensation, and work–life equilibrium in shaping employee job involvement.

'Service attitudes' refer to the attitudes of customer service providers regarding customer service and customer satisfaction within the dynamic of the customer–server exchange [39]. These attitudes encompass a range of beliefs, emotions, and behavioral inclinations that have the potential to influence interactions with customers, thereby playing a role in shaping the quality of service and overall customer satisfaction.

2.5. Career Identity

Career identity refers to an individual's sense of identity in the context of career development. It entails having a clear and stable state that encompasses one's aspirations, interests, personality, and talents related to a particular occupation [40]. In essence, career identity involves an individual's personal values and belief system that connect with their envisioned future occupation, decisions on career path, and confidence in their abilities, thus forming a series of personal values toward their chosen profession [13,41].

Career identity is developed across a person's lifespan and influenced by individual factors, significantly impacting one's life. The development of career identity, along with

activities aligning interests, motivations, and capabilities with career roles, is a crucial developmental process from childhood to adulthood [42–45]. Within this developmental process, the solidification of self-concept allows for the establishment of consistent career plans. Thus, given the rapid societal changes and shifts in career values, the establishment of career identity becomes particularly crucial for young adults facing career decisions [13]. Career identity serves as a significant indicator not only of career progression but also of well-being and overall life development. It is influenced by personal factors through complex interactions with career-related variables [45]. In a study by Praskova et al. [44], career identity was found to mediate the relationship between career exploration, planning, perceived employability, and career indecision, asserting that career identity plays a central role in career development. Moreover, a strong emphasis was placed on the value of career identity when clear career identity is associated with heightened levels of career indecision during career exploration. Meijers et al. [46] argued that career competence positively contributes to the quality of learning motivation and learning choices, while career identity contributes to career outcomes.

3. Hypotheses Developed

The research model employed to achieve the objectives of this study is depicted in Figure 1. The Social Cognitive Career Theory (SCCT) focuses on how individuals develop interest in careers, make career choices, and sustain career-related behaviors [11]. This theory highlights the interaction between personal factors such as beliefs and self-efficacy and contextual influences like social norms and cultural factors [11,47]. Within this framework, global citizenship shapes individuals' perceptions about the characteristics and significance of specific occupations [47]. Individuals with strong global citizenship are likely to prioritize careers aligned with values that contribute positively to cultural diversity, social responsibility, and global challenges [47]. Hence, they may assign higher occupational value to roles that offer opportunities for international engagement, sustainable development, or addressing global issues. Global citizenship can shape an individual's beliefs about the importance of vocational attributes such as multicultural interactions, social impact, or ethical practices [47].
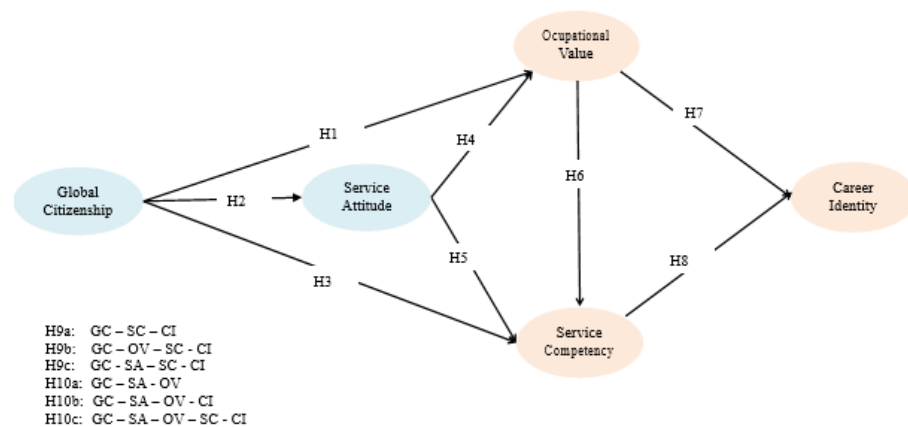

Figure 1. The proposed conceptual model.

Social Exchange Theory posits that individuals engage in interpersonal relationships or interactions based on a cost-benefit analysis [48]. In the context of global citizenship and service competency, this theory implies that individuals embracing global citizenship values such as cultural sensitivity, cross-cultural communication skills, and dedication to social responsibility can enhance their service competency as cruise ship crew members [49]. Such individuals, valuing diversity and understanding various cultural norms, can interact effectively with passengers from diverse backgrounds, thereby contributing to superior service and overall role success. Moreover, the theory reveals the existence of an interrelationship between global citizenship and service competency. Cruise ship

crew members can enhance their service competency by developing competencies through education, experience, and continuous learning, thereby better embodying global citizen values [49]. Ultimately, the interplay between global citizenship and service competency can create a positive cycle of growth and development within the context of cruise ship crew members.

Hypothesis 1 (H1). *Global citizenship among service-oriented aspiring young adults influences occupational value.*

Hypothesis 2 (H2). *Global citizenship among service-oriented aspiring young adults influences perceived cruise ship crew service attitude.*

Hypothesis 3 (H3). *Global citizenship among service-oriented aspiring young adults influences perceived cruise ship crew service competency.*

The Theory of Planned Behavior (TPB) [50] posits that individuals' attitudes towards a behavior, their subjective norms, and perceived behavioral control influence their intentions and subsequent engagement in that behavior. In the context of Hypothesis 3, an individual's service attitude can be considered as an attitude toward their occupation, which could impact their perceived value of that occupation. A positive service attitude might lead individuals to perceive their chosen career path as valuable and meaningful. Similarly, in the context of Hypothesis 4, individuals' service attitude could influence their perceptions of cruise ship crew service competency. If individuals hold positive attitudes towards their career path, they might approach their roles with greater confidence, which in turn may affect their perceived competence in performing their duties.

Hypothesis 4 (H4). *Service attitude among service-oriented aspiring young adults influences occupational value.*

Hypothesis 5 (H5). *Service attitude among service-oriented aspiring young adults influences perceived cruise ship crew service competency.*

Person–Environment Fit Theory assumes that an individual's service competency is influenced by the match between their personal characteristics, values, and skills and the requirements of the work environment [51]. In the framework of person–environment fit, occupational value can impact service competency by shaping an individual's motivation, satisfaction, and engagement with work. When individuals perceive their tasks as meaningful and aligned with their values, they are likely to invest more effort in developing job competencies and acquiring the skills and knowledge necessary for effective role performance.

Self-Determination Theory emphasizes the importance of intrinsic motivation and psychological need satisfaction in forming identities and behaviors within specific domains like careers [52]. This theory highlights behaviors driven by self-motivation and self-determination. According to this theory, a strong sense of achievement or value alignment within one's career can influence an individual's overall career identity. Individuals who perceive their work as meaningful and congruent with their values are likely to develop a strong sense of career identity reflecting desires, goals, and overall self-concept aligned with their chosen career paths. Building upon these perspectives from prior research, this study sets hypotheses 6 and 7.

Hypothesis 6 (H6). *Occupational value among service-oriented aspiring young adults influences perceived cruise ship crew service competency.*

Hypothesis 7 (H7). *Occupational value among service-oriented aspiring young adults influences career identity.*

Social Cognitive Career Theory (SCCT) underscores the interaction between personal factors (beliefs, self-efficacy, values) and contextual influences (social norms, cultural factors) that impact individuals [11]. This theory highlights both individual and external/contextual factors that can affect an individual's career development. Cruise ship crew service competency refers to the abilities and skills required to perform tasks effectively in the specific environment of cruise ship operations. Career identity refers to a consistent sense of self that aligns with chosen career paths and is influenced by factors like education and training. Based on these perspectives from previous research, this study establishes hypothesis 8. The hypotheses for confirming the mediating effect between each variable are as follows (hypotheses 9~10).

Hypothesis 8 (H8). *Perceived cruise ship crew service competency among service-oriented aspiring young adults influences career identity.*

Hypothesis 9a (H9a). *Perceived cruise ship crew service competency mediates the relationship between global citizenship and career identity.*

Hypothesis 9b (H9b). *Perceived cruise ship crew service competency mediates the relationship between global citizenship, occupational value, and career identity.*

Hypothesis 9c (H9c). *Perceived cruise ship crew service competency mediates the relationship between global citizenship, service attitude and career identity.*

Hypothesis 10a (H10a). *Perceived cruise ship crew service attitude mediates the relationship between global citizenship and occupational value.*

Hypothesis 10b (H10b). *Perceived cruise ship crew service attitude mediates the relationship between global citizenship, occupational value, and career identity.*

Hypothesis 10c (H10c). *Perceived cruise ship crew service attitude mediates the relationship between global citizenship, occupational value, service competency and career identity.*

4. Methodology

In this study, global citizenship is defined as the understanding of diverse lifestyles, cultures, religions, awareness of poverty, inequality, prejudice, and discrimination, as well as the intention to collaborate with people from various backgrounds [19] Drawing from previous research, four areas of knowledge, skill, attitude, and behavior, with a total of 20 items, were extracted. Occupational values are defined as individual values considered when thinking about careers and vocations. Derived from prior research, two domains of external and internal values yielded 14 items [53]. Cruise ship crew service competency pertains to the skills essential for executing tasks specific to cruise ship crew roles. This construct, inspired by Sparrow's KSA model, was customized to match cruise ship crew duties using insights from [7,54]. A set of three domains encompassing 15 items was formulated and adjusted to align with the operational aspects of cruise crew members. Concerning cruise ship crew service attitudes, these signify the perspectives of service providers in relation to customer service and satisfaction while delivering services. From the pool of 15 job competency items, the segment related to attitude was singled out.

Career identity in this study refers to the extent to which individuals voluntarily and proactively engage in behaviors related to collecting and exploring information about their self-determined and self-led interest areas based on self-efficacy. Eleven items were adapted from [44–46], including self-directed career decision-making. A 5-point Likert scale ranging from "not at all" (1) to "very much" (5) was used for measurement.

This study targeted young adults aspiring to pursue service-oriented careers in South Korea, with a specific focus on those with an inclination toward the cruise industry. The sur-

vey participants consisted of current students or graduates of hospitality-related programs and individuals interested in working in the service industry. Given that the cruise industry is relatively lesser known in Korea, we assumed that students majoring in hospitality or those aspiring for a career in the service industry would have a similar interest in cruise crew positions. Accordingly, they were selected as our primary survey respondents. Data collection took place from 24 April to 28 April 2023, via an online survey. Participants were service-oriented career aspirants under the age of 40. The survey was distributed nationwide through university professors, resulting in 285 responses. Using purposive sampling, a total of 229 valid responses were used for empirical analysis after excluding mismatched age groups or career aspirations and responses with questionable integrity. Data characteristics were examined using SPSS 25.0, while SmartPLS 4.0 was employed for reliability analysis, confirmatory factor analysis, correlation analysis, and structural equation modeling.

5. Results

5.1. Descriptive Information

The results of frequency analysis for demographic characteristics and occupational possession as well as overseas residence experiences among the 229 participants were obtained. Out of the 229 participants who took part in the survey, there was a slightly higher representation of females (59%) compared to males (41%). A significant majority (88.3%) of the participants were either university students (42.4%) or university graduates (45.9%). Around 62.4% of the total respondents indicated that they had previously held a job other than part-time employment, while the majority (69.4%) had not engaged in any overseas stays, though 30.6% reported having experienced staying abroad. The categories with the most reported experiences were airlines (20.5%), followed closely by cruises (17.5%).

5.2. Measurement Model Analysis: Measurement Invariance Test

To establish the reliability and validity of global citizenship, occupational values, perceived cruise ship crew service attitude, competence, and career identity among service-oriented career aspirants, a measurement model analysis was conducted. The unidimensionality of each construct, composed of multiple items, was analyzed using SmartPLS 4.0 [55]. Firstly, Cronbach's α values ranged from 0.847 to 0.925, and C.R. (composite reliability) values ranged from 0.887 to 0.937, all surpassing the commonly accepted threshold of 0.7, confirming the reliability of the constructs.

Secondly, in terms of validity analysis, convergent validity was assessed. As seen in Table 1, the factor loadings for each item ranged from 0.618 to 0.862, exceeding the 0.6 threshold, and AVE (Average Variance Extracted) values ranged from 0.503 to 0.632, all above 0.5, indicating no issues. Discriminant validity was evaluated using the Fornell–Larcker criterion, where the square root of AVE for each construct should be greater than its corresponding interconstruct correlations. As presented in Table 2, the square root of AVE values exceeded the correlation coefficients, confirming discriminant validity across constructs. Additionally, HTMT (Heterotrait–Monotrait Ratio of Correlations) values ranged from 0.449 to 0.878, further substantiating discriminant validity.

Table 1. Measurement Model.

	Final Items	Factor Loading	α	Rho_A	C.R.	AVE
Global citizenship	10	0.621~0.847	0.925	0.926	0.937	0.602
Service attitude	5	0.675~0.862	0.853	0.867	0.895	0.632
Occupational value	10	0.618~0.834	0.889	0.893	0.909	0.503
Service competency	7	0.730~0.828	0.901	0.904	0.922	0.629
Career identity	6	0.681~0.805	0.847	0.859	0.887	0.567

α = Cronbach's α; C.R. = composite reliability; AVE = average variance extracted.

Table 2. Fornell–Larker criterion and heterotrait–monotrait ratio (HTMT).

	1	2	3	4	5
Global citizenship	0.776	*0.449*	0.500	0.655	0.562
Service attitude	*0.409*	0.795	0.687	0.878	0.629
Occupational value	0.464	0.610	*0.709*	0.730	0.690
Service competency	0.600	0.780	0.663	*0.793*	0.705
Career identity	0.503	0.537	0.616	0.623	*0.753*

Bold and italics represent the square root of AVE. Lower triangular matrix: correlation coefficient; upper triangular matrix: HTMT.

5.3. Structural Model Assessment

The results of hypothesis testing to confirm the significance and fit of path coefficients in the PLS-SEM model of this study are presented in Tables 3 and 4. Hypotheses 1 to 3, as shown in Table 3, examine the influence of global citizenship on occupational values, perceived cruise ship crew service attitude, and competency among service-oriented career aspirants. The results indicate that global citizenship significantly and positively influences occupational values ($\beta = 0.258$, t-value = 4.478, $p < 0.001$), cruise ship crew service attitude ($\beta = 0.409$, t-value = 5.280, $p < 0.001$), and service competency ($\beta = 0.286$, t-value = 7.309, $p < 0.001$), supporting the acceptance of hypotheses 1, 2, and 3.

Table 3. Standardized structural estimates (PLS).

	Path	β	*t*-Value	*p*-Value	Result
H1	Global citizenship → Occupational value	0.258	4.489	0.000 ***	Supported
H2	Global citizenship → Service attitude	0.409	5.280	0.000 ***	Supported
H3	Global citizenship → Service competency	0.286	7.309	0.000 ***	Supported
H4	Service attitude → Occupational value	0.504	9.169	0.000 ***	Supported
H5	Service attitude → Service competency	0.541	11.558	0.000 ***	Supported
H6	Occupational value → Service competency	0.201	3.737	0.000 ***	Supported
H7	Occupational value → Career identity	0.362	5.206	0.000 ***	Supported
H8	Service competency → Career identity	0.383	5.665	0.000 ***	Supported
		R^2			Q^2
Occupational Value		0.427			0.201
Service attitude		0.167			0.154
Service competency		0.726			0.350
Career identity		0.461			0.233

*** $p < 0.001$.

Table 4. Mediating Analysis Results (PLS).

	Path	Indirect Effect					Result
		β	*t*-Value	*p*-Value	2.5%	97.5%	
H9a	GC→SC→CI	0.110	4.036	0.000 ***	0.058	0.165	Supported
H9b	GC→OV→SC→CI	0.020	2.578	0.010 *	0.008	0.037	Supported
H9c	GC→SA→SC→CI	0.085	3.399	0.001 **	0.041	0.137	Supported
H10a	GC→SA→OV	0.206	4.220	0.000 ***	0.115	0.302	Supported
H10b	GC→SA→OV→CI	0.074	3.027	0.002 **	0.035	0.132	Supported
H10c	GC→SA→OV→SC→CI	0.016	2.344	0.019 *	0.005	0.032	Supported

*** $p < 0.001$, ** $p < 0.01$. * $p < 0.05$.

Hypotheses 4 and 5 explore the impact of service attitude on occupational value and cruise ship crew service competency. The analysis reveals that service attitude has a significant and positive influence on occupational value ($\beta = 0.504$, t-value = 9.169, $p < 0.001$) and cruise ship crew service competency ($\beta = 0.541$, t-value = 11.558, $p < 0.001$), thus supporting hypotheses 4 and 5.

Hypotheses 6 and 7 focus on the effect of occupational value on service competency and career identity. The results demonstrate that occupational value significantly and positively affects cruise ship crew service competency (β = 0.201, *t*-value = 3.737, *p* < 0.001) and career identity (β = 0.362, *t*-value = 5.206, *p* < 0.001), supporting hypotheses 6 and 7.

The result shows that service competency significantly and positively affects career identity (β = 0.383, t-value = 5.665, *p* < 0.001), supporting hypothesis 8.

Hair et al. (2011) and Hair et al. (2013) suggested that R^2 values of 0.75, 0.50, or 0.25 for endogenous latent variables can be described as substantial, moderate, or weak. Only the service attitude was found to be rather weak. Q^2 values for the endogenous constructs were over 0; therefore, predictive relevance was established.

Hypothesis 9a investigates whether cruise ship crew service competency mediates the relationship between global citizenship and career identity. As the t-value exceeds the threshold (± 1.96, $\alpha = 0.05$) and the confidence interval (CI) does not include 0, hypothesis 8 is statistically significant and supported (*t*-value = 4.036, *p* < 0.001).

Hypothesis 9b examines the dual mediation effect of cruise ship crew service competency. The t-value exceeds the threshold (*t*-value = 2.578, *p* < 0.05), and the CI does not in-clude 0, indicating a statistically significant dual mediation effect where cruise ship crew service competency mediates the relationship between global citizenship and career identity along with occupational values, thereby supporting hypothesis 9b.

Hypothesis 9c is also supported because the t-value exceeds the threshold (*t*-value = 3.399, *p* < 0.01) and 0 is not encompassed within the CI. In other words, the service competency of the cruise ship crew has a statistically significant double mediation of the 'relationship between global citizenship and career identity' along with service attitude.

Hypothesis 10a, analyzing the mediating effect of cruise ship crew service attitude on the relationship between global citizenship and occupational value, shows a statistically significant mediating effect. The t-value exceeds the threshold (*t*-value = 4.220, *p* < 0.001), and the CI does not include 0, supporting the mediating role, as proposed in hypothesis 10a. Hypothesis 10b is also supported because the t-value exceeds the threshold (*t*-value = 3.027, *p* < 0.01) and CI does not include 0.

Finally, hypothesis 10c, analyzing the mediating effect of cruise ship crew service attitude on the relationship between global citizenship, occupational values, service competency, and career identity, shows a statistically significant mediating effect. The t-value exceeds the threshold (*t*-value = 2.344, *p* < 0.05), and the CI does not include 0, supporting the mediating role, as proposed in hypothesis 10c.

6. Discussion

In the context of emphasizing the significance of global citizenship, this study aimed to explore the structural relationships between occupational values, cruise ship crew service attitude, service competency, and career identity among young individuals. The purpose was to guide career orientation and offer insights for the cruise ship employment context. To achieve this, the study defined the concepts and constituent factors of global citizenship, occupational values, cruise ship crew service attitude, service competency, and career identity through theoretical reviews and previous research. Research hypotheses were formulated based on the relationships between these variables. To validate these theoretical constructs and the research model, a survey was conducted among individuals aged 40 and below aspiring for service-oriented careers. The collected data were subjected to empirical analysis. The findings revealed that global citizenship significantly and positively influenced occupational values, cruise ship crew service attitude, and service competency. Additionally, occupational values were found to significantly influence both cruise ship crew service competency and career identity. Also, service attitude was found to significantly influence both occupational value and cruise ship crew service competency. Moreover, cruise ship crew service competency had a significant positive effect on career identity, and it was identified that service competency mediates the relationship between global citizenship and career identity.

This study also found that cruise ship crew service competency acts as a dual mediator with occupational value between global citizenship and career identity. Service attitude and service competency dual-mediate between global citizenship and career identity. Also, service attitude mediates the relationship between global citizenship and occupational values, and service attitude and occupational value dual-mediate between global citizenship and career identity. Lastly, service attitude, occupational value, and service competency multiple-mediate the relationship between global citizenship and career identity. All the proposed hypotheses of the study were supported by the empirical analysis.

This study holds academic significance as it supports existing theories through the relationships among the key variables. Specifically, the finding that global citizenship contributes to occupational values aligns with social cognitive career theory, suggesting that individuals with strong global citizenship may consider occupations that align with values such as cultural diversity, inclusivity, social responsibility, and humanity. The significant relationship between global citizenship and cruise ship crew service competency corroborates Brammer and Millington's [49] argument that individuals with global citizenship values can develop enhanced job competencies, indicating that cruise ship crew service competency can be improved through interaction with global citizenship. The relationship between service attitude and service competency, as well as between service attitude and occupational value, supports the Self-Perception Theory, proposed by Bem [56]. It provides a framework to explore how individuals form their attitudes based on their observed behaviors and how these attitudes can influence their perceptions of value and competence within the service context. The significant relationship between occupational values and cruise ship crew service competency is in line with Person–Environment Fit Theory, as individuals are more likely to develop competencies and acquire the skills and knowledge needed for role performance when they perceive their job as aligned with their values. Lastly, the significant relationship between occupational values and career identity suggests that individuals with strong occupational values are likely to foster a sense of passion and strong career identity, supporting Self-Determination Theory. The significant connection between cruise ship crew service competency and career identity highlights the interaction between personal factors and contextual influences, aligning with the theoretical framework of Social Cognitive Career Theory.

7. Conclusions

As a result, the insights gleaned from the relationships between global citizenship, occupational values, cruise ship crew service attitude, service competency, and career identity have direct implications for fostering a workforce that not only excels in technical competencies but also embodies a global mindset. As the cruise industry navigates the challenges of sustainability and responsible tourism, nurturing global citizenship can contribute to crew members' heightened cultural sensitivity and ethical decision making, aligning with the industry's sustainable practices. By incorporating global citizenship education into crew training programs, cruise companies can foster a sense of responsibility towards the destinations they visit and promote cultural exchange, thus bolstering the industry's commitment to sustainable development. Furthermore, recognizing the role of occupational values and service competency in shaping career identity highlights the potential for cruise companies to design employee development initiatives that prioritize holistic growth, aligning individual aspirations with the industry's long-term objectives.

The practical implications derived from the findings of this study are as follows: Firstly, nurturing global citizenship can contribute to enhancing occupational values, service attitude, and service competency among young individuals. This, in turn, can contribute to addressing issues like youth unemployment by fostering career identity. As global citizenship education is incorporated into the United Nations' Sustainable Development Goals (SDGs), the practical implementation of global citizenship education in educational settings holds significance. Young individuals exposed to such education are more likely to understand the complexity of global issues, respect diverse cultures around the world, and

recognize biases and discrimination related to race and culture. They are likely to appreciate the importance of collaborating with people from various backgrounds, understanding different cultural values, and cooperating with individuals of different races, religions, and backgrounds. Therefore, as young individuals with nurtured global citizenship make career decisions based on transformed occupational values and enhanced service attitude, it is essential to pay attention to the altered occupational values of Generation Z. Since the cultivation of global citizenship can also impact the service attitude and competency of cruise ship crew members who will perform tasks in a global environment, it is anticipated that youth equipped with the necessary attitudes and competencies for cruise ship employment will emerge. Nurturing global citizenship can aid in setting directions for career identity, even in the face of significant social issues like youth unemployment.

Secondly, guiding individuals to choose occupations based on their occupational values can lead to enhanced service competency and the establishment of stable career identities. Values not only influence various aspects of an individual's life but can also manifest within work environments. Occupational values can direct how individuals interpret various work situations, treatment, and rewards. In particular, young individuals who consider values such as leisure time, pleasant working environments, and societal contributions as external values, and self-development, harmonious workplace relationships, and personal fit as internal values, are likely to possess high career identity and cruise ship crew service competency. Offering various vocational experience opportunities to high school students experiencing stress due to intense competition and entrance exam pressure could assist in forming healthy occupational values, ultimately aiding in establishing a strong sense of career identity.

Thirdly, education aimed at enhancing cruise ship crew service competency can contribute to improving career identity. Young individuals with excellent job competencies tend to have clear career aspirations, make voluntary career decisions based on personal criteria, exhibit high self-efficacy, gather information about their chosen careers, and engage in career exploration activities. These results suggest that higher education institutions and social education should foster proactive career decision-making and self-efficacy among service-oriented young individuals. By enhancing job competencies such as foreign language skills, service manners, safety consciousness, and collaboration abilities, educational programs should empower youth to lead their career decisions and engage in preparatory actions. Emphasizing practical and experiential programs, internships, and extracurricular activities within university curricula and career centers will be crucial.

Lastly, cruise ship crew service attitude and service competency act as a link between global citizenship and career identity, as well as between occupational values and career identity. One's perceived service competency links their global citizenship with career identity and elucidates the connection between occupational values and career identity. High service attitude and competency perception among young individuals with elevated global citizenship leads to increased career identity. Moreover, service competency acts as a dual mediator between occupational values and career identity. Therefore, since global citizenship positively influences service attitude, occupational values and service competency among young individuals, fostering global citizenship through education and encouraging cross-cultural experiences in a global context become imperative. As the proportion of international students increases due to declining school-age populations, collaborative learning environments between domestic and international students could ultimately strengthen occupational values and boost service attitude and competency, yielding a healthier career identity. Cruise lines can expect to improve service quality through service attitude and competency improvement by employing or educating cruise crew members who have cultivated 'global citizenship'.

Ultimately, this can offer valuable insights to cruise lines as they contemplate the social engagement strategy of their ESG management. This study's hypotheses can be associated with ESG frameworks in various dimensions. While the environmental component was not explicitly addressed, the global citizenship perceived by young adults can be interpreted as

a heightened consciousness of global challenges, inclusive of environmental issues. Such increased cognizance might influence occupational values and aspirations, potentially steering individuals towards environmentally conscientious industries or roles. Moreover, the hypotheses that revolve around global citizenship, service attitude, and competency underscore the significance of social responsibility and global interconnectivity. Hiring cruise crew members with pronounced global citizenship could lead to an emphasis on social responsibility in their occupational selection and orientation. Though governance is not overtly referred to in the hypotheses, it might be inferred that individuals with elevated global citizenship and professional values would favor workplaces that uphold transparent, accountable, and ethical governance. The recognition of crew service competency and methods of value assessment can also be indirectly linked to governance, as adept and ethical leadership could mold an organization's service ethos. Given these considerations, this research provides insights into the prospective influence and perception of the ESG framework within the workforce, especially concerning the cruise industry's employment sector.

Future research can build upon our findings to delve deeper into these ESG-related nuances in the context of young adults' career aspirations and perceptions. It will be essential to conduct an expert AHP analysis on the importance of the items of ESG strategies presented by cruise companies or to research the relationship between efforts in each ESG category and financial performance.

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