

HOSPITALITY INTERNSHIPS AS A CAREER DEVELOPMENT TOOL:  
STAKEHOLDER PERCEPTIONS AND EXPECTATIONS

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HOSPITALITY INTERNSHIPS AS A CAREER DEVELOPMENT TOOL:  
STAKEHOLDER PERCEPTIONS AND EXPECTATIONS

Jona Cary Simmons

A Dissertation

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## VITA

Jona Cary Simmons, daughter of Mr. William Eugene Cary, Jr. and Mrs. Connie Johnson Cary, was born September 12, 1979, in Birmingham, Alabama. Jona resided with her family in Birmingham, Alabama during her childhood and graduated from Briarwood Christian High School in 1997. After high school, she attended Auburn University where she received her Bachelor of Science degree in May 2001, majoring in marketing. In August of 2002, Mrs. Simmons received her Master of Science degree in Nutrition and Food Science with an emphasis in Hotel and Restaurant Management. In September of 2002, she began working toward her Doctor of Philosophy in Nutrition and Food Science with an emphasis in Hotel and Restaurant Management. On January 22, 2005, Jona married Jeremy Paul Simmons of Birmingham, a graduate of The University of Alabama. Jona and Jeremy had their first child, Savannah Rain, on December 4, 2005. Jeremy, Jona, and Savannah reside in Birmingham. Jona is an instructor at Jefferson State Community College in Birmingham, Alabama.

DISSERTATION ABSTRACT

HOSPITALITY INTERNSHIPS AS A CAREER DEVELOPMENT TOOL:  
STAKEHOLDER PERCEPTIONS AND EXPECTATIONS

Jona Cary Simmons

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The purpose of the study is to investigate hospitality internships so that: 1) the internship experience can be strengthened and improved in such a way that students and industry professionals are both receiving benefit, 2) all stakeholder groups may gain a better understanding of hospitality students' level of preparedness for their internship experience, 3) information is provided to show if an internship experience has an effect on hospitality students' perspectives of their first job within the hospitality industry, and 4) all stakeholder groups are provided up-to-date information regarding characteristics of hospitality graduates' first job within the hospitality industry. All stakeholder groups may benefit from this study as they will be provided information regarding characteristics of

hospitality internships, perspectives of hospitality students' pre-internship experience and post-internship experience, and characteristics of hospitality graduates first job within the hospitality industry.

This study was limited to industry professionals working in the lodging industry (mailing list was purchased from InFocus Marketing Group), faculty members within the organization CHRIE (Council of Hotel and Restaurant Institutional Education), and students enrolled in four-year colleges.

The findings were the following: All four stakeholder groups (pre-internship hospitality students, post-internship hospitality students, faculty, and industry professionals) agreed that internships should be between 11 weeks to 20 weeks, and all four stakeholder groups agreed that interns and industry professionals should meet weekly. Industry professionals believe that interns are not prepared for their internship experiences. Both pre-internship hospitality students and post-internship hospitality students believe that they will be working between 49 hours per week and 64 hours per week. On average, hospitality students have worked between 7 months to 1 year prior to their internship experience. Industry professionals believe that starting salary for a new hospitality graduate is lower than what the students and faculty believe to be an average starting salary. Therefore, students and faculty do not have realistic perspectives of hospitality industry starting salaries.

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I dedicate this manuscript to my husband, Jeremy Paul Simmons and my parents, Gene and Connie Cary. Jeremy, the love of my life, has consistently provided support by cheering me on and by helping take care of our daughter, Savannah, while I am busy working. At a young age my parents instilled in me the importance of always doing my very best at everything I pursue. My mother is a very beautiful and wise woman who has taught me so much about the importance of family and overcoming obstacles to achieve my dreams. My father is a very godly man of integrity and high ideals. He has always worked hard to give our family the best environment and resources to succeed. Thank you all. I love each of you dearly.

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## CHAPTER I. INTRODUCTION

### Statement of Problem

The significance of experiential learning within the parameters of university level hospitality curricula is widely recognized by both the academic and industry sectors. Hospitality students have benefited in numerous ways from the experience that experiential education in the form of internships provide. This emergence into a real-world setting with unexpected situations cannot be created in a common classroom setting. Industry professionals have seen the positive impact these interns have on the development of the hospitality industry. These students are often eager to learn and apply their classroom knowledge to the industry. This positive surge of energy and fresh ideas can be an asset to competitive businesses.

Through internship planning and coordination, faculty members are provided an opportunity to network and share knowledge with industry professionals. When all three groups of stakeholders communicate the aspects that they value most in an internship experience and the goals that they wish to achieve, each group can better understand the other. As faculty, industry professionals, and students reveal their perceptions of key factors of internship experiences, differing aspects may exist. These differing aspects are often a challenge to the major stakeholders involved in the internship process. Through careful collaboration among these three groups, internships can become more effective and may be viewed as a more positive experience by all involved. Unfortunately, little

extensive research on the core values and opinions of each group has been performed. This study was designed to reveal current opinions and perceptions of each group.

### Research Questions

The following research questions were developed based on suggestions from previous literature on hospitality internships. These research questions were designed as a means to gather information so that major stakeholders of hospitality internships could gain a better understanding of: the selected components of an internship, hospitality students' level of preparedness for their internship, and characteristics of hospitality students' first job within the industry. These questions should help determine key aspects of a hospitality internship, identify characteristics of hospitality graduates' first job within the hospitality industry, determine if a hospitality internship experience changes hospitality students' perspectives of their first job within the industry, assess hospitality programs ability to adequately prepare students for their internship experience, and determine up-to-date opinions of each group. The research questions were:

Research Question 1: What are the opinions of pre-internship hospitality students, post-internship hospitality students, hospitality faculty, and hospitality industry professionals regarding the required length of hospitality internship experiences?

Research Question 2: What are the opinions of pre-internship hospitality students, post-internship hospitality students, hospitality faculty, and hospitality industry professionals' regarding the average starting salary for hospitality graduate's first job within the hospitality industry?

Research Question 3: Is it beneficial for an intern and an industry professional to meet weekly to discuss objectives and progress?

Research Question 4: How much hospitality work experience do hospitality students have prior to their internship experience?

Research Question 5: What are pre-internship hospitality students' and post-internship hospitality students' opinions on the amount of hours per week that a new hospitality graduate would work in their first job within the hospitality industry?

Research Question 6: Do hospitality students and hospitality industry professionals feel that university-level hospitality programs are adequately preparing hospitality students for their hospitality internship experiences?

### Purpose of the Study

It is evident that experiences that involve some form of educationally supervised immersion into real-world experiences are vital to student preparation for success in the hospitality industry. As university hospitality programs have worked to benefit from experiential learning in curricula, many universities such as Auburn University, Cornell University, University of Houston, and Pennsylvania State Universities all have lodging facilities open to the public that provide students with practical training experiences.

The purpose of the study is to investigate hospitality internships so that: 1) the internship experience can be strengthened and improved in such a way that students and industry professionals are both receiving benefit, 2) pre-internship hospitality students, post-internship hospitality students, hospitality faculty, and hospitality industry professionals may gain a better understanding of hospitality students' level of

preparedness for their internship experience, 3) information is provided to show if an internship experience has an effect on hospitality students' perspectives of their first job within the hospitality industry, and 4) all stakeholder groups are provided up-to-date information regarding characteristics of hospitality graduates' first job within the hospitality industry. All stakeholder groups may benefit from this study as they will be provided information regarding characteristics of hospitality internships, perspectives of hospitality students' pre-internship experience and post-internship experience, and characteristics of hospitality graduates first job within the hospitality industry. There is a need for research that investigates the perspectives of industry professionals, faculty, pre-internship students and post-internship students regarding internship experiences and hospitality job characteristics so that each group may better contribute to: the improvement of hospitality education, the improvement of internship experiences, and the improvement of student industry preparation. Students will be surveyed pre-internship and post-internship in order to gather expectation levels and post experience evaluation.

### Significance of the Study

#### Students

Students' perceptions of experiential learning requirements were examined prior to internship experiences and after internship experiences in order to examine areas in which their opinions changed. In addition, pre-internship students and post-internship students' opinions were assessed regarding their level of preparedness for their internship. Students were asked to select the length of an internship requirement that they

felt was most appropriate. Students were also examined to determine if they felt it to be beneficial for the industry internship supervisor to meet with them weekly. There are several reasons that perspectives of structuring the internship experience differ amongst students and industry professionals. Students should benefit from this study by gaining a better understanding of the expectations of a hospitality internship and by gaining a more realistic perspective of hospitality graduates' first jobs within the hospitality industry.

#### Industry Professionals

For the industry collaborator, the principle benefits will be to gain a better understanding students' work experience and feelings regarding level of preparedness for their internship, student and faculty perspectives of the industry, and information regarding frequency of internship supervision so that the internship can be most effectively organized and controlled. Through this study, the industry professionals have been provided more information about student expectations of internships so that they will know how to better assist students in meeting their internship goals. The internship placement sites can better structure an internship program in line with expected educational needs and requirements of educational programs. In addition, industry professionals may be able to better understand interns as they learn more about their educational and work experience background.

#### Faculty

Faculty members are responsible for overseeing the requirements of internship experiences. The findings from this study can assist hospitality educators and industry professionals in jointly planning and structuring hospitality internships. This study will



also provide faculty information regarding the degree to which interns feel prepared for the internship experience. The principal academic benefit will be to further understand perspectives of hospitality internship so that the internship process can be strengthened and improved. In addition, this study may provide information that faculty can use to better prepare university-level hospitality students for their first full-time position in the hospitality industry.

### Limitations

A significant limitation in this study is the self-report nature of the survey design. Responses for each survey were gathered under the assumption that the individual was honestly reporting true information and opinions.

Generalization is limited for all sample stakeholder groups. The student group samples were taken from only four university-level colleges within the United States. The industry professional sample was relatively small (n=38) and focused on individuals working within the lodging industry. InFocus Marketing Group provided a randomly selected mailing list of industry professionals. The faculty sample was randomly selected from the CHRIE (Council on Hotel and Restaurant Institutional Education) faculty member list.

The study was limited to students enrolled during the 2005 to 2006 academic year. The post-internship student group surveyed consisted of a different group of students than the pre-internship sample. Therefore, results for these two groups are relative, and the post-internship survey was not a follow-up to the pre-internship survey.

The study was further limited to the data collected through the utilization of the quantitative survey questionnaire. All other types of data collection were excluded.

### Definition of Terms

Career etiquette – rules governing socially acceptable behavior in a professional setting.

CHRIE - the Council on Hotel, Restaurant and Institutional Education, the international professional organization of hospitality and tourism educators.

Cooperating organization - the business where a particular intern has chosen to fulfill a set internship term.

Curriculum requirements – a predetermined set of courses or disciplines that a student must complete in order to receive academic credit.

Education - organized and sustained instruction designed to communicate a combination of knowledge, skills and understanding, valuable for all the activities of life (Pizam & Milman, 1988)

Experiential education – a learning experience that requires an individual to work in a real-world setting.

Faculty supervisor - the educator/coordinator that is stationed at the university or college of the student being supervised who oversees the academic requirement of the student intern.

Hospitality education - courses offered through two and four year colleges, junior colleges, and community colleges for the professional preparation of individuals for management positions within the hospitality industry. Carl Reigel (1995) expanded the

definition of hospitality education to include “a field of multidisciplinary study which brings the perspectives of many disciplines, especially those found in the social sciences, to bear on particular areas of application and practice in the hospitality and tourism industry” (p.10).

Industry- refers to any business that operates in the field of hospitality management. For the purpose of this study, the field of hospitality management includes any business that involves food, travel, lodging, and recreation.

Industry professional – an individual working in the hospitality industry in some form of a management position.

Industry supervisor – a company employee that is responsible for overseeing the fulfillment of internship experience requirements for an intern.

Internship - an opportunity that offers students an individualized, real-world educational experience through the study of a structured employment situation.

Internship coordinator – an assigned faculty supervisor responsible for overseeing the internship process for student interns at an educational institution. This individual may recruit and approve internship placement sites.

Internship hours – a predetermined amount of hours that a student must complete in order to receive full academic credit for an internship experience.

Internship site – the physical location that a student has chosen to work in order to fulfill an internship experience.

Labor-intensive industry - “relying on a large work force to meet the needs of its guest” (Chon & Sparrowe, 1995, p. 31).

Mentor – a trusted and wise advisor; influential people who significantly help someone (known as the protégé) reach their own major life goals; individuals with the power to promote their protégés training process, personal welfare, or career development (Tanke, 1986).

Networking - the process of meeting with and gathering information from an ever-expanding channel of acquaintances (Chon & Sparrowe, 1995).

New-employee socialization - the process by which new employees become acclimated to the functions of the company in which they are employed.

Resume - a short, written account of a job applicant's work experience, education, and other qualifications (Chon & Sparrowe, 1995).

Senior set – the growing number of older workers

Sponsor - the key contact person at a work site. This individual is typically the intern's supervisor or a member of the human resource staff.

Transfer of training – the application of knowledge, skills, and attitudes learned from training on the job and subsequent maintenance of them over a period of time (Cheng & Ho, 2001).

### Organization of the Study

Chapter One introduces the study by revealing the problem statement, the research questions, the significance of the study, the limitations of the study, a list record of key terms with subsequent definitions, and ends with the organizational structure of the study. Chapter Two consists of a review of literature associated with the history of hospitality education, hospitality internship stakeholders, career expectations, career

preparation, internships as a career development tool, training, structure of internship, academic requirements, supervision of internship experiences, and internship perceptions. Chapter Three outlines the methods that were administered in the process of the study. The methods section includes the sampling methods, research questions, and data collection. Chapter Four details the study findings and an interpretation of the data analysis of the study is provided. Chapter Five includes a summary, conclusions, and implications and recommendations for future studies associated with the research topic.

## CHAPTER II. REVIEW OF LITERATURE

### Hospitality Education

The traces of the growth of hospitality education began in the early 1920s (Bernstein, 1994). This early form of hospitality education was primarily through experience. The American Hotel Association and E.M. Statler initiated a program of instruction, with an emphasis on vocational orientation, for hotel management at the college level in the 1920's at Cornell University (Fu, 1999; Chon, Sparrowe, 1995). This program began as a response to a need for trained managers with professional knowledge (Bernstein, 1994). By the mid-1970's, 40 American four-year institutions had hospitality programs (Riegl, 1995).

The number of programs continued to quickly grow over the next decades. In 1994 there were 181 American four-year institutions which offered baccalaureate degrees in the field of hospitality (Chesser, 1994). Barrows and Bosselman (1999) claim that there are currently close to 200 established four-year hospitality programs in operation with several of them offering graduate degree programs.

This rapid growth in hospitality education stirred concern in both hospitality educators and industry professionals. In response, the Council on Hotel, Restaurant and Institutional Education (CHRIE) began to establish an effective system for the accreditation of hospitality programs at the baccalaureate level (CHRIE, 1992).

Carl Riegal (1995) has defined hospitality education as “a field of multidisciplinary study

which brings the perspectives of many disciplines, especially those found in the social sciences, to bear on particular areas of application and practice in the hospitality and tourism industry” (p.6). The most valuable education a student can receive in a hospitality program combines industry-acquired techniques with academic support (Downey & Deveau, 1988).

Many changes have taken place with university level hospitality education throughout its existence including the progress from being strictly hands-on learning to including more theory in the education (Barrows & Bosselman, 1999). Practical and professional experiences have been found to operate as a necessary channel for managerial success. The majority of hospitality education programs pride themselves on their ability to include hospitality industry interface in their curricula (Downey & Deveau, 1988). However, Barrows and Unkauf (1993) claim that “too often, industry and academe go about their daily business almost independently of one another”. This can contribute to the creation of learning gaps during students’ academic experiences” (p.21). The *Council on Hotel and Institution Education (CHRIE) Handbook of Accreditation* notes work experience as one of the three sections of curriculum requirements for majors in hospitality education which include: general education, hospitality administration, and work experience (Su, Miller & Shanklin, 1998).

### Hospitality Internship Stakeholders

The major stakeholders involved in a college-level hospitality internship are: industry professionals, students, and faculty. All three of these groups contribute to the overall quality, education, and career preparation of an internship experience. A well-

planned internship program jointly developed by industry representatives, faculty members and students can maximize the potential to successfully prepare high quality hospitality management graduates for the workplace (Pauze, Johnson, & Miller, 1987). Although recognizing the needs of each stakeholder group is typically noted by internship coordinators, there has been much debate regarding the level of influence each of these stakeholders should have over hospitality internship experiences. There is a need for standardization of efforts of education and industry to assure that programs are adequately preparing the future workforce of the hospitality industry (Mateo, 1991).

Acknowledging the opinions of stakeholders is part of the new lexicon of higher education management (Macfarlane & Lomas, 2006). Educational institutions, through mission statements, now recognize their responsibility to accommodate the needs of a range of stakeholders such as students, employers, professional associations, the government, the academic community, and wider society (Macfarlane & Lomas, 2006). Well-developed internships play a vital role to assist the student, educators and industry representatives in discovering answers to needs that cannot be served through the framework of the academic curriculum (Tobias, 1996). However, while it is simple to list stakeholders, and commit to safeguard their various interests as the institutional level, significant obstacles can arise in managing their competing claims (Macfarlane & Lomas, 2006).

In *The Journal of Technical Writing and Communication* (2003), Kirk Amant states the need for educators and internship providers to find ways to revise internship experiences so that educators, internship providers, and students/interns can use internship experiences in a way that benefits all three parties. Typically, industry and



education work together to develop specific program principles and to define minimum standards of an acceptable internship (Huss & Ebbers, 1992; Kizer 1988). Criteria for internships range from determining specific job dimensions, such as decision making and supervisory activities, to requiring a minimum number of work hours (Nelson, 1994).

A major challenge in designing evaluation strategies for academic programs is that the two groups who would appear to be natural allies in this endeavor, practicing professionals and educators, are sometimes at odds over it (Anderson, 1995). Both groups share the same desire for academic programs to prepare students to become productive employees and valued members of the profession, but because practicing professionals and educators are employed by differing types of organizations with very dissimilar types of traditions and missions, the two groups tend to emphasize different goals for education (Anderson, 1995). The differing emphasis too often lead to mutual recriminations, with faculty accusing practicing professionals of wanting colleges and universities to become job training sites for specific companies and industries, and practicing professionals complaining that educators fail to impart enough of the practical know-how required in the workplace (Anderson, 1995). In addition, many students are becoming critical consumers of education. As students complete their studies, they tend to analyze what they receive for their time and money invested in education (Mateo, 1991).

### Career Expectations

There are many factors that affect students' expectations of their first job within the industry. Some of these factors may include: personal experience working in the industry, comments from peers, observation of other individuals working in the industry,

classroom lectures, and perspectives of working experiences in other industries. With every student's personal relationships and life experiences being unique, each student will have their own set of expectations for their first job within the hospitality industry. However, researchers often find similarities among groups of individuals sharing a common opinion regarding first jobs within the hospitality industry.

With high turnover rates being a common problem found throughout the hospitality industry, many hospitality industry professionals see that often the reality of students' first jobs within the industry may not match their expectations of their first job. Voluntary turnover during the first 18 months on the job is increasing among college graduates in first career jobs, and reports of mounting disillusionment among new recruits are gathering in college placement offices and in corporate human resource departments (Young & Lundberg, 1996). With large amounts of new recruits entering companies with unrealistic expectations, many hospitality-industry firms have responded in recent years with improved selection methods, improved training, and numerous practices to increase employee satisfaction and thereby reduce turnover (Young & Lundberg, 1996). Many company executives now see the importance of better understanding the new-employee socialization process.

Hospitality careers can present the most energizing, motivating, and challenging avenues and opportunities today (Mayo, 1997). The hospitality industry has grown to encompass a wide array of career choices found in restaurants, hotels and motels, resorts, recreation clubs, cruise ships, gaming, culinary, vending, and gourmet groceries/food services (Mayo, 1997). Therefore, many college-level hospitality programs offer courses

to educate students on the uniqueness of each of these venues. As a result, students may have a more realistic expectation of their first job within the hospitality industry.

Many industry professionals agree that the best way to prepare students for their first job within the hospitality industry would be for them to have worked as much in the industry as possible. Liane Haynes, a former sales and service manager with the Hyatt Regency in Los Angeles believes that the people who make the best general managers are people who have a really well-rounded background. She states “ I think that it would be ideal, if people are interested in getting on the fast track, that they get as much experience in all areas as possible. This means hands-on experience in food and beverage, housekeeping and sales,” (Herbert, 1994).

In a study reported in the *Cornell Hotel and Restaurant Administration Quarterly* (1998), a survey of 46 professionals from the hospitality industry tested the outlook toward the effectiveness of hospitality education curricula (Lefever & Withiam, 1998). When the respondents were asked to outline what they see as the greatest strengths of hospitality-program graduates, they usually acknowledged that students seem well-prepared for the industry and most of them are excited and energetic (Lefever & Withiam, 1998). These results show positive attributes of hospitality graduates. The results from the surveys showed that graduating students’ main weakness involved the students’ frequent overestimate of their abilities and their unrealistically high expectations for their first jobs, rather than a systematic approach to problem solving with technical expertise (Lefever & Withiam, 1998). The respondents showed to be strongly supportive of internships as a key element of helping students to have a realistic expectation of their first job within the hospitality industry. When asked about the

effective way to help students make the transition from academe to industry, prior job experience and internships were reported to be a very popular response (Lefever & Withiam, 1998).

Hospitality educators also are seeing the critical role industry experience plays in the creation of a realistic industry perspective for graduates. Donald Sloan, head of Oxford Brooke's Department of Hospitality, Leisure and Tourism Management claims, "Before they go into the industry, we want them to work in a realistic environment. We're very aware that sometimes management students feel they should be running the operation straight off" (Shinn, 2003). Students can better manage a property when they themselves have worked the front-line positions and understand how the business operates.

### Career Preparation

The success of hospitality businesses are based largely on employee performance and because of their service encounter nature, employee attitudes and behaviors are key determinants of service quality, customer satisfaction, and loyalty (Kusluvan & Kusluvan, 2000). As a service-dominated industry, hospitality depends upon individuals with interpersonal skills-both natural and developed (Chon & Sparrowe, 1995). Bill Lindley, Executive Director of Norfolk Convention and Visitors Bureau, stated "It is critically important to have verbal and written skills. For students, what seems to be a problem is a lack of communication skills. Everything we do relates to communications, both written and oral. Students lacking in basic communication skills affect job performance and achievement" (Chon & Sparrowe, 1995). These critical skills can be

sharpened through classroom and work experiences. With the hospitality industry being a labor-intensive industry, it requires a large work force to accommodate the needs of its customers (Chon & Sparrowe, 1995).

Because quality employee performance is so important in the hospitality industry, employees should be trained to provide the level of service that will enable their business to succeed. Factors such as: the demands of customers, the development of the senior set (the growing number of older workers), and the increase in competition will force the distribution aspect to grow its product lines (Chon & Sparrow, 1995). The expansion of specialized components within the industry will create new and unexplored career paths for hospitality students.

#### Internship as a Career Development Tool

Internships may be viewed as an important career development tool for students preparing for a career in the hospitality industry. Despite the fact that internships are not a guarantee of future employment, developing intern commitment is valuable for both the intern and the employer because many organizations eventually hire their interns (Gualt, Redington, Schlager, 2000). The National Association of Colleges and Employers (NACE) reports that the average employer offers about 44 percent of its interns full-time jobs after graduation (Stock, 2004). These interns are often chosen before other applicants because of their qualifications with relationship to experience. Interns from an organization create an employee pool consisting of trained individuals that can instantly contribute to an organization. Hence, hiring from previous interns allows an organization to cut back on costs, with reductions both in hiring and training costs (Pianko 1996).

Research has shown that internship experiences help students gain confidence in finding a job upon graduation (Cook, Parker & Pettijohn, 2004). Students who participate in an internship experience, may be more confident when looking for a job than before their internship experience because they have had practical experience in their industry in addition to their academic training and can discuss their learned skills with interview panels.

Petrillose and Montgomery (1998) noted that industry professionals think that when students participate in internship programs they become more marketable than their peers who have no internship experience. However, Fu (1999) found that out of the three groups he investigated (faculty, students, and industry professionals), only faculty and industry professionals support those researchers' findings. Student respondents of Fu's study did not support this theory.

Internship experiences may foster independence and ambitiousness (Ju, 1997). Herrick (1987) discovered that as students completed their internships, they rated themselves higher in self-efficacy and skill development, but rated themselves lower in anxiety. These findings show internships to be effective experiences in encouraging hospitality students in their career development.

Individuals that are interested in pursuing a career in the hospitality industry should understand that providing a service opposed to a tangible product may present many challenges to those involved. Hospitality employees are not only required to be knowledgeable about the products that are offered through their company, they typically will be required to work long hours that include weekends and holidays. For this reason,

it is critical that students experience a real job in the hospitality industry while they are students so that they will have realistic expectations of their future career opportunities.

### Training

Training plays an important role in the quality of services offered, especially in the hospitality industry where quality of service remains the most critical characteristic distinguishing a company from its competitors (Pratten & Curtis, 2002). The main objective of training is to help people gain knowledge, develop positive attitudes, and apply what they learned to real life practices (Hsu & Huang, 1995; Wilson, Strutton, & Farris, 2002). The benefits of training can result in increased customer satisfaction levels. Training promotes higher levels of service performance, helps companies attract and retain the best employees, develops communication, and improves teamwork (Barrows, 2000; Cullen 2000 Iverson, 2001). Transfer of training is defined by Cheng and Ho (2001) as “the application of knowledge, skills, and attitudes learned from training on the job and subsequent maintenance of them over a period of time” (p. 104).

Forming quality training systems for interns, giving interns meaningful tasks, and empowering them to supervise the tasks are essential elements to improving future internship programs. Quality training systems can enhance interns’ ability to receive and retain information. Training has been valued as a means for improving performance, in such a way that organizations spend \$200 billion annually on their workforce training (Awoniya, Griego, & Morgan, 2002). Many employers have taken note of the numerous benefits of training programs. Go, Monachello, and Baum (1996) claimed that employee

empowerment increases employee satisfaction due to more feelings of connection and value, and improved personal relationships among co-workers.

Workplace training and employee strengthening systems have been shown to increase productivity, decrease employee turnover, reduce production waste, increase product quality, and improve customer service (Frantz & Hamouz, 1999; Ninemier, 2001). Gene Anderson, Director of Food and Beverage at Palmer House Hilton (overseeing a staff of about 400 people) claimed that “About 80 percent of my time is spent training and counseling our employees. We talk about how to improve or maintain performance. We do this with quarterly performance reviews as well as daily and weekly meetings” (Hertenstein, 2001). Anderson contributes so much of his time and efforts to training because he sees the importance of having each staff member perform consistently with each other. In training, the way material is presented can make a difference in the way it is retained and assimilated by learners (Hertenstein, 2001).

### Experiential Learning as Internships

The sole purpose of experiential learning is the practice of students taking an active responsibility in their learning process opposed to simply receiving information from their instructors. Experiential learning is an educational preparation that combines classroom study with practical work experience (Barrows & Bosselman, 1999). It is designed to provide an opportunity for the practical application of skills and concepts learned in the classroom.

Nelson (1994) noted that self confidence comes from success, success comes from experience, and experience is the most valuable learning tool. In an internship, the



student is responsible for performing a job for an employer, learning how the business is structured, and relating that to classroom knowledge (Walk & Pike, 1989). Nelson (1994) suggested that students have more chances to explore future careers through internships, to gain deeper knowledge of details, and to start thinking about their future careers based on their internship experiences.

John Dewey is noted as being one of the most avid promoters of experiential learning (Scannel & Simpson, 1996). Dewey implied that students can better realize value and purpose with what they are being taught in the classroom when what is done at school is connected with what is done outside the school. He believed that students should be in an educational environment that actively stimulates the students' development so that they can learn and mature through solving problems and facing challenges while working in the industry. Raymod and McNabb (1993) found that the most effective methods for helping students obtain the skills that businesses valued most were internships, projects sponsored by business firms, guest speakers, cases, and simulations.

Experiential learning is part of the most important aspect in the hospitality program's curriculum (Fu, 1999). Hospitality students consider experiential learning to be the most effective way to learn the reality of the positions they are considering for their future career (Scott, 1992). Barrows and Bosselman (1999) claim that the primary objective of a hospitality internship or hospitality experiential learning experience is to enable college students to gain valuable work experience within the hospitality industry (p.38). Bob Hunter, Vice President of Operations and Client Services for the Stadium Corporation stressed the importance of work experience when he stated "start as early as

possible, probably through part-time work. This may be either by volunteering or by attempting to get into facilities via work placement programs” (Chon & Sparrowe, 1995). With internships, students are able to interact with industry professionals in a working environment that may grow their knowledge base of industry practices.

Many individuals within the hospitality industry believe that allowing an individual to perform in a work environment is a truer reflection of their abilities than academic performance alone. Educational benefits of internships have long been noted to develop more understanding, interests, and participation in government and other civic-minded activities; to observe operating processes; to undertake extensive research; and to obtain knowledge of relationships between theory and practice (Scannel & Simpson, 1996).

Downey and Deveau (1988) noted that industry-experience courses are not designed to be used as a pool of free labor for hospitality operations. When students are compensated for their internship work, they may be able to leave the internship experience not only with newly acquired skills but also a financial gain. To make students work experience more realistic and credible, students should be compensated for their services (Downey & Deveau, 1988).

Through studies and experience, students, faculty and industry professionals all have found to benefit from internship experiences (Cook, Parker & Pettijohn, 2004). Students are offered the opportunity to work with professionals in their fields and to see with their own eyes the processes of the industry that they are considering for their future career (Cook, Parker & Pettijohn, 2004). For some students, this is their first opportunity

to experience their selected industry in a working environment. Research has also shown that internship experiences improve many students abilities to get along with a variety of different people in work situations (Cook, Parker, & Pettijohn, 2004). When participating in an internship experience, many students are put in situations where they are required to interact with various individuals. Communicating with others in a work environment, challenges many individuals to operate with a team-oriented mindset.

Internships can be a way for students to decide whether a chosen field is really a good fit for their ideal long-term career plans (Stock, 2004). An internship experience can provide an environment that will allow a student to better understand the responsibilities of a job within their chosen field. Cannon and Arnold (1998) found that students are using internship programs as a method of enhancing their job searches and to gain a competitive edge in the recruiting process. Through participating in an internship, students often have the opportunity to network with professionals.

Through internships, the employer is given the opportunity to examine a students' performance and also receives the intern's knowledge of the latest academic information and skills (Cook, Parker & Pettijohn, 2004). When students work in an internship, employers are often given occasions to examine the student's ability to handle not only day-to day responsibilities but also unexpected situations that arise at nearly any workplace. When a business is pleased with the performance of an intern the university gains credibility (Cook, Parker, Pettijohn & 2004). Therefore, a positive relationship between the business and university is formed. Relationships formed between businesses and universities can be beneficial for both groups as networking pools of a specific

industry are enlarged, and each group may be able to provide tools and resources that can be useful for the other. Theil and Hartley (1997) discovered that the internship can provide an opportunity for students to gain professional experience and credit in their majors, help industry to gain excellent employees, and allow the school to receive tuition and favorable image enhancement through the effective work of the intern.

A survey conducted in 1998 from Vault Reports, Inc., found that 77 percent of all college seniors had completed at minimum one internship by graduation-25 times the 3 percent internship participation rate in 1980 (Stock, 2004.) The internship experience is influenced by many factors including: university-policy, college policy, academic-department curriculum, and accrediting entities (Ronczkowski, LaFollette & Bellinger, 2004).

Research has shown certain job characteristics to be linked to job satisfaction. Hackman and Oldman (1980) suggested five key job characteristics to be critical to job satisfaction. These five characteristics are skill variety, task identity, task significance, autonomy and job feedback. They claim that jobs high in these characteristics offer workers a positive environment for motivation and satisfaction. Creating an environment high in these job characteristics can lead to positive internship experiences.

Fu, 1999, suggest that hospitality programs should serve the hospitality industry with a very strong sense of questioning, open-minded discussion, sharing of information, and a refreshing hospitality attitude. Identifying perceptions of the effectiveness of students' internship experiences could reveal areas where programs do not meet objectives of internship programs (Ju, 1997). Assessing the quality of internships should

be a regular practice of hospitality programs. Failure to meet these objectives may limit high quality hospitality management graduates (Ju, 1997).

Ju (1997) notes that internship programs provide students with opportunities to test career choices while they are still in college. He expands upon this concept by detailing further benefits of hands-on learning.

When properly structured, internship programs can assist students with (a) career development, (b) valuable information about career choice, (c) self-awareness, (d) pre-employment preparation, (e) company research, (f) job readiness, (g) developing critical thinking skills, (h) learning teamwork and leadership skills, and (i) understanding their own and others' communication techniques (Stalberte, 1996, p.4).

It may be very beneficial for organizations to make efforts to create a positive working environment for interns because this could serve to increase not only their effective commitment to the organization but also their long-term commitment to the occupation (Dixon, Cunningham, Turner & Kent, 2005). Interns are viewed by many as a readily available, easily transformed, and specifically trained workforce that can be a valuable source of labor in today's economy (Dixon, Cunningham, Turner & Kent, 2005). When companies hire their interns, employers are able to cut training costs because the intern is already somewhat familiar with company processes.

Hite and Bellizzi (1986) studied the perceptions of 441 students regarding their internship experiences and found that the students' highest overall agreement was with the assertion that the internship provided a valuable learning experience that would

supplement their coursework. These students placed great emphasis on the importance of experiential learning opportunities. Students of the study further suggested that work hours should be flexible, the internship should be experienced during the junior year, a pass/fail system should be used for grading the performance of the intern, and an internship coordinator should be designated to provide both the intern and business with information and intercede when problems arise (Cook, Parker & PettiJohn, 2004).

In a recent study of Fortune 500 recruiters, Barr and McNeilly (2002) found that approximately 40% of the respondents reported that certain components of in the internship, including leadership experience and teamwork, cannot be taught in the classroom. Cook, Parker, and PettiJohn (2004) stated that colleges and universities that want to advance the equipped and balanced student would be advised to offer academic classroom training combined with real-world experiences provided by internships. These experiences have been noted to enhance both the knowledge and skill base of the individuals involved. Authors of both organizational behavior and human resource information have for years observed the importance of quality internships and early job experiences as determinants of valuable career results (Balfour & Neff, 1993; Hildebeitel, Leaby, & Larkin, 2000).

Hsin-Wei Fu (1999) performed a study to investigate student, faculty, and industry professionals' attitudes towards hospitality internships, as well as the differences among student, faculty, industry professional attitudes towards hospitality internships. Fu performed this study using 100 Taiwanese students who had participated in internships, 20 members of faculty who had taught in the tourism department and 20 industry

professionals whose workplace provided internship experiences for a tourism department. Through his research, Fu came to the following conclusions: students need timely feedback from industry professionals to perform their operations effectively; interns provide a hiring pool for industry professionals; and with a highly structured internship, students are able to learn skills, gain knowledge and experience from the internship that increases their future career marketability. The majority of the students viewed the internship as an opportunity to make money, but faculty and industry professionals placed more emphasis on the internship as an educational experience. Industry professionals would prefer the internship to require more hours, but the students felt that the established required hours were sufficient.

#### Structure and Academic Requirements

Experiential learning assignments vary in terms of direction, duration, and requirements; yet there exists enough similarity to propose a standard structure for them (Barrows & Bosselman, 1999). Objectives that should be accomplished during the experiential learning experience include the development of: conceptual knowledge, management skills, communication skills, and career development skills (Barrows & Bosselman, 1999).

In order to receive academic credit, most hospitality programs require students to submit documentation in written or oral form to verify completion of the work experience requirement (Downey & Deveau, 1988). The specific documentation requirements vary between programs. Downey and Deveau (1988) noted that many programs required that students submit a log of work activities prior to the end of the semester.

Cole, Kolko and Craddick (1981) noted that students rated highly structured internships as the highest quality of a beneficial internship experience. However, Fu (1999) does not fully support this theory. The findings of his study indicated that only faculty and industry professionals selected a highly structured environment to be one of the key elements of an effective internship (Fu, 1999).

Downey and Deveau (1988) performed a study to assess the degree to which industry experience at the non-managerial level is provided for students as part of their hospitality program. The study also investigated the particular components that such a course or requirement would involve. Despite the fact that hospitality programs have varying guidelines and procedures for industry-experience, a majority of them adhere to skills-oriented format.

Downey and Deveau (1986) identified and listed several guidelines that most skills-oriented hospitality programs follow. These five guidelines include (1) Allowing students to participate in training programs with a professional in the students' major area of study to enhance their skills and as preparation for management responsibilities, (2) Gathering hospitality knowledge from the industry and applying it in the classroom, (3) Gaining valuable experience in a field of interest to the student, (4) Making the student more competitive in securing a position with a hospitality operation upon graduation, and (5) Comparing and contrasting theoretical hospitality principles with day-to-day industry practice (Downey & Deveau, 1988).

Hospitality researchers have noted several objectives of hands-on learning, and the objectives will vary from program to program depending on the mission of each



program. Many students may enter an internship program in hopes of discovering their area of focus. However, there are some students who may enter an internship program knowing which area of the hospitality industry is their primary focus for a future career. Lerner (1992) claimed that students can strengthen themselves to be successful in chosen fields and better target specific areas of interest as they have had the chance to examine the job from the corporate viewpoint. A highly structured internship will provide a format so that the internship goals may be obtained. Students generally were dissatisfied when there was a lack of supervision in their internship. These researchers also revealed that students tend to select their career sites based on their prior internship experience as opposed to basing their decision on financial or geographic issues

The best internships seem to require more than clerical or administrative skills, and they provide interns with new experiences that challenge them to learn new skills and stretch their previous learning (Dixon, Cunningham, Turner & Kent, 2005). Upon visiting several businesses within the hospitality industry, one may find interns working in positions with various levels of responsibility and authority (Morse, 1999). For instance, some interns are placed in regular line employee positions while others may be placed in a manager-in-training program. These two types of positions offer very different working experiences as they require two dissimilar levels of responsibility. In addition, interns may be rotated through a wide variety of positions while other interns may be required to work only one position.

The majority of hospitality programs require at a minimum 535 internship hours to gain academic credits (Fu, 1999). However, industry professionals typically think that

internships should be longer than 1000 hours, and a full-time faculty coordinator should oversee each intern (Fu, 1999). Downey and Deveau (1988) noted that internship time requirements can range from 1,800 hours to no hours at all. Therefore, research has shown that there are varying opinions amongst the stakeholders involved in hospitality internships.

### Supervision of Internship Experiences

The faculty coordinator's role is to support the student in preparation and field experience. These coordinators can be a guide for students that may help lessen stress and uncertainty that often come with a new work experience. Counseling by the coordinator can influence the student in a positive manner in each phase of the internship process (Ronczkowski, LaFollette & Bellinger, 2004). These faculty coordinators can directly impact a students' site selection decision.

The process of selecting an internship site can be an anxious and frustrating experience for many students (Ronczkowski, LaFollette & Bellinger, 2004). Some students are afraid of what lies ahead of them in their careers. The fear of failure can add to a number of dysfunctional patterns such as procrastination, inability to participate, and test or performance anxiety (Sweitzer & King, 1999). Students have been known to experience this fear even before the internship site is selected and often need encouragement as they continue through the process (Ronczkowski, LaFollette & Bellinger, 2004). When an individual guides an intern through the internship searching process, many of the questions that they might have regarding the industry can be eliminated.

O'Mahony, McWilliams and Whitelaw (2001) examined the perceptual, structural, personal, and environmental issues relating how students select the hospitality major at Australian colleges and universities. Students have been known to perceive a more successful internship experience with the interaction of a mentor. The study revealed that the students have little knowledge of the hospitality industry and management when selecting a major at colleges or universities. Therefore, hospitality management faculty members when teaching and interacting with students should share information that could help students form realistic expectations of the hospitality industry.

Many faculty internship coordinators have other academic responsibilities, the most common being teaching and scholarly contribution commitments (Ronczkowski, LaFollette & Bellinger, 2004). Therefore, there are many obvious benefits to a hospitality department having a full-time internship coordinator. With a full-time internship coordinator, essential elements such as attending career fairs, conferences, phone calls, and alumni contacts become the responsibility of a single person (Ronczkowski, LaFollette & Bellinger, 2004). The role of a full-time university-level internship coordinator is one that requires excellent communication and organization skill. With these skills, the internship coordinator can set the stage for success within and internship experience. A faculty member's academic commitments might prevent the faculty member from having time to take on the added responsibility of supervising students' internship term (Downey & Deveau, 1988). In some cases, a college or university may grant release time for hospitality faculty members to free them from some

of their academic obligations (Downey & Deveau, 1988). Downey and Deveau (1988) noted that it is difficult to supervise industry experience if the coordinator or director cannot or does not make on-site visitations to examine the student's performance.

The study performed by Downey and Deveau (1988) was designed to investigate the degree to which industry experience at the non-managerial level is provided for students as part of their hospitality program. Their findings showed that the amount of time faculty members with academic responsibilities were only able to contribute from 2 to 12 contact hours per week making on-site visits to interns. In addition, their studies revealed that industry-experience administrators without regular faculty member obligations were able to contribute 10 to 25 hours per week making on-site visits to student interns.

In a study performed by Fu (1999) to investigate student, faculty and industry professional attitudes towards hospitality internships, findings indicated that all three respondent groups agreed that faculty should be assigned to assist students and industry professionals during the internship. Supervision done effectively should give students written and oral feedback during work assignments (Patterson, 1997). This feedback will allow the student to remain aware of their performance quality.

Educators should work closely with the supervising organizations to guarantee that the internships are challenging and worthwhile (Dixon, Cunningham, Turner & Kent, 2005). Employers in travel and tourism, hotel, and restaurant business are the main consumers of the talents and cognitive abilities that educators impart to students (Barrows & Bosselman, 1999). Furthermore, Fu (1999) suggested that supervision is a key factor in determining the success of internship programs. Faculty can improve their hospitality

programs by reviewing curriculum periodically, and combining feedback from students, industry professionals, and educators. This will make hospitality education more practical and suitable for student transition into industry settings.

The internship coordinator is in a position to “track” students, ensure that administrative requirements are fulfilled (such as registration, insurance, etc.) and gently push slow starters (Ronczkowski, LaFollette & Bellinger, 2004). The main benefits of having a full-time internship coordinator are fostering professional networking, providing full-time oversight of the experience, and encouraging student involvement (Ronczkowski, LaFollette & Bellinger, 2004). As students research potential degree tracks, they are often only aware of the information that is available via departmental brochures and other marketing material. Cunningham and Sagas (2004), claim that the responsibility of disseminating this information rests on the professors, counselors and advisors. Professors may find time in class to share information to students that can keep them up-to-date on internship opportunities.

If students do not have positive internship experiences, they are less prone to consider the hospitality industry for their career paths. Many have noted that the long hours typically associated with the hospitality industry will burn out even the most career-oriented person (Pavesic & Brymer, 1990). Therefore, guidance from industry professionals and university internship supervisors is very critical to hospitality interns. Dixon, Cunningham, Turner and Kent, (2005) suggest, “Educators also need to work closely with the sponsoring organizations to ensure that jobs are both challenging and well supervised.” Within internships, there must be frequent interaction between the students and internship coordinators to prevent the development of confusion and

frustration. Educators can lessen the stress levels of interns by informing students pre-internship about the multiple roles that they may encounter and provide strategies for coping with role stress to help decrease the role stress once they are working in their internship (Dixon, Cunningham, Turner & Kent, 2005).

Universities that work with businesses to provide internship opportunities for students', benefit in numerous ways, including the enhancement of the university-community partnership which can offer benefits in funding and other support (Cook, Parker & PettiJohn, 2004). Companies that work closely with university students may also benefit from the networking that occurs with professors who are highly interested in the development of their industry. Barrows & Bosselman (1999) claimed, "A partnership between academe and industry, with both groups reviewing and contributing to programs that enhance theory, practice and learning, will bring the strengths of both groups to bear on improved student education." The bonding element for this joint effort will be the value that each group places on the other group's expertise.

### Internship Perceptions

Jeonguen Ju (1997) investigated Korean students' perceptions and overall satisfaction levels regarding the effectiveness of their hospitality internship experiences. The study also designed assessed the relationship between students' perceptions of their industry experience and their demographic characteristics. Findings from the study showed that previous work experience was the most common factor influencing students' perceptions of their internship experiences (Ju, 1997). Other significant factors that were found to influence student perceptions of their internship

experience included: type of internship workplace; expectation of an employment offer; age and gender (Ju, 1997).

Ardel Nelson (1994) performed a study to investigate the factors related to students' satisfaction with their hospitality internship experiences. In addition, the study was designed to determine whether, and to what degree, relationships existed between job dimensions, supportive relationships and students; and satisfaction with their internships (Nelson, 1994). This study revealed that students were most satisfied with internships that provided relevant work, some autonomy, and timely feedback. (Nelson, 1994).

The significance of timely feedback for interns has been noted by many researchers. Fu (1999) found that the greatest agreement among his faculty and industry professional respondents was that students should receive timely feedback to prevent serious mistakes during their internships. Cole, Kolko, and Craddick (1981) noted that students become dissatisfied when there is a lack of supervision.

Fu (1999) investigated student, faculty, and industry professional attitudes towards hospitality internships, as well as the differences among student, faculty, and industry professionals' attitudes towards hospitality internships. Findings indicated that students' greatest agreement was that they should be paid for their internships. In addition, students also agreed that they should receive feedback in a timely manner and that a coordinator should be designated to assist students and industry professionals during their internship experience (Fu, 1999). Students' least agreement was that knowledge gained through other courses was useful (Fu, 1999). Over half (54%) of the student respondents in this study preferred internship hours between 201 and 400 (Fu, 1999).

Downey and Deveau (1988) noted that most hospitality-program administrators at the four-year level were satisfied with their current industry-experience format, the internship hours required and credit awarded, the type of documentation required, program administration, and student employment coordination. Differing opinions regarding the number of hours required for interns are found among many individuals within the hospitality industry. However, Downey and Deveau (1988) surveyed 21 hospitality recruiters and found six out of ten recruiters stated that programs do not require sufficient internship hours and hospitality recruiters were not quite satisfied with the customary way student-internship experiences are documented. These hospitality recruiters preferred a two-component report including both written and oral requirements, but most educators believed a written report was adequate (Ju, 1987).

Despite the findings that internships provide value for students, employers, and universities, they do not come without problems (Cook, Parker & PettiJohn, 2004). In a recent study by Cook, Parker, and PettiJohn (2004) of 351 student interns from 12 different colleges, one third of the students indicated that they could not, or did not, connect classroom lectures and theory with what they were observing in their internship. This finding shows that students do not feel that their academic courses are adequately preparing them for their industry experiences. Ardel Nelson (1994) noted several recommendations for both hospitality internships and hospitality curricula.

1. Preparation of students for internships should be guided by an Internship Curriculum that runs through the overall curriculum.
  - a. A dedicated coordinator should be accountable for the curriculum.
2. An Internship Curriculum should emphasize:



- a. Students' responsibility for their education, for selecting and preparing for industry segment, and for learning to learn.
  - b. Elements of organizational socialization including benefits of mentoring, mentoring functions, and other relationships that can provide mentor functions. How and where to find relationships that serve students' needs.
  - c. Internship Curriculum should prepare students for weekly communication with faculty and for feedback from faculty during internships via the internet.
3. Industry and education should recognize students' need for guided practice with feedback and ensure that proper autonomy and feedback are provided during every approved internship.
4. Educators should place equal emphasis on the practice and integration of cognitive, motor and affective skills of students.

When arranging an internship program, hospitality educators attempt to link theory with practice by providing students the opportunity to demonstrate skills in real world situations (Nelson, 1994). Higher education is increasingly concerned with the quality of its goods and services (Barrows & Bosselman, 1999). Higher education's products are intangible making assurance of quality more difficult than in traditional manufacturing industries. Bob Hunter, Vice President of Operations and Client Services for the Stadium Corporation noted the importance of education when he stated, "there is absolutely no doubt that education is critical to the long-term potential of an employee. The business background and understandings of management that are delivered to

students during their university years are required in the long run if they hope to be successful and work their way up to senior management positions,” (Chon & Sparrowe, 1995). Hospitality program development should be done with a focus on providing quality education administered through highly qualified instructors. Hospitality students should generally be more knowledgeable in their field and have more experience in their field than graduates from other university departments. The relative level of quality in a hospitality program is directly linked to resources that are available (Barrows & Bosselman, 1999).

In August of 1989, the Cornell H.R.A. Quarterly published an article on the future of hospitality education authored by Michael Lefever. This article presented the views of nine deans or program directors on issues that will be of concern to the future of hospitality education. The panelist views outlined in this article caution that unless hospitality programs truly begin to differentiate themselves from other programs on campus with respect to curricula designed to make hospitality graduates valuable products to this industry, industry executives will continue to look elsewhere for their future managers (Lefevre, 1989: 42-47). Other experts within the industry have expressed their concern regarding the future of hospitality education. Raymond J. Goodman, Jr. and Linda G. Sprague (1991) stated that “hospitality education programs must refocus and reorient their curricula soon or face the fate of such specialized programs as those in insurance, banking, and transportation, which have been absorbed into general business curricula schools of business have begun to address the needs of service operations, a category that includes hotels and restaurants.”

There are differences in the internships from academic program to academic program. Some institutions provide students with academic credit for their internships, while at others no academic credit is granted. At some institutions, students are required to work in only paid internship experiences, while at others they are not. The expectation of hours worked may range from only four per week at one institution to over fifty at others (Barrows & Bosselman, 1999). The hourly requirements at each program differ significantly depending on each program's determined mission. A well-structured internship program jointly coordinated by industry professionals, faculty members and students can maximize the potential to effectively prepare high quality hospitality management graduates for the workplace (Pauze, Johnson, & Miller, 1989).

## CHAPTER III. METHODS

### Introduction

The purpose of the study was to investigate hospitality internships so that: 1) the internship experience can be strengthened and improved in such a way that students and industry professionals are both receiving benefit, 2) all stakeholder groups may gain a better understanding of hospitality students' level of preparedness for their internship experience, 3) information is provided to show if an internship experience has an effect on hospitality students' perspectives of their first job within the hospitality industry, and 4) all stakeholder groups are provided up-to-date information regarding characteristics of hospitality graduates' first job within the hospitality industry. All stakeholder groups may benefit from this study as they will be provided information regarding characteristics of hospitality internships, perspectives of hospitality students' pre-internship experience and post-internship experience, and characteristics of hospitality graduates first job within the hospitality industry. The objective was to identify perceptions for pre-internship hospitality students, post-internship hospitality students, hospitality faculty, and hospitality industry professionals, determine the level of significance for each opinion, and compare the results for each group. The research method used in this study was the descriptive research design. Descriptive research is used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation (Key, 1997). A descriptive survey was selected for this study

because no attempt was made to change behavior or conditions. The researcher chose not to perform an experimental study/longitudinal study because no interventions were performed on the subjects and the study did not examine the effects that an event or experience had on a specific group. This chapter restates the guiding research questions used in the study. Furthermore, this chapter includes a description of the procedures and method of research used, including sampling procedures, participant population, the research data collection instrument, validity of the instrument, design, and data collection processes.

Research questions were developed based on previous research studies and suggestions identified in previous literature. In Ju Jeongeun's study (1997) on students' perceptions of the effectiveness of their internship experiences in the hospitality industry he claimed that students are increasingly demanding more effective ways to acquire professional skills and to reduce uncertainty in the educational process. In addition, Tobias (1996) noted that industry representatives are seeking more effective ways to reduce uncertainty in the hiring process. Mateo (1991) claims that, "there is a need for standardization of efforts of education and industry to assure that programs are adequately preparing the future workforce of the hospitality industry". Kirk Amant (2003) stated the need for educators and internship providers to find ways to revise internship experiences so that educators, internship providers, and students/interns can use internship experiences in a way that benefits all three parties. However, with practicing professionals and educators being employed by differing types of organizations with very dissimilar types of traditions and missions, the two groups tend to emphasize different goals for education (Anderson, 1995).

To accomplish this study the following research questions were addressed:

Research Question 1: What are the opinions of pre-internship hospitality students, post-internship hospitality students, hospitality faculty, and hospitality industry professionals regarding the required length of hospitality internship experiences?

Research Question 2: What are the opinions of pre-internship hospitality students, post-internship hospitality students, hospitality faculty, and hospitality industry professionals' regarding the average starting salary for a hospitality graduate's first job within the hospitality industry?

Research Question 3: Is it beneficial for an intern and an industry professional to meet weekly to discuss objectives and progress?

Research Question 4: How much hospitality work experience do hospitality students have prior to their internship experience?

Research Question 5: What are pre-internship hospitality students' and post-internship hospitality students' opinions on the amount of hours per week that a new hospitality graduate would work in their first job within the hospitality industry?

Research Question 6: Do hospitality students and hospitality industry professionals feel that university-level hospitality programs are adequately preparing hospitality students for their hospitality internship experiences?

### Participants

The sample population of the study included university level hospitality management students enrolled at four baccalaureate degree granting programs at

universities located within four states in the United States (Alabama, Texas, Nevada, and South Carolina), hospitality industry professionals (InFocus Marketing Group provided the randomly selected list) working in the lodging industry within the United States, and hospitality management faculty within university level programs within the United States who are members of the organization CHRIE ( The International Counsel of Hotel and Restaurant Institutional Education). All individuals participating in this study were at least 19 years of age or older. The sample population studied consisted of a convenience sample. This convenience sample was made up of three parts: randomly selected university-level hospitality management students from four colleges within the United States, hospitality management faculty working within university-level hospitality management programs within the United States (gathered from the CHRIE member list), and randomly selected industry professionals working within the lodging industry within the United States (InFocus Marketing Group performed a random selection from their database of industry professionals) .

### Instruments

The research instruments used in the study were questionnaires focused on hospitality education and internships. The survey questionnaire was developed based on a review of literature and interviews with experts in the field of education. A pilot study was conducted with a panel of experts to determine clarity of the items on the survey. Each questionnaire was custom designed to specifically identify key components from each of the various sample populations. Four different survey versions were created for each of the four groups surveyed for the study: university-level hospitality management

students pre-internship, university-level hospitality management students post-internship, university-level hospitality management faculty, and hospitality industry professionals working within the lodging industry.

This study was designed so that after obtaining the data from each participant group, the findings could help individuals better understand: characteristics and perceptions of hospitality students, faculty and industry professionals, and characteristics of jobs within the hospitality industry. The data gathered from this study were meant to provide information that can be beneficial in preparing any of the three major groups involved in the internship process: industry professionals, faculty, and students.

### Variables

Independent variables that were assessed in this study were the demographic variables from the survey. For the industry professional the independent variables included: gender, age, place of employment, level of education achieved, average number of weekly work hours, average annual pay, level of employment. For the students that were surveyed, the independent variables included: class standing, college location, age range, and previous work experience. For the hospitality management faculty, the independent variables included: employment location, age, amount of work experience, and number of years at a university-level hospitality program. The dependent variables included the remaining variables which addressed characteristics of internship experiences.



## Validity

The survey was developed and pilot tested by a panel of experts in the hospitality industry. This panel consisted of sales managers, sales directors, general managers, hotel managers, food and beverage directors, catering coordinators, and front office managers. These experts reviewed the instrument for accuracy, construct validity, and determined the ease of instrument use. The consensus of acceptance of the survey instrument constituted the degree of validity.

Responses from each sample were deemed to have content validity because they contained information applicable to each stakeholder involved in the hospitality internship process.

## Reliability

The investigator found reliability testing to be irrelevant for this survey instrument. This belief is congruent with David L. Streiner's stance on reliability measures. Streiner stated, "It makes no sense, to try to assess interrater reliability for self-report measures (Streiner, 2003). He expands further on this issue by stating, "The same can be said for measure of internal consistency. They are extremely useful in constructing scales that tap an unidimensional construct, but one should not assume that all measures must exhibit homogeneity among the items. Specifically, indexes, which are composed of casual indicators, most often do not have items that are correlated with each other. One should recognize that different measurement tools rest on varying assumptions about the underlying nature of the relationships, and the statistics should mirror them," (Streiner,

2003). When these measures of internal consistency are incorrectly administered, results can be faulty. The blind use of coefficient alpha and other indexes of internal consistency, without considering whether they are suitable for the measure, can lead to situations in which either a scale is wrongly dismissed for not being reliable or the indexes are unfairly criticized for not producing useful results (e.g., Juniper, Guyatt, & King, 1994).

### Procedures

Students, industry professionals, and faculty were randomly selected for this study. Faculty and industry professionals were mailed a survey packet that included an information letter describing the study, the questionnaire, and a return self-addressed and stamped envelope. The hospitality faculty members from four-year university institutions were randomly selected from the international Council on Hotel, Restaurant and Institutional Education membership list. The industry professionals were randomly selected from a list provided by InFocus Marketing Group. Four universities throughout the United States (Alabama, Nevada, South Carolina, and Texas) were randomly selected for student survey distribution. Hospitality faculty members from each of these universities distributed surveys to hospitality students enrolled in randomly selected classes listed as hospitality management course requirements. Faculty members at each of these universities announced the survey distribution to the students being asked to respond. The surveys were distributed to students in these classes along with an information letter describing the study.

## Response Rate

A total of 280 surveys were mailed to industry professionals working within the lodging industry. Of these mailed surveys, 38 were returned for a response rate of 14%. A total 70 post-internship student surveys were sent to faculty to be distributed to students. There were 39 post-internship student respondents, with a response rate of 56%. A total of 120 pre-internship student surveys were sent to faculty to be distributed to students. There were 69 pre-internship student respondents, with a response rate of 58%. Surveys were distributed by faculty to students enrolled in their hospitality courses who volunteered to complete the survey. There were 300 faculty surveyed for this study using a mailed survey. A total of 114 responded to the survey for a response rate of 38%.

## Statistical Analysis

Responses for closed-ended questions were reported by frequency and percentage. Descriptive analyses of the research questions are shown. ANOVA's (tests of between-subjects effects) were applied to identify relationships and significant differences within the study (Shannon & Davenport, 2001). In addition, pairwise comparisons were performed. A pairwise comparison is based on a difference between a pair of treatment means (Keppel, Zedeck, 1989).

## CHAPTER IV. FINDINGS

Chapter four addresses and discusses the statistical analysis of the data gathered in this study. The purpose of this study was to investigate hospitality internships so that the internship experience can be arranged in such a way that students and industry professionals alike benefit from the experience. This information was gathered through random sampling of industry professionals, pre-internship students, post-internship students and faculty. The information gathered in this study may assist: 1) hospitality programs in developing their curriculum requirements; 2) students in better preparing themselves for their internship experience and first full-time job within the hospitality industry; and 3) industry professionals in gaining a better understanding of the academic requirements along with the students' needs. The respondents to this study consisted of 69 pre-internship students, 38 post-internship students, 38 industry professionals, and 113 faculty members. To accomplish this study the following research questions were addressed:

Research Question 1: What are the opinions of pre-internship hospitality students, post-internship hospitality students, hospitality faculty, and hospitality industry professionals regarding the required length of hospitality internship experiences?

Research Question 2: What are the opinions of pre-internship hospitality students, post-internship hospitality students, hospitality faculty, and hospitality industry

professionals' regarding the average starting salary for a hospitality graduate's first job within the hospitality industry?

Research Question 3: Is it beneficial for an intern and an industry professional to meet weekly to discuss objectives and progress?

Research Question 4: How much hospitality work experience do hospitality students have prior to their internship experience?

Research Question 5: What are pre-internship hospitality students' and post-internship hospitality students' opinions on the amount of hours per week that a new hospitality graduate would work in their first job within the hospitality industry?

Research Question 6: Do hospitality students and hospitality industry professionals feel that university-level hospitality programs are adequately preparing hospitality students for their hospitality internship experiences?

### Demographics

Demographics for each group are reported in Table 1, Table 2, Table 3, and Table 4. Table 1 shows the demographics for the pre-internship student group. This table includes: the pre-internship student group class standing, location by state, amount of work experience prior to internship, and their age within ranges. Table 2 shows the demographics for the post-internship student group. This table includes: the post-internship student group class standing, location by state, amount of work experience prior to internship, and their age within ranges. Table 3 shows the demographics for the faculty group. This table includes: national region of employment, age within a range, the

number of graduates from the program in which they are employed, and whether they had or had not worked in the hospitality industry. Table 4 shows the demographics of the industry professional group. This table includes: national region of employment, number of years of experience, highest level of education attained, age within a range, average number of weekly hours, average pay range, number of full-time employees within company, and average number of part-time employees within company.

Of the pre-internship student group, 89.9% (n=62) were 28 years old or younger, 10.1% (n=7) were age 29-38. Within the pre-internship student group, 1.4% (n=1) were freshman, 39.1% (n=27) were juniors, and 58% (n=40) were seniors. Of the post-internship student group, 92.1% (n=35) were 28 years old or younger, 7.9% (n=3) were age 29-38.

Within the post-internship student group, 2.6% (n=1) were sophomores, 36.8% (n=14) were juniors, and 21% (n=8) were seniors.

Of the faculty group, 2.7% (n=3) were age 29-38, 36.3% (n=41) were age 39-48, 22.1% (n=25) were age 49-50, 30.1% (n=34) were age 51-58, and 8% (n=9) were older than age 58.

Of the industry professionals group, 13.2% (n=5) were 28 years old or younger, 23.7% (n=9) were age 29-38, 36.8% (n=14) were age 39-48, 18.4% (n=7) were age 49-58, and 7.9% (n=3) were older than 58.

Table 1

*Pre-Internship Student Demographics*

Characteristic	Frequency	Percentage
Class standing		
Freshman	1	1.4
Sophomore	0	0
Junior	27	39.1
Senior	40	58
Total valid	68	98.6
Missing	1	1.4
Total	69	100
Location by state:		
Alabama	34	49.3
Nevada	32	46.6
South Carolina	3	4.3
Total	69	100
Work Experience:		
No	8	11.6
Yes	60	87
Total valid	68	98.6
Missing	1	1.4
Total	69	100

Table 1 (continued)

Characteristic	Frequency	Percentage
Amount of Experience:		
7 months to 1 year	14	20.3
2 years to 3 years	23	33.3
4 years to 5 years	6	8.7
6 years to 7 years	6	8.7
Greater Than 7 years	2	2.9
Total valid	61	88.4
Missing	8	11.6
Total	69	100
Age:		
28 or less	62	89.9
29-38	7	10.1
Total	69	100



Table 2

*Post-Internship Student Demographics*

Characteristic	Frequency	Percentage
Class standing:		
Freshman	0	0
Sophomore	1	2.6
Junior	14	35.9
Senior	8	20.5
Total valid	23	59
Missing	16	41
Total	38	100
Location by state:		
Alabama	14	35.9
Nevada	17	43.6
South Carolina	4	10.3
Texas	3	7.7
Total	39	100
Work Experience:		
No	4	10.3
Yes	33	84.6
Total valid	37	94.9
Missing	2	5.1

Table 2 (continued)

Total	39	100
Characteristic	Frequency	Percentage
Amount of experience:		
Less than 3 months	3	7.7
3 months to 6 months	2	5.1
7 months to 1 year	7	17.9
2 years to 3 years	12	30.8
4 years to 5 years	6	15.4
6 years to 7 years	3	7.7
Total valid	33	84.6
Missing	6	15.4
Total	39	100
Age:		
28 or less	35	89.7
29-38	3	7.7
Total valid	38	97.4
Missing	1	2.6
Total	39	100

Table 3

*Faculty Demographics*

Characteristic	Frequency	Percentage
State employed:		
Pacific	1	.9
Midwest	23	20.4
Northeast	30	26.5
South	34	29.19
West	25	22.1
Total valid	113	99.12
Missing	1	.9
Total	114	100
Age:		
29-38	3	2.6
39-48	41	36
49-50	25	21.9
51-58	34	29.8
Greater than 58	9	7.9
Total valid	112	98.2
Missing	2	1.8
Total	114	100
Number of graduates:		

Table 3 (continued)

Less than 20	9	7.9
<hr/>		
Characteristic	Frequency	Percentage
20-40	17	14.9
41-60	16	14
61-80	9	7.9
81-100	12	10.5
101-120	11	9.6
Greater than 120	38	33.3
Total valid	112	98.2
Missing	2	1.8
Total	114	100
 Work Experience:		
No	6	5.3
Yes	108	94.7
Total	114	100
<hr/>		

Table 4  
*Industry Professional Demographics*

Characteristic	Frequency	Percentage
U.S. region employed:		
Northeast	12	31.6
South	25	65.6
Missing	1	2.6
Total	38	100
Number of years employed:		
Less than 2 years	1	2.6
2-5 years	5	13.2
6-9 years	7	18.4
10-13 years	1	2.6
14 years or greater	24	63.2
Total	38	100
Highest level of education:		
High school diploma	2	5.3
Technical school certificate	1	2.6
Associates degree	2	5.3
Bachelors degree	27	71.1
Masters degree	5	13.2

Table 4 (continued)

Characteristic	Frequency	Percentage
Doctoral degree	1	2.6
Total	3	100
Age:		
28 or less	5	13.2
29-38	9	23.7
39-48	14	36.8
49-58	7	18.4
More than 58	3	7.9
Total	38	100
Hours worked per week:		
Less than 40 hours	1	2.6
41 hours to 48 hours	12	31.6
49 hours to 56 hours	17	44.7
57 hours to 64 hours	5	13.2
65 hours to 72 hours	1	2.6
More than 80 hours	1	2.6
Total valid	37	97.4
Missing	1	2.6
Total	38	100

Table 4 (continued)

Characteristic	Frequency	Percentage
Pay range:		
Less than \$20,000	1	2.6
\$20,000 - \$30,000	2	5.3
\$30,001 - \$40,000	2	5.3
\$40,001 - \$50,000	5	13.2
\$50,001 - \$60,000	3	7.9
\$60,001 - \$70,000	0	0
\$70,001 - \$80,000	1	2.6
\$80,001 - \$90,000	4	10.5
\$90,001 - \$100,000	3	7.9
Greater than \$100,000	17	44.7
Total	38	100
Full-time employees:		
Less than 20	7	18.4
20-40	1	2.6
41-60	1	2.6
61-80	2	5.3
81-110	1	2.6
111-130	1	2.6

Table 4 (continued)

Characteristic	Frequency	Percentage
Greater than 130	25	65.8
Total	38	100
Part-time Employees:		
Less than 20	11	28.9
20-40	5	13.2
41-60	4	10.5
61-80	1	2.6
81-110	3	7.9
111-130	0	0
Greater than 130	13	34.2
Total valid	37	97.4
Missing	1	2.6
Total	38	100



## Length of Internship

All four survey groups were asked to select a range that they felt represented the most appropriate internship length. The post-internship student group was also asked to select the length that best represented their actual internship length requirement. Results are shown in Table 5.

Among industry professionals, 21.1% of the sample preferred internships to be 21 weeks to 25 weeks long (n = 8), 18.4% of the sample preferred internships to be 11 weeks to 15 weeks long (n=7), 13.2% of the sample preferred for the internships to be 16 weeks to 20 weeks long (n=5), 7.9% preferred for the internships to be 6 weeks to 10 weeks long (n=3), and 7.9% preferred for the internships to be more than 25 weeks (n=26).

Among the post-internship students, 25.6% of the sample preferred internships to be 11 weeks to 15 weeks long (n=10), 20.5% of the sample preferred internships to be 21 weeks to 25 weeks long (n=8), 17.9% of the sample preferred internships to be 6 weeks to 10 weeks long (n=7), 15.4% of the sample preferred for internships to be more than 25 weeks (n=6), 12.8% of the sample preferred for internships to be 16 weeks to 20 weeks (n=5), 2.6% of the sample preferred for internships to be less than 6 weeks (n=1), and 2.6% of the respondents preferred internships to be more than 25 weeks.

Among the pre-internship students, 33.3% of the respondents preferred internships to be 11 weeks to 15 weeks long (n=23), 27.5% of the respondents preferred internships to be 6 weeks to 10 weeks long (n=19), 21.7% of the respondents preferred internships to be 16 weeks to 20 weeks long (n=15), 7.2% of the respondents preferred internships to be 21 weeks to 25 weeks long (n=5), 4.3% of the respondents preferred

internships to be more than 25 weeks (n=3), and 2.9% of the respondents preferred internships to be less than 6 weeks (n=2).

Among the faculty, 37.7% of the sample preferred internships to be 11 weeks to 15 weeks long (n=43), 28.9% of the sample preferred internships to be 16 weeks to 20 weeks long (n=33), 9.6% of the sample preferred internships to be 6 weeks to 10 weeks (n=11), and 9.6% of the sample preferred internships to be more than 25 weeks (n=11).

Table 5

*Length of Internship*

Length of internship	Industry Opinion	Faculty opinion	Pre-internship student opinion	Post- internship student opinion
Less than 6 weeks	0	0	2 (2.9%)	2 (5.1%)
6 weeks – 10 weeks	3 (7.9%)	11 (9.6%)	19 (27.5%)	7 (17.9%)
11 weeks – 15 weeks	7 (18.4%)	43 (37.7%)	23 (33.3%)	10 (25.6%)
16 weeks – 20 weeks	5 (13.2%)	33 (28.9%)	15 (21.7%)	5 (12.8%)
21 weeks – 25 weeks	8 (21.1%)	10 (8.8%)	5 (7.2%)	8 (20.5%)
More than 25 weeks	3 (7.9%)	11 (9.6%)	3 (4.3%)	6 (15.4%)
Missing	12 (31.6%)	6 (5.3%)	2 (2.9%)	1 (2.6%)

## Starting Yearly Pay

Pre-internship students, post-internship students, faculty, and industry professionals were asked to select a pay range that they felt best represented that of a hospitality graduates first job within the hospitality industry. Results are reported in Table 6.

Among industry professionals, 36.8% expect students' starting yearly pay to be \$30,001 to \$35,000 (n=14), 21.1% expect students' starting yearly pay to be \$25,001 to \$30,000 (n=8), 18.4% expect students starting yearly pay to be \$20,000 to \$25,000 (n=7), 15.8% expect students' starting yearly pay to be \$35,001 to \$40,000 (n=6), 5.3% expect students starting yearly pay to be \$40,001 to \$45,000 (n=2), and 2.6% expect students starting yearly pay to be \$45,001 to \$50,000 (n=1).

Among the faculty, 35.1% expect students' starting yearly pay to be \$35,001 to \$40,000 (n=40), 27.2% expect students' starting yearly pay to be \$30,001 to \$35,000 (n=31), 13.2% expect students starting yearly pay to be \$40,001 to \$45,000 (n=15), 13.2% expect students' starting yearly pay to be \$25,001 to \$30,000 (n=15), and 3.5% expect students' starting yearly pay to be \$45,001 to \$50,000 (n=4).

Among the pre-internship students, 23.2% expect their starting yearly pay to be \$35,001 to \$40,000 (n=16), 21.7% expect their starting yearly pay to be \$30,001 to \$35,000 (n=15), 15.9% expect their starting yearly pay to be \$40,001-\$45,000 (n=11), 11.6% expect their starting yearly pay to be \$25,001 to \$30,000, 7.2% expect their starting yearly pay to be \$20,000 to \$25,000 (n=5), 5.8% expect their starting yearly pay to be \$45,001 to \$50,000 (n=4), 2.9% expect their starting yearly pay to be more than

\$60,000 (n=2), 1.4% expect their starting yearly pay to be less than \$20,000 (n=1), and 1.4% expect their starting yearly pay to be \$50,001 to \$55,000 (n=1).

Among the post-internship students, 28.2% expect their starting yearly pay to be \$35,001 to \$40,000 (n=11), 20.5% expect their starting yearly pay to be \$30,001-\$35,000, 12.8% expect their starting yearly pay to be \$40,001-\$45,000 (n=5), 12.8% expect their starting yearly pay to be \$25,001-\$30,000, 5.1% expect their starting yearly pay to be \$20,000-\$25,000 (n=2), 5.1% expect their starting yearly pay to be \$50,001-\$55,000 (n=2), and 2.6% expect their starting yearly pay to be \$45,001-\$50,000 (n=1).

Table 6

*Stakeholder Opinions' of Starting Salary*

Starting salary	Industry	Faculty	Pre-internship	Post-internship
			student	student
Less than \$20,000	0	0	1 (1.4%)	0
\$20,000 - \$25,000	7 (18.4%)	0	5 (7.2%)	2 (5.1%)
\$25,001 - \$30,000	8 (21.1%)	15 (13.2%)	8 (11.6%)	5 (12.8%)
\$30,001 - \$35,000	14 (36.8%)	31 (27.2%)	15 (21.7%)	8 (20.5%)
\$35,001 - \$40,000	6 (15.8%)	40 (35.1%)	16 (23.2%)	11 (28.2%)
\$40,001 - \$45,000	2 (5.3%)	15 (13.2%)	11 (15.9%)	5 (12.8%)
\$45,001 - \$50,000	1 (2.6%)	4 (3.5%)	4 (5.8%)	1 (2.6%)
\$50,001 - \$55,000	0	0	1 (1.4%)	2 (5.1%)
\$55,001 - \$60,000	0	0	0	0

Table 6 (continued)

Starting salary	Industry	Faculty	Pre-internship	Post-internship
			student	student
More than \$60,000	0	0	2 (2.9%)	0
Missing	0	9 (7.9%)	4 (5.8%)	5 (12.8%)

#### Industry Supervision

In order to address research question number three, all four survey groups were asked a question regarding internship supervision. All four survey groups were asked if they thought it to be beneficial for the industry professional supervisor and the intern to meet weekly. Results are shown in Table 7.

Among the industry professionals, 65.8% of the sample reported that they believe that it would be beneficial for the intern and the industry professional to meet weekly (n=25), and 5.3% of the sample reported that they do not think that it would be beneficial for the intern and the industry professional to meet weekly (n=2).

Among the faculty, 71.1% of the faculty reported that they think that it would be beneficial for the intern and the industry professional to meet weekly (n=81), and 14% of the faculty reported that they do not think that it would be beneficial for the intern and the industry professional to meet weekly (n=16).

Among the pre-internship students, 75.4% of the sample reported that they think that it would be beneficial to the intern and the industry professional to meet weekly (n=52), and 11.6% of the sample reported that they do not think that it would be beneficial to the intern and the industry professional to meet weekly (n=8).

Among the post-internship students, 82.1% reported that they think that it would be beneficial for the intern and industry professional to meet weekly (n=32), and 10.3% reported that they do not think that it would be beneficial for the intern and the industry professional to meet weekly (n=4).

Table 7

*Stakeholder Opinions' on Weekly Meetings*

Beneficial to meet weekly?			Pre-internship	Post-internship
	Industry	Faculty	student	student
No	2 (5.3%)	16 (14%)	8 (11.6%)	4 (10.3%)
Yes	25 (65.8%)	81 (71.1%)	52 (75.4%)	32 (82.1%)
Missing	11 (28.9%)	17 (14.9%)	9 (13%)	2 (5.1%)

Table 8 shows descriptive statistics regarding hospitality internship stakeholder opinions on the ideal length of internship requirements. The investigator coded the ranges for data entry and statistical evaluating purposes. The data were coded as follows: A number 1 was assigned to the respondents that selected the “less than 6 weeks” option. A



number 2 was assigned to the respondents that selected the “6 weeks to 10 weeks” option. A number 3 was assigned to the respondents that selected the “11 weeks to 15 weeks” option. A number 4 was assigned to the respondents that selected the “16 weeks to 20 weeks” option. A number 5 was assigned to the respondents that selected the “21 weeks to 25 weeks” option. A number 6 was assigned to the respondents that selected the “more than 25 weeks” option. The pre-internship students (n=56) had a mean of 3.14, and a standard deviation of 1.10. Therefore, the mean for the pre-internship students’ fell between the 11 week to 15 week range and the 16 week to 20 week range. The post-internship students (n=33) had a mean of 3.61, and a standard deviation of 1.66. Therefore, the mean for the post-internship students’ fell between the 11 week to 15 week range and the 16 week to 20 week range. The faculty (n=89) had a mean of 3.69, and a standard deviation of 1.16. Therefore, the mean for the faculty groups fell between the 11 week to 15 week range and the 16 week to 20 week range. The industry professionals (n=26) had a mean of 3.73, and a standard deviation of 1.40. Therefore, the mean for the industry professional group fell between the 11 week to 15 week range and the 16 week to 20 week range. Table 8 also presents descriptive statistics of hospitality internship stakeholders’ opinions regarding starting salary for hospitality graduates. The data were coded as follows: 1) 1 was assigned to “less than \$20,000”, 2) 2 was assigned to “\$20,000 to \$25,000”, 3) 3 was assigned to “\$25,001 to \$30,000”, 4) 4 was assigned to “\$30,001 to \$35,000”, 5) 5 was assigned to “\$35,001 to \$40,000”, 6) 6 was assigned to “\$40,001 to \$45,000”, 7) 7 was assigned to “\$45,001 to \$50,000”, 8) 8 was assigned to “\$50,001 to \$55,000”, 9) 9 was assigned to “\$55,001 to \$60,000”, 10) 10 was assigned to “more than \$60,000”. A descriptive analysis showed that the 56 pre-internship students

had a mean of 4.63 and a standard deviation of 1.72. Therefore, the mean for the pre-internship student group fell between the \$30,001 to \$35,000 range and the \$35,001 to \$40,000 range. The post-internship students (n=33) had a mean score of 4.73 and a standard deviation of 1.44. Therefore, the mean for the post-internship student group fell between the \$30,001 to \$35,000 range and the \$35,001 to \$40,000 range. The faculty (n=89) had a mean of 4.58 and a standard deviation of .96. Therefore, the mean for the faculty group fell between the \$30,001 to \$35,000 range and the \$35,001 to \$40,000 range. The industry professionals (n=26) had a mean of 3.77 and a standard deviation of 1.31. Therefore the mean for the industry professional group fell between the \$25,001 to \$30,000 range and the \$30,001 to \$35,000 range.

Table 8 also shows descriptive statistics of stakeholders' opinions regarding the importance of weekly meetings. The investigator assigned a zero to respondents that felt that it was not beneficial for the intern and the industry supervisor to meet weekly, and assigned a one to respondents that felt that it was beneficial for the intern and industry supervisor to meet weekly. This descriptive analysis showed that of the pre-internship students, 56 believed it to be beneficial for the intern and industry professional to meet weekly, resulting in a proportion of .86 and a standard deviation of .35. The post-internship students (n=33) had a proportion of .94 and a standard deviation of .35. The faculty (n=89) had a proportion of .84 and a standard deviation of .37. The industry professionals (n=26) had a proportion of .88 and a standard deviation of .33.

Table 8  
*Descriptive Statistics for Internship Length, Starting Salary, & Weekly Meetings*

Response variable	Group	Std.		N
		Mean	Deviation	
In your opinion, how long do				
you think hospitality				
internships should last?				
	Pre	3.14	1.10	56
	Post	3.61	1.66	33
	Faculty	3.69	1.16	89
	Prof'l	3.73	1.40	26
	Total	3.53	1.28	204
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If you were to take a full time				
job in the hospitality industry				
right after graduation, what do				
you expect that your starting				
yearly salary would be?				
	Pre	4.63	1.72	56
	Post	4.73	1.44	33
	Faculty	4.58	.96	89
	Prof'l	3.77	1.31	26
	Total	4.51	1.35	204

*table continues*

Table 8 (continued)

Response variable	Time	Std.		N
		Mean	Deviation	
Do you think that it would be beneficial to the intern and the industry professional to meet weekly to discuss objectives and progress?	Pre	.86	.35	56
	Post	.94	.35	33
	Faculty	.84	.37	89
	Prof'l	.88	.33	26
	Total	.87	.35	204

*Note.* The investigator assigned numbers to the answers that involved ranges and yes/no responses. For the first question, the coding went as follows: 1) a one was assigned to the "less than 6 weeks response", 2) a two was assigned to the "6 weeks to 10 weeks response", 3) a three was assigned to the "11 weeks to 15 weeks" response, 4) a four was assigned to the "16 weeks to 20 weeks" response, 5) a five was assigned to the "21 weeks to 25 weeks" response, 6) a six was assigned to the "more than 25 weeks" response. For the second question The data were coded as follows: 1) 1 was assigned to "less than \$20,000", 2) 2 was assigned to "\$20,000 to \$25,000", 3) 3 was assigned to "\$25,001 to \$30,000", 4) 4 was assigned to "\$30,001 to \$35,000", 5) 5 was assigned to "\$35,001 to \$40,000", 6) 6 was assigned to "\$40,001 to \$45,000", 7) 7 was assigned to "\$45,001 to \$50,000", 8) 8 was assigned to "\$50,001 to \$55,000", 9) 9 was assigned to "\$55,001 to \$60,000", 10) 10 was assigned to "more than \$60,000". For the third question, the investigator assigned a zero to all "no" responses and a one was assigned to all "yes" responses.

An ANOVA (test of between-subjects effects) was performed on all four stakeholder groups' opinions regarding length of internships, expected starting salary, and weekly meetings. Results are shown in Table 9. Significant differences were found between group opinions regarding expected starting salary for hospitality graduates ( $F=3.21, p=.02$ ). Therefore, the probability of this result occurring by chance is very small.

However, the group values regarding length of internship ( $F=2.43$ ,  $p=.07$ ) and weekly meetings ( $F=.63$ ,  $.56$ ) failed to reveal a statistically significant difference in opinions.

Table 9

*ANOVA Results for Internship Length, Starting Salary, & Weekly Meetings*

Dependent Variable	df	F	$\eta^2$	<i>p.</i>
In your opinion, how long do you think hospitality internships should last?	3	2.43	.04	.07
Total	204	(1.62)		
If you were to take a full time job in the hospitality industry right after graduation, what do you expect that your starting yearly salary would be?	3	3.21	.05	.02*
Total	204	(1.77)		
Do you think that it would be beneficial to the intern and the industry professional to meet weekly to discuss objectives and progress?	3	.63	.01	.59
Total	204	(.13)		

*Note.* Values enclosed in parentheses represent mean square errors. \* $p < .05$  The investigator assigned numbers to the answers that involved ranges and yes/no responses. For the first question, the coding went as follows: 1) a one was assigned to the "less than 6 weeks response", 2) a two was assigned to the "6 weeks to 10 weeks response", 3) a three was assigned to the "11 weeks to 15 weeks"

response, 4) a four was assigned to the “16 weeks to 20 weeks” response, 5) a five was assigned to the “21 weeks to 25 weeks” response, 6) a six was assigned to the “more than 25 weeks” response. For the second question The data were coded as follows: 1) 1 was assigned to “less than \$20,000”, 2) 2 was assigned to “\$20,000 to \$25,000”, 3) 3 was assigned to “\$25,001 to \$30,000”, 4) 4 was assigned to “\$30,001 to \$35,000”, 5) 5 was assigned to “\$35,001 to \$40,000”, 6) 6 was assigned to “\$40,001 to \$45,000”, 7) 7 was assigned to “\$45,001 to \$50,000”, 8) 8 was assigned to “\$50,001 to \$55,000”, 9) 9 was assigned to “\$55,001 to \$60,000”, 10) 10 was assigned to “more than \$60,000”. For the third question, the investigator assigned a zero to all “no” responses and a one was assigned to all “yes” responses.

Pairwise comparisons were made between all four groups of hospitality internship stakeholders on their responses regarding their opinions’ expected starting yearly salary for a hospitality graduate working within the hospitality industry. Table 10 shows these pairwise comparison results.

All four survey groups were asked to select a salary range that they felt most closely resembled the average starting salary for a students’ first full-time job working in the hospitality industry upon graduation. Table 10 shows that there is significance in the mean difference between the industry professionals groups’ opinion and all other survey groups’ opinions. Significance for the industry professional and pre-internship comparison was  $p < .01$ .

Table 10  
*Pairwise Comparisons for Starting Salary*

Response variable	Group		Mean .	Std. error	<i>p</i>
	(I)	(J)	difference (I-J)		
If you were to take a full time job in the hospitality industry right after graduation, what do you expect that your starting yearly salary would be?	Pre	Post	-.10	.29	.73
		Faculty	.04	.23	.86
		Prof'l	.86(*)	.32	.01
	Post	Pre	.10	.29	.73
		Faculty	.14	.27	.59
		Prof'l	.96(*)	.35	.01
	Faculty	Pre	-.041	.23	.86
		Post	-.143	.27	.59
		Prof'l	.82(*)	.29	.01
	Prof'l	Pre	-.86(*)	.32	.01
		Post	-.96(*)	.35	.01
		Faculty	-.82(*)	.29	.01

*Note.* The investigator assigned numbers to the answers that involved ranges and yes/no responses. For the first question, the coding went as follows: 1) a one was assigned to the "less than 6 weeks response", 2) a two was assigned to the "6 weeks to 10 weeks response", 3) a three was assigned to the "11 weeks to 15 weeks" response, 4) a four was assigned to the "16 weeks to 20 weeks" response, 5) a five was assigned to the "21 weeks to 25 weeks" response, 6) a six was assigned to the "more than 25 weeks" response. For the second question The data were coded as follows: 1) 1 was assigned to "less than \$20,000", 2) 2 was assigned to "\$20,000 to \$25,000", 3) 3 was assigned to "\$25,001 to \$30,000", 4) 4 was assigned to "\$30,001 to \$35,000", 5) 5 was assigned to "\$35,001 to \$40,000", 6) 6 was assigned to "\$40,001 to \$45,000", 7) 7 was assigned to "\$45,001 to \$50,000", 8) 8 was assigned to "\$50,001 to \$55,000", 9) 9 was assigned to "\$55,001 to \$60,000", 10) 10 was assigned to "more than \$60,000". For the third question, the investigator assigned a zero to all "no" responses and a one was assigned to all "yes" responses.



## Prior Work Experience

Table 11 shows the descriptive statistics for the students' prior work experience in the hospitality industry and hours per week that they think they will be working in their first job in the hospitality industry.

First, the pre-internship and post-internship student groups were asked if they had prior work experience in the hospitality industry. Table 11 shows descriptive statistics for both of these groups regarding their prior work experience. The investigator assigned a zero to students that claimed to not have any work experience in the hospitality industry, and a one was assigned to students that claimed to have work experience in the hospitality industry. The pre-internship student group (n=69) showed a proportion of .88 and a standard deviation of .32. The post-internship student group (n=37) showed a proportion of .89 and a standard deviation of .32. Therefore, for both groups, over 75% of the students had prior work experience in the hospitality industry.

Second, the pre-internship student group and the post-internship student group were asked, if they had prior work experience in the hospitality industry, and to select a range that most closely resembles the amount of prior work experience they had. Table 11 shows descriptive statistics for responses regarding the amount of prior work experience for the pre-internship student group and the post-internship student group. The investigator coded the variables as follows: 1) 1 was assigned to "less than 3 months", 2) 2 was assigned to "3 months to 6 months", 3) 3 was assigned to "7 months to 1 year", 4) 4 was assigned to "2 years to 3 years", 5) 5 was assigned to "4 years to 5 years", 6) 6 was assigned to "6 years to 7 years", and 7) 7 was assigned to "more than 7 years". The pre-

internship student group had a mean of 3.83 and a standard deviation of 1.38. Therefore, the mean of the pre-internship student group fell in between the 7 months to 1 year range and the 2 year to 3 year range. The post-internship student group had a mean of 3.76 and a standard deviation of 1.35. Therefore, the mean of the post-internship student group fell in between the 7 months to 1 year range and the 2 year to 3 year range.

Third, the pre-internship student group and the post-internship student group was asked to select an hour range that they felt most closely resembles the amount of hours that they thought they would be working per week if they were to accept a full-time position in the hospitality industry upon graduation. The investigator coded the ranges as follows: 1) 1 was assigned to “less than 40 hours”, 2) 2 was assigned to “41 hours to 48 hours”, 3) 3 was assigned to “49 hours to 56 hours”, 4) 4 was assigned to “57 hours to 64 hours”, 5) 5 was assigned to “65 hours to 72 hours”, 6) 6 was assigned to “73 hours to 80 hours”, and 7) 7 was assigned to “more than 80 hours”. For the pre-internship student group, the 41-48 hours per week range showed the highest percentage of responses (30.4%, n=21). For the post-internship student group, the 49-56 hours per week range shows the highest percentage of responses (46.2%, n=18). Table 12 shows descriptive statistics for each of these groups. The pre-internship student group had a mean of 3.19 and a standard deviation of 1.32. Therefore the mean for the pre-internship student group fell in between the 49-56 hours per week range and the 57-64 hours per week range. The post-internship student group had a mean of 3.18 and a standard deviation of .88. Therefore, the mean for the post-internship student group fell in between the 49-56 hours per week range and the 57-64 hours per week range.

Table 11

*Descriptive statistics for questionnaire items, pre- and post-internship*

	Time	Mean	Std. Deviation	N
Prior to your internship, had you worked in the hospitality industry?	Pre	.88	.32	69
	Post	.89	.32	37
	Total	.89	.32	106
If yes to number 8, how long?	Pre	3.83	1.38	59
	Post	3.76	1.35	33
	Total	3.80	1.36	92
If you were to work in the hospitality industry full-time(once you graduate from college), how many hours a week on average do you think that you would be working?	Pre	3.19	1.33	59
	Post	3.18	.88	33
	Total	3.18	1.19	92

*Note.* For coding purposes, the investigator assigned numbers to ranges and yes/no responses. For the first question, a zero was assigned to all "no" responses and a one was assigned to all "yes" responses. For the second question, the variables were coded as follows: 1) 1 was assigned to "less than 3 months", 2) 2 was assigned to "3 months to 6 months", 3) 3 was assigned to "7 months to 1 year", 4) 4 was assigned to "2 years to 3 years", 5) 5 was assigned to "4 years to 5 years", 6) 6 was assigned to "6 years to 7 years", and 7) 7 was assigned to "more than 7 years". For the third question, the variables were coded as follows: 1) 1 was assigned to "less than 40 hours", 2) 2 was assigned to "41 hours to 48 hours", 3) 3 was assigned to "49 hours to 56 hours", 4) 4 was assigned to "57 hours to 64 hours", 5) 5 was assigned to "65 hours to 72 hours", 6) 6 was assigned to "73 hours to 80 hours", and 7) 7 was assigned to "more than 80 hours".

## Weekly Work Hours

Table 12 shows detailed response percentages for the pre-internship student group and the post-internship student group regarding their opinions' on the amount of hours they believed that they would be working if they worked a full-time job in the hospitality industry after graduating from college. Among pre-internship students', 30.4% of the

sample reported that they think they will be working 41 to 48 hours per week (n=21), 23.2% of the sample reported that they think they will be working 49 to 56 hours per week, 20.3% of the sample reported that they think that they will be working 57 to 64 hours per week (n=14), 8.7% of the sample reported that they think that they will be working 65-72 hours per week (n=6), 5.8% of the sample reported that they think that they will be working less than 40 hours per week (n=4), and 5.8% of the sample reported that they think that they will be working 73-80 hours per week (n=4).

Among the post-internship students, 46.2% of the sample expect that they will be working 49 to 56 hours per week (n=18), 23.1% of the sample expect that they will be working 41-48 hours per week (n=9), 17.9% of the respondents expect that they will be working 57 to 64 hours per week (n=7), and 7.7% of the respondents expect that they will be working 65 to 72 hours per week.

Table 12

*Pre- and Post Internship Opinions' of Work Hours per Week*

Number of hours worked	Pre-internship student	Post-internship student
Less than 40 hours	4 (5.8%)	0
41 – 48 hours	21 (30.4%)	9 (23.1%)
49 – 56 hours	16 (23.2%)	18 (46.2%)
57 – 64 hours	14 (20.3%)	7 (17.9%)
65 – 72 hours	6 (8.7%)	3 (7.7%)
73 – 80 hours	4 (5.8%)	0
More than 80 hours	0	0
Missing	4 (5.8%)	2 (5.1%)

An ANOVA (test of between-subjects effects) was performed on the pre-internship student group and post-internship student group answers regarding whether or not they had prior work experience in the hospitality industry, length of prior work experience, and expected work weekly hours. Results for these tests are shown in Table 13. These results failed to reveal statistically significant differences between group responses. In other words, responses regarding these three topics do not vary significantly among these two groups. Group responses regarding whether or not they had prior work experience revealed  $F=.01$  and  $p=.91$ . Group responses regarding length of work experience revealed  $F=.06$  and  $p=.81$ . Group responses regarding work hours per week revealed  $F=.00$  and  $p=.99$ .

Table 13

*ANOVA results for pre- vs. post-internship groups*

Source	Dependent variable	df	Mean		
			square	F	Sig.
Group	Prior to your internship, had you worked in the hospitality industry?	1	.001	.014	.905
	If yes to number 8, how long?	1	.113	.060	.807
	If you were to work in the hospitality industry full-time(once you graduate from college), how many hours a week on average do you think that you would be working?	1	.000	.000	.986

#### Opinions of Internship Preparedness

Pre-internship students and post-internship students were asked to rate their level of preparedness for their internship on a scale from one to five, with one being “unprepared” and 5 being “prepared”. The industry professionals were also asked to choose a level, on a scale from one to five, that they felt best represented interns’ level of preparedness when they came to work with their company. Table 14 shows descriptive statistics for the pre-internship students’, the post-internship students’, and the industry professionals’ opinions regarding interns’ level of preparedness upon beginning their internship experience. The pre-internship student group (n=60) had a mean of 3.82 and a standard deviation of .98. The post-internship student group (n=35) had a mean of 3.74 and a standard deviation of .99. The industry professional group (n=27) had a mean of 2.89 and a standard deviation of .64.

Table 14

*Descriptive Statistics for Interns' Level of Preparedness*

Group	Mean	Std. Deviation	N
Pre	3.82	.983	60
Post	3.74	.988	35
Prof	2.89	.641	27
Total	3.59	.988	122

*Note.* Respondents selected a number on a likert scale that ranged between one and five. The one represented “unprepared” and the five represented “prepared”.

An ANOVA (test of between-subjects effects) was run on the pre-internship student group, the post-internship student group, and the industry professionals' opinions regarding interns' average preparedness. Results for this test are shown in Table 15. Significant differences were found between group opinions regarding intern preparedness ( $F=10.13$ ,  $p<.001$ ). Therefore, the probability of this result occurring by chance is very small.

Table 15

*ANOVA Results for Interns' Level of Preparedness*

Dependent Variable	df	F	$\eta^2$	<i>p.</i>
Do you feel that your hospitality program has adequately prepared you for your internship position?	2	10.133	.146	<.001
Within-group error	119	(.847)		

*Note.* Respondents selected a number on a likert scale that ranged between one and five. The one represented “unprepared” and the five represented “prepared”.



Table 16 shows pairwise comparison results (making comparisons between each pair of means) on students' average level of internship preparedness for the pre-internship student group, the post-internship student group, and the industry professional. In all, there are three different comparisons. The results for each comparison are reported twice. There is significant difference in the mean difference between industry professionals' and pre-internship students. This difference would occur by chance less than 5 times out of 1,000 ( $p < .05$ ).

There is also significant difference in the mean difference between industry professionals and post-internship students. This difference would occur by chance less than 5 times out of 1,000 ( $p < .001$ ). Therefore, this difference is not likely to occur by chance. A 95% confidence interval for difference was made and the population mean difference for the industry professionals and the post-internship student group ranges from -1.32 to -.39 ninety-five percent of the time.

There is not significant difference in the mean difference between pre-internship students and post-internship students. The level of significance for this comparison is .71.

Table 16

*Pairwise Comparisons for Opinions on Students' Preparedness for Internship*

		Mean		
Group	Group	Difference	Std.	
(I)	(J)	(I-J)	Error	Sig.(a)
Pre	Post	.07	.19	.71
	Prof	.93(*)	.21	<.00
Post	Pre	-.07	.19	.71
	Prof	.85(*)	.24	<.00
Prof	Pre	-.93(*)	.21	<.00
	Post	-.85(*)	.24	<.00

*Note.* Respondents selected a number on a likert scale that ranged between one and five. The one represented "unprepared" and the five represented "prepared".

## CHAPTER V. SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter is divided into five sections. The first section is a brief summary of the purpose and design of the study. The second and third sections present the findings and conclusions gathered from the analysis of the data. The fourth and fifth sections contain implications and recommendations.

The purpose of the study is to investigate hospitality internships so that: 1) the internship experience can be strengthened and improved in such a way that students and industry professionals are both receiving benefit, 2) all stakeholder groups may gain a better understanding of hospitality students' level of preparedness for their internship experience, 3) information is provided to show if an internship experience has an effect on hospitality students' perspectives of their first job within the hospitality industry, and 4) all stakeholder groups are provided up-to-date information regarding characteristics of hospitality graduates' first job within the hospitality industry. All stakeholder groups may benefit from this study as they will be provided information regarding characteristics of hospitality internships, perspectives of hospitality students' pre-internship experience and post-internship experience, and characteristics of hospitality graduates first job within the hospitality industry.

A total sample size of 260 respondents in four survey groups was utilized for this study. The research method applied in this study was descriptive research design.

### Sample Review

In this study, there were 260 respondents with 26.5% (n=69) pre-internship students, 14.6% (n=38) post-internship students, 43.5% (n=113) hospitality faculty, and 14.6% (n=38) lodging industry professionals. The study utilized five research questions to guide the study.

The five research questions used in the investigation were:

Research Question 1: What are the opinions of pre-internship hospitality students, post-internship hospitality students, hospitality faculty, and hospitality industry professionals regarding the required length of hospitality internship experiences?

Research Question 2: What are the opinions of pre-internship hospitality students, post-internship hospitality students, hospitality faculty, and hospitality industry professionals' regarding the average starting salary for a hospitality graduate's first job within the hospitality industry?

Research Question 3: Is it beneficial for an intern and an industry professional to meet weekly to discuss objectives and progress?

Research Question 4: How much hospitality work experience do hospitality students have prior to their internship experience?

Research Question 5: What are pre-internship hospitality students' and post-internship hospitality students' opinions on the amount of hours per week that a new hospitality graduate would work in their first job within the hospitality industry?

Research Question 6: Do hospitality students and hospitality industry professionals feel that university-level hospitality programs are adequately preparing hospitality students for their hospitality internship experiences?

### Findings

A summary of the findings of the data analysis is presented as follows:

All four survey groups selected an internship length range that they felt most accurately represented an ideal internship length requirement. For the industry professional, the 21-25 week range showed the largest percentage response (21.8%, n=8). For the faculty group, the 11-15 week range showed the largest percentage response (37.7%, n=43). For the pre-internship students group, the 11-15 week range showed the largest percentage response (33.3%, n=23). For the post-internship student group, the 11-15 week range showed the largest percentage response (25.6%, n=10). A mixed-model ANOVA (test of between-subject effects) and a pairwise comparison were run on all four stakeholder group opinions regarding the ideal length for an internship. Table 9 shows that the group values regarding the ideal length for an internship requirement failed to reveal a statistically significant difference between groups ( $F=2.43$ ,  $p=.07$ ). Table 9 shows that there is no significance in the mean difference between any of the four group opinions.

All four survey groups selected a salary range that they felt most accurately represented the salary of a hospitality graduates first job within the hospitality industry. For the industry professional group, the \$30,000 to \$35,000 range showed the largest percentage of responses (36.8%, n=14). For the faculty group, the \$35,001 to \$40,000

range showed the largest percentage of responses (35.1%, n=40). For the pre-internship student group, the \$35,001 to \$40,000 range showed the largest percentage of responses (23.2%, n=16). For the post-internship student group, the \$35,001 to \$40,000 showed the largest percentage of responses (28.2%, n=11). A mixed-model ANOVA (tests of between-subjects effects) was run on all four stakeholder groups' opinions regarding starting salary. Table 9 shows that significant differences were found between group opinions regarding expected starting salary for hospitality graduates ( $F=3.21$ ,  $p=.02$ ). In addition, pairwise comparisons were run to compare all group opinions. Table 10 shows these results. Statistically significant differences were found between the following :1) industry professional group opinion and the faculty group opinion, 2) the industry group opinion and the pre-internship student group opinion, 3) the industry group opinion and the post-internship student group opinion. All other results regarding starting salary failed to reveal any statistical significance difference in opinions. The comparisons that failed to reveal any statistical significance were: 1) the pre-internship group opinion and the post-internship group opinion, 2) the pre-internship group opinion and the faculty group opinion, and 3) the post-internship group opinion and the faculty group opinion.

All four survey groups were asked if they felt that it would be beneficial for the intern and the industry supervisor to meet weekly to discuss objectives and progress. Among the industry professional group, the majority of the respondents (65.8%, n=25) showed that they felt that it would be beneficial for the intern and the industry professional to meet weekly. Among the faculty group, the majority of the respondents (71.1%, n=81) showed that they felt that it would be beneficial to meet weekly. Among the pre-internship student group, the majority of the respondents (75.4%, n=52) showed

that they felt that it would be beneficial to meet weekly. Among the post-internship student group, the majority of the respondents (82.1%, n=32) showed that they felt that it would be beneficial to meet weekly. An ANOVA (tests of between-subject effects) was performed on all four survey groups. All results from the tests regarding weekly meetings failed to reveal any statistical significance difference in opinions because the majority response from each group showed that most respondents believed it to be beneficial for industry professionals and interns to meet weekly .

The pre-internship and post-internship student groups were asked if they had prior work experience in the hospitality industry. Table 11 shows descriptive statistics for both of these groups regarding their prior work experience. The pre-internship student group (n=69) showed a proportion of .88 and a standard deviation of .32. The post-internship student group (n=37) showed a proportion of .89 and a standard deviation of .32. Therefore, for both groups approximately half of the students had work experience in the hospitality industry prior to their internship. An ANOVA was run for these two student groups regarding prior work experience. Results from these tests failed to report any statistical significance among these two groups' responses on prior work experience.

The pre-internship student group and the post-internship student group were asked, if they had prior work experience in the hospitality industry, to select a range that most closely resembles the amount of prior work experience they had. Table 11 shows descriptive statistics for responses regarding the amount of prior work experience for the pre-internship student group and the post-internship student group. The pre-internship student group had a mean of 3.83 and a standard deviation of 1.38. Therefore, the mean of the pre-internship student group fell in between the 7 months to 1 year range and the 2

year to 3 year range. The post-internship student group had a mean of 3.76 and a standard deviation of 1.35. Therefore, the mean of the post-internship student group fell in between the 7 months to 1 year range and the 2 year to 3 year range. An ANOVA was run for these two student groups regarding amount prior work experience. Results from these tests failed to report any statistical significance among these two groups' responses on amount prior work experience.

The pre-internship student group and the post-internship student group were asked to select a range that they felt best represented the amount of hours per week that they think they would be working if they were to work in the hospitality industry full-time upon graduation from college. Table 12 shows details regarding each group's responses.

For the pre-internship student group, the 41-48 hours per week range showed the highest percentage of responses (30.4%, n=21). For the post-internship student group, the 49-56 hours per week range shows the highest percentage of responses (46.2%, n=18). Table 11 shows descriptive statistics for each of these groups. The pre-internship student group had a mean of 3.19 and a standard deviation of 1.32. Therefore, the mean for the pre-internship student group fell between the 49-56 hours per week range and the 57-64 hours per week range. The post-internship student group had a mean of 3.18 and a standard deviation of .88. Therefore, the mean for the post-internship student group fell between the 49-56 hours per week range and the 57-64 hours per week range. A mixed-model ANOVA and was run for both of these groups' opinions on weekly work hours. Results for these tests failed to reveal any statistically significant differences in these two student groups' opinions regarding weekly work hours.



Pre-internship students and post-internship students were asked to rate their level of preparedness for their internship on a scale from one to five. The industry professionals were also asked to choose a level, on a scale from one to five, that they felt best represented how prepared interns were when they came to work with their company. Table 14 shows descriptive statistics for all three of these group responses. The pre-internship group had a mean of 3.82 and a standard deviation of .98. The post-internship student group had a mean of 3.74 and a standard deviation of .99. The industry professional group had a mean of 2.89 and a standard deviation of .64. Table 15 shows a mixed-model ANOVA (test of between-subject effects) that was run for all three of these groups' opinions regarding intern preparedness. Significant differences were found between group opinions ( $F=10.13$ ,  $p=.00$ ). Therefore, the probability of these differences happening by chance was very small. In addition, pairwise comparisons were run for these groups. Table 16 displays these comparisons. Significant statistical difference was found in the mean difference between industry professional opinions and pre-internship student opinions. There was also significant statistical difference in the mean difference between industry professional opinions and post-internship student opinions.

In a study reported in the *Cornell Hotel and Restaurant Administration Quarterly*, a survey of 46 professionals from the hospitality industry tested the outlook toward the effectiveness of hospitality education curricula (Lefever & Withiam, 1998). The results from the surveys showed that graduating students' main weakness involves the students' frequent overestimate of their abilities and their unrealistically high expectations for their first jobs, rather than a systematic problem with technical expertise (Lefever & Withiam, 1998). The study was congruent with Lefever' and Withiam's findings. The respondents

showed to be strongly supportive of internships as a key element of helping students to have a realistic expectation of their first job within the hospitality industry. When asked about the effective way to help students make the transition from academe to industry, prior job experience and internships also figured in many of the responses to the question (Lefever & Withiam, 1998).

Research has shown certain job characteristics to be linked to job satisfaction. Hackman and Oldman (1980) suggested five key job characteristics to be critical to job satisfaction. These five characteristics are skill variety, task identity, task significance, autonomy and job feedback. They claim that jobs high in these characteristics offer workers a positive environment for motivation and satisfaction. Creating an environment high in these job characteristics can lead to positive internship experiences. The study was congruent with Hackman's and Oldman's suggestions as respondents from the study believe that the intern and the industry professional should meet weekly.

Hsin-Wei Fu (1999) performed a study to investigate student, faculty, and industry professionals' attitudes towards hospitality internships, as well as the differences among student, faculty, industry professional attitudes towards hospitality internships. Fu performed this study using 100 Taiwanese students who had participated in internships, 20 members of faculty who had taught in the tourism department and 20 industry professionals whose workplace provided internship experiences for a tourism department. Through his research, Fu came to the following conclusions: students need timely feedback from industry professionals to perform their operations effectively; interns provide a hiring pool for industry professionals; and with a highly structured internship,

students are able to learn skills, gain knowledge and experience from the internship that increases their future career marketability. The majority of the students viewed the internship as an opportunity to make money, but faculty and industry professionals placed more emphasis on the internship as an educational experience. Industry professionals would prefer the internship to require more hours, but the students felt that the established required hours were sufficient. This study was congruent with Fu's findings regarding the need for timely feedback. However, this was not congruent with Fu's findings regarding the students' disagreement on the length of internship requirements. This study showed students' and industry professionals' to agree on the length of internship requirements.

Ardel Neslon (1994) performed a study to investigate the factors related to students' satisfaction with their hospitality internship experiences. In addition, the study was designed to determine whether, and to what degree, relationships existed between job dimensions, supportive relationships and students; and satisfaction with their internships (Nelson, 1994). Findings from this study revealed that students are most satisfied with internships that provide relevant work, with some autonomy, and with timely feedback. (Nelson, 1994). This study was congruent with Nelson's findings regarding the need for timely feedback.

## Conclusions

Based on the results of this investigation, the researcher formulated the following conclusions.

1. In response to research question one, all four survey groups were asked to select an ideal length for an internship requirement. Statistically significant differences in opinion were only found between the faculty group and the pre-internship student group.

2. In response to research question two, all four survey groups were asked to select a range that they felt most closely resembles starting salary for a hospitality graduate working a full-time job in the hospitality industry upon graduation from college.

Statistically significant differences were found between the: 1) industry professional group opinion and the faculty group opinion, 2) the industry group opinion and the pre-internship student group opinion, 3) the industry group opinion and the post-internship student group opinion.

3. In response to research question three, all four stakeholder groups were asked if they felt that it would be beneficial for industry professionals and the interns to meet weekly to discuss objectives and progress. No statistically significant differences were found between all four survey groups' opinions regarding whether it is beneficial for the industry professional supervisors and interns to meet weekly to discuss objectives and progress.

4. In response to research question four, the pre-internship student group and the post-internship student group were asked if they had work experience prior to their internship. No statistical significance was found between the pre-internship student and post-internship students' responses on whether they had prior work experience.

5. In response to research question five, the pre-internship student group and the post-internship student group were asked how much work experience they had prior to their internship. There was no statistical significance between the pre-internship student group responses and post-internship group responses on amount of work experience they had prior to their internship.

6. In response to research question six, the pre-internship student group, the post-internship student group, and the industry professional group was asked to select a level, on a scale from one to five, that they felt best represented interns' level of preparedness. There was statistically significant difference between the industry professional group responses, the pre-internship student group responses, and the post-internship student groups' responses regarding interns' level of preparedness.

### Implications

1. The results of this study were expected to provide significant data for industry professional internship supervisors and faculty internship supervisors to assist them in better developing and controlling hospitality internship requirements.
2. The findings from this study may be used as a basis in evaluating hospitality education and hospitality internships in university-level hospitality programs.
3. The findings from this study may be used as an aid for university-level hospitality students who are preparing for their hospitality internship requirement and their first job within the hospitality industry.

4. The findings from this study may contribute to the development of hospitality curricula and education in order to better prepare hospitality students for their internship requirements and first job within the hospitality industry.
5. The findings from this study will add to the key developments of research that already exist on this topic.

### Recommendations

The following recommendations are made with regard to this investigation.

1. It is recommended that additional research be performed to involve a more diverse group of industry professionals working in various segments of the hospitality industry (not only lodging professionals).
2. It is recommended that additional research be conducted to include a larger sample size and to include various colleges and universities.
3. It is recommended that additional research be conducted to include career progress of university-level hospitality alumni and key components of their hospitality education program.
4. It is recommended that university-level hospitality programs work to better prepare students for their internship experience according to competencies needed in the hospitality industry.
5. It is recommended that university-level hospitality programs inform students of their predicted starting salary range according to current industry starting pay for graduates.
6. It is recommended that university-level faculty inform pre-internship students of the importance and value of experiential learning.

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## APPENDICES



APPENDIX A  
INSTITUTIONAL REVIEW BOARD  
LETTER OF APPROVAL FOR RESEARCH

# Auburn University

Auburn University, Alabama 36849



Office of Human Subjects Research  
307 Samford Hall

Telephone: 334-844-5966  
Fax: 334-844-4391  
hsubjec@auburn.edu

August 23, 2005

MEMORANDUM TO: Jona C. Simmons  
NUFS

PROTOCOL TITLE: "Hospitality Internships: Stakeholder Perceptions and Expectations"

IRB FILE: 05-145 EP 0508

APPROVAL DATE: August 22, 2005  
EXPIRATION DATE: August 21, 2006

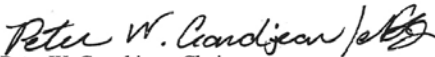
The above referenced protocol was approved by IRB Expedited procedure under Expedited Category #7 on August 22, 2005. You should report to the IRB any proposed changes in the protocol or procedures and any unanticipated problems involving risk to subjects or others. Please reference the above authorization number in any future correspondence regarding this project.

If you will be unable to file a Final Report on your project before August 21, 2006, you must submit a request for an extension of approval to the IRB no later than August 1, 2006. If your IRB authorization expires and/or you have not received written notice that a request for an extension has been approved prior to August 21, 2006, you must suspend the project immediately and contact the Office of Human Subjects Research for assistance.

A Final Report will be required to close your IRB project file. You are reminded that consent forms must be retained at least three years after completion of your study.

If you have any questions concerning this Board action, please contact the Office of Human Subjects Research at 844-5966.

Sincerely,

  
Peter W. Grandjean, Chair  
Institutional Review Board for the Use of Human  
Subjects in Research

cc: Doug White  
Susan Hubbard

APPENDIX B  
INDUSTRY PROFESSIONAL  
SURVEY CONSENT LETTER

Information Sheet  
For The Study

*Hospitality Internships: Stakeholder Perceptions and Expectations*

You are invited to participate in a research study to obtain information relating to the variables that affect internship experiences for hospitality students. You were selected as a possible participant because of your association with the lodging industry. This study is being conducted by Jona C. Simmons, a graduate student in hotel and restaurant management at Auburn University, under the supervision of Dr. Susan Hubbard, associate professor of hotel and restaurant management at Auburn University. I hope to evaluate factors that lead to a hospitality internship experience that will be beneficial to students, faculty, and industry professionals in hospitality.

If you decide to participate, please complete the attached survey in order to assist with this study. It should take approximately 10 minutes to completely fill out the enclosed survey and provide us with your thoughts and experiences with this topic. I truly appreciate your participation with this study.

Any information connected with this study will remain confidential. An identification number will be attached to the survey for follow-up purposes only. We may re-contact you once again in the near future for your help in completing this survey. Information collected through your participation may be published in a professional journal, and/or presented at a professional meeting, and will be used to fulfill an educational requirement.

There are no foreseeable risks involved in this study and your decision whether or not to participate in this study will not jeopardize your future relations with Auburn University.

If you have any questions, I invite you to contact me or the faculty advisor on this study.

Jona C. Simmons (205) 296-7252/ [caryjon@auburn.edu](mailto:caryjon@auburn.edu)  
Dr. Susan Hubbard (334) 844-1333/ [hubbasg@auburn.edu](mailto:hubbasg@auburn.edu)

For more information regarding your rights as a research participant you may contact the Auburn University Office of Human Subjects Research or the Institutional Review Board by phone (334)-844-5966 or e-mail at [hsubjec@auburn.edu](mailto:hsubjec@auburn.edu) or [IRBChair@auburn.edu](mailto:IRBChair@auburn.edu)

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE WHETHER OR NOT TO PARTICIPATE IN THIS RESEARCH PROJECT. IF YOU DECIDE TO PARTICIPATE, THE DATA YOU PROVIDED WILL SERVE AS YOUR AGREEMENT TO DO SO. THIS LETTER IS YOURS TO KEEP.

Thank you for your time and participation in this study.

  
Jona Cary Simmons

APPENDIX C  
FACULTY SURVEY CONSENT LETTER

Information Sheet  
For The Study

*Hospitality Internships: Stakeholder Perceptions and Expectations*

You are invited to participate in a research study to obtain information relating to the variables that affect internship experiences for hospitality students. You were selected as a possible participant because of your association with a four-year institution as a hospitality faculty member. This study is being conducted by Jona C. Simmons, a graduate student in hotel and restaurant management at Auburn University, under the supervision of Dr. Susan Hubbard, associate professor of hotel and restaurant management at Auburn University. I hope to evaluate factors that lead to a hospitality internship experience that will be beneficial to students, faculty, and industry professionals in hospitality.

If you decide to participate, please complete the attached survey in order to assist with this study. It should take approximately 10 minutes to completely fill out the enclosed survey and provide us with your thoughts and experiences with this topic. I truly appreciate your participation with this study.

Any information connected with this study will remain confidential. An identification number will be attached to the survey for follow-up purposes only. We may re-contact you once again in the near future for your help in completing this survey. Information collected through your participation may be published in a professional journal, and/or presented at a professional meeting, and will be used to fulfill an educational requirement.

There are no foreseeable risks involved in this study and your decision whether or not to participate in this study will not jeopardize your future relations with Auburn University.

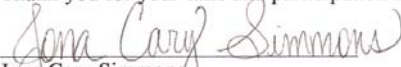
If you have any questions, I invite you to contact me or the faculty advisor on this study.

Jona C. Simmons (205) 296-7252/ [caryjon@auburn.edu](mailto:caryjon@auburn.edu)  
Dr. Susan Hubbard (334) 844-1333/ [hubbasg@auburn.edu](mailto:hubbasg@auburn.edu)

For more information regarding your rights as a research participant you may contact the Auburn University Office of Human Subjects Research or the Institutional Review Board by phone (334)-844-5966 or e-mail at [hsubjec@auburn.edu](mailto:hsubjec@auburn.edu) or [IRBChair@auburn.edu](mailto:IRBChair@auburn.edu)

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE WHETHER OR NOT TO PARTICIPATE IN THIS RESEARCH PROJECT. IF YOU DECIDE TO PARTICIPATE, THE DATA YOU PROVIDED WILL SERVE AS YOUR AGREEMENT TO DO SO. THIS LETTER IS YOURS TO KEEP.

Thank you for your time and participation in this study.

  
Jona Cary Simmons

College of Human Sciences Department of Nutrition and Food Science  
328 Spidle Hall, Auburn University, Alabama 36849 T 334.844.4261 F 334.844.3268

HUMAN SUBJECTS  
OFFICE OF RESEARCH  
PROJECT #05-145 EP 0508  
APPROVED 8/22/05 TO 8/21/06

APPENDIX D  
STUDENT SURVEY CONSENT LETTER

Information Sheet  
For The Study

*Hospitality Internships: Stakeholder Perceptions and Expectations*

You are invited to participate in a research study to obtain information relating to the variables that affect internship experiences for hospitality students. You were selected as a possible participant because of your association with a four-year institution as a hospitality student. This study is being conducted by Jona C. Simmons, a graduate student in hotel and restaurant management at Auburn University, under the supervision of Dr. Susan Hubbard, associate professor of hotel and restaurant management at Auburn University. I hope to evaluate factors that lead to a hospitality internship experience that will be beneficial to students, faculty, and industry professionals in hospitality.

If you decide to participate, please complete the attached survey in order to assist with this study. It should take approximately 10 minutes to completely fill out the enclosed survey and provide us with your thoughts and experiences with this topic. I truly appreciate your participation with this study.

Any information connected with this study will remain confidential. An identification number will be attached to the survey for follow-up purposes only. We may re-contact you once again in the near future for your help in completing this survey. Information collected through your participation may be published in a professional journal, and/or presented at a professional meeting, and will be used to fulfill an educational requirement.

There are no foreseeable risks involved in this study and your decision whether or not to participate in this study will not jeopardize your future relations with Auburn University.

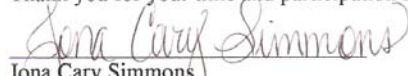
If you have any questions, I invite you to contact me or the faculty advisor on this study.

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For more information regarding your rights as a research participant you may contact the Auburn University Office of Human Subjects Research or the Institutional Review Board by phone (334)-844-5966 or e-mail at [hsubjec@auburn.edu](mailto:hsubjec@auburn.edu) or [IRBChair@auburn.edu](mailto:IRBChair@auburn.edu)

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE WHETHER OR NOT TO PARTICIPATE IN THIS RESEARCH PROJECT. IF YOU DECIDE TO PARTICIPATE, THE DATA YOU PROVIDED WILL SERVE AS YOUR AGREEMENT TO DO SO. THIS LETTER IS YOURS TO KEEP.

Thank you for your time and participation in this study.

  
Jona Cary Simmons



APPENDIX E  
INDUSTRY PROFESSIONAL SURVEY

## Hospitality Internships: Stakeholder Perceptions and Expectations

### Industry Professionals Survey

Please answer the following questions by either writing in your answer or checking your selection(s) from the options provided.

1.) In what state are you employed?

\_\_\_\_\_

2.) How long have you worked in the hospitality industry?

\_\_\_ less than 2 years    \_\_\_ 2-5 years    \_\_\_ 6-9 years    \_\_\_ 10-13 years    \_\_\_ 14 years or more

3.) What is the highest level of education you have attained?

\_\_\_ High school diploma                      \_\_\_ Bachelor's degree  
\_\_\_ Trade school certificate                \_\_\_ Masters degree  
\_\_\_ Technical school certificate            \_\_\_ Doctoral degree  
\_\_\_ Associates degree                        \_\_\_ other \_\_\_\_\_

4.) Please check the range that represents your age.

\_\_\_ 18-28    \_\_\_ 29-38    \_\_\_ 39-48    \_\_\_ 49-58    \_\_\_ more than 58

5.) On average, how many hours a week do you work with your company?

\_\_\_ less than 40 hours    \_\_\_ 49 hours-56 hours    \_\_\_ 65 hours-72 hours    \_\_\_ more than 80 hours

\_\_\_ 41 hours-48 hours    \_\_\_ 57 hours-64 hours    \_\_\_ 73 hours-80 hours

6.) What do you think the starting yearly pay would currently be for a graduate of a four-year hospitality program entering the hospitality industry for the first time (including salary and incentives)?

\_\_\_ less than \$20,000    \_\_\_ \$30,001-\$35,000    \_\_\_ \$45,001-\$50,000    \_\_\_ \$55,001-\$60,000

\_\_\_ \$25,001-\$30,000    \_\_\_ \$35,001-\$40,000    \_\_\_ \$50,001-\$55,000    \_\_\_ more than \$60,000

\_\_\_ \$25,001-\$30,000    \_\_\_ \$40,001-\$45,000

7.) In your opinion, hospitality programs should place emphasis on the following. Please check the phrase(s) that you believe apply.

___ Hands-on-experience	___ Career etiquette
___ Technical training	___ Culinary training
___ Computer skills	___ Management training
___ Presentation skills (public speaking)	___ Conflict resolution skills
___ Customer service skills	___ other _____
___ Problem solving skills	

8.) What percentage of your company's employees has a college education? (Please check the range that most closely applies.)

\_\_\_ less than 20%    \_\_\_ 21%-40%    \_\_\_ 41%-60%    \_\_\_ 61%-80%    \_\_\_ 81%-100%

9.) Which pay range (per year) most closely resembles yours?

\_\_\_ less than \$20,000    \_\_\_ \$50,001-\$60,000    \_\_\_ \$80,001-\$90,000  
\_\_\_ \$20,000-\$30,000    \_\_\_ \$60,001-\$70,000    \_\_\_ \$90,001-\$100,000  
\_\_\_ \$30,001-\$40,000    \_\_\_ \$70,001-\$80,000    \_\_\_ greater than \$100,000  
\_\_\_ \$40,001-\$50,000



- 23.) What percentage of your company's work load is performed by interns?  
 less than 5%       5%-10%       11%-25%       26%-50%       greater than 50%
- 24.) Do the internship supervisors within your company offer feedback to the interns?  
 Yes       No
- 25.) If yes to # 24, how frequently?  
 weekly       monthly       less than 2 times within the internship  
 every 2 weeks       quarterly       other
- 26.) Do you think that it would be beneficial to the intern and the industry professional, to meet weekly to discuss objectives and progress?  
 Yes       No
- 27.) Do the interns receive employee benefits when working?  
 Yes       No
- 28.) If so, which benefits? (Please circle all that apply)
- |   |   |
|---|---|
| <input type="checkbox"/> Insurance                      | <input type="checkbox"/> Retirement Plan                |
| <input type="checkbox"/> Vacation leave                 | <input type="checkbox"/> Employee housing               |
| <input type="checkbox"/> Off on some Holidays           | <input type="checkbox"/> Sick leave                     |
| <input type="checkbox"/> Off on all holidays            | <input type="checkbox"/> Employee discounts on services |
| <input type="checkbox"/> Employee meals                 | <input type="checkbox"/> other _____                    |
| <input type="checkbox"/> Employee discounts on products |   |
- 29.) On average, how many hours a week are the interns within your company required to work?  
 1-10       10-20       21-30       31-40       more than 40
- 30.) Are the interns required to attend a company orientation before beginning work with your company?  
 Yes       No
- 31.) Do your company leaders ask interns for feedback on how to improve the company's operations?  
 Yes       No
- 32.) Does each intern have a set weekly schedule?  
 Yes       No
- 33.) What percentage of your company's interns is currently working toward their hospitality academic degree?  
 less than 20%       20%-50%       51%-75%       76%-100%
- 34.) Are the interns that work within your company paid?  
 All       50% or more are paid       less than 50% are paid       none
- 35.) Are the interns within your company paid the same amount?  
 Yes       No
- 36.) What is the average pay of interns within your company?  
 Minimum wage       Min. wage-\$7/hour       \$7.01-\$10 per hour       greater than \$10 per hour

37.) Why do you hire interns? (Please check all that apply)

- to have access to new energy
- to take advantage of inexpensive labor
- to train students with the intent of hiring them to work full-time for your company
- to hire seasonal help for your high volume periods
- to assist your staff with entry level job responsibilities
- to assist with middle management responsibilities
- other \_\_\_\_\_

38.) What percentage of your company's internship applicants are selected for internship positions within your company?

- less than 10%
- 10%-30%
- 31%-50%
- 51%-75%
- greater than 75%

39.) Does your company have an internship application posted on-line?

- Yes
- No

40.) Does your company send representatives to recruit interns?

- Yes
- No

41.) On average, what percentage of interns is offered a full-time position at the conclusion of the internship?

- less than 10%
- 10%-20%
- 21%-40%
- 41%-60%
- 61%-80%
- 81%-100%

42.) Of the interns that are offered positions within your company, what percentage of them actually accept the position?

- less than 10%
- 10%-20%
- 21%-40%
- 41%-60%
- 61%-80%
- 81%-100%

43.) How long do you think hospitality internships should be?

- less than 6 weeks
- 6 weeks-10 weeks
- 11 weeks-15 weeks
- 16 weeks-20 weeks
- 21 weeks-25 weeks
- more than 25 weeks

44.) Please check the option that best describes the placement of interns within your organization?

- administrative support
- rotational staff
- front-line employee
- other \_\_\_\_\_

45.) Please rate the overall performance of the interns within you company.

- 1-----2-----3-----4-----5  
"poor" "excellent"

46.) How frequently do the internship supervisors within your company communicate with the faculty that supervises interns?

- none
- weekly
- every other week
- monthly
- quarterly
- less than 2 times during the internship

47.) How frequently do you think the internship supervisors within your company *should* communicate with the faculty that supervises interns?

- none
- weekly
- every other week
- monthly
- quarterly
- less than 2 times during the internship

48.) Typically are the internship supervisors within your company asked to grade intern performance?

- Yes
- No

49.) On a scale from 1-5 with 1 being “not very knowledgeable” and 5 being “very knowledgeable”, please rate the level of knowledge you feel that the interns possess regarding the hospitality industry when they come to work with your company.

1-----2-----3-----4-----5  
“not very knowledgeable” “very knowledgeable”

50.) Are your company’s interns asked to complete an internal company evaluation form upon completion of their internship?

Yes  No

51.) If you answered yes to the previous question, which of the following topics are addressed on the evaluation sheet? (Please check all that apply)

- Work environment
- Industry supervisor’s performance
- Pay
- Job offer from company
- Changes that the student would like to suggest to company
- Intern’s satisfaction with experience
- Intern’s preparedness for the internship
- Intern’s schedule
- Other \_\_\_\_\_

52.) When interns come to work within your company, is your company made aware of academic assignments that the intern must cover throughout the internship?

Always  Most of the time  Not very often  Never

53.) Do you think that it would be beneficial to the intern and the industry professional, to have a form that they review together weekly that forces them to discuss the main objectives of the training process and the progress of the intern.

Yes  No

54.) Do the interns within your company work in a rotation (several departments)?

Yes, these departments are \_\_\_\_\_  
 No

Additional Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Thank You!**

**Please return the survey in the self-addressed stamped envelope by: date.**

APPENDIX F  
FACULTY SURVEY

## Hospitality Internships: Stakeholder Perceptions and Expectations

### Faculty Survey

*Please answer the following questions by either writing in your answer or checking your selection(s) from the options provided.*

1.) In what state are you employed?

\_\_\_\_\_

2.) How long have you been a faculty member with college-level hospitality programs?

\_\_\_ less than 1 year    \_\_\_ 4-6 years    \_\_\_ 10-12 years  
\_\_\_ 1-3 years    \_\_\_ 7-9 years    \_\_\_ 12 years or more

3.) Please check the age range that includes your age.

\_\_\_ 18-28    \_\_\_ 29-38    \_\_\_ 39-48    \_\_\_ 49-50    \_\_\_ 50-58    \_\_\_ greater than 58

4.) How many hospitality students graduate from your program per year? (Please circle the appropriate range)

\_\_\_ less than 20    \_\_\_ 61-80    \_\_\_ 101-120  
\_\_\_ 20-40    \_\_\_ 81-100    \_\_\_ greater than 120  
\_\_\_ 41-60

5.) Do you have hospitality work experience?

\_\_\_ yes, number of years \_\_\_\_\_  
\_\_\_ no

6.) How long do you think hospitality student internships should be?

\_\_\_ less than 6 weeks    \_\_\_ 11 weeks- 15 weeks    \_\_\_ 21 weeks-25 weeks  
\_\_\_ 6 weeks-10 weeks    \_\_\_ 16 weeks-20 weeks    \_\_\_ more than 25 weeks

7.) On average, how many of your students are typically placed in full-time positions before/upon graduation?

\_\_\_ less than 10%    \_\_\_ 31%-50%    \_\_\_ 71%-90%  
\_\_\_ 10%-30%    \_\_\_ 51%-70%    \_\_\_ 91%-100%

8.) Within your hospitality program, are industry professionals utilized as guest speakers?

\_\_\_ Yes    \_\_\_ No

9.) If "yes", on average, graduates from your college's hospitality program would have heard how many industry professionals speak as guest lecturers prior to graduation?

\_\_\_ 1-3    \_\_\_ 4-6    \_\_\_ 7-9    \_\_\_ 10-12    \_\_\_ more than 12



10.) In your opinion, hospitality programs should place emphasis on the following. Please check the phrase(s) that you believe apply.

- |  |   |
|--|---|
| <input type="checkbox"/> Hands-on-experience                   | <input type="checkbox"/> Career etiquette           |
| <input type="checkbox"/> Technical training                    | <input type="checkbox"/> Culinary training          |
| <input type="checkbox"/> Computer skills                       | <input type="checkbox"/> Management training        |
| <input type="checkbox"/> Presentation skills (public speaking) | <input type="checkbox"/> Problem solving skills     |
| <input type="checkbox"/> Customer service skills               | <input type="checkbox"/> Conflict resolution skills |
| <input type="checkbox"/> other _____                           |   |

11.) What do you think the starting yearly pay would currently be for a graduate of a four-year hospitality program entering the hospitality industry for the first time (including salary and incentives)?

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> less than \$20,000 | <input type="checkbox"/> \$35,001-\$40,000 | <input type="checkbox"/> \$50,001-\$55,000  |
| <input type="checkbox"/> \$20,000-\$25,000  | <input type="checkbox"/> \$40,001-\$45,000 | <input type="checkbox"/> \$55,001-\$60,000  |
| <input type="checkbox"/> \$25,001-\$30,000  | <input type="checkbox"/> \$45,001-\$50,000 | <input type="checkbox"/> more than \$60,000 |
| <input type="checkbox"/> \$30,001-\$35,000  |  |   |

12.) Is your hospitality program affiliated with a particular hotel company or hospitality company that provides opportunities for hands-on experience for students in a structured format?

- Yes       No

13.) Does your hospitality program require students to intern as a curriculum requirement?

- Yes       No

If you answered "no" to the previous question, please stop here.....

14.) Within your college is there an assigned internship coordinator for hospitality students?

- Yes       No

15.) Please check the top three most utilized establishments in which your students fulfill their internship requirements? (Please check all that apply)

- |   |  |
|---|--|
| <input type="checkbox"/> Hotel                    | <input type="checkbox"/> Resort            |
| <input type="checkbox"/> Catering                 | <input type="checkbox"/> Cruise Ship       |
| <input type="checkbox"/> Country Club             | <input type="checkbox"/> Recreational Park |
| <input type="checkbox"/> Restaurant               | <input type="checkbox"/> Travel Agency     |
| <input type="checkbox"/> Special Event Management | <input type="checkbox"/> Theme Park        |
| <input type="checkbox"/> City Club                | <input type="checkbox"/> Other _____       |
| <input type="checkbox"/> Destination Management   |  |

16.) How often do you suggest the students be given feedback from the industry professional regarding their performance as an intern?

- |   |  |
|---|--|
| <input type="checkbox"/> none             | <input type="checkbox"/> monthly                                 |
| <input type="checkbox"/> weekly           | <input type="checkbox"/> quarterly                               |
| <input type="checkbox"/> every other week | <input type="checkbox"/> less than 2 times during the internship |

17.) What is the internship grading system utilized by your hospitality program?

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> Pass/Fail    | <input type="checkbox"/> No grade assigned |
| <input type="checkbox"/> Letter Grade | <input type="checkbox"/> Other             |

18.) With 1 being “treated poorly” and 5 being “treated fairly”, in your opinion, how do industry professionals treat interns?

“treated poorly”-1-----2-----3-----4-----5-“treated fairly”

19.) Does your hospitality department provide the industry professional any objectives that the student must cover during the internship?

Yes  No

20.) Do you think that it would be beneficial to the intern and the industry professional, to meet weekly to discuss objectives and progress?

Yes  No

21.) Are interns within your college’s hospitality department required to accept only paid positions?

Yes  No

22.) When are hospitality students within your department required to participate in their internship?

Freshman year  Senior year  
 Sophomore year  other  
 Junior year

23.) On average how many students would you say decide to change their major after working their hospitality internship?

<input type="checkbox"/> less than 10%	<input type="checkbox"/> 41%-50%	<input type="checkbox"/> 71%-80%
<input type="checkbox"/> 10%-20%	<input type="checkbox"/> 51%-60%	<input type="checkbox"/> 81%-90%
<input type="checkbox"/> 21%-30%	<input type="checkbox"/> 61%-70%	<input type="checkbox"/> 91%-100%
<input type="checkbox"/> 31%-40%		

24.) How many hours a week do you suggest students should work during their internship?

<input type="checkbox"/> less than 5 hours	<input type="checkbox"/> 25.1-40 hours
<input type="checkbox"/> 5-15 hours	<input type="checkbox"/> more than 40 hours
<input type="checkbox"/> 15.1-25 hours	

25.) With 1 being difficult and 5 being cooperative, how would you rank the cooperativeness of the industry professionals that oversee your interns?

1-----2-----3-----4-----5  
“difficult” “cooperative”

26.) Does your hospitality department advertise internship opportunities for their students?

Yes  No

27.) What percentage of students within the hospitality program are assisted by a hospitality department staff member in the placement of their internship?

<input type="checkbox"/> less than 10%	<input type="checkbox"/> 31%-50%	<input type="checkbox"/> 71%-90%
<input type="checkbox"/> 11%-30%	<input type="checkbox"/> 51%-70%	<input type="checkbox"/> 91%-100%



APPENDIX G  
PRE-INTERNSHIP STUDENT SURVEY

## Hospitality Internships: Stakeholder Perceptions and Expectations

### Student Survey (pre-internship)

*Please answer the following questions by either writing in your answer or checking your selection(s) from the options provided.*

1.) What is your current class standing?

Freshman       Sophomore       Junior       Senior

2.) How many hospitality students graduate from your program per year? (Please circle the appropriate range)

less than 10       31-50       71-90       111-130  
 10-30       51-70       91-110       greater than 130

3.) In what state is your college located?

\_\_\_\_\_

4.) Please check your age range from the ranges listed below.

Less than 18       29-38       49-58  
 18-28       39-48       more than 58

5.) Do you have experience working in the hospitality industry?

Yes       No

6.) If "yes", how much experience?

less than 3 months       7months- 1 year       4 years- 5 years       greater than 7 years  
 3 months to 6 months       2 years- 3 years       6 years- 7 years

7.) If your hospitality program were to place more emphasis on a particular area of the curriculum, which do you feel would be most beneficial to you as a student?

Hands-on-experience       Customer service skills  
 Technical training       Management training  
 Computer skills       Culinary training  
 Presentation skills (public speaking)       Career etiquette  
 Problem solving skills       Conflict resolution skills  
 other \_\_\_\_\_

8.) If you work in the hospitality industry full-time (once you graduate from college), how many hours a week on average do you think you will be working?

less than 40 hours       65 hours-72 hours  
 41 hours-48 hours       73 hours-80 hours  
 49 hours-56 hours       more than 80 hours  
 57 hours-64 hours

9.) With what type of hospitality establishment do you plan to work upon graduation?

- |   |  |
|---|--|
| <input type="checkbox"/> Hotel                    | <input type="checkbox"/> Resort            |
| <input type="checkbox"/> Catering                 | <input type="checkbox"/> Cruise Ship       |
| <input type="checkbox"/> Country Club             | <input type="checkbox"/> Recreational Park |
| <input type="checkbox"/> Restaurant               | <input type="checkbox"/> Travel Agency     |
| <input type="checkbox"/> Special Event Management | <input type="checkbox"/> Theme Park        |
| <input type="checkbox"/> City Club                | <input type="checkbox"/> other _____       |
| <input type="checkbox"/> Destination Management   |  |

10.) If you were to take a full-time job in the hospitality industry immediately following graduation, what do you expect that your starting yearly salary will be?

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> less than \$20,000 | <input type="checkbox"/> \$35,001-\$40,000 | <input type="checkbox"/> \$55,001-\$60,000  |
| <input type="checkbox"/> \$20,000-\$25,000  | <input type="checkbox"/> \$40,001-\$45,000 | <input type="checkbox"/> more than \$60,000 |
| <input type="checkbox"/> \$25,001-\$30,000  | <input type="checkbox"/> \$45,001-\$50,000 |   |
| <input type="checkbox"/> \$30,001-\$35,000  | <input type="checkbox"/> \$50,001-\$55,000 |   |

12.) As a requirement of your hospitality management curriculum, are you required to complete an internship?

- Yes       No

13.) If “yes” to the previous question, when are hospitality students within your college required to participate in their internship?

- |   |                                      |
|---|--------------------------------------|
| <input type="checkbox"/> Freshman year  | <input type="checkbox"/> Senior year |
| <input type="checkbox"/> Sophomore year | <input type="checkbox"/> other _____ |
| <input type="checkbox"/> Junior year    |                                      |

14.) If “no” to the question #12, do you still plan to complete an internship to gain work experience?

- Yes       No

15.) In your opinion, how long do you think hospitality internships should last?

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> less than 6 weeks | <input type="checkbox"/> 11 weeks -15 weeks | <input type="checkbox"/> 21 weeks-25 weeks  |
| <input type="checkbox"/> 6 weeks-10 weeks  | <input type="checkbox"/> 16 weeks -20 weeks | <input type="checkbox"/> more than 25 weeks |

If “no” to questions # 12 and #14, please stop here.....

16.) Have you selected your internship site?

- Yes       No

17.) If “yes”, check the phrase that best describes your location?

- |   |  |
|---|--|
| <input type="checkbox"/> Hotel                    | <input type="checkbox"/> Resort            |
| <input type="checkbox"/> Catering                 | <input type="checkbox"/> Cruise Ship       |
| <input type="checkbox"/> Country Club             | <input type="checkbox"/> Recreational Park |
| <input type="checkbox"/> Restaurant               | <input type="checkbox"/> Travel Agency     |
| <input type="checkbox"/> Special Event Management | <input type="checkbox"/> Theme Park        |
| <input type="checkbox"/> City Club                | <input type="checkbox"/> other _____       |
| <input type="checkbox"/> Destination Management   |  |



30.) If “yes” to number 29, what are these requirements?

\_\_\_\_ weekly log of responsibilities

\_\_\_\_ evaluation

\_\_\_\_ a final project

\_\_\_\_ other \_\_\_\_\_

\_\_\_\_ rotation requirements

Additional Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Thank You!**

**Please return the survey in the self-addressed stamped envelope by: date.**



APPENDIX H  
POST-INTERNSHIP STUDENT SURVEY

## Hospitality Internships: Stakeholder Perceptions and Expectations

### Student Survey (post-internship)

*Please answer the following questions by either writing in your answer or checking your selection(s) from the options provided.*

1.) What is your current class standing?

Freshman       Sophomore       Junior       Senior

2.) How many hospitality students graduate from your program per year? (Please circle the appropriate range)

less than 10       31-50       71-90       111-130  
 10-30       51-70       91-110       greater than 130

3.) In what state is your college located?

\_\_\_\_\_

4.) Please check your age range from the ranges listed below.

18-28       39-48       more than 58  
 29-38       49-58

5.) How long are hospitality internships required to last within your program?

less than 6 weeks       11 weeks-15 weeks       21 weeks-25 weeks  
 6 weeks-10 weeks       16 weeks-20 weeks       more than 25 weeks

6.) In your opinion, how long do you think hospitality internships should last?

less than 6 weeks       11 weeks-15 weeks       21 weeks-25 weeks  
 6 weeks-10 weeks       16 weeks-20 weeks       more than 25 weeks

7.) How many hospitality students graduate from your program per year? (Please circle the appropriate range)

less than 10       31-50       71-90       111-130  
 10-30       51-70       91-110       greater than 130

8.) Prior to your internship, had you worked in the hospitality industry?

Yes       No

9.) If yes to number 8, how long?

less than 3 months       2 years to 3 years       more than 7 years  
 3 months to 6 months       4 years to 5 years  
 7 months to 1 year       6 years to 7 years

10.) Reflecting on your internship experience, hospitality education programs should place emphasis on the following. Please check the phrase(s) that you believe apply.

- |  |   |
|--|---|
| <input type="checkbox"/> Hands-on-experience                   | <input type="checkbox"/> Customer service skills    |
| <input type="checkbox"/> Technical training                    | <input type="checkbox"/> Management training        |
| <input type="checkbox"/> Computer skills                       | <input type="checkbox"/> Culinary training          |
| <input type="checkbox"/> Presentation skills (public speaking) | <input type="checkbox"/> Career etiquette           |
| <input type="checkbox"/> Problem solving skills                | <input type="checkbox"/> Conflict resolution skills |
| <input type="checkbox"/> other _____                           |   |

11.) If you work in the hospitality industry full-time (once you graduate from college), how many hours a week on average do you think you will be working?

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> less than 40 hours | <input type="checkbox"/> 57hours-64 hours  | <input type="checkbox"/> 73 hours-80 hours  |
| <input type="checkbox"/> 41 hours-48 hours  | <input type="checkbox"/> 65 hours-72 hours | <input type="checkbox"/> more than 80 hours |
| <input type="checkbox"/> 49 hours-56 hours  |  |   |

12.) Did a faculty member within your hospitality program assist you with locating the internship opportunity with which you worked?

- Yes       No

13.) Were you offered a full-time position (to begin after graduation) with the company with which you interned?

- Yes       No

14.) As an intern, did your industry supervisor ask you to complete an internal company evaluation form relating to your internship experience?

- Yes       No

15.) In your opinion, how long do you think hospitality internships should last?

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> less than 6 weeks | <input type="checkbox"/> 11 weeks-15 weeks | <input type="checkbox"/> 21 weeks-25 weeks  |
| <input type="checkbox"/> 7 weeks-10 weeks  | <input type="checkbox"/> 16 weeks-20 weeks | <input type="checkbox"/> more than 25 weeks |

16.) Please check the phrase that best describes your internship location?

- |  |   |
|--|---|
| <input type="checkbox"/> Hotel             | <input type="checkbox"/> City Club                |
| <input type="checkbox"/> Catering          | <input type="checkbox"/> Resort                   |
| <input type="checkbox"/> Country Club      | <input type="checkbox"/> Theme Park               |
| <input type="checkbox"/> Restaurant        | <input type="checkbox"/> Destination Management   |
| <input type="checkbox"/> Cruise Ship       | <input type="checkbox"/> Special Event Management |
| <input type="checkbox"/> Recreational Park | <input type="checkbox"/> Travel Agency            |
| <input type="checkbox"/> Other _____       |   |

17.) In what way did you first learn about the internship site that you have chosen?

- word-of-mouth from a current student  
 word-of-mouth from a former student  
 a recruiter from the company informed you about it  
 a faculty member from your college advertised the position  
 personally found the position on-line  
 personally called the company to inquire about open positions  
 Other \_\_\_\_\_

18.) Do you think that it would be beneficial to the intern and the industry professional, to meet weekly to discuss objectives and progress?

Yes       No

19.) Are hospitality internships advertised through your hospitality program?

Yes. How many internships? \_\_\_\_\_  No

20.) Within your hospitality management curriculum, are you required to complete an internship as a required part of your hospitality degree program?

Yes       No

21.) If "yes" to the previous question, when are hospitality students within your college required to participate in their internship?

Freshman year       Sophomore year       Junior year       Senior year

22.) Does your program allow you to take additional academic courses along with your internship hours?

Yes       No

23.) If yes to number 22, do you plan to take course hours along with your internship?

Yes       No

24.) Does your hospitality program require your internship to be a paid experience?

Yes       No

25.) Are there prerequisite requirements that you must complete, before you begin your internship?

Yes       No

26.) What are the prerequisites? Please list.

---

---

---

27.) Do you think that it would be beneficial to the intern and the industry professional, to meet weekly to discuss objectives and progress?

Yes       No

28.) If you were to take a full-time job in the hospitality industry right after graduation, what do you expect that your starting yearly salary will be?

<input type="checkbox"/> less than \$20,000	<input type="checkbox"/> \$40,001-\$45,000
<input type="checkbox"/> \$20,000-\$25,000	<input type="checkbox"/> \$45,001-\$50,000
<input type="checkbox"/> \$25,001-\$30,000	<input type="checkbox"/> \$50,001-\$55,000
<input type="checkbox"/> \$30,001-\$35,000	<input type="checkbox"/> \$55,001-\$60,000
<input type="checkbox"/> \$35,001-\$40,000	<input type="checkbox"/> more than \$60,000

29.) Do you feel that your hospitality program has adequately prepared you for your internship position? Please rate your level of preparedness on a scale from 1 to 6 with 1 being “unprepared” and 6 being “prepared”

1-----2-----3-----4-----5  
“unprepared” “prepared”

30.) Does your hospitality department advertise internship opportunities for their students?

Yes  No

31.) Were you offered a full-time position (to begin after graduation) with the company that you fulfilled your internship requirements?

Yes  No

32.) As an intern, did your industry supervisor ask you to complete an internal company evaluation form upon completion of your internship?

Yes  No

33.) If you answered “yes” to the previous question, which (if any) of the following topics were addressed on the evaluation sheet? (Please check all that apply)

Work environment  
 Industry supervisor’s performance  
 Pay  
 Job offer from company  
 Changes that the student would like to suggest to company  
 Student’s satisfaction with experience  
 Student’s preparedness for the internship  
 Student’s schedule  
 other \_\_\_\_\_

34.) When you began your internship, were specific guidelines and objectives given to you?

Yes  No

35.) Are student internships within your department required to paid experiences?

Yes  No

36.) On a scale from 1 to 5, with 1 being “below expectations”, 3 being “met expectations”, and 5 being “exceeded expectations” please rate how you felt about your overall internship experience.

1-----2-----3-----4-----5  
below expectations met expectations exceeded expectations

37.) Are industry professionals utilized as guest speakers in your hospitality classes?

Yes  No

38.) If “yes” to the previous question, are they give the opportunity to recruit?

Yes  No

39.) Is there an internship coordinator for hospitality students in your program?

Yes  No

40.) What is the grading system utilized by your internship course?  
 Pass/Fail       Letter grade       No grade assigned  
 other \_\_\_\_\_

41.) Did your on-site internship supervisor give you a written job description?  
 Yes       No

42.) How many hours must you fulfill in order to meet you internship experience requirement?  
 less than 200 hours     301-400 hours     501-600 hours     701-800 hours  
 200-300 hours     401-500 hours     601-700 hours     > 800 hours

43.) Does your program allow you to take additional academic courses along with your internship hours?  
 Yes       No

44.) If yes to number 43, did you to take course hours along with your internship?  
 Yes       No

45.) Was your internship experience a rotational experience?  
 Yes, my areas of rotation were \_\_\_\_\_  
 No

46.) If "no" to the previous question, please list the area in which you were assigned.  
\_\_\_\_\_

47.) If you were paid as an intern, what was your hourly pay?  
\_\_\_\_\_

48.) Do you believe that you were compensated fairly during your internship?  
 Yes       No

Additional Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Thank You!**

**Please return the survey in the self-addressed stamped envelope by: date.**