



Kemmons Wilson School of Hospitality and Resort Management
Student Internship Handbook
Hospitality Majors



Contact Information

The University of Memphis
Kemmons Wilson School of Hospitality and Resort Management
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(901) 678-5098



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Dear Kemmons Wilson School Hospitality Student:

Congratulations! You have reached a significant stage of your education at The University of Memphis' Kemmons Wilson School of Hospitality and Resort Management. The internship is an important element of your development, providing you with a balance of academia and practical experience, ultimately positioning you to be more competitive for career opportunities.

This Internship Handbook has been developed to provide you with the necessary information required to successfully complete your internship. In addition to providing you with this document, you have the full support of our entire KWS team as you prepare for your internship.

Practical experience is essential preparation for tourism, hospitality, sport, and recreation professionals, which is why supervised internships are part of every program of study. Internship assignments are chosen by students in consultation with faculty advisors and Career Services, in accordance with their interests, abilities, and career objectives.

Though each hospitality student is required to complete HPRM 4911 (Hospitality Management Internship), you are by no means limited to only one internship opportunity while you are attending the Kemmons Wilson School. In fact, in today's competitive labor market, you are strongly encouraged to participate in multiple internships in your efforts to gain as much industry exposure as possible.

The Kemmons Wilson School is continually developing new relationships with employers, while simultaneously strengthening our current employer base, to provide students with as many internship and career opportunities as possible. Please know that you have the full support from our faculty, staff, and administration as you navigate through both internship and career opportunities.

Please do not hesitate to contact me if you have any questions, comments, or concerns related to the internship process. I can be reached via email timothy.flohr@memphis.edu or at (901) 678-5098.

Sincerely,

Timothy M. Flohr

Timothy M. Flohr
Program Manager and KWS Internship Coordinator



Your KWS Support Team



Radesh Palakurthi, Ph.D.,
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IHG Endowed Chair of
Excellence

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Internship FAQs

What is an internship?

An internship is a work experience that provides you with the opportunity to apply the theory of the classroom in the “real world.” Internships may either be academic (for credit) or non-academic (non-credit).

What is an academic internship?

An academic internship is an upper-level course (HPRM 4911) in a student’s major where they receive “real world” experience in their chosen field and there is an intentional learning agenda structured into the experience. Students must pass course internship prerequisites in order to be eligible for an academic internship.

What are the benefits of an internship?

Internships give students a competitive edge. Through internships students can:

- Investigate career interests and clarify career goals.
- Strengthen their resume with professional experience.
- Develop specific skills and knowledge related to their career field
- Develop professional contacts.
- Learn directly from experienced professionals.
- Understand fields they may **NOT** want to explore professionally.

Do I HAVE to register an internship for credit?

Students may complete internships without receiving academic credit for that experience. However, the Kemmons Wilson School does require students to complete an internship for credit as part of their course work in order to graduate. Students can determine if their internship satisfies the criteria for academic credit by contacting the Academic Advisor, Internship Coordinator, or Career Specialist.

Does the Kemmons Wilson School require an internship as part of the course of study?

Yes. All students are required to take HPRM 4911.

How many credits will I receive for my internship?

Internships will earn 2 credit hours for students while they are attending the Kemmons Wilson School. You must work a minimum of 240 hours in your internship for academic credit (HPRM 4911).

Can I do more than one internship?

Yes, you are encouraged to complete as many internships as possible and you can take HPRM up to 3 times. That said, you will only receive a maximum of 6 credit hours for your internships for academic credit (HPRM 4911).

Can I do my internship at more than one site for the experience or because I cannot get enough hours at one site?

Yes, as long as you receive approval first and complete the required 240 hours necessary to complete an internship are set by the Kemmons Wilson School. Students must consult with their Faculty Intern Advisor to make sure they are allowed to complete their internship at more than one site.

Can I get paid for my internship?

Yes, you can! Internships may be paid or unpaid (determined solely by the employer).

When can I do my internship? / Are there any restrictions on who can do an academic internship? You must complete the Pre-Internship/Professional Development course (HPRM 3911) before you take HPRM 4911. Consult with the Faculty Internship Advisor (FIA) from your department (Timothy Flohr) if you have any specific questions about restrictions pertaining to your academic internship.

What is a Faculty Internship advisor?

The Faculty Intern Advisor (FIA) is responsible for communicating the internship standards and guidelines of the department to the student. FIAs offer students suggested sites to consider and ways to maximize the benefits of the experience. They also provide guidelines for searching reasonable and acceptable internship sites according to the student's major. FIAs also **give final approval for internship site selections**. Internships should provide opportunities that enable students to progress towards achieving and implementing the Academic Department's Learning Outcomes. Once a student has found a site and has a job description for what they will be doing at their internship, the FIA should give guidance to the student in identifying five learning objectives that the student is to accomplish during the internship. **The FIA will provide students with appropriate syllabus, log sheets, and any other necessary forms.** During the internship, the FIA will ensure that students and internship site supervisors meet their commitments to each other.

How do I get internship information?

All approved internships for academic credit are located on Axiom Mentor, our program's adopted software portal for academic internships. Students will be provided with Axiom Mentor login information and training during the Pre-Internship/Professional Development class. If a student would like to complete their internship for academic credit at another employer's location (not listed on Axiom Mentor), the employer must be approved by the FIA before final approval is granted. Students may also find internships on TigerLink, but they must be approved by the FIA prior to formally accepting the internship.

Who can tell me if my internship site is ok?

If the site is listed on Axiom Mentor, then it is already an approved site. In order to maintain the academic integrity of the internship, the Faculty Internship Advisor from the Kemmons Wilson School must approve and oversee all internships for credit to ensure that the site has the ability to meet the academic requirements of their department.

How do I know what is expected of me and my site during my internship?

The Faculty Intern Advisor will provide students with a syllabus for the course and inform the student of all projects and assignments that are required. All assignments must be submitted to the Faculty Intern Advisor in the HPRM 4911 eCourseware shell. The Faculty Internship Advisor will assign grades throughout each stage of the internship.

Where and how should I start the process?

Students should be working with their Academic Advisor to determine when would be the best time for them to complete their internship. Please remember that students must have completed 45 credit hours, and successfully completed HPRM 3911 prior to beginning their internship. The semester before the student plans on doing their internship they should talk with their Faculty Internship Advisor if there are any questions.

What should I consider in coming to a decision about timing and whether to undertake an academic internship?

When planning an internship, students need to consider what other commitments they have. Students must choose a time when they can commit to the work schedule set by the employer. Students should also consider what they want to accomplish with their internship.

Are there any special requirements or procedures to follow for an academic internship?

Yes. The first step requires that students pass the Pre-Internship/Professional Development course (HPRM 3911). Students can then apply for a permit to take the HPRM 4911 course once they have secured an approved internship.

Can I receive credit for an internship after I have completed the internship?

No. Students wishing to receive credit for an internship must register for the internship the semester before they do the internship.

When is the internship paperwork due?

Fall Internships: August 1st

Spring Internships: December 1st

Summer Internships: April 1st

Absolutely no exceptions are made AFTER the add/drop deadline of the semester in which they are enrolled for the internship.

What if I cannot make the deadline?

If an extenuating circumstance occurs and students are unable to meet the above deadlines, a student may be eligible for an “Extension Request” from the Faculty Internship Coordinator. All Extension Requests must be submitted and approved ***before the deadline*** in order to be accepted. Students must contact the Faculty Internship Coordinator as soon as possible in order to receive an extension request and have it signed **BEFORE** the paperwork deadline.

Can I register an academic internship more than one semester?

No. Students cannot register for HPRM 4911 more than one semester. However, students are encouraged to complete as many internships as they like. While they won’t count towards college credit, they will be looked upon favorably on your résumés.

How do I locate potential employers?

Students should first use Axiom Mentor to find all approved internships for academic credit. If a student would like to complete their internship for academic credit at another employer’s location (not listed on Axiom Mentor), the employer must be approved by the FIA before final approval is granted. Students should use all the resources available to them to find the best internship possible. This includes networking, talking with friends

and family, consulting faculty members, and our Career Specialist. The University of Memphis' Career Services has an online job database, Tiger Link, which includes part-time and full-time jobs as well as internship opportunities.

How do I approach an organization about doing an internship with them? / How should I contact them?

Usually employers require students to submit a cover letter and résumé, much like they would for a normal job. You should also be prepared for interviews. Please visit www.memphis.edu/careerservices/ for more resources.

What if I don't have a cover letter and résumé?

Our Career Specialist provides resources for writing both cover letters and résumé, including samples, critiques and helpful hints. In addition to the preparation that is done in the Pre-Internship/Professional Development class, our Career Services Specialist hosts workshops throughout the year that are intended to prepare you for your job search. You can also make an appointment with the Career Specialist to have one-on-one coaching session (based on availability).

What is the difference between an FIA and an Academic Advisor?

Your Academic Advisor (Mrs. Peggy Callahan) will help you with the big picture of your academics while the FIA in the Kemmons Wilson School deals exclusively with the internships for academic credit course (HPRM 4911).



Eligibility Criteria

All candidates for HPRM 4911 must have:

_____1) Completed a minimum of 45 semester hours with a grade of C- or higher

_____2) Successfully completed HPRM 3911 (Pre-Internship /Professional Development) with a passing grade

_____3) Successfully completed TigerTalent Ready Professional Development Series and have professional résumé in the Kemmons Wilson Résumé Book

_____4) Completed the student registration and profile in Axiom Mentor

_____5) Signed both the *Internship Statement of Responsibility* and the *Kemmons Wilson School Student Code of Conduct* forms (in the presence of HPRM 3911 instructor)

_____6) Completed the HPRM 4911 Internship Approval Form with the Faculty Internship Advisor and submitted it to the Academic Advisor (for permit/clearance)



Internship Process

1. Review the Eligibility Criteria listed in the Student Internship Handbook.
2. Complete, or currently be enrolled in, HPRM 3911 (Pre-Internship / Professional Development).
3. Complete Student Registration in Axiom Mentor internship management portal.
4. Review current internship opportunities within the Axiom Mentor portal and Tiger Link.
5. If desired, meet with Faculty Internship Advisor or Career Specialist to discuss internship options that you have researched. If a meeting is scheduled, bring at least three (3) to five (5) potential internship sites that you have researched, as well as your résumé and cover letter for each location that you would like to apply to.
6. Once a decision is made as to which location(s) you'd like to apply to, follow the application procedures as detailed on Axiom Mentor site. Submit the required documents (résumé, cover letter, references, etc..) to each employer.
7. If there is a potential internship employer that you'd like to interview with that is not approved (listed on Axiom Mentor), seek approval from the Faculty Internship Advisor before you formally accept the job offer.

***** As previously noted, you are not limited to internships that are listed on Axiom Mentor. However, in order to receive academic credit for the***

*internship (for HPRM 4911), both the employer and the internship must be approved by the Faculty Internship Advisor. ***

8. Complete the job interviews with the (approved) companies where you would like to have your internship.
9. Have the company provide you with an Offer Letter and Job Description for your internship.
*** If you have interviewed with several companies for your internship, please provide the professional courtesy of informing the other companies (in writing) that you've decided to accept another offer ***
10. Complete the HPRM 4911 Approval Form with the FIA and take it to the Academic Advisor for clearance/permit so that you can register for HPRM 4911.

All necessary and pertinent information, such as: HPRM 4911 Approval Form, Intern Statement of Responsibility (completed in HPRM 3911 class), Student Code of Conduct Form (completed in HPRM 3911 class), Offer Letter, and Job Description, must be submitted by the first day of the month prior to the beginning of each semester (see the deadlines below).

Fall Internship – August 1st

Spring Internship – December 1st

Summer Internship – April 1st

11. Register for HPRM 4911 and complete all of the assignments as detailed in the syllabus.

*** The HPRM 4911 class only meets two times during the semester – during the first week of the class (to review the syllabus) and during finals week (for your Final Presentation). If, due to the location of your internship, you are not able to attend either one of those dates, it is very important that you contact your HPRM 4911 instructor to make necessary arrangements. ***



HPRM 4911 INTERNSHIP APPROVAL FORM

Submission of this form to the Faculty Internship Coordinator constitutes official notification of the student's intention to do his or her Internship with the employer specified below. Any change in the student's internship employer or semester of enrollment must be made in consultation with the Faculty Internship Coordinator and the Internship Employer Supervisor.

PLEASE PRINT:

Name of Student: _____

Internship Employer:

Department (if applicable):

Employer Address:

City: _____ State _____ Zip Code _____

Employer Main Phone Number: () _____

Internship Employer Supervisor:

Title:

Internship Employer Email Address:

Agency Supervisor's Phone Number or Extension: () _____

Completion of HPRM 3911: ☐ Fall ☐ Spring ☐ Summer

Semester/Year for the Internship: ☐ Fall ☐ Spring ☐ Summer

Credits for the Internship: _____ Tentative Starting Date: _____ Ending Date: _____

This is to certify that I have completed an interview with appropriate personnel from the above

agency, and they have accepted me for placement during the semester specified above.

Signature of Student: _____ Date: _____

Signature of Faculty Internship Coordinator: _____ Date: _____



Approved KWS Internships | Axiom Mentor

As of the fall semester of 2018, the Kemmons Wilson School of Hospitality and Resort Management has been using Axiom Mentor as the online management system for the internships that are approved for academic credit (HPRM 4911).

All students will be provided with registration information and training on Axiom Mentor during the HPRM 3911 (Pre-Internship/Professional Development) class. It is very important to note that Axiom Mentor is only used for internships that are approved for HPRM 4911. Career Services at The University of Memphis uses an online platform named TigerLink, which has career opportunities, full and part-time jobs, as well as other internships (which may or may not be for used for academic credit).

It is very important to distinguish why we use **both** Axiom Mentor and TigerLink at The University of Memphis. While it may appear redundant to have two different online portals, they both serve distinct and important roles.

While TigerLink is the main career services online platform when searching for career opportunities and jobs, it became increasingly difficult to use TigerLink for academic departments who have specific criteria for their internships for academic credit.

The Kemmons Wilson School is currently piloting the Axiom Mentor portal as part of a larger initiative of enhancing internship programs for the The University of Memphis. With Axiom Mentor, individual schools have the ability to establish their own criteria for their internship programs and create a closed portal for students to search for internships that meet the rigid criteria for academic internships.

While you will find hundreds of “internships” listed on TigerLink, they may not necessarily meet the criteria that the Kemmons Wilson School Academic Internship Program, as detailed in this handbook. ***However, please feel free to look for internships on TigerLink as well. Just make sure to get approval from the Faculty Internship Advisor for any internship that is not found on Axiom Mentor.***



Intern Statement of Responsibility

I acknowledge receiving a copy of the current Kemmons Wilson School Internship Handbook. Additionally, I will not begin the internship process until I have read completely the Kemmons Wilson School's Internship Handbook.

I will not report to an internship site until I have completed all requirements established in this document.

During my internship experience, I will keep an up-to-date log of my experiences. I will attend all online meetings and cooperatively participate in all approved activities and assessments as suggested by the Internship Coordinator. I will also schedule a midterm appointment with my Faculty Internship Coordinator. I will, to the best of my ability, convey as much information as possible for the improvement of the internship program.

I acknowledge that failure to comply completely with the conditions set forth in this statement of responsibility could result in dismissal from the internship site; therefore, I will be required to repeat the internship program the following semester.

Student Signature

Date

KWS Checklist (To be completed by KWS Representative)

☐ Student has completed HPRM 3911 (Pre-Internship/Professional Development) Semester Completed: _____

☐ Student is registered in Axiom Software and has attached a current Résumé and Cover Letter to this agreement

Kemmons Wilson School Representative

Date



Kemmons Wilson School Student Code of Conduct

As a student in the Kemmons Wilson School of Hospitality and Resort Management, your participation in the internship program is an important part of your professional development. To enhance the effectiveness of this program, the Kemmons Wilson School (KWS) has established the following policies and procedures to ensure a basis for ethical conduct. Failure to adhere to these standards will jeopardize not only your internship, but will impact the reputation of the Kemmons Wilson School.

Résumé Submission

Only submit résumés for companies and internships in which you have a genuine interest. Once submitted, the understanding is that, if selected, you will be expected to interview with the company. Conducting company research prior to the résumé submission will assist in determining which companies are a possible fit for you.

Disclosure of Information

Provide accurate information about your academic work, including courses taken, grades, positions held at the University of Memphis, as well as the duties performed. Provide accurate information on professional preparation and employment experience. Falsification of information can have serious consequences, including rescission of internship offers.

Interview Protocol

Interview genuinely. Interview only with employers you are sincerely interested in working for and whose eligibility requirements you meet. “Practice” interviewing is

misleading to employers, wasting both their time and money, and prevents sincerely interested candidates from using those interview slots.

Adhere to schedules. Appear for all interviews in a timely fashion.

Offer Management

Don't keep employers hanging. Communicate your acceptance or refusal of an internship offer to employers as promptly as possible, so they can notify other candidates that they are still being considered, or that the position has been filled.

Accept an internship in good faith. When you accept an offer, you should have every intention of honoring that commitment. Accepting an offer only as a precautionary measure not only is unethical but is misleading to the employer and may restrict opportunities for others who are genuinely interested in that employer.

Withdraw from the recruiting process when your internship search is completed. If you accept an internship offer, notify the Internship Coordinator and withdraw from the recruiting process immediately! Let employers who are actively considering you for an internship know that you are no longer interested in pursuing an internship with them. By doing so, you are helping your peers by not taking a slot from someone who is trying to schedule an interview to be considered for an internship position. Remember that you represent The University of Memphis' Kemmons Wilson School as well as yourself. Your actions will affect your future and that of your classmates, including the reputation of the University. If you accept an internship offer that an employer extended to you in good faith, your obligation is to stick with that offer. Failure to do so is considered unethical, is a poor reflection on your judgment, and can negatively impact any future dealings with this company.

Student Name: _____

Date: _____

Kemmons Wilson School Representative

Date



HPRM 3911-001
Professional Development & Pre-Internship
Spring Semester 2020
3.0 Credit Hours

Instructor: Marta Lopez-Flohr
E-mail: mlpzflhr@memphis.edu
Class Timing: Thursday – 1:00 PM – 4:00 PM
Location: Wilson School # 145

Offices:
Kemmons Wilson Culinary Institute
1245 N. Germantown Parkway
Cordova, TN

Fogelman Executive Center #222
Main Campus
Office Hours:
Thursdays 9:00 AM – 11:00 AM BY
APPOINTMENT ONLY

Course Overview:

Focus on the requirements and process for applying and successfully completing an internship program at Kemmons Wilson School of Hospitality and Resort Management. Students will also learn about professionalism, résumé writing, networking, interviewing, and developing their professional brand

Prerequisite for HPRM 4911.

Required Texts (and Related Materials):

Anderson L.E., Bolt S.B. (2015) Professionalism: Skills for Workplace Success (4th Edition). Prentice Hall.

ISBN-13: 978-0-32-195944-7

Rath, Tom (2015) StrengthsFinder 2.0 (with upgraded StrengthsFinder assessment) Gallup Press.

ISBN-13: 978-1-59-562015-6

Links to all course materials (PowerPoints, quizzes, software programs, videos, etc.) will be

located on [eCourseware](#).

COURSE REQUIREMENTS

All students will fulfill these requirements:

1. Professional Development

2. Professional Documents We will use class time as a workshop and use templates when necessary.

- **Résumé** –create a resume. Mr. Brian Sweeney, KWS Career Specialist will complete the final evaluation of your resume when you upload to Handshake <https://memphis.joinhandshake.com/login>. Full credit for this assignment will be validated with Mr. Sweeney. Should you need to make an individual appointment with him you can do so via <https://memphis.joinhandshake.com/login>
- **Cover Letter**
- **Cover Email**
- **Thank You Letter**
- **Letter of Recommendation**
- **LinkedIn Profile**

3. TigerZone Experience Posts – Complete all twelve TigerZone Experience posts by end of class business day.

4. Written Assignments – Complete all written assignments posted on eCourseware and must be submitted via Dropbox before 9:00 am on Fridays.

5. Attendance and Participation – Attendance in this class is mandatory. You are expected to attend each class meeting and to come a) on time; b) having read the assigned material; c) having prepared any required assignments; and d) ready to participate in discussion or group work with your peers.

I will accept excuses for illness, religious holidays and family emergencies. However, **it is required that you communicate with me prior to the class that will be missed, otherwise it will be considered an unexcused absence.**

6. Presentation/Final Class – Students will present their work in a *mandatory class session* on the last day of class. **The 5-minute presentation** (with accompanying PowerPoints) will summarize salient elements of the class and from the written assignments. Details for the Final Presentation will be fully explained in Week 7.

COURSE OUTLINE

Subject to Change

Date	Subject	Notes	Textbook Chapters	Homework Assignments (We will fill this in throughout the semester.)
Week 1 Jan 23	<ul style="list-style-type: none"> • Course Introduction and Syllabus Review • Pre-Assessment • Myers Briggs Assessments • Chapter 1 Presentation-Attitude, Goal Setting, Life Management • IHG First Look Presentation • Focus 2 Assessment Overview • Log TigerZone Experience 		Chapter 1	1. Read <u>Professionalism</u> Chapters 1 & 2 2. Begin Reading <u>Clifton Strengths</u> 3. Complete Focus 2 Assessment
Week 2 Jan 30	<ul style="list-style-type: none"> • Chapter 1 Questions • Chapter 2 Presentation- Personal Financial Management • Guest Speaker from First Financial- TBD • Log TigerZone Experience 		Chapter 2	1. Read <u>Professionalism</u> 14 2. TBD- Chapter 1 & 2 Quiz
Week 3 Feb 6	<ul style="list-style-type: none"> • Chapter 14 Presentation- Résumé Packages • First Draft of Résumé □ Log TigerZone Experience 		Chapter 14	1. Read <u>Professionalism</u> Chapter _____ 2. Quiz (tbd) 3. Written Assignment (tbd)
Week 4 Feb 13	<ul style="list-style-type: none"> • Finalize Résumés • Chapter 4 Presentation- Etiquette & Dress • Log TigerZone Experience 		Chapter 4	1. Read <u>Professionalism</u> Chapter _____ 2. Quiz (tbd) 3. Written Assignment (tbd)
Week 5 Feb 20	<ul style="list-style-type: none"> • Chapter 15 Presentation- Interview Techniques • Discussion on Networking • Clifton Strengths • Log TigerZone Experience 		Chapter 15	1. Read <u>Professionalism</u> Chapter _____ 2. Quiz (tbd) 3. Written Assignment (tbd)
Week 6 Feb 27	<ul style="list-style-type: none"> • Chapter 9 Presentation- Communications • Chapter 10 Presentation- Electronic Communications • Social Media Clean Up • LinkedIn Profile • Log TigerZone Experience 		Chapters 9 & 10	1. Read <u>Professionalism</u> Chapter _____ 2. Quiz (tbd) 3. Written Assignment (tbd)

Week 7 Mar 5	<ul style="list-style-type: none"> Chapter 3 Presentation- Time and Stress Management Review Final Presentation Requirements Demonstration of Effective Final Projects Review of KWS Internship Process Log TigerZone Experience 		Chapter 3	1. Read_ <u>Professionalism</u> Chapter _____ 2. Quiz (tbd) 3. Written Assignment (tbd)
Week 8 Mar 12	Spring Break – No Classes			
Week 9 Mar 19	<ul style="list-style-type: none"> Guest Presenter: Brian Sweeney Handshake Chapter 13 Presentation- Job Search Skills Chapter 16 Presentation- Career Changes Log TigerZone Experience 		Chapters 13 & 16	1. Read_ <u>Professionalism</u> Chapter _____ 2. Quiz (tbd) 3. Written Assignment (tbd)
Week 10 Mar 26	<ul style="list-style-type: none"> Chapter 5 Presentation- Ethics, Politics & Diversity Chapter 6 Presentation- Accountability & Workplace Relationships Log TigerZone Experience 		Chapters 5 & 6	1. Read_ <u>Professionalism</u> Chapter _____ 2. Quiz (tbd) 3. Written Assignment (tbd)
Week 11 Apr 2	<ul style="list-style-type: none"> Chapter 7 Presentation- Quality Organizations & Service Chapter 8 Presentation- Human Resources & Policies Log TigerZone Experience 		Chapters 7 & 8	1. Read_ <u>Professionalism</u> Chapter _____ 2. Quiz (tbd) 3. Written Assignment (tbd)
Week 12 Apr 9	<i>Spring 2020 UofM Career Fair</i>			
Week 13 Apr 16	<ul style="list-style-type: none"> Dining Etiquette @ KWCI or Holiday Inn (tbd) Chapter 11 Presentation Review for Final Examination Work on Final Projects Log TigerZone Experience 		Chapter 11	1. Read_ <u>Professionalism</u> Chapter _____ 2. Quiz (tbd) 3. Written Assignment (tbd)
Week 14 Apr 23	IHG First Look Trip <ul style="list-style-type: none"> Log TigerZone Experiences 			
Week 15 Apr 30	Study Day – No Class			
Week 16 May 7	<i>Final Presentations & Final Exam</i>			

STUDENT EVALUATION AND GRADING

Grades will be weighted as follows:

Evaluated Learning Component	Point Value	Point %
Written Assignments	10 @ 100	25%
Weekly Attendance & Participation (TigerZone Reflections)	12 @ 100 points	25%
Quizzes	10 @ 100 points	10%
Final Project Presentation	100	25%
Final Examination	100	15%
Total	3500	100%

TESTING PROCEDURES

To ensure students are reading the assigned chapters for the course, online quizzes will be administered each week throughout the semester. Each quiz will be time restricted and consist of objective (multiple choice, true or false, fill in the blank, matching) questions that cover specified material within the identified modules and chapters. The quizzes are meant to measure content knowledge and understanding. Although the use of the textbook and notes is not a good way to control for knowledge and understanding, it cannot be controlled from a distance so it is allowed and then controlled for with a time constraint. Simply, students cannot have both unlimited time and unlimited use of the textbook and notes to measure knowledge and understanding. The point is to encourage studying and comprehension, not to encourage last-minute skimming of the textbook and notes for an answer. Each quiz will be completed on eCourseware no later than 11:59 PM CT by the given due date. There will be no make-ups for missed quizzes.

GRADING SCALE

97 - 100% - A+

93 - 96.99% - A

90 - 92.99% - A-

87 - 89.99 % - B+

83 - 86.99% - B

80 - 82.99% - B-

77- 79.99% - C+

73 - 76.99% - C

70 - 72.99% - C-

67-69.99% - D+

63 - 66.99% - D

60 - 62.99% - D-

<60 % - F

ASSIGNMENT & ASSESSMENT EXPLANATIONS

Weekly Quizzes. To ensure students are reading the assigned chapters for the course, online quizzes will be administered each week throughout the semester. Each quiz will be time restricted and consist of objective (multiple choice, true or false, fill in the blank, matching) questions that cover specified material within the identified modules and chapters. The quizzes are meant to measure content knowledge and understanding.. The point is to encourage studying and comprehension, not to encourage last-minute skimming of the textbook and notes for an answer. Each quiz will be completed on eCourseware no later than end of class period. There will be no make-ups for missed quizzes.

Written Assignments Written assignments will be detailed in eCourseware and explained the week before they are due in class. Submitted work must be in APA format, typed, double-spaced, printed in 12-point font, cited and referenced (when applicable), and no less than one (1) full page in length. The assignment must be uploaded into Dropbox in eCourseware no later than 11:59 PM CT each Sunday evening. There will be no make-ups for missed Weekly Assignments.

Final Examination In addition to weekly quizzes, a final online exam will be administered at the end of the semester. The final exam will be time restricted and consist of objective (e.g., multiple choice, true or false, fill in the blank, matching) questions that cover specified material within the identified modules and chapters. The exams are meant to measure content knowledge and understanding. Although the use of the textbook and notes is not a good way to control for knowledge and understanding, it cannot be controlled from a distance, so it is allowed and then controlled for with a time constraint. Simply, students cannot have both unlimited time and unlimited use of the textbook and notes to measure knowledge and understanding. The point is to encourage studying and comprehension, not to encourage last-minute reading or skimming. Each exam will be completed on eCourseware no later than 11:59 PM CT by the given due date. There will be no make-ups for missed exams.

Final Project

The final presentation is an opportunity for you to share the professional development growth that you've experienced over the course of this class. It also provides a way to assess the overall Professional Development course and suggestions for enhancing the course in the future.

All presentations must be made using PowerPoint slides (or Prezi), include a voice over/narration of all slides, and include:

- A. An overview of what you learned about yourself in the Pre-Internship/Professional Development class, including a brief description of the results of your assessments (Myers-Briggs, Clifton Strengths, Focus2)
- B. A brief description of what type of internship you are seeking for HPRM 4911. This should include a SMART Goals worksheet with your action plan for obtaining said internship.
- C. A detailed description of at least three aspects of Professionalism that you learned in this class and how you are going to apply them in the future. Include areas of your Professional Development that are your weaknesses (areas of opportunity) and how you are going to develop those areas in the future. Please be sure to note any areas of opportunity for us as instructors in the future. This should include any subject that you would have liked us to focus on more in class.
- D. A brief description of your résumé (highlight sections within your PowerPoint/Prezi presentation) and why you think your résumé is the most positive reflection of your experience and skill set. In other words, why do you stand out from other people who are vying for the same internship?
- E. A detailed description of what your dream job is, as well as your plans for obtaining it (should come directly from your previous homework assignments).

Important Reminder Any student whose presentation receives an 'Unsatisfactory' or 'Unacceptable' score on five (5) or more of the ten (10) sections on [this rubric](#) will receive a failing grade for this Final Presentation.

CLASS PARTICIPATION & PUNCTUALITY

This is an online course, and it is the expectation that students will adhere to the course syllabus and schedule throughout the semester. To recreate the classroom environment as much as possible, recorded lectures are provided for added learning purposes. Further, it is the responsibility of the student to keep up with class readings and discussions, as well as turn in assignments by the due date.

STUDENT EXPECTATIONS

- **Investment.** Invest time and effort in reading and understanding research and data analysis concepts related to sport. Although lectures embedded within the PowerPoint slides will be provided on eCourseware, it is not enough to skim the readings. Thorough reading, comprehension, and integration of the material are expected. It is important to keep up with the readings in order to learn the concepts and terminology presented in class. Material in the readings, but not covered in lectures, will appear on quizzes and examinations.
- **Responsibility.** Take responsibility by completing and submitting assigned tasks by the stated due date. Expectations for each assignment to be submitted in this course are provided in detail below. It is the student's duty to complete and submit these assignments according to the directions provided by the stated due date. Please note that no assignments will be accepted late.

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- Turn off pop-up blocker software or set it to allow for <https://elearn.memphis.edu>.
- Add <https://elearn.memphis.edu> to trusted sites in your browser security settings.
- Run the System Check (<https://elearn.memphis.edu/d2l/systemCheck>). This checks the browser version, settings, plug-ins, and computer display settings (This is the same system check given above).
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- **Standards of Conduct.** Students are required to adhere to the same professional, legal, and ethical standards of conduct online as on campus. In addition, students should conform to generally accepted standards of "netiquette" in sending e-mail, posting to the discussion board, and other means of communicating online. Specifically, students should refrain from inappropriate and/or offensive language, comments, and actions.

The Instructor-Learner Relationship: A successful relationship between students and instructor requires mutual respect and communication. I commit to interacting with each of you in a professional manner and expect the same in return. Also, to make this relationship work for each of us, I accept the following responsibilities and ask that each student accept several specific responsibilities below:

Instructor Responsibilities:

- Prepare each weekly online session fully and thoughtfully;
- Students will receive a response to all communications ideally *within two (2) business days* and detailed feedback on all assessments *within five (5) business days*;
- Set high expectations for students while being fair and balanced in terms of workload and assignment of grades;
- Facilitate student understanding of course material and add value to the course by including information and insights based upon professional career experiences;
- Work to continuously improve the course by asking for informal feedback throughout the course and will make appropriate changes accordingly.
- Utilize end-of-semester evaluations to improve the course for the future.

Students' Responsibilities:

- Students are expected to actively participate in each weekly class session. Your presence in the classroom benefits you, your classmates and the instructor.
- Students are expected to plan their schedules appropriately to allow sufficient time to be successful in this course. This course requires ongoing weekly reading, reflection and writing which involves active learning of course material and significant reflection of such material.
- Students are expected to come to each class session prepared to learn and having read required readings by weekly posted due dates. It is impossible to gain the most from weekly class sessions without sufficient advance preparation.

Plagiarism and Integrity

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class in addition to other possible disciplinary sanctions which may be imposed through the regular institutional disciplinary procedures. Expectations for academic integrity and student conduct are described in detail on the website of the Office of Student Judicial and Ethical Affairs <http://saweb.memphis.edu/judicialaffairs>. Please read in particular, the section about "Academic Dishonesty"

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of The University of Memphis. It is the aim of the faculty at The University of Memphis to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present any work that they have not honestly performed as their own is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences. The instructor in a course is responsible for initiating action for dishonesty or plagiarism that occurs in his or her class. In cases of convincing evidence of or admitted academic dishonesty or plagiarism, an instructor should take appropriate action. Before taking such action, however, the instructor should attempt to discuss the matter with the student. The following provides an operationalization for academic misconduct and provides specific expectations for student behavior.

- **General Scholastic Dishonesty.** This includes, but is not limited to, cheating, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student or the attempt to commit such an act. The following are examples of general scholastic dishonesty: (a) copying from another student's exam or quiz; (b) using materials during an exam or quiz that have not been authorized by the person giving the exam or quiz; (c) failing to comply with instructions given by the person administering the exam or quiz; (d) possessing materials during an exam or quiz that are not authorized by the person giving the exam or quiz; (e) using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered exam or quiz, exam or quiz key, or class solution; (f) collaborating with or seeking aid or receiving assistance from another student or individual during an exam or quiz or in conjunction with an assignment without authority; (g) discussing the contents of an exam or quiz with another student who will take the exam or quiz; (h) divulging the contents of an exam or quiz for the purpose of preserving questions for use by another, when the instructor has designated that the exam or quiz is not to be removed from the exam or quiz room, or not to be returned to or kept by the student; (i) substituting for another person or permitting another person to substitute for oneself to take a course, an exam or quiz, or any course-related assignment; or (j) paying or offering money or other valuable thing to or coercing another person to obtain an unadministered exam or quiz, exam or quiz key, or class solution, or information about an unadministered exam or quiz, exam or quiz key, or class solution.
- **Plagiarism.** This includes, but is not limited to, the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit. With particular relevance to this

course, plagiarism is defined as the use of more than 4 consecutive words without the use of quotations and subsequent APA citation. Any student who fails to give credit for quotations or for an essentially identical expression of material taken from scholarly articles, books, encyclopedias, magazines, Internet documents, reference works or from the themes, reports, or other writings of a fellow (or former) student is guilty of plagiarism. Further, students are also not allowed to submit entire versions of previous work or parts of previous work that they have submitted in another course or a previous attempt at the existing course without prior permission of the instructor. It is expected that students will not engage in collusion, which includes the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty. All work submitted for this course must be the student's original work. Even if repeating this course, students must produce new, original work. Failure to abide by these policies will result in the offending student receiving a "0" for the assignment and disciplinary action as prescribed by the Kemmons Wilson School of Hospitality and Resort Management and The University of Memphis.

WEB RESOURCES

- Citation Styles Online <http://www.bedfordstmartins.com/online/cite6.html>

Copyright Statement

All course materials should not be used by anyone without the consent of the instructor or publishers of the materials.

Library and Other Resources

Links to library materials (such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support) and Internet resources needed by learners to complete online assignments and as background reading must be included in all courses. The myMemphis Portal system, eCampus Student tab provides access to University library and tutorial services. Other support services are available through the Educational Resources site at: <http://www.memphis.edu/students.htm>

Students With Disabilities

Qualified students with disabilities will be provided reasonable and necessary academic accommodations if determined eligible by the appropriate disability services staff at their home institution. Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility for specific accommodations from the disability services staff at the home institution. It is the student's responsibility to initiate contact with their home institution's disability services staff and to follow the established procedures for having the accommodation notice sent to the instructor.

The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities. Any student who anticipates physical or academic barriers based on the impact of a disability is responsible for corresponding with the instructor privately at the beginning of the semester. Faculty members are required to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Students with disabilities should also contact Disability Resources for Students (DRS) located at 110 Wilder Tower or call (901) 678-2880. DRS coordinate access and accommodations for students with disabilities, while also providing the necessary authorized documentation of student disability.

Counseling Center Services.....

The Counseling Center provides free counseling, wellness, and psychiatric services for University of Memphis students. They give you the support you need to make the most of your academic years, helping you manage emotional, psychological, and interpersonal problems. Their services include individual counseling, couples, and family counseling, relaxation counseling, biofeedback resources, group opportunities, urgent/crisis services, psychiatric evaluation and medication management (uninsured students only), ADHD support (testing is available for a fee), substance abuse screening and support, individual and small group “wellness breaks”, and campus outreach and educational programs. All of their services are confidential, and most are available free of charge for currently enrolled students. They value and accept differences among people, including those of national origin, race, gender, gender expression, sexual orientation, ethnicity, functional ability, socio-economic status, age, and religious affiliation. They believe that valuing cultural diversity maximizes human growth and development and enhances the quality of life in our community and throughout the world. Students interested in these services should contact Counseling Services at 214 Wilder Tower or email counseling@memphis.edu.

Educational Support Learning Centers (Tutoring)

Our campus-wide Learning Centers will bring out the learner in you. Educational Support Program (ESP) Learning Centers are located across the University of Memphis main and [Lambuth](#) campuses. ESP services are for University of Memphis undergraduate or graduate students currently enrolled in the course that assistance is requested. Each center is staffed by ESP-certified tutors, including graduate and undergraduate students. Appointments for tutoring and/or consultation are available and vary by location; walk-ins are always welcome. [Online Tutoring](#) is also available. For more details visit <https://www.memphis.edu/esp/centers.php>

The Writing Center

The Center for Writing and Communication, located on the first floor of Ned R. Mcwherter Library, is a combined writing and speaking center that offers free, one-on-one consultations with a trained staff comprised of graduate students from the departments of English and Communication. We are available to offer students feedback on their writing and speaking assignments at any stage in the process. Students are strongly encouraged to schedule an appointment online, but walk-in sessions may at times be available when the CWC is open. Visit <https://www.memphis.edu/cwc/> for hours and more details.

First Generation Student Success

The University of Memphis is proud to work with students who will be first-generation college graduates. There are many university resources available to assist such individuals, which can be found here: <https://www.memphis.edu/firstgen/> While not required, such students are encouraged to meet with the instructor as early in the semester as possible during office hours to privately discuss the experience of being a first-generation student in this course.

Syllabus Changes

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course bulletin board.

Technical Support

Call the Helpdesk: 901-678-8888

Online Helpdesk: <https://helpdesk.memphis.edu/>

Last Updated: 1/23/2020

You will be required to adhere to the professional appearance guidelines below whenever there is a guest speaker in our class.

INTERVIEW & PROFESSIONAL DRESS

Did you know that a hiring decision can take place within the first few minutes of your interview? This means that dressing appropriately and making a great first impression is very important.

BUSINESS FORMAL



Business Formal is the standard dress code for a job or internship interview. Here are some attire tips and suggestions:

- Skirt suit (preferably a dark color), which includes knee-length skirt, tailored jacket, and solid (or subtle patterned) blouse/top.
- Pant suit (preferably a dark color), which includes tailored pants and a jacket.
- Two-piece, single-breasted suit (preferably a dark color and solid and/or conservative pinstripes).
- White dress shirt with a white undershirt underneath and a conservative tie.
- Solid (or subtle-patterned) blouse or top.
- Dark, polished shoes and matching socks.
- Closed-toed shoes with no more than 1-2 inch heels.
- Conservative and minimal jewelry.
- Small to medium size purse.
- Subtle make-up.
- Conservative, clean haircut and style.
- Trimmed facial hair.
- Avoid colognes, perfumes, and body sprays.
- Bring your portfolio, pen, and extra copies of your résumé.

Business Casual is often the dress code in many offices. While this type of attire is too casual for the formal job interview, you may want to wear business casual to a dinner, on the airplane or it may also be the work attire for the organization's environment once you've landed the job or internship. Every work environment is different so be sure to observe and inquire about the dress code. Business casual may include:

- Jacket, blouse, cardigan, or conservative top with pants or a knee-length skirt.
- Simple, knee-length dress.
- Collared button up shirt with a white undershirt underneath or a collared knit polo shirt.
- Dark pants or khakis.
- Closed-toed shoes (no flip flops).
- Subtle make-up and avoid perfumes/body sprays.

Avoid the following attire:

- Jeans or casual sundresses, clothing with holes or rips, or athletic clothing or sneakers.
- Clothing too tight or revealing.
- Clothing with holes or rips, wrinkled or inappropriate images or athletic clothing or sneakers.

TIP:

Your culture, religion, and gender identity might influence your choice of business attire. We encourage you to incorporate those elements into your business wardrobe.

BUSINESS CASUAL





HPRM 4911-001
Hospitality Management Internship
2 Credit Hours

Instructor: Timothy Flohr, MBA, PMP, CFBE
E-mail: Timothy.Flohr@Memphis.edu

Office: Wilson School # 148
Office Hours: MWF 9:00 AM – 11:45 AM

COURSE DESCRIPTION:

An internship experience provides the student with an opportunity to explore career interests while applying knowledge and skills learned in the classroom in a work setting. The experience also helps students gain a clearer sense of what they still need to learn and provides an opportunity to build professional networks.

LEARNING GOALS:

The internship will provide students with the opportunity to:

- Gain practical experience within the business environment
- Acquire knowledge of the industry in which the internship is done
- Apply knowledge and skills learned in the classroom in a work setting
- Develop a greater understanding about career options while more clearly defining personal career goals
- Experience the activities and functions of business professionals
- Develop and refine oral and written communication skills
- Identify areas for future knowledge and skill development

eCourseware CLASSROOM:

The eCourseware site is the classroom for this course. Course information and assignments can be found there, and your completed assignments submitted there. Forms that require a signature must be scanned and emailed, sent by certified mailed, or hand-delivered (i.e. Memorandum of Agreement).

COURSE CREDIT:

Students must be properly registered, have their tuition paid, and complete the following number of work **240 hours** to receive course credit for their internship.

ASSIGNMENTS AND GRADING:

Pre and Post-Internship Assessment	5%
Memorandum of Agreement & SMART Goals	10%
Organizational Introductory Paper	10%
Weekly Reflective Journal Assignments	10%
Revised SMART Goals Template	5%
Internship Experience Report	10%
Updated Résumé	10%
Internship Time Verification (Monthly)	10%
Evaluations	10%
Presentation/Final Class	20%

EXPECTATIONS:

To receive credit for the internship, you are required to register for the course and pay the required tuition/fees, complete all assignments and turn them in by the deadline, and present yourself in a professional manner at all times. You are responsible for all materials and announcements related to the course.

Additionally, you are representing yourself, the Kemmons Wilson School for Hospitality and Resort Management, and The University of Memphis as an intern at the organization. Please keep in mind that you are expected to:

1. Arrive at work as scheduled, ready to work, and stay for the agreed upon time.
2. Present yourself in a professional manner at all times, including being appropriately dressed for your workplace.
3. Respectfully communicate any concerns with your supervisor and the

internship coordinator in a timely manner.

4. Demonstrate enthusiasm and interest in what you are doing; ask questions and take initiative as appropriate.
5. Complete and submit assigned tasks by designated timelines. Meet all deadlines.
6. Participate in assigned meetings at work and with the internship coordinator when you return to The University of Memphis.
7. Keep track of and accurately report internship hours worked.

ASSIGNMENTS:

Include the following information on all assignments: NAME, COMPANY NAME, ASSIGNMENT, DATE

1. Pre-Internship & Post-Internship

Assessments..... 5%

These assessments will examine your knowledge and comprehension of the internship course as well as the expectations and overall guidelines of a successful internship.

2. Learning Objectives, Memorandum of Agreement and SMART Goals

Template.....10 %

This memo is a collaborative effort between you and your supervisor and outlines the five main learning objectives for your particular internship. Appendix A provides information on writing your learning objectives and a sample memorandum of agreement.

3. Organizational Introductory

Paper.....10 %

This assignment provides the student with an opportunity to learn about the organization as a whole and his/her role within the organization. Appendix B provides additional information about this assignment.

4. Reflective Experience

Reports.....10%

An excellent way to process what you are learning during your internship is to write about your experiences on a regular basis. Appendix C provides a guide for preparing your journal entries. In preparing the entries, practice effective business communication (e.g., spelling, grammar, and conciseness).

5. Revised SMART Goals, Internship Experience Report & Updated

Résumé.....25 %

The Internship Experience Report provides an opportunity for you to reflect on your entire internship experience. This report should summarize what you learned, assess how successful you were in achieving your Learning Objectives, and highlight any other insights about the organization, industry, or career field. This assignment requires inclusion of an updated resume that includes your internship experience. Appendix D contains additional detail about the preparation of this report.

6. Internship Time

Verification.....10 %

Verification of intern's **240 work hours** must be submitted by the completion of the internship class. This information is to be recorded on the "Internship Time Verification Document" provided in this syllabus (signed by both the student and the supervisor) along with a copy of a paystub/document from the employer's own record keeping system. The student is responsible for submitting this information through Dropbox. Appendix E contains additional detail about the preparation of this report.

7. Evaluations.....10 %

Internships completed for credit require participation in the web-based Internship Evaluations designed for supervisors and students. Information about these evaluations will be e-mailed to students and supervisors on the second week of the internship. Students are required to submit their evaluations on a monthly basis and supply contact information for every department supervisor that they report to during their rotations. This is to ensure that every supervisor receives the evaluation to complete.

8. Presentation/Final

Class.....20 %

Students will present their work in a ***mandatory class session*** scheduled after you complete your internship. You will do a presentation during this class session. The **15 minute presentation** (with accompanying PowerPoints) will summarize salient elements of the internship experience from the Internship Experience Report. Professional dress is required for the presentation – please see the "Requirements for Professional Appearance". There will **5 minutes of Q&A** Appendix F describes the expectations for this assignment.

Grading Policy:

Point allocations for grades are as follows:

90% - 100%	=	A
80% - 89%	=	B
70% - 79%	=	C
60% - 69%	=	D
59% and below	=	F

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ONLINE ENVIRONMENT CHALLENGES

- **Challenge # 1.** You may find the online learning environment disorienting without the physical classroom space and constant guidance from a face-to-face interaction with an instructor.

- **Preparation # 1.** Just like a new building or classroom in which you take a course, you should orient yourself to the online learning environment in a similar fashion. As such, navigate through the entire eCourseware course site, reading everything at least twice and taking notes if necessary. Furthermore, since you will not have

immediate access to the instructor like you would in a face-to-face setting, you may struggle grasping content, assignments, or have other course issues. While the instructor is happy to help you work through such issues, the instructor cannot be available 24/7. However, the instructor will respond as soon as possible to your request.

- **Challenge # 2.** You may misperceive the online learning environment as easier than in a physical classroom space.
- **Preparation # 2.** The content and learning objectives in a face-to-face, 16-week semester course do not change simply because the learning environment changes to an online setting. The intensity of this course may be challenging on its own and combined with the online nature and lack of immediate access to the instructor you would find in a face-to-face setting, you will be doing most of the work by yourself.
- **Challenge # 3.** You may feel isolated in the online learning environment and that you are alone in your quest to complete the course.
- **Preparation # 3.** As described above, you will be doing most of the work by yourself. However, you are only as alone as you want to be. The instructor is willing to help you individually and collectively, but cannot read your mind(s). As such, please ask for help as often as you need it and the instructor will be happy to discuss any issues in writing or face-to-face via videoconferencing online. Remember to please make sure you have considered the advice above.
- **Challenge # 4.** You may perceive the online learning environment to have an impersonal communication feel.
- **Preparation # 4.** Since communication lacks the nonverbal communication cues such as tone of voice, facial expressions, and eye contact, and since we are communicating in a professional academic setting with professional jargon and terms, communication with others and the instructor may feel impersonal. This is not because of who you/they are or what you/they communicate, but because of the written medium by which we communicate. Please consider this fact as you're compose your discussion board posts and, most especially, as you read and interpret

others' posts. There are very few cases where a negative interpretation by a reader was intended by the writer, so assume the positive when you read others' statements.

- **Challenge # 5.** You may perceive that the online learning environment, with its work-at-your-own timeline, provides you more convenience; however, it has not eliminated the need to work hard or the devotion of your time and effort; in fact, it will likely require more of your time and effort.
- **Preparation # 5.** In reality, students often find the workload in an online course more time consuming because they must cover course material on their own and repeatedly, as well as spend significant time navigating the online environment and keyboarding questions and responses. For those who navigate or keyboard slowly, this may significantly increase the amount of time required to complete the course requirements. Additionally, because assignments are provided in written format with limited opportunity for synergistic whole-class discussions/questions about them, students must be careful (and even repeated) readers in order to ensure they understand the assignments. If we use the traditional undergraduate college expectation of every hour of class you should be spending two hours outside of class preparing, working on assignments, and studying, then you should be spending a significant amount of time on this course.
- **Challenge # 6.** You may perceive that the online learning environment does not fit your personal learning style (especially for tactile or auditory learners), which may limit your ability to be successful.
- **Preparation # 6.** Only you know your personal and best learning style. The online learning environment caters only to a narrow set of such styles. Accordingly, if your learning style does not fit with what has been described here or in the remainder of this email, you should consider waiting for a course that is structured more consistently with your style.

The Instructor-Learner Relationship: A successful relationship between students and instructor requires mutual respect and communication. I commit to interacting with each of you in a professional manner and expect the same in return. Also, to make this

relationship work for each of us, I accept the following responsibilities and ask that each student accept several specific responsibilities below:

Instructor Responsibilities:

- Prepare each weekly online session fully and thoughtfully;
- Students will receive a response to all communications ***within two (2) business days*** and detailed feedback on all assessments ***within five (5) business days***;
- Set high expectations for students while being fair and balanced in terms of workload and assignment of grades;
- Facilitate student understanding of course material and add value to the course by including information and insights based upon professional career experiences;
- Work to continuously improve the course by asking for informal feedback throughout the course and will make appropriate changes accordingly.
- Utilize end-of-semester evaluations to improve the course for the future.

Students' Responsibilities:

- Students are expected to actively participate in each weekly class session. Your presence in the virtual classroom benefits you, your classmates and the instructor.
- Students are expected to plan their schedules appropriately to allow sufficient time to be successful in this course. This course requires ongoing weekly reading and writing which involves active learning of course material and significant reflection of such material.
- Students are expected to come to each virtual class session prepared to learn and having read required readings by weekly posted due dates. It is impossible to gain the most from weekly class sessions without sufficient advance preparation.

WEB RESOURCES

- Columbia Guide to Online Style by Janice R. Walker and Todd Taylor
- Citation Styles Online <http://www.bedfordstmartins.com/online/cite6.html>

Plagiarism and Integrity

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class in addition to other possible disciplinary sanctions which may be imposed through the regular institutional disciplinary procedures. Expectations for academic integrity and student conduct are described in detail on the website of the Office of Student Judicial and Ethical Affairs <http://saweb.memphis.edu/judicialaffairs>. Please read in particular, the section about "Academic Dishonesty"

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of The University of Memphis. It is the aim of the faculty at The University of Memphis to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present any work that they have not honestly performed as their own is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences. The instructor in a course is responsible for initiating action for dishonesty or plagiarism that occurs in his or her class. In cases of convincing evidence of or admitted academic dishonesty or plagiarism, an instructor should take appropriate action. Before taking such action, however, the instructor should attempt to discuss the matter with the student. The following provides an operationalization for academic misconduct and provides specific expectations for student behavior.

- **General Scholastic Dishonesty.** This includes, but is not limited to, cheating, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student or the attempt to commit such an act. The following are examples of general scholastic dishonesty: (a) copying from another student's exam or quiz; (b) using materials during an exam or quiz that have not been authorized by the person giving the exam or quiz; (c) failing to comply with instructions given by the person administering the exam or quiz; (d) possessing materials during an exam or quiz that are not authorized by the person giving the exam or quiz; (e) using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered exam or quiz, exam or quiz key, or class solution; (f) collaborating with or seeking aid or receiving assistance from another student or individual during an exam or quiz or in conjunction with an assignment without authority; (g) discussing the contents of an exam or quiz with another student who

will take the exam or quiz; (h) divulging the contents of an exam or quiz for the purpose of preserving questions for use by another, when the instructor has designated that the exam or quiz is not to be removed from the exam or quiz room, or not to be returned to or kept by the student; (i) substituting for another person or permitting another person to substitute for oneself to take a course, an exam or quiz, or any course-related assignment; or (j) paying or offering money or other valuable thing to or coercing another person to obtain an unadministered exam or quiz, exam or quiz key, or class solution, or information about an unadministered exam or quiz, exam or quiz key, or class solution.

- o **Plagiarism.** This includes, but is not limited to, the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit. With particular relevance to this course, plagiarism is defined as the use of more than 4 consecutive words without the use of quotations and subsequent APA citation. Any student who fails to give credit for quotations or for an essentially identical expression of material taken from scholarly articles, books, encyclopedias, magazines, Internet documents, reference works or from the themes, reports, or other writings of a fellow (or former) student is guilty of plagiarism. Further, students are also not allowed to submit entire versions of previous work or parts of previous work that they have submitted in another course or a previous attempt at the existing course without prior permission of the instructor. It is expected that students will not engage in collusion, which includes the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty. All work submitted for this course must be the student's original work. Even if repeating this course, students must produce new, original work. Failure to abide by these policies will result in the offending student receiving a "0" for the assignment and disciplinary action as prescribed by the Kemmons Wilson School of Hospitality and Resort Management and The University of Memphis.

Copyright Statement. All course materials should not be used by anyone without the consent of the instructor or publishers of the materials

Library and Other Resources

Links to library materials (such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support) and Internet resources needed by learners to complete online assignments and as background reading must be included in all courses. The myMemphis Portal system, eCampus Student tab provides access to University library and tutorial services. Other support services are available through the Educational Resources site at: <http://www.memphis.edu/students.htm>

Students With Disabilities

Qualified students with disabilities will be provided reasonable and necessary academic accommodations if determined eligible by the appropriate disability services staff at their home institution. Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility for specific accommodations from the disability services staff at the home institution. It is the student's responsibility to initiate contact with their home institution's disability services staff and to follow the established procedures for having the accommodation notice sent to the instructor.

The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities. Any student who anticipates physical or academic barriers based on the impact of a disability is responsible for corresponding with the instructor privately at the beginning of the semester. Faculty members are required to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Students with disabilities should also contact Disability Resources for Students (DRS) located at 110 Wilder Tower or call (901) 678-2880. DRS coordinate access and accommodations for students with disabilities, while also providing the necessary authorized documentation of student disability.

Counseling Center Services

The Counseling Center provides free counseling, wellness, and psychiatric services for University of Memphis students. They give you the support you need to make the most of your academic years, helping you manage emotional, psychological, and interpersonal problems. Their services include individual counseling, couples, and family counseling, relaxation counseling, biofeedback resources, group opportunities, urgent/crisis services,

psychiatric evaluation and medication management (uninsured students only), ADHD support (testing is available for a fee), substance abuse screening and support, individual and small group “wellness breaks”, and campus outreach and educational programs. All of their services are confidential, and most are available free of charge for currently enrolled students. They value and accept differences among people, including those of national origin, race, gender, gender expression, sexual orientation, ethnicity, functional ability, socio-economic status, age, and religious affiliation. They believe that valuing cultural diversity maximizes human growth and development and enhances the quality of life in our community and throughout the world. Students interested in these services should contact Counseling Services at 214 Wilder Tower or email counseling@memphis.edu.

First Generation Student Success

The University of Memphis is proud to work with students who will be first-generation college graduates. There are many university resources available to assist such individuals, which can be found here: <http://www.memphis.edu/firstscholars/resources/index.php>. While not required, such students are encouraged to meet with the instructor as early in the semester as possible to privately discuss the experience of being a first-generation student in this course.

Syllabus Changes

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course bulletin board.

INTERVIEW & PROFESSIONAL DRESS

Did you know that a hiring decision can take place within the first few minutes of your interview? This means that dressing appropriately and making a great first impression is very important.

BUSINESS FORMAL



Business Formal is the standard dress code for a job or internship interview. Here are some attire tips and suggestions:

- Skirt suit (preferably a dark color), which includes knee-length skirt, tailored jacket, and solid (or subtle patterned) blouse/top.
- Pant suit (preferably a dark color), which includes tailored pants and a jacket.
- Two-piece, single-breasted suit (preferably a dark color and solid and/or conservative pinstripes).
- White dress shirt with a white undershirt underneath and a conservative tie.
- Solid (or subtle-patterned) blouse or top.
- Dark, polished shoes and matching socks.
- Closed-toed shoes with no more than 1-2 inch heels.
- Conservative and minimal jewelry.
- Small to medium size purse.
- Subtle make-up.
- Conservative, clean haircut and style.
- Trimmed facial hair.
- Avoid colognes, perfumes, and body sprays.
- Bring your portfolio, pen, and extra copies of your résumé.

Business Casual is often the dress code in many offices. While this type of attire is too casual for the formal job interview, you may want to wear business casual to a dinner, on the airplane or it may also be the work attire for the organization's environment once you've landed the job or internship. Every work environment is different so be sure to observe and inquire about the dress code. Business casual may include:

- Jacket, blouse, cardigan, or conservative top with pants or a knee-length skirt.
- Simple, knee-length dress.
- Collared button up shirt with a white undershirt underneath or a collared knit polo shirt.
- Dark pants or khakis.
- Closed-toed shoes (no flip flops).
- Subtle make-up and avoid perfumes/body sprays.

Avoid the following attire:

- Jeans or casual sundresses, clothing with holes or rips, or athletic clothing or sneakers.
- Clothing too tight or revealing.
- Clothing with holes or rips, wrinkled or inappropriate images or athletic clothing or sneakers.

TIP:

Your culture, religion, and gender identity might influence your choice of business attire. We encourage you to incorporate those elements into your business wardrobe.

BUSINESS CASUAL



APPENDIX A: LEARNING OBJECTIVES and MEMORANDUM OF AGREEMENT

PURPOSE OF LEARNING OBJECTIVES:

Learning Objectives are statements that clearly define what you intend to learn during the semester. *Since the internship is an academic, course credit is awarded for learning activities, not just for working.* The objectives should help the student, the Site Supervisor, and the Internship Instructor evaluate the learning progress at the conclusion of the experience. Learning Objectives should not try to cover all aspects of the internship, but rather focus on select areas that you will be exposed to throughout the internship. Each Learning Objective should involve new learning, expanded growth, or improvement on the job. Furthermore, the outcomes should benefit both you and the organization.

GUIDELINES FOR WRITING LEARNING OBJECTIVES:

Please follow the guidelines to write your Objectives. You will be required to rewrite the Learning Objectives if they don't follow the guidelines. A rewrite must be submitted within **24 hours** after notification or you will receive a **5 point deduction** for every day that the rewrite is late.

As note, writing the Learning Objectives is a collaborative effort between the student and the Site Supervisor. Both parties must agree on the objectives and consider the tasks that are necessary to accomplish them. A minimum of ***five (5) Objectives*** are required, however you can list and complete a maximum of ***seven (7) Objectives***. Include the Learning Objectives as part of the Memorandum of Agreement.

Each Learning Objective must be specific, measurable, limited to a single definite result, and have a completion date within the time period of the internship. A measurable Learning Objective is a statement that clearly and precisely describes what it is that you intend to accomplish by performing a task(s).

When developing the Learning Objectives:

- Avoid broad and general objectives; make them specific and as measurable as possible
- The objectives should be realistic considering the time constraint. How will I accomplish this objective (be specific)?
- What knowledge (be specific) do I want to acquire during this internship?
- What do I want to understand at the conclusion of this experience?
- What new skills do I want to master as a result of the internship?

The following are examples of **tasks or goals**; they are not Learning Objectives:

- I want to work on PowerPoint presentations.
- I want to answer questions about various programs offered.
- I will become an “organizational specialist.”
- I want to undertake projects that enable me to gain further experience in sales.
- I want to participate as a team member in day to day office tasks.
- I want to be the best intern so that they’ll offer me a job!
- I want to attend client meetings.
- I want to have fun.

Examples of strong **Learning Objectives** are:

- I will improve my skills with the Bloomberg financial software by learning how to monitor certain asset classes through shadowing my supervisor and gaining hands-on experience.
- I will network and establish professional contacts in the fashion industry by attending PR events and attending client meetings.
- I will learn how to address buyers’ questions relating to commercial real estate by accompanying a Licensing Associate during a property viewing.
- I will learn the editorial process of magazine publishing by attending staff meetings and shadowing the Chief Editor.
- I will become proficient in Microsoft Excel by creating financial spreadsheets to be used to conduct company financial analyses.
- I will develop better people skills and learn how to establish a strong financial advisor relationship by attending client meetings and listening to phone conversations.

GRADING OF LEARNING OBJECTIVES:

Satisfactory assessment of the Learning Objectives is based on:

- Expressing what you plan to achieve throughout the internship and how it will be accomplished,
- Effectively relating academic learning to the internship experience,
- Adherence to the writing guidelines for Learning Objectives,
- Completing the assignment on time.

Memorandum of Agreement

To:

From:

Date:

Re:

This memorandum serves as an official agreement between my internship supervisor and me. We have agreed that I will be working for [name of company] in [city, state/country]. My supervisor is {name, job title}. My internship job title is [internship job title]. The internship dates are [start date] through [end date].

The primary learning objectives for this internship are:

- 1.
- 2.
- 3.
- 4.
- 5.

Student Signature

Supervisor Signature

Date

Date

SMART Goal Setting Guide Sheet

Following are components of an effective goal – one that describes performance standards that will “tell us what good behavior looks like.” The SMART acronym can help us remember these components:

Specific - The goal should identify a specific action or event that will take place.

Measurable - The goal and its benefits should be quantifiable.

Achievable - The goal should be attainable given available resources.

Realistic - The goal should require you to stretch some, but allow the likelihood of success.

Timebound - The goal should state the time period in which it will be accomplished.

Here are some tips that can help you set effective goals:

1. Develop several goals. A list of five to seven items gives you several things to work on over a period of time.
2. State goals as declarations of intention, not items on a wish list. "I want to apply to three schools" lacks power. "I will apply to three schools," is intentional and powerful.
3. Attach a date to each goal. State what you intend to accomplish and by when. A good list should include some short-term and some long-term goals. You may want a few goals for the year, and some for two- or three-month intervals.
4. Be specific. "To find a job" is too general; "to find and research five job openings before the end of the month" is better. Sometimes a more general goal can become the long-term aim, and you can identify some more specific goals to take you there.
5. Share your goals with someone who cares if you reach them. Sharing your intentions with your parents, your best friend, or your teacher will help ensure success.
6. Write down your goals and put them where you will see them. The more often you read your list, the more results you get.
7. Review and revise your list. Experiment with different ways of stating your goals. Goal setting improves with practice, so play around with it.

Writing an Effective Goal Statement

Rules for writing goal statements:

1. Use clear, specific language.
2. Start your goal statement with TO + a VERB
3. Write your goal statement using SMART Goal Criteria
4. Avoid using negative language. Think positive!

An example of a goal statement:

□□ *To run the mini marathon in May and complete the 10 mile race in under 1 hour to beat my personal best time.*

Notice how the above example begins with the word “To”, includes the verb “run”, and tells what (the marathon), why (to beat personal best time) and when (May).

Activity

Use this worksheet to identify the specific SMART criteria you will use to write your goal statement.
What is your basic goal?

1. Is it **specific?** (Who? What? Where? When? Why?)

S _____

2. Is it **measurable?** How will I measure progress? (How many? How much?)

M _____

3. Is it **attainable?** (Can this really happen? Attainable with enough effort? What steps are involved?)

A _____

4. Is it **realistic?** (What knowledge's, skills, and abilities are necessary to reach this goal?)

R _____

5. Is it **timebound?** (Can I set fixed deadlines? What are the deadlines?)

T _____

My Goal Statement

Use the SMART worksheet you just completed and the rules above for writing a goal statement. This should be work-related goals that you would like to achieve in 3 months or less. Repeat this exercise as needed to write other goal statements.

HPRM 4911
SMART Goal Template

	Goal #1	Goal #2	Goal #3	Goal #4	Goal #5
Specific <i>What is the desired result (who, what, when, where, why)</i>					
Measurable <i>How can you measure progress?</i> <i>How can you quantify (numerically or descriptively) completion?</i>					
Achievable <i>Can this really happen?</i> <i>What skills are needed?</i> <i>What training is necessary?</i>					
Realistic <i>Is this attainable with enough effort?</i> <i>What steps are involved?</i> <i>Is the goal in alignment with my overall mission and/or goals?</i>					
Timebound <i>Can I fix set deadlines?</i> <i>What are the deadlines?</i>					

APPENDIX B: ORGANIZATIONAL INTRODUCTORY PAPER

PURPOSE OF ORGANIZATIONAL INTRODUCTORY PAPER:

An Organizational Introductory Paper describes the organization as a whole and your place within it.

GUIDELINES FOR WRITING ORGANIZATIONAL INTRODUCTORY PAPER:

Please follow these guidelines. Late papers will not be accepted. The student will be required to rewrite the paper if they do not adhere to the guidelines. Rewrites must be submitted within 24 hours after notification or the student will receive a 5 point deduction for every day that it is late. The Organizational Introductory Paper is due Friday, June 29th by 12:00 Midnight (submitted via Dropbox).

The Organizational Introductory Paper should be a ***maximum of two (2) pages, typed and double-spaced, with Arial font, 1” margins, and 12 point type.*** This paper must address the topics below, and use ***“headings”*** to divide each topic within your paper (i.e., Mission; Client/ Customers; Products/ Services; Key Personnel; My Exposure):

- The mission and type of industry of the organization
- The clients/customers of the organization
- The product/service of the organization
- The key individuals with whom you will be working
- Areas of the organization to which you will be exposed

GRADING OF ORGANIZATIONAL INTRODUCTORY PAPER:

Satisfactory assessment of the Organizational Introductory Paper is based on:

- Comprehensive background knowledge relating to the internship organization (i.e.Mission/Industry, Clients/ Customers, Products/ Services, etc);
- Clear understanding of your role/responsibilities, and that of others you will be working with;
- An understanding of what you will experience throughout the experience;
- Adherence to the writing guidelines for Organizational Introductory Paper;
- Timely completion.

APPENDIX C: REFLECTIVE JOURNALS

PURPOSE OF REFLECTIVE JOURNALS:

The Reflective Journals are the primary place for demonstrating meaningful reflection as you address the Learning Objectives; resolve problems and challenges, and document observations and feelings relating to your internship. The goals of the reflective journal are:

- To provide a forum for deep reflection on the internship experience (i.e. observations, projects/ tasks, challenges, etc.);
- To provide an opportunity to highlight the progress towards achieving the intern's Learning Objectives;
- To provide a venue for the Internship Instructor's constant monitoring, coaching, and assessment of the internship experience.

GUIDELINES FOR WRITING REFLECTIVE JOURNALS:

The following guidelines will be strictly enforced. **Late papers will not be accepted.** The student will be required to rewrite the journal if they do not adhere to the guidelines. Rewrites must be submitted within 24 hours after notification or the student will receive a 5 point deduction for every day that it is late.

Reflective Journals should be a ***maximum of one (1) page, typed and double-spaced, with Arial font, 1" margins, and 12 point font.*** The journal must address the topics below, and use ***"headings"*** to divide each reflection topic within your journal (e.g., Specific Tasks; Learning Objectives; Challenges & Resolutions):

- Specifics about jobs/tasks/projects accomplished, and how classroom knowledge has helped?
- Progress towards achieving Learning Objectives; what did you learn and how did you learn it?
- Problems encountered with job assignments or work environment, and efforts towards resolution.
- Description about what is most impressive about your internship to date.
- Expectations for the following weeks.

Tip: It is recommended that you keep a daily log that documents your experience. Set aside at least 20 minutes, preferably at the same time each day, to write. Make writing in the journal a “habit” or the weeks will fly by and you will have little record of your experience for future reflection. Consider addressing the following questions on a daily basis:

- What did I learn today?
- What challenges or frustrations did I encounter today?
- How did I use critical thinking or problem-solving to address this issue?

Please make certain that the Internship Instructor receives the journal at the scheduled times.

GRADING OF REFLECTIVE JOURNALS:

The Reflective Journals are worth 10% of the total grade. Journals are due every Sunday evening by 12:00 Midnight (submitted via Dropbox).

Note: Please include an interview with a professional from your field of interest as one of your required journal entries. Develop a set of questions that will provide you with the information about the professional such as:

- What are the most important knowledge, skills, and abilities needed by someone in this field?
- What would good entry-level jobs for gaining experience to become [fill in name of job title of person you are interviewing]?

Satisfactory assessments of the Reflective Journal Entries are based on:

- Evidence of thoughtful reflection, critical thinking, problem solving, complex interpretation;
- Consistent reference toward achieving your Learning Objectives;
- Demonstrated awareness of self in the work environment and the role of others;
- Adherence to the writing guidelines for Reflective Journals and timely completion.

APPENDIX D: INTERNSHIP EXPERIENCE REPORT AND UPDATED RESUME

PURPOSE OF THE REPORT:

The final paper provides an opportunity to reflect on the entire internship experience. The report should summarize your learning, assess overall success in achieving your Learning Objectives, and highlight any additional insights about the organization, industry, or career field. The goals of the report are:

- To provide an opportunity for the student to reflect on and synthesize the full experience, and to analyze personal and professional effectiveness;
- To facilitate closure of the internship experience.

GUIDELINES FOR THE REPORT:

The following guidelines will be strictly enforced. Late papers will not be accepted. Students will be required to rewrite the final paper if they do not adhere to the guidelines. Rewrites must be submitted within **24 hours after notification** or the student will receive a 5 point deduction for every day that it is late.

The Report should be a ***maximum of five (5) pages, typed and double-spaced, with Arial font, 1” margins, and 12 point type.*** The final paper must address the topics below, and use “***headings***” to divide each reflection topic within your paper (e.g. Company’s Strengths & Opportunities; Learning Objectives; Challenges & Resolutions):

The final paper **must** include an Introduction of your paper as well as-

Company’s Strengths & Opportunities

- Your observations of the company’s strengths and opportunities
- Your perceived strengths and opportunities
- What was your biggest challenge during this internship?

Learning Objectives

- **List of each Learning Objective** and discuss the extent to which the objective was met as well as the tasks you did to accomplish the objective.
- If an objective was not accomplished, then an explanation should be provided as to why, and what was accomplished in place of that objective.
- What would you have done differently in order to accomplish an objective that was not met?

Challenges & Resolutions

- What skills do you wish you had acquired before beginning this internship that would have made it easier for you to complete assigned tasks?
- How were you able to apply classroom knowledge to your internship experience?

Reflection

- How can you (or other interns) utilize this experience when re-entering the classroom or workplace?
- What characteristics would the ideal intern possess to excel at this internship site?
- How has this internship solidified or changed your career focus?

GRADING OF INTERNSHIP EXPERIENCE REPORT:

Satisfactory assessment of the Final Reflection Paper is based on:

- Demonstrated ability to synthesize and analyze the experience;
- Demonstrated awareness of self as an experiential learner;
- Adherence to the Final Paper guidelines.

UPDATED RÉSUMÉ:

Include a copy of your updated résumé with your internship experience listed.

APPENDIX E: Internship Time Verification Document

This document serves as the official internship time verification for proof of hours completed at my internship. As an intern with *[name of company]* in *[city, state/country]*, I have completed *[number of internship hours]* for *[# of registered credit hours]*.

Print Name *[intern]* _____

Signature *[intern]* _____

Date _____

Print Name *[supervisor]* _____

Signature *[supervisor]* _____

Date _____

APPENDIX F: INTERNSHIP FINAL PRESENTATION

The final presentation is an opportunity for students to share their internship experience with fellow students and the Kemmons Wilson School faculty. It also provides a way to assess the overall internship course, specific sites, and site supervisors for the enhancement of the program.

Presentation guidelines:

- Students are required to attend the entire presentation session (on their scheduled date), unless they are outside the Memphis area (in which case alternative arrangements will be made **in advance**).
- Students are required to wear business professional attire.
- Presentations must last no longer than 15 minutes, and will be followed by a 5-minute “question and answer” period. Students must rehearse their presentations to keep within the 15-minute limit.
- Presentations must be made using PowerPoint slides (or Prezi), and must include:
 - A. An overview of the internship site, including a **brief description** of its services, personnel, on-site supervisor, etc.;
 - B. A **brief description** of the internship responsibilities;
 - C. A **very detailed description** of the types of projects that they were completed, SMART Goals, and Revised SMART Goals
 - D. A **brief description** of the challenges and successes experienced during the internship;
 - E. A **very detailed description** of what was learned from the experience and how it can be applied in the future;
 - 1. Are you still interested in the field in which you interned?
 - 2. What academic courses assisted in your success in the internship?
 - 3. What would you have done differently before the start of your internship?
 - F. A statement of future (professional and/or academic) plans.

Important Reminder

Any student whose presentation receives an ‘Unsatisfactory’ or ‘Not Acceptable’ score on five (5) or more of the ten (10) sections on the rubric below will be required to present again at a later date to be determined by the instructor. If a student’s Overall Description Competence (Section 8) is deemed ‘Unsatisfactory’ or ‘Not Acceptable’, he/she may be required to present again at a later date to be determined by the instructor. This delay will negatively impact the student’s ability to receive a passing grade for the course.

Students will be evaluated using the rubric below:

Category	Highly Competent	Competent	Unsatisfactory	Unacceptable
1) Student Dressed Professionally	Student dressed in business professional attire	Student dressed in business casual attire	Student dressed in a casual attire	Student dressed in a casual attire, and appeared disheveled
2) Overview Of Internship Site, Mission, Services, Personnel	Student fully described the elements required	Student partially described the elements required	Student provided a minimal description of the elements required	Student did not provide any information on the internship site
3) Internship Responsibilities	Student fully described what he/she worked on during the internship	Student partially described what he/she worked on during the internship	Student provided a minimal description of what he/she worked on during the internship	Student did not provide any information on what he/she worked on during the internship
4) Challenges Experienced	Student fully described the challenges experienced	Student partially described the challenges experienced	Student did not describe the challenges within the 15 minutes	Student did not provide any information on the challenges experienced
5) Successes Experienced	Student fully described the successes experienced	Student partially described the successes experienced	Student did not describe the successes within the 15 minutes	Student did not provide any information on the successes experienced
6) Initial SMART Goals Template	Student fully described the SMART Goals that were developed at the beginning of the internship	Student partially described the SMART Goals that were developed at the beginning of the internship	Student did not describe the SMART Goals that were developed at the beginning of the internship	Student did not provide any information on the SMART Goals that were developed at the beginning of the internship
7) Revised SMART Goals Template	Student fully described the revised SMART Goals that were developed after receiving feedback and self-reflection	Student partially described the revised SMART Goals that were developed after receiving feedback and self-reflection	Student did not describe the revised SMART Goals that were developed after receiving feedback and self-reflection	Student did not provide any information on the revised SMART Goals that were developed after receiving feedback and self-reflection
8) What Was Learned From The Experience	Student fully described what he/she learned from the experience	Student partially described what he/she learned from the experience	Student did not describe what he/she learned from the experience within the 15 minutes	Student did not describe what he/she learned from the experience
9) Future Plans (Career, etc.)	Student clearly articulated and described his/her future plans	Student only provided a list of options	Student was not able to articulate his/her future plans within the 15 minutes	Student did not provide any information on his/her future plans
10) Questions and Answers	All questions were clearly answered and in a timely manner.	All questions were clearly answered, but some could have been answered more directly.	Most but not all questions were clearly answered, and some answers were wrong.	None of the questions were answered well.



Appendix

WRITING COVER LETTERS

The cover letter accompanying your resume is the first impression the company will have of you. Therefore, make it a good first impression! You should send a cover letter along with your resume when requested by the employer. Cover letters should be personalized and specific to each employer and job opening. Employers view a cover letter as an example of your written work, so it should be flawless.

Limit your cover letter to **one page in length**. Also, construct your letter in such a way that it attracts attention, entices the recipient into reading your resume, and encourages the recipient to invite you for an interview. Avoid simply repeating your resume content.

Use standard business letter formatting when writing a cover letter. Start at the top of the page with **your mailing address**. Then skip a line and include the **date** on which you are sending the letter. Skip another line and then list the **contact information for your recipient**. This should include the name of the individual who will read the letter plus any appropriate honorific (Dr., Mr., Ms., etc.), the individual's job title, the name of the company, and the mailing address of that company. Skip another line and begin the letter with a formal greeting.

Cover letters should be laser printed on high-quality bond paper that matches your resume. If you include a cover letter with an email, either upload the entire document as an attachment or paste the entire document, including mailing addresses and the date, into the body of the email. Additionally, do not write in informal or texting language even when sending the cover letter as an email. Always use professional business language. Convert your letter to a PDF before attaching it to an email or uploading it to a website.

Address the **greeting** of your cover letter to a specific person by last name and include the appropriate honorific with his/her name. For example: "Dear Dr. Parker:" Always end your greeting with a colon. If you are uncertain of the recipient's gender, you may use both first and last name, for example "Dear Taylor Parker:" If you are unsure of the recipient's name, you may call the company to find out who is managing the hiring for the position to which you are applying. If you cannot find out the name, skip the greeting as a last resort.

Cover letters generally have four main paragraphs. Additional paragraphs can be added as necessary. Skip lines between the greeting and the first paragraph, between paragraphs within the body of the letter, and between the final paragraph and the closing.

The **first paragraph** should grab the prospective employer's attention. In the paragraph, explain why you are writing by identifying the position to which you are applying and how you learned about the job opening. Additionally, summarize your strongest qualifications for the position, such as your educational background or a particular interest in the services or mission of the organization.

The **second paragraph** should describe your strongest qualifications in more detail. If possible, use a copy of the job description or advertisement to write this paragraph and match your qualifications to the position's requirements. Use key words from the job description whenever possible. If a job description is not provided, think about what responsibilities the job might entail and what specific qualifications a well-qualified candidate would possess. Use specific examples of your work experience or educational background as evidence of your qualifications and refer to your enclosed resume. Do not repeat verbatim the information contained in your resume.

In the **third paragraph**, show company knowledge. Match your values and goals to the company's values and goals. You could include more information about personal characteristics that are relevant to the job and would make you a strong candidate. Examples might include motivation, time management, or other personal qualities that are important to the position to which you are applying.

In the **final paragraph**, the conclusion of your letter, request an interview and provide information regarding how and when you may be contacted. Thank the reader for considering you for the position.

Finally, include a professional **closing** such as "Sincerely." Skip three lines and then type **your name** on the fourth line after the closing. When you print your cover letter, this will leave you a space in which to sign your name. Skip another line after your typed name and then include the word "Enclosure" if you will be providing your cover letter and resume in hard copy or "Attachment" if you will be emailing them. This indicates that there is an additional document (i.e. your resume) that accompanies the letter. If more than one document is included with the letter, use "Enclosures" or "Attachments".

1234 Someplace Street
Memphis, TN 38119

July 16, 2016

Ms. Jane Doe
Manager, Marketing Department
Jones Media Services
8910 Riverdale Rd.
Memphis, TN 38125

Sample Cover Letter

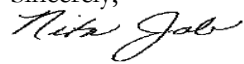
Dear Ms. Doe:

It was a pleasure meeting you at the American Marketing Association Conference last week. After hearing your presentation on the trend-setting marketing initiatives at Jones Media Services, I felt motivated to find out more about your company. While doing so, I was excited to learn about the Inside Account Executive position currently vacant in your Memphis office. Please find my resume enclosed in response to the advertisement on TigerLink on July 15, 2016.

As my resume indicates my background has included various marketing experiences. As a part-time Sales Representative for *The Daily Helmsman* at the University of Memphis, I handled accounts for numerous departments on campus. In addition, I was responsible for advertising two major fundraising campaigns for Special Olympics and the Red Cross, using digital marketing skills to reach younger donors in an effective manner. Finally, after interning for the *Memphis Flyer* last year, I acquired additional advertising/marketing skills while assisting in developing both new and existing advertising revenue. To keep my skills current, I have taken several courses that focused on social media tools. I am also proficient with Adobe Creative Suite.

Jones Media Services is one of the largest and most highly esteemed media companies in the industry. A recent article in the June 25th issue of *Business Week* indicated that your company continues to lead the industry in the use of social media and web-based marketing. I am excited about the position at Jones Media Services and believe that with my education and experience in marketing, I can reach your inactive advertisers and help develop your new business categories. You will find my excellent work ethic, dependability, initiative, and drive to be valuable to the overall mission of your company.

I welcome the opportunity to interview at your convenience. In the meantime, please feel free to contact me at 555-123-8069 or nitajob@memphis.edu. Thank you for your time and consideration. I look forward to hearing from you.

Sincerely,

Nita Job

Enclosure

COVER LETTER CHECKLIST

FORMATTING & GENERAL INFORMATION

- Keep cover letter to one page in length.
- Proofread your cover letter to make sure it is free of grammatical errors.
- Write in professional business language even when emailing. Do not use chat speak, texting language, or abbreviations.
- Use only appropriate fonts (Times, Arial, Verdana, etc.).
- Keep font sizes 10, 11, or 12 pt. for text. Font size should be consistent throughout the cover letter. ☐ Set margins to approximately 1 inch on all sides.
- Single space the letter, but leave blank lines between your contact information, the date, the company's contact information, the greeting, each paragraph, and the closing.
- Sign your letter, particularly if you are submitting a printed copy. Use a signature file rather than a script font for electronic signatures.
- Print your cover letter on high quality paper, just as you do your resume.
- Don't use letterhead from your current employer to write your cover letter.
- When including a cover letter with an email, either upload the entire document as an attachment or paste the entire document, including mailing addresses and the date, into the body of the email
- Make sure your cover letter is personalized to each position and company. ☐ Start the cover letter with your physical address; below it, include the date.

CONTACT INFORMATION OF THE RECIPIENT

- Include the name of a specific person, with appropriate prefix if known (Dr., Mr., Ms., Mrs., The Rev., The Honorable).
- Make certain that you have the correct spelling of the person's name and title.
- Include recipient's job title. On the next line, include the name of the company. Afterwards, include the company's physical mailing address.

GREETING

- Address the letter to a specific person.
- If appropriate prefix is known, use it in the greeting (ex. Dear Mr. Parker). If appropriate prefix is not known, list person's first and second names (ex. Dear Taylor Parker); use a colon at the end of the greeting (:), not a comma.

FIRST PARAGRAPH

- Show interest in the company.
- Identify the position to which you are applying, and state how you learned about the job opening.

SECOND PARAGRAPH

- Use a copy of the job advertisement or description to write this paragraph.
- Describe your qualifications in more detail, and show how your qualifications, experience, and abilities match the needs of the company.
- Use specific examples as evidence of your qualifications and refer to your enclosed resume, but do NOT duplicate content from your resume word for word.

THIRD PARAGRAPH

- Show company knowledge
- Match your values and goals to the company's values and goals.
- Include more information about personal characteristics relevant to the job and show that you are the best candidate.

FOURTH PARAGRAPH

- Express an interest in requesting an interview.
- Provide information regarding how and when you can be contacted. □
Thank the recipient for considering you for the available position.

CLOSING & SIGNATURE

- Include an appropriately professional closing, such as "Sincerely".
- If you print your cover letter, sign it in the space between your closing and your typed name.
- Include the word "Enclosure(s)" if you will be providing your cover letter and resume (and any other supporting documents) in hard copy or "Attachment(s)" if you will be emailing them beneath a blank line beneath your typed name.

Sample Résumé

Tiger Link, CGSP

Memphis, TN | 901-678-2239 | tgrlink@memphis.edu

EDUCATION

The University of Memphis, Memphis, TN
Kemmons Wilson School of Hospitality and Resort Management
Bachelor of Arts, Hospitality and Resort Management

Expected Graduation: May 2017

GPA: 3.0

CERTIFICATIONS

- Certified Guest Service Professional (CGSP)
American Hotel & Lodging Educational Institute
- ServSafe® Certified
National Restaurant Association

March 2014

January 2013

EXPERIENCE

Golden Keys Apartments, Memphis, TN

August 2014 - Present

Leasing Agent

- Maintain 95% occupancy levels throughout busy and slow leasing seasons
- Manage community resident database of over 15,000 past and present residents
- Generate new social media and marketing strategies resulting in 20% increase in online presence
- Build collaborative relationships with current and prospective residents, negotiate and resolve conflicts

Best Buy Corporation, Memphis, TN

October 2011 - August 2014

Mobile Sales Lead/ASM (2012 to 2014); Apple Sales Professional (2011-2012)

- Exceeded quarter revenue goals three quarters in a row resulting in team bonuses
- Led a team of 5 employees in sales, training, and customer service
- Achieved Platinum Level training
- Enhanced product loss controls for a high risk category store, leading to a significant reduction in inventory shrinkage, as well as the recovery of over \$1500 in internal theft
- Implemented corporate selling techniques and strategies

Pei Wei Asian Diner, Memphis, TN

May 2010 - October 2011

Front-of-House Supervisor- Internship

- Maintained one of the highest volume "to-go" stores in the company, consistently in the top 10%
- Represented Back and Front-of-House Managers as well as General Managers on a weekly basis
- Led a team of 15 employees
- Provided leadership to increase store profit margin from the lowest quartile to the top 25% of all stores
- Cultivated relationships with key customers
- Cross trained in several areas of Back-of-House

ACTIVITIES

- HSMIAI, Mid-South Student Chapter
Hospitality Sales and Marketing Association International
- Disabilities Resources Assistant, The University of Memphis

November 2013 - Present

January 2016

HONORS/AWARDS

- Recipient, State of Tennessee Hope Academic Scholarship
- Recipient, University of Memphis Dean's Academic Scholarship

January 2017

Fall 2016

SKILLS

- Proficient in Microsoft Office Suite
- MICROS
- Spanish, conversant

STUDENT RESUME CHECKLIST

FORMATTING

Keep resume to one page in length.

Make sure your information fills the page without looking crowded.

Emphasize major headings using capital letters, underlining or bold.

Use Bullets, Bold, Italics, Underlining and indenting appropriately.

Proofread your resume to make sure it is free of grammatical errors.

Keep spacing and formatting consistent throughout document.

List dates consistently throughout the resume.

Use only appropriate fonts (Times, Arial Narrow, Verdana, Garamond, Goudy, Georgia, etc.) Keep font sizes 10, 11, or 12 pt. for text and 12, 14, or 16 pt. for headings and name.

Do NOT include pictures and/or graphics.

Do NOT include personal Information (Age, Weight, Children, etc.).
Set margins to approximately 1 inch on all sides.

NAME/ADDRESS

Put your full name on the top line of the resume.

Include complete mailing address.

Include telephone number with area code (be sure it is a number where you can be reached). Make sure your email address is professional (U of M email address is recommended).

PROFILE

Objectives are no longer included on resumes. Exceptions may occur in education and nursing. Use a profile to summarize key accomplishments relevant to the job (recommended for advanced undergraduate and graduate students) or being the resume with your education section. Highlight key skills or qualifications relevant to the job.

Do NOT use personal pronouns such as “I, me, or my.”

EDUCATION

Write the full name of your degree and major, using no abbreviations.

List the name of the institution that granted the degree, along with the city and state.

Include the month and year of graduation or expected graduation. Do NOT list dates of attendance.

Include GPA if it is 3.0 or higher. List the highest degree first.

HONORS

List only honors earned after High School.

List any Scholarships, Assistantships, Grants, Honor Societies, Deans Lists, and Awards.

SKILLS

List any relevant technical skills.

Reflect skill level accurately (proficient, working knowledge, etc.).

Include language skills that are accurately reflected (fluent, conversant, etc.) Do NOT include vague generalities (such as “strong communication skills”). Leave off any outdated or obsolete skills (such as FORTRAN).

RELEVANT COURSES

Only include courses relevant to the job you are applying for.

Write full course names; do NOT use course numbers.

Nursing students are required to include this section. Include “/Practicum” after any course title that has a practicum associated with it. For example: Adult Health Care Nursing/Practicum.

EXPERIENCE

Include Internship/Co-Op Experience, relevant paid work, and relevant volunteer work.

Include the position title, company name, city, state, and dates of employment.

Begin each job description with an action verb.

Focus descriptions on accomplishments.

Quantify and qualify descriptions when possible (ex. Increased sales by 30%). Use bullet points and action verbs when describing experience.

LEADERSHIP & ACTIVITIES

List campus and community activities as you would a job or internship.

Highlight leadership positions and describe accomplishments using bulleted points.

Include Title, Organization, Location, and Dates of Participation.

Generally, do NOT include organization names that reveal political affiliation, religious preference, racial/ethnic background, etc.

Do NOT include High School activities.

ADDITIONAL CATEGORIES

Use additional categories if relevant to the individual and the job being sought.

Examples of additional categories include but are not limited to: Research, Publications, Professional Associations, Certifications, Licenses, Military Service, and Presentations.

REFERENCES

Do NOT include names and contact information for references on resume; list on a separate page. Do NOT include the statement available upon request.

Key Action Verbs To Use on Résumé



Career Services

Key Action Verbs

Your resume must be accomplishment focused and action oriented in order to catch the reader's eye. Listed below are a few ideas to help you start each sentence or phrase on your resume with an action verb.

Communication Skills

Advertised
Authored
Clarified
Composed
Contacted
Corresponded
Demonstrated
Drafted
Edited
Facilitated
Informed
Interpreted
Mediated
Negotiated
Notified
Presented
Persuaded
Promoted
Proofread
Publicized
Published
Translated
Wrote

Creative Skills

Built
Composed
Conceptualized
Constructed
Created
Designed
Developed
Directed
Established
Founded
Generated
Initiated
Invented
Launched
Originated
Performed
Piloted
Planned
Produced
Revised

Helping Skills

Advised
Advocated
Aided
Assessed
Assisted
Coached
Collaborated
Counseled
Diagnosed
Directed
Encouraged
Guided
Inspired
Led
Mentored
Represented
Served
Supported

Leadership Skills

Achieved
Clarified
Decided
Delegated
Effected
Enhanced
Exceeded
Excelled
Headed
Improved
Inspired
Instigated
Led
Marketed
Motivated
Participated
Presided
Recommended
Succeeded

Management/Organization Skills

Administered
Arranged
Assembled
Completed
Conducted
Controlled
Correlated
Determined
Directed
Eliminated
Engineered
Evaluated
Executed
Expanded
Implemented
Increased
Maintained
Managed
Planned
Prepared
Procured
Provided
Scheduled
Solved
Supervised

Research Skills

Analyzed
Clarified
Coded
Compared
Contrasted
Evaluated
Examined
Experimented
Explored
Inquired
Interpreted
Interviewed
Investigated
Reported
Reviewed
Studied
Summarized

Teaching Skills

Advised
Assessed
Clarified
Coached
Conducted
Demonstrated
Developed
Educated
Evaluated
Explained
Facilitated
Guided
Illustrated
Informed
Instructed
Led
Mentored
Planned
Trained
Tutored

Technical Skills

Analyzed
Budgeted
Built
Calculated
Computed
Correlated
Developed
Financed
Handled
Maintained
Operated
Programmed
Repaired

SAMPLE LETTER OF THANK YOU FOR INTERVIEW

1234 Someplace Street
Memphis, TN 38119

July 16, 2016

Ms. Jane Doe
Manager, Marketing Department
Jones Media Services
8910 Riverdale Rd.
Memphis, TN 38125

Dear Ms. Doe:

Thank you so much for the opportunity to meet with me on (Date). Our discussion regarding an internship with (Name of Employer) was very informative. I believe I could not only learn a great deal from your company, but could also be useful to (Name of Agency) on specialized projects.

Please let me know if I can provide any further information. I look forward to hearing from you. Sincerely,

(Signature)

John Doe

SAMPLE LETTER OF ACCEPTANCE OF AN INTERNSHIP

When an offer of an internship is extended, it most often communicated through a telephone conversation. If an offer is extended in the form of a letter, a follow-up telephone call will more than likely follow the letter. An acceptance letter by the student who has been granted an internship is optional. If you would like to write a letter of acceptance, the following example format and wording could be used.

1234 Someplace Street
Memphis, TN 38119

July 16, 2016

Ms. Jane Doe
Manager, Marketing Department
Jones Media Services
8910 Riverdale Rd.
Memphis, TN 38125

Dear Ms. Doe:

Thank you so much for the opportunity to serve as an intern with (Name of Employer) this summer. I accept your offer and look forward to learning the many facets of the (Type of Industry) Industry.

My understanding is that the starting date of this internship will be (Date) and will end on (Date). Please let me know if I can provide any further information at this time.

Sincerely,

(Signature)

John A. Smith

SAMPLE LETTER OF REFUSAL FOR AN INTERNSHIP

If you have been offered an internship by more than one organization, it will be necessary to choose one and accept the position. At the same time, it is also necessary to inform the organizations whose internships you do not accept that you will not be interning with them. This may be accomplished by telephone; however, a follow-up letter would be an added piece of professionalism. The following is a sample and should be modified to suit your particular situation.

1234 Someplace Street
Memphis, TN 38119

July 16, 2016

Ms. Jane Doe
Manager, Marketing Department
Jones Media Services
8910 Riverdale Rd.
Memphis, TN 38125

Dear Ms. Doe:

I am writing to inform you that I have given careful consideration to your offer of an internship and I have decided not to accept the position as we discussed on (Date). I was fortunate to have received another offer which better suits my educational interests.

Thank you for the time and consideration you have given me. I appreciate it very much and regret not being able to accept your offer at this time.

Sincerely,

(Signature)

John A. Smith

INTERVIEW & PROFESSIONAL DRESS

Did you know that a hiring decision can take place within the first few minutes of your interview? This means that dressing appropriately and making a great first impression is very important.

BUSINESS FORMAL



Business Formal is the standard dress code for a job or internship interview. Here are some attire tips and suggestions:

- Skirt suit (preferably a dark color), which includes knee-length skirt, tailored jacket, and solid (or subtle patterned) blouse/top.
- Pant suit (preferably a dark color), which includes tailored pants and a jacket.
- Two-piece, single-breasted suit (preferably a dark color and solid and/or conservative pinstripes).
- White dress shirt with a white undershirt underneath and a conservative tie.
- Solid (or subtle-patterned) blouse or top.
- Dark, polished shoes and matching socks.
- Closed-toed shoes with no more than 1-2 inch heels.
- Conservative and minimal jewelry.
- Small to medium size purse.
- Subtle make-up.
- Conservative, clean haircut and style.
- Trimmed facial hair.
- Avoid colognes, perfumes, and body sprays.
- Bring your portfolio, pen, and extra copies of your résumé.

Business Casual is often the dress code in many offices. While this type of attire is too casual for the formal job interview, you may want to wear business casual to a dinner, on the airplane or it may also be the work attire for the organization's environment once you've landed the job or internship. Every work environment is different so be sure to observe and inquire about the dress code. Business casual may include:

- Jacket, blouse, cardigan, or conservative top with pants or a knee-length skirt.
- Simple, knee-length dress.
- Collared button up shirt with a white undershirt underneath or a collared knit polo shirt.
- Dark pants or khakis.
- Closed-toed shoes (no flip flops).
- Subtle make-up and avoid perfumes/body sprays.

Avoid the following attire:

- Jeans or casual sundresses, clothing with holes or rips, or athletic clothing or sneakers.
- Clothing too tight or revealing.
- Clothing with holes or rips, wrinkled or inappropriate images or athletic clothing or sneakers.

TIP:

Your culture, religion, and gender identity might influence your choice of business attire. We encourage you to incorporate those elements into your business wardrobe.

BUSINESS CASUAL

