

DEREE COLLEGE SYLLABUS FOR:		US CREDITS: 0/0/3
HT 4660 INTERNSHIP IN HOSPITALITY AND TOURISM (Summer 2016)		
PREREQUISITES:	HT 1001 Introduction to the Tourism and Hospitality Industry – Level 4 HT 2011 Accounting for the Hospitality Industry – Level 4 HT 2116 Hospitality Information Systems – Level 4 HT 3113 Tourism Planning and Development – Level 5 HT 3115 Marketing for Hospitality and Tourism – Level 5 HT 3131 Hospitality and Food and Beverage Operations – Level 5	
CATALOG DESCRIPTION:	Work-based learning through placement in hospitality or tourism. <i>Internship placements are subject to the formal approval by the ITHM Internship Administrator and the Department Head.</i>	
RATIONALE:	The work-based placement (internship) in hospitality and tourism offers exposure to industry and professional practice. It is considered an indispensable tool, in which students are placed into a work context. The internship aims to develop students' practical and professional competencies and transferable skills through experiential learning, which will enable them to operate effectively as working professionals in the tourism and hospitality industry. It is designed to cover a wide spectrum of curricular approaches and thus connect theory, taught in the College classroom, with the practice in the tourism and hospitality industry. Furthermore, the internship is designed to encourage reflective learning, as students evaluate theories and concepts learned in class through the lens of their professional experience in the field. The internship is in essence the students' first step to a professional career in tourism and hospitality.	
LEARNING OUTCOMES:	As a result of taking this course the student should be able to: <ol style="list-style-type: none"> 1. Relate tourism and hospitality theory and concepts to a vocational context and experience through worked based learning. 2. Demonstrate understanding of the interrelation and interdependence of all departments within a Tourism/Hospitality business entity through recommending appropriate management interventions for addressing the impact of excellent delivery of the Tourism/Hospitality service to the customer. 3. Critically reflect on the development of personal and professional skills and competencies throughout the internship in a hospitality or tourism organization by employing a personal development planning approach. 	
METHOD OF TEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"> ➤ Use of Blackboard site, where the Internship Administrator posts notes, instructions, timely announcements as well as additional resources in relation to the Internship placement. ➤ Office hours: Students are encouraged to contact the Internship Administrator, where they can ask questions and discuss Internship issues. ➤ The internship in hospitality and tourism is consistent with the work-based learning (internship) policies and procedures, as they have been described in the DEREЕ Work-Based Learning (Internship) Policies and Procedures. ➤ Professional seminars and workshops: Seminars organized and delivered by the School of Business faculty on professional conduct, 	

	<p>ethos, service quality in hospitality and tourism; workshops on interviewing skills, drafting of CV, presentation skills delivered in cooperation with the Office of Careers Services.</p> <ul style="list-style-type: none">➤ Work-based learning internship: Minimum of 180 working hours in the tourism and hospitality industry.➤ ‘Critical Incident and Intervention’ Report (individual): Bi-weekly report with identification of ‘critical incidents’ and recommendations for management intervention in relation to these incidents (±500 words) accompanied by daily journal (daily activity log) of the activities the student intern undertakes during the internship.➤ Internship Provider evaluation of the student-intern performance of tasks and overall professional demeanour. This occurs by using the Work-Based Learning Evaluation Forms included in the Internship Policies & Procedures Document.➤ Personal Development Planning Report: The student uses the work-based learning internship experience and the Internship Provider evaluation as the basis for reflective learning in terms of his/her personal development. The student should provide a brief report incorporating a personal self-assessment of skills, competences and areas for improvement and an action plan for the further development of professional skills and competences. Grading of the PDP report takes the Internship Provider evaluation into account in terms of the level of consistency between the Internship Provider evaluation and the student’s own reflection upon his/her evaluation.➤ Reflective Paper (individual): After the completion of the internship, the student must write a reflective paper, integrating his/her experiential learning from the internship-placement with the theories taught in class in relation to the tourism and hospitality industry. The paper should include recommendations to management based on the student-intern’s evaluation of professional practice.➤ Presentation (individual): Presentation of the internship experience, lessons learned and the reflective paper to fellow students and faculty upon return on Campus.									
ASSESSMENT:	<table><tr><td>‘Critical Incident and Intervention’ Report - formative</td><td>0%</td><td>Individual, bi-weekly, 500 words</td></tr><tr><td>Personal Development Planning Report - summative</td><td>40%</td><td>Individual, 1000-1500 words</td></tr><tr><td>Reflective paper - summative</td><td>60%</td><td>Individual, 3000-3500 words</td></tr></table> <p>The formative ‘Critical Incident and Intervention’ Report aims to support students in the writing of the reflective paper prior to submission. The Reflective Paper tests Learning Outcomes 1, 2 and 3. The Personal Development Planning Report tests Learning Outcome 3.</p>	‘Critical Incident and Intervention’ Report - formative	0%	Individual, bi-weekly, 500 words	Personal Development Planning Report - summative	40%	Individual, 1000-1500 words	Reflective paper - summative	60%	Individual, 3000-3500 words
‘Critical Incident and Intervention’ Report - formative	0%	Individual, bi-weekly, 500 words								
Personal Development Planning Report - summative	40%	Individual, 1000-1500 words								
Reflective paper - summative	60%	Individual, 3000-3500 words								
INDICATIVE READING:	<p>REQUIRED MATERIAL:</p> <ul style="list-style-type: none">• Cottrell, Stella: <i>Skills for success: Personal Development and Employability</i>, UK, Palgrave-McMillan, 2015.• Harris, Kimberly J.: <i>Hospitality Management Internship: A Student Workbook</i>, USA, Prentice Hall, 2006.• In addition to the above texts, students must familiarize themselves with the module-specific internship student handbook (2015), Derec-The American College of Greece.									

	<p>RECOMMENDED READING:</p> <ul style="list-style-type: none"> • Augustyn, M. and Ho, S. K. (1998) "Service quality and tourism", <i>Journal of Travel Research</i>, 37, August, 71-75. • Bitner, M. J., Brown, S. W., and Meuter, M. L. (2000), "Technology Infusion in Service Encounters", <i>Journal of the Academy of Marketing Science</i>, 28(1), 138-149. • Chen, Tzu-Ling and Shen, Ching-Cheng (2012) "Today's intern, tomorrow's practitioner?—The influence of internship programmes on students' career development in the Hospitality Industry", <i>Journal of Hospitality, Leisure, Sports & Tourism Education</i>, 11, 29-40. • d'Orleans, J. (2008) "Use all five senses to uncover respect issues", <i>Hotel & Motel Management</i>, 223(6), 1-3. • Hsu, I. H. (2006), "Personality Traits Reflect Employee Job Attitudes In The Workplace", <i>Consortium Journal of Hospitality & Tourism</i>, 10(1), 31-43. • King, A. C. (1995), "What is hospitality?", <i>International Journal of Hospitality Management</i>, 14(3/4), 219-234. • Kwek, A., Bui, H. T., Rynne, J., & So, K. F. (2013). "The Impacts of Self-Esteem and Resilience on Academic Performance: An Investigation of Domestic and International Hospitality and Tourism Undergraduate Students." <i>Journal of Hospitality & Tourism Education</i>, 25(3), 110-122. • Zehrer, A. and Mössenlechner, C. (2009) "Key Competencies of Tourism Graduates: The Employers' Point of View", <i>Journal of Teaching in Travel & Tourism</i>, 9, 266–287. • Zopiatis, A., & Constanti, P. (2012). Managing Hospitality Internship Practices: A Conceptual Framework. <i>Journal of Hospitality & Tourism Education</i>, 24(1), 44-51.
<p>INDICATIVE MATERIAL: (e.g. audiovisual, digital material, etc.)</p>	<p>REQUIRED MATERIAL: N/A</p> <p>RECOMMENDED MATERIAL: N/A</p>
<p>COMMUNICATION REQUIREMENTS:</p>	<p>Use of proper English, both oral and written</p>
<p>SOFTWARE REQUIREMENTS:</p>	<p>Blackboard, MS Office, search engines</p>
<p>WWW RESOURCES:</p>	<p>Useful sources include:</p> <p>www.world-tourism.org</p> <p>www.sete.gr</p> <p>www.geog.nau.edu//igust</p> <p>www.elsevier.com/inca/publications/store/3/0/4/7/2/30472/pub.html</p>
<p>INDICATIVE CONTENT:</p>	<p>Work based learning according to the assigned tasks and responsibilities in the context of an internship placement within a hospitality or tourism organization (e.g. hotel, travel agency, airport, airline, event planners, etc.).</p>