HADM 4930 and 4940: Management Intern Program (MIP)

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What makes this an internationalized curriculum?
The Management Intern Program provides SHA juniors and 1st-semester seniors with a semester-long work experience. An internship involves more than just work experience; it is also an academic experience. The application of classroom learning to an actual, professional situation is the crucial component of an internship. This program provides a structured way to put into practice the theories and principles students have learned in their SHA coursework. Students may elect to and often do extend this program to include a summer, providing for some 5-8 months of intensive work experience in a particular industry segment of their interest. Students who participate in this program are capable of pursuing their work interests with numerous domestic and international companies, many of whom employ SHA alums. This experience fosters initiative, ambition, further educational development and personal growth for our students. Additionally, it allows them to experience the culture and philosophy of a particular organization, and if working abroad, the broader exposure of the country’s culture and its impact one’s work life (be that a language barrier, work customs, social customs, etc.).

Please describe the experience abroad and how you internationalized the curriculum at home.

Students who choose to work abroad do have the extra work of acculturation and assimilation to the country where they work. While students do a great deal of this on their own, SHA administrators provide constant support throughout the process including prior to the student’s departure. Students are required to meet with a SHA advisor for a pre-departure meeting to review the MIP Manual (a 100+ page guide book for the program), discuss trip logistics, review MIP deliverables, and to set-up a standing monthly appointment to speak via skype, phone, or email. During these monthly appointments, the SHA advisor checks in not only on how work is progressing, and the student’s work on MIP deliverables, but also ensures the student is adjusting well, and thriving. Additional support for the student is expected from the student’s supervisor. Again, prior to the student’s departure, we communicate with the sponsoring employer about program expectations, and during the course of the experience, seek feedback from the supervisor via 3-4 performance dialogues (examples provided in the handbook) as well as communication via phone and or email with a SHA advisor to ensure the program continues to be mutually benefit all parties involved. For students who choose to take this opportunity and remain in the US, there is still a great chance of gaining meaningful knowledge of international work and customs. The nature of the hospitality industry and our significant alumni network provides unique opportunities for students to gain such experience.
**How has the international experience been integrated into the curriculum?**

The twelve credits for the MIP program have been equally divided into two courses HADM 4930 and HADM 4940. HADM 4930, six credits, is a S/U (satisfactory/unsatisfactory) grade. The grading is based upon the intern's Goals & Objectives Statement, and four performance evaluations, spread equally throughout the internship, including one final evaluation. The evaluations should be completed by the intern's supervisor, or other staff member working closely with the intern. HADM 4940, six credits, is a letter grade. It is the academic portion of the program and represents an amount of work worthy of six semester hours of university credit. Students submit deliverables throughout the internship that include *Learning Journal entries* (an ongoing examination of the managerial process of the employer. Students are expected to share their knowledge and insights gained through experiential responsibility, observations and special projects, as well as highlight professional skills that have been refined or mastered.) 2-3 *Management Checklists* (which requires students to expand their knowledge of their employer by gaining insight into areas they might not have the opportunity to explore. The checklists provide exposure to various departments and employees and creates a valuable resource for future reference.) 2-3 *Management Reports* that should have been discussed in advanced with the student’s supervisor. (These reports analyze a current problem, issue, question, or opportunity for change and allows the student to draw upon their on-the-job experience, personal observations, and relevant coursework to provide a reasonable and well-substantiated recommendation.)

**What are the intended student learning outcomes of the internationalized curriculum related to knowledge generation, changed attitudes, and developed skills, and how do you assess them?**

Our students will be knowledgeable hospitality leaders by experiencing the culture and philosophy of a particular organization (and country), gaining significant practical experience in an industry segment of interest. Our students will have developed the competencies required to have influence and impact within a diverse hospitality organization by encountering/exploring various departments and staff with an organization (both domestically and internationally) during an MIP experience. Our students will acquire insights and strategies to be ethical hospitality leaders by analyzing a current issue or question with a particular employer while identifying their own personal values within a hospitality management context. Our students will possess the self-knowledge required for continued personal and professional development as hospitality leaders through their pursuits to gain relevant professional experience such as MIP as well as continuing to grow their professional networks with industry leaders and/or SHA alums.