

Fall 2010

A Study of internship programs in the bed-and-breakfast industry

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<http://dx.doi.org/10.34917/1756941>

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A Study of Internship Programs in the Bed-and-Breakfast Industry

by

Pamela Frazier

Bachelor of Business Administration
Pace University
1998

A professional paper submitted in partial fulfillment
of the requirements for the

Master of Hospitality Administration
William F. Harrah College of Hotel Administration

Graduate College
University of Nevada, Las Vegas
December 6, 2010
Semester: Fall 2010

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ABSTRACT

A Study of Internship Programs in the Bed-and-Breakfast Industry

by

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Effective internship programs can offer both interns and employers significant benefits. For the college student or mid-career changer seeking entrance into an industry, an internship offers practical experience in an area of interest while providing valuable skills, bolstering a professional resume, and increasing a worker's marketability. For the employer, internship programs can support operational success and reduce employee recruitment costs.

Specific to the highly labor-intensive hotel industry, internship programs have been instrumental in filling labor shortages during peak seasons, which allow hotel organizations to consistently provide optimal guest service. An industry known for their high employee-turnover rates, internship programs have been a cost-effective tool used by hotel organizations to train and recruit new hires. However, within the bed-and-breakfast sector of the hotel industry, internship programs rarely exist. Are there characteristics unique to the bed-and-breakfast industry that makes implementing an internship program impractical?

The purpose of this paper is to develop an internship program specifically designed for the needs of the bed-and- breakfast innkeeper, while offering a quality educational experience for the intern. The objective of this study is to explore the use of internship programs in the hotel industry and to determine how such programs can benefit the bed-and-breakfast industry.

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Acknowledgments

Thank you to my loving family and friends who have provided me with much needed support during the writing of this paper and pursuit of my master's degree. This has been a long and challenging journey but your words of encouragement and prayers have pushed me toward the finish line when I couldn't see the end in sight.

Thank you to the amazing professors, program directors, and classmates at University of Nevada, Las Vegas, Harrah College of Hotel Administration. It has been a great pleasure meeting and learning from you—you are a special community of caring and dedicated professionals. A very special thank you goes to Dr. Gail Sammons who courageously agreed to be the chair of my paper. Thank you for your patient guidance throughout this entire process. And to Gael Hancock—thank you for being such a wonderful cheerleader when I needed one.

Thank you all!

*“The road of life twists and turns and no two directions are ever the same.
Yet our lessons come from the journey, not the destination.” ~ Don Williams, Jr.*

Part One

Introduction

In today's global and economically challenged business environment, corporations are adjusting business practices to ensure that they are remaining competitive in the marketplace and increasing profits. Service-oriented businesses that must rely heavily on human labor in order to deliver exceptional and personalized service to customers are faced with significant labor costs. These organizations must discover creative strategies to maintain profitability without compromising the quality of customer service delivered. One practice that corporations have implemented to help combat their labor challenge is the internship program.

Effective internship programs can offer both student and employer significant benefits (The Internship Institute, 2007). For the student enrolled in an academic program or the mid-career changer seeking to gain entrance into a particular industry, internships offer hands-on experience in their career of interest while allowing them to build their professional resume.

For organizations, the benefit of internships is receiving a diverse pool of highly motivated individuals who can contribute fresh ideas and lend their talents to fill labor needs of the organization (The Internship Institute, 2007). Specific to the highly labor-intensive hotel industry, internship programs have been instrumental in meeting short-term labor shortages during peak seasons, allowing hotel organizations to consistently provide optimal customer service. In an industry where the employee turnover rate is nearly double the national average (Nobscot Corporation, 2006), internships are used by hotel organizations as a cost-effective method of recruiting and training new employees.

However, it appears that within the bed-and-breakfast segment of the hotel industry, internship programs rarely exist. Why? Are there characteristics unique to the bed-and-breakfast industry that make implementing an internship program impractical?

Purpose

The purpose of this paper is to develop an internship program specifically designed for the needs of the bed-and-breakfast innkeeper, while ensuring a quality learning experience for the intern. The objective of this study is to explore the use of internship programs in the hotel industry and to determine how such programs can benefit the bed-and-breakfast industry.

Justification

The hotel industry is both labor and cost-intensive (Vallen & Vallen, 2000, p. 11). It is an industry plagued by high rates of employee turnover and burnout which results in a higher-than-average need for employers to recruit and train fresh labor. Research has shown that employers have been successfully using internship programs as a strategy to meet short-term labor needs and reduce employee recruitment costs (The Internship Institute, 2010).

The bed-and-breakfast inn is one sector of the hotel industry that is faced with limited labor resources. Due to their unique business structure, insufficient labor is a challenge faced by many innkeepers. Many innkeepers are stretched, as they often own the inn, manage the business aspects, and execute the daily tasks that come along with operating a lodging facility (e.g., chef, housekeeper, receptionist, and guest service). This type of unmanageable workload explains the high incidences of burnout among innkeepers (Vallen & Rande, 2002).

By adopting an effective internship program, bed-and-breakfast innkeepers may discover a solution to their labor shortages. In exchange for providing an eager intern the opportunity to gain professional experience and develop important skills, innkeepers may find they have more availability to focus on larger business tasks such as marketing, improving guest services, and discovering new streams of revenue.

Part Two

Introduction

Previous research suggests that effective internship programs are valuable to both interns and employers. Many large hotel organizations have successfully developed internship programs in which they have reaped great rewards. As the objective of this paper is to design an internship program specifically for the bed-and-breakfast inn, this next section will review previous research conducted as it relates to the internship programs in the hotel industry and ultimately the bed-and-breakfast industry.

This literature review explores the use and benefits of internship programs – both to interns and to employers. This research will reveal what internships are, why these programs are used in the hotel industry and incorporated into many colleges academic programs, as well as identify what key elements make up a successful program. Also, the research reviewed will reveal the unique organizational characteristics of the bed-and-breakfast industry.

Labor and the Hotel Industry

Hotel industry: An overview

The hotel and lodging industry is a mature industry with a young future as it builds on ages of tradition even as it changes with dynamic and often unexpected twists. The industry is extremely cyclical as it goes through wide swings, from periods of very good times to periods of very bad times. Factors such as the state of the economy, tax laws, real estate, airline seats, and labor costs all directly impact the hotel industry – if people cannot have easy and affordable access to travel, hotel rooms remain empty (Vallen & Vallen, 2000).

Although the tradition of providing lodging for weary travelers can be traced back to the prehistoric cave, the modern practice of hotel keeping has evolved, adapting with the times and

customer demands. Today, as part of the booming tourism industry, the hotel and lodging industry includes all businesses that develop, own, manage and operate lodging facilities (IRS.gov, 2010). Lodging properties range from luxurious resort-style hotels to lower-budget youth hostels and RV (recreational vehicle) parks providing distinguished service features.

While some properties simply provide a place to spend the night, others cater to longer stays by providing food service, recreational activities, and meeting rooms. For example, conference hotels offer banquet and meeting facilities for large groups, while vacation resort hotels are often located in luxurious settings and cater to leisure travelers seeking recreational activities. Extended-stay hotels provide rooms or suites designed for longer-term guest stays, while bed-and-breakfast-style inns offer short-term leisure lodging in quaint and uniquely decorated homes characterized by highly personalized service with inclusion of an often lavish breakfast in the room rate (Bureau of Labor Statistics [BLS], 2009).

In 2009, The American Hotel and Lodging Association estimated the number of U.S. lodging establishments to be 50,800 (properties with 15 or more rooms) and the number of guestrooms to be 4,762,095, generating \$16 billion in pretax profits (American Hotel and Lodging Association [AHLA], 2010).

For much of their history hotels were owned and operated by individual owners, however, in recent times this structure has changed. From the 1980s forward, mergers and acquisitions became common within the industry, and brands have become highly sought after traded commodities. As franchises and chains began appearing, individually owned hotels found they were at a disadvantage (IRS.gov) as they could not compete on the same level as larger chains. As part of a chain, individual hotels find they can participate in the company's national reservation service or incentive program, thereby appearing to belong to a larger enterprise.

Labor and the hotel industry

The hospitality industry is a highly service-oriented business where encounters between employees and guests determine the success of the business (Choi, 2010). The staff is expected to deliver a variety of personalized services to guests and must do so efficiently, courteously, and accurately. They must maintain a pleasant demeanor during times of stress or when dealing with an impatient or irate guest (U.S. Department of Labor, 2009). Because of this measurement of success, employees are considered to be the most valuable asset to hospitality firms (Choi, 2010, p. 104).

The problem of attracting and retaining qualified workers is increasingly becoming a global challenge for the industry. A report by the International Society of Hospitality Consultants (International Society of Hospitality Consultants [ISHC], 2007) lists labor as the top challenge facing the hospitality industry. This report cites several contributory factors, including the industry's reputation of offering low wage and salary levels, long hours and employer failure to adequately address worker satisfaction.

Hospitality professionals have begun to develop innovative strategies for capturing and keeping high-quality workers (ISHC, 2007). One strategy widely used is the recruiting of college

students for internship programs and recent graduates for entry-level management positions in hope that they will remain with the organization long-term and be promoted up the ranks. As a result of this labor strategy, this industry often provides “first jobs” to new entrants into the labor force—about 19% of the workers were younger than age 25, compared with about 13% across all industries (Bureau of Labor Statistics [BLS], 2009).

Although recent graduates are paid low wages, hotel companies are working hard to develop internal training programs to create attractive career paths so these entry level employees see employment as a professional development opportunity with real potential for advancement (CITE). Many hotel firms call these programs, Management Training Programs as they train entry level employers to become skilled managers. The programs essentially serve as on-the-job training in a field for the young worker offering them an opportunity to work themselves up the corporate ladder.

The Bed-and-Breakfast Industry

An industry overview

The bed-and-breakfast (B&B) industry is a unique and rapidly growing segment of the hotel industry. Although this form of lodging has only recently become trendy in the U.S., it is hardly a new idea. The concept of the small, family-owned inn has been popular in Britain and other parts of Europe for many centuries and can be traced back to ancient times when public inns were not available in remote parts of the countryside. Weary travelers would seek overnight accommodation in the home of a local family who would provide safe lodging and a meal in exchange for a small fee (Taylor & Taylor, 2008). Today, a B&B inn is defined as a lodging establishment where the innkeeper typically lives on the premises and breakfast, which is often lavish, is served to the overnight guest.

A professionally run B&B is located in a legally zoned area and meets all local tax, fire, building and health requirements. It typically has between four and eleven rooms, with six being the average. Most B&B inns provide the following in common areas: Internet, magazines, beverages, board games, fireplace, refrigerator, newspapers, telephone, light snacks, fresh flowers, and televisions. Inside the guest rooms, most inns provide: Internet, television, luxury bed/linens, premium branded toiletries, robes, fireplaces, magazines, and jetted tubs. Additionally, many B&B inns have facilities to host social gatherings such as weddings, reunions, and corporate retreats (Professional Association of Innkeepers International [PAII], 2010).

The popularity of the B&B inn within the U.S. began in the late 1970s and saw rapid growth in the 1980s. In 1981 there were only 300 recognized B&B properties listed in the U.S. In 1990, that number was at 1,000 (Soule, 2010). As of 2010, there is estimated to be 17,000 B&Bs in the U.S., generating approximately \$3.4 billion in revenue (PAII, 2010).

Several contributing factors to the U.S. B&B industry boom have been identified. These factors include: 1) Experience by millions of American travelers to Europe who began seeking the quaint inn experience back home; 2) The U.S. Bicentennial in 1976 sparking a renewed interest in preserving America's architectural heritage in which federal and state legislation tax credits were provided for preservation of historic properties, which were perfectly suited for B&Bs; and 3) The growth of the Internet, which provided the biggest boost to the industry by helping to level the playing field with larger hotel chains by the use of industry online directories such as BedandBreakfast.com, and online reservation booking systems (Soule, 2010).

Additionally, the creating of industry associations such as the Professional Association of Innkeepers International (PAII), which connects a community of professional innkeepers throughout the world and industry travel websites like BedandBreakfast.com, which educate

travelers about the industry and help them book their ideal B&B vacation, have contributed to the industry's growth.

The B&B industry is a complex matrix to understand as it is not static but instead moves and reacts to the economic, technological, social and political forces that impact it (PAII, 2009).

Table 1 provides further insight into the forces that affect the B&B industry.

EXHIBIT 1

Factors Affecting the Bed-and-Breakfast Industry

Economic Forces	Technological forces	Social forces	Political forces
Energy costs (i.e., gas, fuel, oil), access to credit, consumer spending and confidence have a direct correlation to the ability of innkeepers to operate.	Understanding online review sites, "social networks" and the ways in which potential guests make their lodging decisions. The greatest impact with the growing presence of the digital information world.	Aging baby boomer population: have physical needs requiring special accommodation; impact on their financial resources – retirement funds, health care expenses impact ability to use discretionary income	Taxes, governmental spending on tourism promotion, and labor laws (i.e., the impact of the loss of much of the business travel that involved leisure activities view such travel as wasteful.

Labor in the bed-and-breakfast industry

Bed-and-breakfast inns are mostly family-owned and operated establishments. Unlike most other segments of the lodging industry, the innkeeper usually lives onsite and manages all aspects of operations with generally little support from employees outside the immediate family (Vallen & Rande, 2002). Innkeepers not only own the inn but they most often manage all business aspects as well as execute the daily roles that come along with operating a lodging facility (e.g., chef, housekeeper, receptionist, and guest service manager). A study conducted revealed that 72% of innkeepers are couples, 18% are individual females, 5% are individual males and 79% of live on the premises (PAII, 2009).

Due to limited labor support and financial resources available to hire additional employees, B&B owners are faced with long work hours, which results in high degrees of

physical and emotional exhaustion – all which lead to burnout (Vallen & Rande, 2002). In a study conducted using the Maslach Burnout Inventory, which measures burnout in subjects across three realms(Personal Accomplishment, Depersonalization, and Emotional Exhaustion), it was revealed that compared to other industries, B&B operators were the most emotionally exhausted—demonstrating deep feelings of being emotionally overextended and exhausted from the workplace (Vallen & Rande, 2002).

Many inns, especially those in popular tourist destinations, do hire part-time seasonal labor during peak times and do hire additional labor to assist them with the day-to-day operation. Utilizing students or aspiring innkeepers as seasonal labor has been an economical way for many inns to find hard-working help during their busiest time (White, 2009). Some innkeepers hire an interim innkeeper (also called an inn-sitter) to take over the entire operation in their absence (i.e. holiday, emergency matters) instead of closing down.

Internship Programs

What are internships?

The Random House Dictionary defines internship as “any official or formal program to provide practical experience for beginners in an occupation or profession” (Internship.com, 2006, para 1). Internships are short-term, supervised job training programs where a person works as a trainee to gain practical experience, and sometimes for the purpose of satisfying legal or academic requirements (Internships.com). Although many internship programs are designed with the college student in mind, there are programs open to high schoolers as well as career changers seeking exposure into a new field (Jones, 2006).

The Internship Institute (2007), a non-profit organization with a mission to bridge the gap between classroom learning and workplace ability, states that internships provide an opportunity

to ready students for gainful employment and fulfill ever-increasing industry demands for capable workers. An important element that distinguishes an internship from a short-term job or volunteer work is that an intentional “learning agenda” is structured into the job experience for the worker (i.e., intern). Activities common to most internships programs include learning objectives, observation, reflection, evaluation, and assessment (True, 2010).

The concept of internships derives from the medieval practice of the apprenticeship, in which skilled laborers (often craftsmen) would teach a young person (the apprentice) their trade and, in exchange, the apprentice would agree to work for the teacher for a certain length of time (Internships.com, 2010). What differentiates an apprenticeship from today’s internship program is that internships are more exploratory in nature, requiring no long-term commitment from the employer or intern. Although many interns do receive job offers from employers post internship, the employer is not required to hire the intern at the end of the internship period.

Internships are generally a one-time experience and can last anywhere from a month to two years, but a typical experience usually lasts from three to six months (True, 2010).

Internships can be paid or unpaid, however they are most often paid. A 2010 survey conducted by the National Association of Colleges and Employers revealed that 98.6 % of employers who offered internship programs paid their interns (National Association of Colleges and Employers [NACE] (2010). To eliminate intern exploitation by employers, the U.S. Department of Labor has set clear guidelines (see APPENDIX A) that indicate when it is legal to offer unpaid internships. This labor law mandates that unpaid interns must not benefit the company economically or be used to displace the work done by paid employees (BLS, 2009). Even if a student is working through a school program for which he or she is being “paid” in academic credits, the student still has the right, under the FLSA, to be paid unless the employer

is not deriving any immediate advantage by using him/her (NACE, 2010).

The value of internships

Internship programs are valuable to industries, student interns, and employers. These programs are key to providing training opportunities to the next generation of industry leaders (The Internship Institute, 2007). Students are eager to accept internships as they often provide an early opportunity to gain valuable work experience, impress potential employers, and make valuable career connections. Another major benefit for student interns comes from the opportunity for experiential learning. Whether students have some, little, or no idea about the kind of work they want to do, by interning they can gain firsthand knowledge about a particular type of career or work environment (Jones, 2006).

Research proves that internships give students an edge in today's tough job market, as they are likely to be gateways into full-time paid positions. A study conducted by the National Association of Colleges and Employers ([NACE], 2009) reveals that graduates having successfully completed an internship program, have a competitive edge above non-internted students. The study which polled over 35,000 students from 840 various colleges revealed that only 19.7% of the Class of 2009 who had applied for jobs had been hired by the end of April. However, graduates who completed internships were above that average — 23% had already received a job. For those who did not complete internships, only 14% received job offers.

Students are not the only ones to benefit from the internship program — employers stand to gain a great deal from this partnership. It has been demonstrated that when used effectively, interns can help an organization increase productivity, which in turn positively affects the profits (The Internship Institute, 2007). There is a big misconception by employers that having an internship program involves too much time and work for a small return. A five-year study

conducted by The Internship Institute on “live” internship programs demonstrates that a single, qualified manager can gain 225 full eight-hour workdays of productivity in a calendar year by effectively utilizing interns, (2007). The study found that employers can benefit greatly if they reallocate managers’ time to supervise college interns and have students accomplish project work instead of completing those tasks themselves. Converting student talent and skills into productivity not only enables supervisors to achieve more than they could on their own, it also improves the quality of time for managers to focus on higher-level tasks.

Students are quality candidates for temporary or seasonal positions, overseers of short-term projects and are a proven, cost-effective way to recruit and evaluate potential employees (True, 2010). Adding seasonal personnel during peak periods can allow employers to better manage their workload without adding full-time employees to the payroll. According to one executive, “interns are dedicated, solid, and dependable. And [it’s] because they regard the sponsoring company as a potential employer...” (Gangemi, 1995, para 2).

Reducing employee recruitment costs is another employer benefit of the internship programs. Among employers responding to the NACE 2010 Internship & Co-op survey, 83.4 % of employers said the primary focus of their internship program is to help them recruit entry-level college hires, 31.1% said they offer such a program to provide students with experience, and just fewer than 20% said their program’s primary aim was to help them build relationships with schools.

Internships allow employers to evaluate potential new hires and determine whether the candidate is a good fit for the organization without incurring normal recruitment costs (NACE, 2010). Hiring bright future leaders early on in their career, offers employers a competitive advantage in recruiting the best workers later as these new workers will already be trained for the

workplace and loyal to the company for providing them an opportunity. This lowers training time, recruiting costs and turnover rates (True, 2010, p. 6).

Elements of a successful internship program

The best internship programs are a win-win for both intern and employer. The program should strike a reasonable balance between the intern's learning goals and the specific work the organization needs done (True, 2010). However, employers often come up short when designing an internship program as they fail to organize and utilize interns effectively (Great Workplaces, 2008). To ensure that an internship program is successful, there ought to be a plan in place that will help provide a roadmap for success.

First, employers and interns should have a clear understanding of what the internship will accomplish. According to True, before the beginning of the internship, the employer should determine the learning objects and identify specific job tasks to ensure that the experience is mutually valuable (2010, p. 3). Providing interns with real work is key to ensuring an internship's success. Interns should be doing work related to their major, that is challenging, that is recognized by the organization as valuable, and that fills the entire work term (NACE, 2010).

Second, a written description that outlines the interns work assignments, responsibilities, time commitment, salary, and provides background information on the organization should be created by the employer. This document will serve as the job description which will be used during the recruitment process. The details of this job description document should be clearly communicated during the intern interview process and once again at the beginning of the internship to ensure agreement (Rothman, p. 142).

Proper training and mentoring is another element of successful internship programs. Employers must make time to properly train interns and provide them with the tools they need to

be successful. Providing mentorship and exposing the intern to as many learning opportunities as possible will help them to achieve their learning objectives (True, 2010, p. 17).

Providing evaluation is another key element of a successful program. Students desire ongoing feedback and suggestions for areas of improvement. This assists interns with learning and can help the employer recognize future training areas.

Internship programs in the hotel industry

Internship programs are widely implemented in the hotel industry as they are becoming an increasingly essential component of educational preparation for the contemporary hospitality management major (Cho, 2006). Students working toward an academic degree in hospitality management are often required to complete an internship as part of their program (Learn4Good, 2010) in which academic credit is earned for successfully completing a hospitality internship. The aim of a hotel internship is to learn the policies, systems, and procedures in place for each department (Learn4Good, 2010). Internship positions are available within most functions including: culinary, front office, housekeeping, food and beverage, accounting, human resources, and marketing. Students are usually required to concentrate on one area during the internship period. However, some internship programs are designed to provide interns opportunities to cross-train with various departments.

Hotel organizations benefit from internship programs. For this labor-intensive industry, hiring interns to assist with operations during peak seasons allows hotels to provide optimal customer service to their guests. Many of the most recognized hotel organizations such as Marriott International, Hilton Hotels, and Starwood Hotel and Resorts have implemented formal internship programs that heavily recruit college students. For example, on Marriott's corporate website, it promotes their internship programs as being a strong training ground for a future in

hospitality and promises a combination of on-the-job position training, project assignments, and an introduction to Marriott's culture and values (Marriott International, 2010).

Hilton states that it's internship program offers interns real-world experiences, and the best opportunity to apply their talents, and network with skilled professionals in hospitality (Hilton Worldwide, 2010) while Starwood offers a robust summer internship program that appeals to the current college student or recent grad. Starwood Hotels promotes its internship program as an opportunity to foster students' professional development, understanding of hotel operations and career planning for placement after graduation. Each summer, Starwood provides summer interns with experiences comparable to entry-level, full-time professionals in the field of hospitality. Students are given networking opportunities, project experience, and meaningful hands-on experience as they develop their guest service and functional skills in rooms, food and beverage, sales, finance, and human resources. The individual career objectives of each student are utilized to create a final project (Starwood, 2010).

Former interns are more likely to be offered a full-time position upon graduation as they have already been trained on many of the organization's processes. In hotels that offer management training programs, preference is often given to former interns (Starwood Hotel and Resorts [Starwood], 2010). Starwood states their internship programs assist in recruitment efforts and mentions this on its website, stating that it provides undergraduate students with the opportunity to experience its culture to help them determine if Starwood could be the right career fit for them upon graduation and that the internship can lead to a position in its Management Training Program upon graduation from school (Starwood, 2010).

Part Three

Introduction

The research reviewed in section two indicates that effective internship programs are beneficial to both intern and employer and that many large hotel organizations widely use these programs to bolster the success of their business. The research also reveals the labor challenges faced by the hotel industry – especially the bed-and-breakfast owner.

Thorough phone and online communications with inn operators around the US, the biggest operational challenge identified was shortage of labor (P. Frazier, personal communication, October 18, 2010). In nearly all situations, the inn's workforce consisted only of a husband and wife team who manage and divide most of duties. A seasonal part-time housekeeper who assists with the cleaning duties of the inn, is often hired during peak season. In these discussions, many innkeepers admitted that at times operating the inn was too much to handle and they have experienced burnout by the end of their peak season. Several innkeepers stated they would like to hire additional labor however, due to financial a constraints, that was not an option for them.

When asked about their attitude towards hiring interns at their inn, some innkeepers stated they have worked with shorter-term apprentice/aspiring innkeepers but not student interns, while some innkeepers have had already experienced success with hiring student interns from local colleges. Although many innkeepers were keen on implementing an internship program as they believe it would add value, they have not done so because they believe such program would require too much of their time. Some mentioned they have constraints that would not be attractive to student intern (i.e., lack of housing, limited future employment opportunities, manual labor). However, most innkeepers stated they simply did not know where to begin the process of creating and implementing a successful internship opportunity.

This next section aims to provide tools and guidelines for the innkeeper interested in starting or improving their current internship program that will benefit their business and provide learning opportunities for the intern.

Starting and Maintaining a Successful B&B Internship Program

Preliminary considerations

In developing an internship program for the needs of bed-and-breakfast innkeeper, certain factors must be considered in order for the program to meet the needs of the innkeeper, while ensuring a quality learning experience for the intern. Based on previous research and feedback from innkeepers regarding internship programs, there are several unique factors to consider when designing a program for a bed-and-breakfast inn.

- *Time constraints:* The internship program ought not be burdensome to the innkeeper. Unlike larger hotel properties where there are several employees within just one department, innkeepers have limited resources and must manage all aspects of operations. There needs to be limited amounts of paperwork and reporting required from the student's school and interns should have some relevant work experience or skills in order to reduce training time.
- *Length of internship:* The average length of time for most internships program has been identified as 3-6 months (True, 2010, p.2) or during a typical college semester. For a small inn, a 4 month minimum internship period would prove most beneficial.
- *Flexibility* – As innkeeper themselves must wear many hats (i.e. housekeeper, chef, guest services), so must an intern desiring to work at a B&B inn. The duties performed may vary from day to day and the intern must be flexible when asked to perform certain tasks.
- *Accommodations* —Most inns are small and do not have room to house interns; therefore, interns should be certain they have accommodations and reliable transportation – especially during times when university housing is unavailable.

Before obtaining an intern, the innkeeper should first be certain they are prepared to identify the specific terms and conditions of the internship program (True, 2010, p. 3). Details such as the duration of the internship, compensation terms, organizational and/or reporting relationships; principal duties; responsibilities; working conditions, or any other expectations of the employer should be discussed with the intern, so that there is a clear understanding regarding the relationship. This information should be made in consultation with the intern's education institution and documented in an official job description.

Program goals and objectives

Interns, like others in the process of learning, need structure so they don't become lost, confused or bored (True, 2010). A large part of producing effective position descriptions involves the development of challenging work assignments that complement the students' academic programs. Preparing a detailed description of typical tasks performed at the inn will help the college to promote the internship opportunity and screen the right candidates for the position. One way to do this is to design a preliminary list of work activities that will fit the needs of the inn. When the intern joins the team, the job description should be reviewed and adjusted as needed as the intern's skill level may modify the tasks assigned.

Exhibit 2 provides a sample of an internship job description form (True, 2010, p. 11) that has been provided by an internship coordinator. This document provides all the pertinent information to begin sourcing the appropriate intern.

Exhibit 2
SAMPLE INTERNSHIP JOB DESCRIPTION

INTERNSHIP POSITION DESCRIPTION

(This form will be made available to students. Please review and complete as necessary.)

Position:	<div style="border: 1px solid black; padding: 10px;"><p>This internship is open to the following (please check all that apply):</p><p><input type="checkbox"/> High School Junior</p><p><input type="checkbox"/> High School Senior</p><p><input type="checkbox"/> Community College</p><p><input type="checkbox"/> Technical School</p><p><input type="checkbox"/> College/University</p><p>Inquiry Deadline:</p><p>_____</p></div>			
Organization:				
Address 1:				
Address 2:				
City:			St:	Zip:
Contact:				
Title:				
Phone:			Fax:	
Email:				
Website:				
Majors Desired:				
GPA Desired:				

We will accept the following types of students:	<input type="checkbox"/> Credit	<input type="checkbox"/> Non-Credit
Is free and safe parking available?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If not, do you provide reimbursement for parking?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Time Preference:	Compensation:	When Available:
<input type="checkbox"/> Part Time <input type="checkbox"/> Hrs/Week	<input type="checkbox"/> Per Hour	<input type="checkbox"/> Fall
<input type="checkbox"/> Full Time	<input type="checkbox"/> Stipend	<input type="checkbox"/> Spring
<input type="checkbox"/> No Preference	<input type="checkbox"/> Other	<input type="checkbox"/> Summer

Job/Project Description:

(True, 2010, p. 11)

Intern recruitment

Selecting the best intern for begins with the recruitment process. Colleges, universities, and schools with hospitality or culinary programs can be excellent sources for competent intern staff (White, 2009, p. 274). Most schools employ internship coordinators whose job is to assist current students find an internship opportunity relating to their area of study. The coordinator can help match interested employers with ideal interns, provide guidance on required documentation, and even assist with designing a training plan that will benefit both student and employer. Organizations such as Internships.com and the Intern

Innkeepers may also want to consider hiring an aspiring innkeeper seeking an internship opportunity as research has shown that B&B innkeepers are most frequently career changers – having formal education and work backgrounds other than hospitality related (Vallen & Rande, 2002). Therefore, aspiring innkeepers whom desire to own and/or operate their own B&B in the future, desire hands-on experience in operating an inn. They want to understand the myriad of factors and resources that go into purchasing, hosting and providing positive and memorable guest experiences (PAII, 2010). In exchange for an opportunity to learn how to successfully run an inn, careers changers are willing to offer their talents and often for free.

Training

The most frequent concern innkeepers expressed when asked their views on internship program implementation, was the amount of training and monitoring time required. However, feedback from innkeepers who have successfully hosted student interns say the time and energy invested in training was well worth it as the intern contributed positively once he or she was trained.

The sooner the intern understands the organization and how it operates, the sooner they can assume assigned responsibilities and become productive members of your labor force. The

employer should develop a thorough training plan, invest ample supervisory time to establish an important bond with the intern, and set the proper tone for the internship experience (True, 2010, p. 5). Exhibit 3 provides a sample intern training schedule for the first 4 weeks of a B&B internship.

EXHIBIT3

SAMPLE INTERN TRAINING SCHEDULE

Week #1: Orientation

Training Objectives	# Hours	Comments
Day 1: Inn Overview: Review of training manual, inn policies and procedures	5	Shadow innkeeper, light duties performed
Day 2: Inn orientation - Housekeeping: Review of training manual, inn policies and procedures	5	Shadow innkeeper, light duties performed
Day 3: Inn orientation – Guest Services: Continue review of training manual, inn policies and procedures	5	Shadow innkeeper, light duties performed
Day 4: Inn orientation – Food Services: Continue review of training manual, inn policies and procedures	5	Shadow innkeeper, light duties performed
Total Hours	20	

Week #2: Housekeeping

Training Objectives	# Hours	Comments
Day 1: Housekeeping – Laundry & Beds Learn laundry procedure and how to properly make beds	5	Train with housekeeping staff
Day 2: Housekeeping – Laundry & Beds Learn laundry procedure and how to properly make beds	5	Train with housekeeping staff
Day 3: Housekeeping – Room turnover Learn how to turnover a room, preparing it for next check-in	5	
Day 4: Housekeeping – Room turnover Learn how to turnover a room, preparing it for next check-in	5	
Total Hours	20	

EXHIBIT 3 (*continued*)
SAMPLE INTERN TRAINING SCHEDULE

Week #3: Food Services

Training Objectives	# Hours	Comments
Day 1: Food Services – Kitchen Learn kitchen policies, cleaning, organization, prep	5	Intern must receive food handlers permit from state
Day 2: Food Services – Food & Menu Prep Learn menu design, food prep and purchasing procedures	5	
Day 3: Food Services – Meal prep and serving guests	5	
Day 4: Housekeeping – Room turnover Learn how to turnover a room, preparing it for next check-in	5	
Total Hours	20	

Week #4: Guest services/Office Duties

Training Objectives	# Hours	Comments
Day 1: Guest services – Communications Learn phone and e-mail communication procedures: Duties include answering phone, taking reservations,	5	
Day 2: Guest services – Communications Learn guest communications and operations, arrange arrival departure transportation, make and confirm reservations	5	
Day 3: Office tasks – Filing, answering e-mails, administrative duties	5	
Day 4: Office tasks – Filing, answering e-mails, administrative duties	5	
Total Hours	20	

Evaluation

Interns desire feedback from their employer. This assists them to learn quickly and properly (True, 2010, p. 14). Employers should monitor and check-in with the intern periodically and at the end of the intern, provide an official evaluation Exhibit 4 provides a sample evaluation form provided by a school's internship coordinator.

Employers should also seek feedback from the intern asking their opinion of the internship program. This can help employers make necessary program adjustments.

EXHIBIT 4

SAMPLE INTERN EVALUATION

EMPLOYER EVALUATION OF STUDENT INTERN

Student: _____ Organization: _____

- | | | |
|---|-----------------|--|
| 1 | Unsatisfactory | (Never demonstrates this ability/does not meet expectations) |
| 2 | Uncomplimentary | (Seldom demonstrates this ability/rarely meets expectations) |
| 3 | Fair | (Sometimes demonstrates this ability/meets expectations) |
| 4 | Commendable | (Usually demonstrates this ability/sometimes exceeds expectations) |
| 5 | Exceptional | (Always demonstrates this ability/consistently exceeds expectations) |

If any criteria are not applicable to this internship experience, please leave the response blank.

A. Ability to Learn

- | | | | | | |
|--|---|---|---|---|---|
| 1. Asks pertinent and purposeful questions | 1 | 2 | 3 | 4 | 5 |
| 2. Seeks out and utilizes appropriate resources | 1 | 2 | 3 | 4 | 5 |
| 3. Accepts responsibility for mistakes and learns from experiences | 1 | 2 | 3 | 4 | 5 |

B. Reading/Writing/Computation Skills

- | | | | | | |
|--|---|---|---|---|---|
| 1. Reads/comprehends/follows written materials | 1 | 2 | 3 | 4 | 5 |
| 2. Communicates ideas and concepts clearly in writing | 1 | 2 | 3 | 4 | 5 |
| 3. Works with mathematical procedures appropriate to the job | 1 | 2 | 3 | 4 | 5 |

C. Listening & Oral Communication Skills

- | | | | | | |
|---|---|---|---|---|---|
| 1. Listens to others in an active and attentive manner | 1 | 2 | 3 | 4 | 5 |
| 2. Effectively participates in meetings or group settings | 1 | 2 | 3 | 4 | 5 |
| 3. Demonstrates effective verbal communication skills | 1 | 2 | 3 | 4 | 5 |

D. Creative Thinking & Problem Solving Skills

- | | | | | | |
|--|---|---|---|---|---|
| 1. Breaks down complex tasks/problems into manageable pieces | 1 | 2 | 3 | 4 | 5 |
| 2. Brainstorms/develops options and ideas | 1 | 2 | 3 | 4 | 5 |
| 3. Demonstrates an analytical capacity | 1 | 2 | 3 | 4 | 5 |

E. Professional & Career Development Skills

- | | | | | | |
|---|---|---|---|---|---|
| 1. Exhibits self-motivated approach to work | 1 | 2 | 3 | 4 | 5 |
| 2. Demonstrates ability to set appropriate priorities/goals | 1 | 2 | 3 | 4 | 5 |
| 3. Exhibits professional behavior and attitude | 1 | 2 | 3 | 4 | 5 |

F. Interpersonal & Teamwork Skills

- | | | | | | |
|---|---|---|---|---|---|
| 1. Manages and resolves conflict in an effective manner | 1 | 2 | 3 | 4 | 5 |
| 2. Supports and contributes to a team atmosphere | 1 | 2 | 3 | 4 | 5 |
| 3. Demonstrates assertive but appropriate behavior | 1 | 2 | 3 | 4 | 5 |

G. Organizational Effectiveness Skills

- | | | | | | |
|---|---|---|---|---|---|
| 1. Seeks to understand and support the organization's mission/goals | 1 | 2 | 3 | 4 | 5 |
| 2. Fits in with the norms and expectations of the organization | 1 | 2 | 3 | 4 | 5 |
| 3. Works within appropriate authority and decision-making channels | 1 | 2 | 3 | 4 | 5 |

H. Basic Work Habits

- | | | | | | |
|---|---|---|---|---|---|
| 1. Reports to work as scheduled and on-time | 1 | 2 | 3 | 4 | 5 |
| 2. Exhibits a positive and constructive attitude | 1 | 2 | 3 | 4 | 5 |
| 3. Dress and appearance are appropriate for this organization | 1 | 2 | 3 | 4 | 5 |

Conclusion

With the job market experiencing a dearth of qualified employees, employers are investigating strategies that will help them recruit and retain the best talent. Internship programs have been proven to be a successful business strategy for many industries – including the hotel industry. With the many benefits internship programs can offer an organization, they will discover they can't afford not to do internships.

By adopting an effective internship program, bed-and-breakfast innkeepers may discover a solution to their labor shortages and reduce their risk of burnout. In exchange for providing an eager intern the opportunity to gain professional experience and develop important skills, innkeepers may find they have more availability to focus on larger business tasks such as marketing, improving guest services, and discovering new streams of revenue.

APPENDIX A

U.S. Department of Labor Wage and Hour Division (April 2010)

Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act

This fact sheet provides general information to help determine whether interns must be paid the minimum wage and overtime under the Fair Labor Standards Act for the services that they provide to “for-profit” private sector employers.

Background

The Fair Labor Standards Act (FLSA) defines the term “employ” very broadly as including to “suffer or permit to work.” Covered and non-exempt individuals who are “suffered or permitted” to work must be compensated under the law for the services they perform for an employer. Internships in the “for-profit” private sector will most often be viewed as employment, unless the test described below relating to trainees is met. Interns in the “for-profit” private sector who qualify as employees rather than trainees typically must be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek.

The Test For Unpaid Interns

There are some circumstances under which individuals who participate in “for-profit” private sector internships or training programs may do so without compensation. The Supreme Court has held that the term “suffer or permit to work” cannot be interpreted so as to make a person whose work serves only his or her own interest an employee of another who provides aid or instruction. This may apply to interns who receive training for their own educational benefit if the training meets certain criteria. The determination of whether an internship or training program meets this exclusion depends upon all of the facts and circumstances of each such program.

The following six criteria must be applied when making this determination:

1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
2. The internship experience is for the benefit of the intern;
3. The intern does not displace regular employees, but works under close supervision of existing staff;
4. The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;
5. The intern is not necessarily entitled to a job at the conclusion of the internship; and
6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

If all of the factors listed above are met, an employment relationship does not exist under the FLSA, and the Act’s minimum wage and overtime provisions do not apply to the intern. This exclusion from the definition of employment is necessarily quite narrow because the FLSA’s definition of “employ” is very broad. Some of the most commonly discussed factors for “for-profit” private sector internship programs are considered below.

Similar To An Education Environment And The Primary Beneficiary Of The Activity

In general, the more an internship program is structured around a classroom or academic experience as opposed to the employer's actual operations, the more likely the internship will be viewed as an extension of the individual's educational experience (this often occurs where a college or university exercises oversight over the internship program and provides educational credit). The more the internship provides the individual with skills that can be used in multiple employment settings, as opposed to skills particular to one employer's operation, the more likely the intern would be viewed as receiving training. Under these circumstances the intern does not perform the routine work of the business on a regular and recurring basis, and the business is not dependent upon the work of the intern. On the other hand, if the interns are engaged in the operations of the employer or are performing productive work (for example, filing, performing other clerical work, or assisting customers), then the fact that they may be receiving some benefits in the form of a new skill or improved work habits will not exclude them from the FLSA's minimum wage and overtime requirements because the employer benefits from the interns' work.

Displacement And Supervision Issues

If an employer uses interns as substitutes for regular workers or to augment its existing workforce during specific time periods, these interns should be paid at least the minimum wage and overtime compensation for hours worked over forty in a workweek. If the employer would have hired additional employees or required existing staff to work additional hours had the interns not performed the work, then the interns will be viewed as employees and entitled compensation under the FLSA. Conversely, if the employer is providing job shadowing opportunities that allow an intern to learn certain functions under the close and constant supervision of regular employees, but the intern performs no or minimal work, the activity is more likely to be viewed as a bona fide education experience. On the other hand, if the intern receives the same level of supervision as the employer's regular workforce, this would suggest an employment relationship, rather than training.

Job Entitlement

The internship should be of a fixed duration, established prior to the outset of the internship. Further, unpaid internships generally should not be used by the employer as a trial period for individuals seeking employment at the conclusion of the internship period. If an intern is placed with the employer for a trial period with the expectation that he or she will then be hired on a permanent basis, that individual generally would be considered an employee under the FLSA.

Where to Obtain Additional Information

This publication is for general information and is not to be considered in the same light as official statements of position contained in the regulations.

For additional information, visit our Wage and Hour Division Website:

<http://www.wagehour.dol.gov> and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243).

U.S. Department of Labor

Frances Perkins Building 200 Constitution Avenue
NW Washington, DC 20210

1-866-4-USWAGE

TTY: 1-866-487-9243

(U.S. Department of Labor, 2010)

APPENDIX B: List of Resources

Associations

Bedandbreakfast.com (www.bedandbreakfast.com)

A leading specialty travel website providing detailed information on more than 11,000 bed-and-breakfast properties worldwide. The site helps travelers find the ideal B&B or small inn through informative descriptions, photos and more than 100,000 consumer reviews, and make confirmed reservations instantly at nearly 2,000 properties. It is also a resource for information about the bed -and-breakfast industry.

National Association of Colleges and Employers (NACE) (www.naceweb.org)

A leading source of information on the employment of the college educated. NACE connects more than 5,200 college career services professionals at nearly 2,000 colleges and universities nationwide, and more than 3,000 HR/staffing professionals focused on college relations and recruiting.

Professional Association of Innkeepers International (PAII) (www.innkeeping.org)

An association serving the innkeeping community. It's where innkeepers turn to for information, education, and the hands-on "know-how" needed to be able to deliver outstanding guest experiences.

Internships Information & Recruitment

The Center for Interim Programs (www.interimprograms.com)

The first and longest-running, independent gap-year counseling organization in the U.S. They have designed creative gap-year opportunities for more than 5,700 people of all ages and built relationships with organizations worldwide.

Interns Over 40 (www.internsover40.blogspot.com)

A forum providing tools to midcareer people seeking discover and begin a new career. The forum provides helpful career advice to jobseekers and aides employers seeking to provide job and internship opportunities to this unique workforce.

Internships.com (www.internships.com)

Serves as the leading nexus between internships and students, higher education, and employers. They develop world-class tools and services to enable every student, employer, and educator to better understand and optimize the work opportunities of the future.

The Internship Institute (www.internshipinstitute.org)

A non-profit organization that bridges the gaps between classroom learning and workplace ability. TII relies on a collaborative approach to create synergy among higher education institutions, business groups, community organizations, workforce agencies and economic development leaders.

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