

**Do You Want A WIN, WIN, WIN Situation?  
Interested In Improving: Your Student Motivation And Placement, Your University  
Prestige, And Your Connection To Local Employers.**

by

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**ABSTRACT**

Interested In Improving: Your Student Motivation And Placement, Your University  
Prestige, And Your Connection To Local Employers? Develop an internship program.  
Your students wins, they gain work experience that applies their academic knowledge.  
Your University wins, you promote your institution by the performance of your students.  
Local employers win, they get a preview of potential employees.

**INTRODUCTION**

Student internship programs have been around for over 100 years, starting at the University of Cincinnati in 1906. Most college's of business today offer internship opportunities for their students in some form. But very few have a highly organized and well integrated internship program. And even fewer require an internship as part of their graduation requirements.

Wikipedia offers the following definitions of internships and related terms. "An intern is one who works in a temporary position with an emphasis on education rather than merely employment, making it similar in some respects to an apprenticeship." "Cooperative education is a structured method of combining academic education with practical work experience." "Externships are experiential learning opportunities, similar to internships, offered by educational institutions to give students short practical

experiences in their field of study”(see each term @ Wikipedia).

From these definitions it appears the difference between internships and externships is one of duration. While a cooperative educational program has a more rigid structure with a formal relationship between the employer and the academic institution. This paper will not differentiate between these terms and use just internship.

Internships can be one of four types depending on whether they’re taken for credit or no credit and whether they are paid or not paid. So what many people defined as a part time job (meaning work for pay on a less than fulltime basis) in this paper could be considered an internship.

According to a NACE (National Association of Colleges and Employers) survey, employers report that the interns are the best source of new fulltime employees.

## **LITERATURE REVIEW**

There is not been much for recent research in the area of business internships. Three informational articles were written this year and they total only ten pages, with 4 of those being pictures. Beckett in March of 2006 wrote a three page article in *People Management* discussing internship issues for Human Resource departments in the United Kingdom. The spring 2006 issue of the Baylor Business Review has two articles touting of how internships are helping their students.

You need to go back to April, 2000 to find the most recent research journal article in the *Journal Of Marketing Education* by Gault, Redington, and Schlager. They investigated the relationship between business internships and career success. Their primaries findings in comparing students with and without internship experience, the

students with internships have:

- ◆ statistically significant higher starting and current salaries, the average starting salary difference was \$2,240. And the current salary difference was \$4,600,
- ◆ higher levels of overall job satisfaction,
- ◆ find their first job sooner,
- ◆ reported to have higher levels of extrinsic success.

The internship students reported five areas where the internship experience provider better career preparation than the university: computer applications, creative thinking, job interviewing, job networking, and relationship building.

Gault, et. al. also suggest several benefits to the university, such as, attracting higher caliber students who desire the internship experience, new scholarships funded by the participating employers, accelerated corporate fundraising efforts, better networking between the university and the employers, and increased potential funding for research and other University development initiatives. The Baylor Business Review articles exemplifies the concept of using internships for recruiting.

Thiel and Hartley in 1997 give lots of advice on internships. They identified five “barriers to success.”

#### Barriers To Successful Internships

1. “Internships are electives in most business schools.
2. Interns perceive that they have paid for the privilege of doing “gopher,” dead-end work.
3. Faculty do not consider internships part of the educational program.
4. Employers do not view internship as mentoring opportunities.

5. There can be unequal commitments and expectations among the various parties involved.”

They then suggest some strategic for removing these barriers. They also identified the following advantages for students

1. “Greater meaning attached to the students’ academic program.
2. Increased opportunities to examine career possibilities.
3. An opportunity to explore a possible fit with a particular company prior to going through the hiring process.
4. An opportunity for training under both academic and practitioner supervision.
5. Increase maturity and confidence are handling added responsibilities.
6. An opportunity to develop interpersonal skills for working with a group less homogeneous than collegiate peers.
7. The opportunity to earn money while learning (in paid internships).”

Next they list some advantages for University.

1. “A logical channel for application of managerial theory (an important criteria in collegiate evaluation).
2. An additional forum for student and curriculum assessment.
3. A source of practitioner and input into curriculum development.
4. The sources of employment opportunities for college students.
5. Education that reduces classroom crowding when space is at a premium.
6. Public relations and advertising for the college, which can lead to increased corporate donations.
7. And recruitment tool for attracting qualified nontraditional students.”

Thiel and Hartly (1997) identified these benefits for employers:

1. “The opportunity to preview the skills and evaluate the potential fit of an employee prior to the hiring process.
2. Cross fertilization of ideas among interns, faculty sponsors, and business supervisors.
3. The opportunity to establish contact with local collegiate business programs and faculty.
4. An opportunity to build public relations and/or brand loyalty.
5. An avenue through which to be socially responsible to the community.
6. A vehicle for staying current in the field (especially when the internship faculty coordinator is available for on-site visits).
7. A means of getting seasonal, temporary assistance.”

Hall, Stiles, Kuzma, and Elliott (1995) compare student and employer expectations toward internships. They looked at attitudes, student learning outcomes, immediate student payoffs, academic requirements, and individual roles. They found statistically significant differences on 32 of their 54 measures. They identified several factors important to the success or failure of internship. The major factors are: student attitude, meaningful work, objectives/expectations, communications, and the student/employer relationship.

Taylor (1988) compared intern to non-intern students and found interns:

1. were viewed as better qualified by organizational recruiters,
2. were more likely to stimulate employer hiring actions,
3. received higher starting salary offers,

4. felt greater satisfaction with the extrinsic rewards of their new job,
5. had a clear concept of what their new job required.

Ginsburg ( 1981) advises when cost of hiring is high, employers will be able to make better hiring decisions by using internships. He suggests eleven guidelines employers can follow to ensure a successful internship program:

1. “Recruit from among the best available students. The selection process should be rigorous, thoroughly planned, and carefully implemented.
2. Get top management interested and involved in the program.
3. Appoint a general coordinator who will devote time to directing the program and will serve as a counselor to the interns. Interns should receive a detailed orientation to the company, the intern program, and performance expectations.
4. Establish a mentor relationship for each intern. The mentor should be a senior manager who is concerned about the intern as an individual and can serve as a teacher and supervisor.
5. Making intern assignments challenging, interesting, and of value to the company. Set high standards of performance, with reasonably frequent evaluations by both the mentor and intern. Interns should have a choice among various assignments.
6. Vary the assignments to expose the interns to differ aspects of the company, to several managers, and to different staff and line activities. The use of rotational assignments among interns is valuable if the length of the program allows for more than one assignment.

7. Assigned tasks that involve matters of considerable importance and can be measured and evaluated in a specific manner. This is valuable in judging intern performance and provides gratification for the intern.
8. In addition to specific assignments, exposing intern to other aspects of our professional's job—for example, let them accompany their mentors to meetings.
9. See that the interns meet with each other and as a group to discuss their experiences. Further, consider specific group projects for all interns in addition to their regular assignments. Or give them the same problem to teams of interns to see what alternative solutions they develop.
10. Thoroughly evaluate the program, the assignments, the interns, and the mentors at the end of each year or during the intern year. Modifications and fine tuning should be made when required.
11. After the initial year use former interns in the recruitment and selection process of new interns and as an informal advisers to the program and the interns. As they progress in the company, former interns might serve as mentors and as directors of the program.”

Krohn (1986) pointed out some of the negative aspects of internship programs. He suggests the following problems:

1. Students do not take their internship seriously,
2. Businesses view interns as cheap labor,
3. Universities view internships as a source of revenue without associated costs,
4. Faculty advisers sacrificed time they could be spent more profitably.

English and Lewison (1979) maintain that internship program administrators are under appreciated and that they are not adequately compensated for their efforts.

### **CREATING A SUSTAINABLE INTERNSHIP PROGRAM**

A sustainable internship program is one in which an acceptable number of internships have been established. A sustainable internship is a long-term, multiple year relationship with an employer. The employer commits to a certain number of internships each year or period. This could be anything from one internship during the summer to multiple internship positions on a year round basis. For example, a company could have two intern positions in the fall and in the spring and four in the summer.

The goals of a sustainable internship program are three fold.

1. to provide students an enriched learning experience.
2. to provide the employer a consistent supply of internships so that they may establish a strong internship program.
3. to support the other educational institutions goals and objectives.

Although many business schools have internship programs only a few have been able to make those programs a great success. From the literature review, it is apparent that internships have many positive benefits to the student, to the employer, and to the educational institution. Given these benefits it is surprising that internships are not a more integral part of business school curriculums.

This author suspects the primary reason internship programs are not more successful is due to a lack of institutional support. No one within the college of business has the assignment and/or is being adequately compensated for the necessary effort to be

put forth to organize and sustain a successful internship program. There may be several approaches to creating a successful internship program. The approaches could be centralized or decentralized. A centralized approach would require the administration of the college to take ownership of the program. Ideally an associate or assistant Dean would be given this assignment. A decentralized approach would be to provide released time or some form of teaching or research load reduction to a faculty member in each major program to service as its internship coordinator.

One of the greatest resources available is the University career services office. In addition to college level administration, someone in career services should be assigned to assist in the administration of the internship program. In many career placement offices this assignment has already been made. So if you're interested in promoting the internship program within your institution, contacting this person is a great way to start. They will know many of the institutional requirements for internship programs and how other colleges within the institution administering internships.

As we've seen from previous research there are three primary players in internship programs: employers, students and the educational institution. Each of these areas has unique characteristics that require attention. Each of these will be discussed.

## EMPLOYERS

In order for an internship program to be successful it obviously requires the participation of employers. So the question is how do you find employers willing to offer internships and establish a long term relationship with them.

Luckily, You have many resources at your disposal. I suggest you begin with a career placement center. They typically have a list of employers who frequently have part

time jobs available to students. Some of these part time jobs may be converted to internships. A second source is the business faculty. The faculty should have established relationships with several local employers. Once the faculty recognizes the value and importance of an internship program they should be willing to assist you in contacting businesses, thus, opening the door for establishing internships.

A third source for internships is your alumni. Many of them will be willing to give assistance in the establishment of internship positions at their places of employment.

Finally, current students may also find a business where they are interested in serving an internship.

Employers need guideline on how the internship program works at your institution. This can be in the form of a booklet and also a web site. The guidelines should contain the following:

- ◆ A welcome from the Dean
- ◆ The internship mission statement, objectives, and philosophy
- ◆ A list of benefits they can anticipate receiving
- ◆ Methods to establish the internship relationship
- ◆ Contact information
- ◆ Internship program guidelines including:
  - A list of host responsibilities
  - The evaluation process
  - Internship requirements
  - Program evaluation
  - Glossary of terms

- ◆ Forms and instructions
- ◆ Schedule of events and deadlines.

## STUDENTS

Of course for the internship program to be successful you have to have students willing to be interns. Internship coordinator should create a schedule in each semester that includes the following items:

1. An advertising program at the beginning of each term.
2. Student information sessions.
3. Recruiter information interviewing sessions.
4. The deadline for internships election and placement.

## Beginning of Term Advertising Program

Thiel and Hartley (1997) suggest using the faculty to publicize and promote internships. The faculty can use classroom orientations, departmental handouts, and referrals were testimonials of present in terms.

The Internship web site should provide lots of information to students, including:

- ◆ How the internship program in your institution works.
- ◆ How students apply for and received internship opportunities.
- ◆ Testimonials
- ◆ A list of employers and a description of their internships and any special requirements (minimum GPA, minimum or maximum credit hours, etc.)
- ◆ Guidelines on the evaluation process, business etiquette – do and don't, etc.
- ◆ Forms and instructions
- ◆ Schedule of events and deadlines.

## EDUCATIONAL INSTITUTION

The educational institution must lead the way for a sustained internship program to be successful. For this to happen, administrators and faculty must be committed and see the value of internship programs. Resources must be allocated and proper recognition and rewards given to those who administer the internship program.

Whether you're starting fresh, or redesigning an existing internship program, the career placement service is an excellent place to start. Here you can learn what other parts of the institution are doing and how their internship programs work. Meet with the person responsible for administering internship programs. Generally, you'll find the placement center staff highly motivated to assist students in preparing for successful careers. They'll recognize and be committed to assisting you making a successful internship program a reality.

Several tasks must be accomplished if the internships program is to be sustainable and successful. First, policies and procedures that will be used to govern your internship program must be created or revised. Second, the forms, checklists, and procedure instructions for students, employers, and faculty needed to be created or revised.

Policies need to be created to provide guidance and instruction in the following areas: Student Eligibility, Obtaining Academic Credit, Employer standards, Salary and other benefits. Forms and procedures for signing up companies, students, and establishing the relationship are needed.

Employers want to keep this process as simple as possible. The University of Cincinnati web site states the following:

“The UC program is uncluttered. There are no formal contracts, no long-term obligations

and paperwork is kept to a minimum. In general the steps required to establish a co-op partnership between your organization and the University of Cincinnati are:

- Contact the Division of Professional Practice and speak with the appropriate faculty advisor
- Create a brief description of the job and the company that can be shared with students
- After reviewing credentials, select candidates and follow the normal interview procedure
- Make an offer and hire your chosen candidate
- At the end of the work term, complete an evaluation of your student's performance

A phone call is all it takes to get started. When you are ready to establish a program or if you have additional questions just contact the Professional Practice Faculty member for the discipline in which you are interested. The sooner we understand your needs, the sooner and easier it will be for us to accommodate you. (UC – Web Site)”

Make it easy for employers and they will keep coming back.

## **Suggested Policies**

### **Student Eligibility**

What are the requirements for students? Is there a minimum GPA? A minimum number of credit hours complete? Other requirements? Transfer students? Exceptions? These should be outlined in this policy statement. The author's College of Business has the following policy. Students must have Junior or Senior standing (have completed 60 hours), full admission to major (declared a major and completed the major's prerequisites), and have overall GPA of 2.5 or better. Transfer students are eligible to participate after one semester of coursework. (MU internship application)"

### **Obtaining Academic Credit**

How can a student receive academic credit? How many hours of credit can be earned? How is the number of credit hours determined? What semesters or terms will internship credit be offered? How is the credit to be applied? What about part-time internships? How are internships graded? Who will grade the internship? Will you track no-credit internships? Who will track them and how?

The author's College of Business has the following policy. "A student may earn up to a maximum of 6 hours of internship credit, a maximum of six (6) credit hours of internship can be earned in one semester, provided the student is working in a full-time, co-op experience and not enrolled as a full-time student. Students generally register for three (3) credit hours per semester. A minimum of 200 hours of internship work equals three credit hours. Internship credit may be earned during regular semesters or summer sessions. If the intern works part-time during the summer sessions, he/she will register for

and obtain credit during the session in which the internship is completed. Students who register for a Management or Marketing internship and are majoring in that field will receive credit toward a Management elective or Marketing elective, respectively. Students can only apply credit toward only one Management or Marketing elective. Students who take an internship twice, the second three hours will be counted toward free elective hours. It will not apply toward an additional required elective. Students who complete an internship in Accounting, Economics, Finance, or Management Information Systems will receive credit toward free elective hours. A grade of CR/NC will be assigned by the division head upon completion of internship requirements. An internship student will be required to submit a journal or report of his/her experience. (MU internship application)”

#### Salary And Other Job Benefits

Is a salary optional? Is full-time employment after the internship available? Can an internship be terminated early?

The author’s College of Business has the following policies. “Salary and other job benefits are established through agreement between the student and employer. The student is not guaranteed a job on completion of the program and, if performance or other conditions merit it, the employer may at any time terminate the employment of the student. The student is expected to perform and follow policies and practices common to other employees of the employer. (MU internship application)”

## Procedures

### The Internship Enrollment Process

How do student become interns? Where do they go? Who approves internships?  
How do students register for credit?

At the Author's College of Business, the Internship Coordinator, is located in the dean's office. A student completes an application form and obtains the signature of an Academic Advisor, who verifies the students eligibility to receive academic credit. The Division Head supervises the internship and a meeting is held to discuss division internship requirements. The intern has the employer complete a Job Description form. This completed documentation and any additional divisional requirements are submitted to division head for approval no later than the first week of semester the student wishes to enroll. Upon approval and after receiving overload slip from division head, the student go to the Registrar's Office and register for the Internship class. (MU internship application)

### Employer Enrollment Process

How do companies offer internships? Who do they contact? What forms do they complete? How are employers screened? How do they evaluate interns?

At the Author's College of Business, the employer currently is contacted by the student. Then the employer completions the Job Description form. It is hoped an Orientation of intern to assigned tasks is done. The supervision of intern during the program is assigned and final, a completed Appraisal Form is mailed to student's division head no later than one week prior to the end of the semester. If the intern hand carries the

Appraisal Form, it should be sealed and signed by the employer on the envelope. And verification of the number of hours worked by the intern is required.

#### Suggestions

Create the following items:

##### Manuals:

- Student Interns
- Employers
- Administration

##### Checklist:

- Student Interns
- Employers

##### Policies and Procedures:

- Student Interns
- Employers
- Faculty
- Administration

##### Application Forms:

- Student Interns
- Employers

##### Brochures:

- Student Interns
- Employers

##### Website

###### Sections

- Welcome

- General Purpose, Dean's Welcome,

- Students

- Brochure, Manual, Checklist, Application Form, Policies and

##### Procedures

- Employer

- Brochure, Manual, Checklist, Application Form, Policies and

##### Procedures

##### Sample Forms

**STUDENT APPLICATION FORM  
INTERNSHIP/COOPERATIVE EDUCATION  
LEWIS COLLEGE OF BUSINESS**

NAME \_\_\_\_\_ ID# \_\_\_\_\_

CAMPUS ADDRESS  
\_\_\_\_\_

HOME ADDRESS \_\_\_\_\_  
CAMPUS PHONE \_\_\_\_\_ HOME PHONE \_\_\_\_\_

E-MAIL ADDRESS  
\_\_\_\_\_

MAJOR \_\_\_\_\_ EXPECTED DATE OF GRADUATION \_\_\_\_\_

REASON FOR APPLYING FOR  
INTERNSHIP \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I, \_\_\_\_\_, hereby give the Lewis College of Business permission to obtain and forward a copy of my transcript to prospective employers, if requested. I further agree to meet all requirements set forth by the Lewis College of Business and individual division head. I understand that I must have the internship paperwork completed and approved before beginning the internship.

STUDENT SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_  
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The above student has submitted an application for the internship program and meets requirements for participation.

FULLY ADMITTED TO \_\_\_\_\_ MAJOR \_\_\_\_\_

HOURS COMPLETED OVERALL \_\_\_\_\_ HOURS COMPLETED IN MAJOR \_\_\_\_\_  
OVERALL GPA \_\_\_\_\_ JUNIOR/SENIOR STANDING  YES  NO

The Internship credit will count as \_\_\_\_\_ Elective hours toward the student's requirements.

Dean's Office Staff  
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The proposed program for the above named student has been reviewed. The student is permitted to enroll for \_\_\_\_\_ credit hours in the 490 Internship course of the

department during the \_\_\_\_\_ term of \_\_\_\_\_.

DIVISION HEAD'S APPROVAL \_\_\_\_\_ DATE

**EMPLOYER JOB DESCRIPTION FORM  
INTERNSHIP PROGRAM  
LEWIS COLLEGE OF BUSINESS**

DATE

COMPANY  
ADDRESS

CONTACT PERSON \_\_\_\_\_ TITLE  
PHONE \_\_\_\_\_ E-MAIL ADDRESS

INTERNSHIP TITLE  
START DATE \_\_\_\_\_ END DATE

NUMBER OF HOURS PER WEEK

AGREEMENT: I agree to comply with the terms and spirit of the attached Marshall University Lewis College of Business Internship Program and to complete an Appraisal Form (to be mailed to employer) one week prior to the end of the term.

\_\_\_\_\_  
SIGNATURE OF EMPLOYER DATE

JOB DESCRIPTION (to be completed by employer)

*(continued on next page)*

*Job Description continued:*

SALARY AND FRINGE BENEFITS

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