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## Understanding the Internship: A Review and Qualitative Study

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Understanding the Internship: A Review and Qualitative Study

by

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## **Abstract**

Internships play an integral role in a student's ability to gain experience to supplement their education in hopes of getting a job upon graduation. Unlike apprenticeships where there is structure, legal standards, and consistency, internships are lacking in all of these aspects.

An internship program was defined based off of previous research literature and professional interviews. For this qualitative study, interviews were conducted with eight businesses and eight students to see their perception of internships and to see internship program efficacy for businesses and students.

Results show that businesses and students have a good understanding of what an internship is and what it is supposed to accomplish, however there are still gaps between perceptions of what an internship program is and the reality of the internship programs themselves.

The goal of this review and qualitative study is to inform businesses and students of the benefits of an internship program, clearly define an internship, and improve internship efficacy for both businesses and students.

## Understanding the Internship: A Review and Qualitative Study

### **Chapter 1: Historical Perspective of Internships and Previous Research**

#### **Introduction**

Internships provide undergraduate students with opportunities to bridge theory learned in class with application in a real-world, professional setting and have become increasingly important tools for students to develop work experience and gain insight in their chosen field prior to entering the workforce. A study of internship participation found that 70-75% of undergraduate students who attend a four-year university participate in at least one internship program before graduation (Perlin, 2012). Despite the importance and prevalence of internship participation, students, as well as businesses offering internships, still generally lack a clear understanding of what an internship is and what it is supposed to accomplish. This could lead to less effective programs and poor experiences for both parties.

A substantial amount of research providing guidance for planning and creating effective internship programs exists. Despite this, there is still a gap in effectiveness across programs. Internships have yet to reach their full potential because not all students finish an internship with relatively the same amount of knowledge, skills, or experience and not all businesses get as much out of their interns as they should. The overarching goals of this review and qualitative study are to inform businesses and students for the benefits of an internship program and improve internship efficacy for both businesses and students.

The remainder of this paper is structured as follows: in the first chapter, I provide a brief history of internships to demonstrate their evolution over time. This chapter also includes a review of the advantages of internship participation for both businesses and students as detailed by extant literature. The second chapter focuses on definitions of internships as seen in previous

research literature and a critique of those definitions. The third chapter focuses on methods I used to conduct my qualitative research, including the participants, materials, and analysis. The fourth chapter details the result of my analysis. Finally, chapter five discusses the possible implications of this research along with recommendations and limitations for future research.

### **Historical Perspective of Internships**

The apprenticeship was a precursor to the internship. Apprenticeships started around the 11<sup>th</sup> century in Europe when people as young as the age of fourteen were trying to gain experience in the fields of their interests. Apprentices would follow a master in the field and learn their ways. For hundreds of years, an apprenticeship would guarantee housing, food, and acceptance into a guild, and nothing changed for a very long time until education replaced learning a specific trade. Apprenticeships and internships then separated into two different methods of gaining experience, one to learn the trade and the other to supplement an education. The first known mention of an “intern” was in a report to trustees at Boston Hospital in 1865. Around World War I, the popularity of medical interns was on the rise when medical school was no longer enough experience to enter the field. Internships were used to close the gap of knowledge and experience necessary to practice in the field (Perlin, 2012).

Internships started out in the medical field and then spread into the realm of politics and accounting. The first non-medical internship was in the field of accounting in 1906 at the University of Cincinnati through their Cooperative Education Program. Around the 1930s many city governments including, Los Angeles, New York, and Detroit and the California state government formed their own internship programs (Perlin, 2012). These initial internships helped set the tone for internships to come.

## **Apprenticeships vs. Internships**

“Dan Jacoby, a historian of apprenticeships, sees internships by comparison as ‘a chance to look at an environment rather than a chance to learn the job (Perlin, 2012, p. 45).’” John Ladd, the federal administrator in charge of the Office of Apprenticeship (OA) at the Department of Labor, described internships as an apprenticeship lite with a lack of consistency or standard, usually for a brief period of time, unstructured, barely supervised, and precarious and unsustainable for interns and employers alike (Perlin, 2012, p. 44). Apprenticeships have the structure, clarity, and even a guaranteed job if one finishes the program, but why not internships?

## **Previous Research**

Previous research identifies a multitude of benefits, ranging from monetary benefits to employment benefits, for businesses and students participating in internship programs. Internships are a low-cost, low-risk, and reliable recruitment method of businesses and provides businesses with the opportunity to build a talent pipeline for the future of the organization. Hiring high-quality, successful interns represent significant costs savings for an organization compared to traditional recruitment methods used to fill open positions. By hiring an intern to fill a full-time position, an organization no longer needs to go through the process of recruitment and selection that increases hiring expenses. Though previous research varies on the amount of the cost savings, Watson (1995) reports savings up to \$15,000 and *Internships.com* reports a range of \$10,000 and \$50,000 per position. Studies consistently show that hiring an intern to fill an open position can result in significantly reduced costs for the organization.

Additionally, internships may serve as a short-term evaluation period for the intern during which a supervisor can evaluate the intern in regards to various aspects of job performance and for cultural fit within the organization. Hiring interns full-time after the



completion of the internship program or upon the intern's graduation reduces costs because former interns are more loyal to the organization and require less socialization, training, and adjustment period compared to hires that have not participated in the internship program (Maertz Jr., Stoeberl, & Marks, 2014; Gault, 2000; Pianko, 1996).

In terms of labor, Maertz Jr., Stoeberl, and Marks (2014) argue that interns are inexpensive, qualified, and motivated. Interns increase productivity by completing small add-value tasks or "back-burner" projects that would not be done otherwise, and this allows for full-time employees to focus on more important things at hand. Interns also bring a new perspective from their current studies. (Maertz Jr., Stoeberl, & Marks, 2014).

Finally, internship programs help improve company branding, reputation, and image. Internships are an opportunity to build connections and partnerships with local universities, give back to the community by investing in the future generations, and inform newer generations about the business through hosting internship programs (Beard, 2007; Harris & Zhao, 2004; Pianko, 1996). In other words, interns fill a role of recruiting and marketing for the business by informing their networks of the opportunities and their overall experience with the organization which enhances the business's brand, reputation, and image.

Internships are also important from the student perspective because internships are realistic job previews for students. These *in situ* job previews furnish students with opportunities to gain tacit knowledge about the respective organizations in which they intern and evaluate job and cultural fit (Maertz Jr., Stoeberl, & Marks, 2014). Students also gain relevant knowledge and skills in relation to their career interest and increased self-efficacy (Maertz Jr., Stoeberl, & Marks, 2014).

Gault, Redington, and Schlager (2000) surveyed intern and nonintern alumni from a northeastern university to see the relationship between early career success and internships. They found that students who have completed an internship program found full-time jobs after graduation in their field of interest almost two months faster than students who did not complete internships as an undergraduate. Additionally, students who completed internships commanded entry-level salaries that were, on average, 9.32% higher than those of students who did not complete internships (Gault et al., 2000). These findings supported Gault et al.'s (2000) expectations that direct industry experience gained during internships allowed those students to receive the upper-level end of the salary range for entry-level jobs. This phenomenon was not limited to the early career stage: the salary gap between students with internship experience and noninterns increased to 16.9% later in their careers. This was arguably due to the fact that students within internships started their employment sooner, which meant that they also reached the first evaluation and salary review sooner. Gault et al.'s (2000) findings that students with internships find jobs more quickly, have higher starting salaries, and increased job satisfaction reinforces Taylor's (1988) study showing very similar results, such as students with internships receive more job offers, are paid more, and are more satisfied with their jobs.

According to the *Experiential Education Survey(s)* published by the National Association of Colleges and Employers (2004 and 2009), 58% of interns in 2004 received full-time offers from their internship employer and the percentage increased in 2009 to 67.7%. If interns were to receive full-time offers from their current employer, interns can then use it to negotiate compensation for other job opportunities and speed up the hiring process.

Finally, in terms of students' education, Koehler (1974) found that students who have participated in an internship program improved their grades following the completion of their

internship, providing evidence that internships have a motivating and focusing effect on students' attention to their coursework. Because internships help students apply knowledge from their didactic education to real-world settings, they highlight the importance and relevance of the subject material. (Koehler, 1974; Thiel and Hartley, 1997).

## **Chapter 2: What is the internship?**

Taylor (1988) defined internships as, “structured and career-relevant work experiences obtained by students prior to graduation from an academic program” (p. 393). Taylor’s definition seems to be very limiting because internships can be unstructured and are able to occur after a student’s graduation from an academic program. Internships also do not have to be career relevant because internships also serve the purpose of helping students discover what it is that they want to do with their lives.

DiLorenzo-Aiss and Matheisen (1996) stated that internships have four characteristics: (1) a specified number of hours is worked, (2) the internship may be paid or unpaid, (3) course credit is awarded, and (4) oversight is provided by an university representative and a corporate counterpart. This conceptualization is more, though not completely, aligned with modern internships because internships usually have a set start and end date, and internships can vary in terms of whether or not it is paid. In terms of course credit offered, not all academic programs offer course credit for internships, so it is another optional characteristic to consider when defining an internship. Lastly, not all internships are overseen or even supervised by faculty members because students can partake in internship programs without their academic program even knowing. In terms of supervision by a corporate counterpart, there is usually someone overseeing the intern, but it does not mean that there is consistent communication or a mentorship style relationship.

According to Gault et al. (2000), internships “generally refer to part-time field experiences and encompass a wide variety of academic disciplines and organizational settings.” Internship programs do widely vary, but programs can be full-time when the student is not partaking in academic studies. Internships completed during summer break is one example of

this. If a student were to forego school in order to gain experience, it would then be considered a cooperative education (co-op) instead of an internship. “Co-ops” usually occur in the field of engineering and is when a student alternates between being a full-time student and full-time employment to gain experience.

Overall, internships are usually seen as experiential learning where students develop knowledge, skills, and experience from direct experiences outside of an academic setting. There needs to be a better understanding of internships due to the impact that they have on businesses and students. The current understanding of internships in previous research literature is not consistent and still rather vague.

The goal of this paper is to create a better understanding of internships and their potential impact on businesses and students. Interviews were conducted with businesses and students to gain a better understanding of their perspective of internships and the potential benefits of internship programs. I hope to allow for students and businesses to strive for more effective internships through educating them on the full potential of internship programs, which in turn should increase productivity for businesses and prepare students for the “real world.”

## Chapter 3: Methodology

### Interviews, Participants, and Materials

**Interviews.** Interviews were conducted with businesses and students with similar questions on their perspectives of internships and about their experience and internship programs.

**Participants.** Participants were found through personal connections or third-party connections. Interviews were conducted with both businesses who have or have had internship programs and students who have participated in one or more internship program. Business participants included for-profit and not-for-profit businesses. Industries varied from insurance to metals, and company size ranged from ten employees to over one thousand employees. The business sample consisted of eight businesses. Student participants included a variety of majors from business to mass communication and pre-med. Students also varied in terms of universities attended. The student sample consisted of eight students. Some students and businesses overlapped, that is, the student interviewed was or is an intern for the business that was interviewed as well.

**Materials.** Below are the original interview questions initially used. These questions were created based off of the definition of an internship mentioned earlier. These questions were designed to ascertain businesses' and students' perception of internships, learn about their programs, the benefits of the programs, and the areas of opportunity. Many of the questions were adjusted to be able to gather more detailed and elaborate responses.

Questions for Businesses	
BQ1	What is your definition of an internship?
BQ2	What benefits do businesses gain from an internship program?
BQ3	What is an internship supposed to accomplish for you (the business) and for the students?
BQ4	Does your program accomplish that?

BQ5	What does your internship program look like?
BQ6	How could you improve your internship program?

Questions for Students	
SQ1	What is your definition of an internship?
SQ2	What are the main benefits of an internship for students?
SQ3	What is an internship supposed to accomplish for you (as a student) and for the business?
SQ4	Did the program accomplish that?
SQ5	What did your internship program look like?
SQ6	What would you like to change about it?
SQ7	As an intern, what is/was your goal?
SQ8	Why did you decide to do an internship?
SQ9	How could the internship program be improved?

After interviewing a few businesses and students, I realized that the responses were not as in-depth as I wanted it to be, so I rearranged, reworded, and added a few questions to allow for more elaboration. All items included in the initial questionnaires were retained. Also, at the beginning of each interview, the interviewee described the industry in which the business belongs and types of internship programs offered for different majors. Below are the adjusted interview questions for businesses and students. Although new questions were asked, not all data gathered was used.

Revised Questions for Businesses	
BQ1	Have you ever participated in an internship before?
BQ2	What was your original perception of internships?
BQ3	What is your definition of an internship?
BQ4	What benefits do businesses gain from an internship program?
BQ5	What is an internship program supposed to accomplish for businesses?
BQ6	What is an internship program supposed to accomplish for students?
BQ7	Does your program accomplish that?
BQ8	What does your internship program look like? Structured, unstructured, etc.?
BQ9	Is that what your internship program originally looked like?
BQ10	How could you improve your internship program?

I added BQ1, BQ2, and BQ9 to the revised questions for businesses. BQ3 in the original set of questions became BQ5 and BQ6 in the revised set of questions for businesses to reduce the

amount of times I had to repeat the question to interviewees. In the original set of questions, the first two questions (BQ1 and BQ2) in this set were not asked, but I was curious to see if having participated in an internship program before would affect how their programs were planned and managed. Having participated in an internship program before does not seem to have a drastic overall effect on how the internship program is managed.

Revised Questions for Students	
SQ1	What was your initial perception of an internship before you started?
SQ2	Why did you decide to do an internship?
SQ3	What were your expectations of that internship? Did it meet your expectations?
SQ4	What was your goal as an intern?
SQ5	What did your internship look like? Structured, unstructured, etc.?
SQ6	What would you have liked to change about it? What improvements could be made?
SQ7	What did you wish you knew before entering your internship?
SQ8	Why do you think your company was looking for an intern?
SQ9	Are you their first intern?
SQ10	What are the main benefits of an internship for businesses?
SQ11	What are the main benefits of an internship for students?
SQ12	Did your internship accomplish what you've just mentioned?
SQ14	What is your definition of an internship?

I added SQ1, SQ3, SQ7, SQ8, and SQ9 to the revised set of questions for students. Students had a more difficult time than businesses in answering the question, “what is your definition of an internship?” To better help students elaborate on their answers, I moved the question of defining an internship to be the last question asked because answering all the questions prior helped better develop the student’s responses, so SQ1 became SQ13 in the revised set of questions. This difficulty probably surfaced because businesses have had multiple interns while students may have had only one internship, which reduces students’ knowledge of internships drastically compared to business. SQ3 in the original set of questions became SQ10 and SQ11 in the revised set of questions for students to reduce the amount of times I had to repeat the question to interviewees.



## **Analysis and Categories**

**Analysis.** To develop a definition of internship that encompasses both business and student perspectives, I analyzed in a two-step process. First, I separated all responses from all applications into three columns: business, students, and other. Responses that discussed how internships affected businesses were categorized under the “business” column, and responses that discussed how internships affected students were categorized under the “student” column. The “other” column was for anything else that was necessary to be noted but did not particularly affect either side.

**Categories.** Once all of the data was placed within the three columns, I created categories based off of main ideas found within the data. All of the categories are variables or characteristics that make up an internship program. After the categories were created, I counted how many phrases fell within each category. The data for businesses fall within six main categories. The categories for businesses can be seen in Table 1.

(1) Add-Value (AV) consists of the numerous ways the intern can add value to the business through completing tasks and projects that increase the effectiveness and efficiency of the business. Tasks can be consistent job duties through the student’s time with the business, and projects can be things that need to be done in order to better processes and procedures, but are not worth the time of the full-time employees.

(2) Company Brand and Reputation (CBR) includes how interns positively affect the business’s image. This can occur through a number of mechanisms. For example, students may simply inform others of the business and talking about their personal internship experience with the business. Organizations may develop partnerships with schools by recruiting through specific

programs to build company recognition. This category also includes the business's opportunity to give back to the community and invest in the future generations.

(3) Labor (L) represents interns as driven, high-quality, and low-cost labor. It is the idea that interns are more motivated and cost less than hiring a full-time or even part-time employee.

(4) New Perspective (NP) is where the business gains a new perspective from their intern. The new perspective can come from the student's academics, extracurricular activities, and other internships. These new perspectives can help improve processes and inspire change within organizations.

(5) Recruitment and Talent Pipeline (RTP) encompasses the idea that internships are seen as a recruitment opportunity for businesses and a chance to build a talent pipeline for the organization's future.

(6) Training and Trial Period (TTP) is the idea that businesses utilize internships as an opportunity to train interns, so there is no lead time if the intern is hired as a full-time employee. Although at the same time, though, the internship is seen as a trial period by businesses to see if the business wants to hire the intern full-time. The factors that businesses consider during the trial period consist of job fit and organization fit, focusing on organizational culture.

**Table 1. Business Categories**

<b><u>Business Categories</u></b>	<b><u>Color Code</u></b>
Add-Value	AV
Company Brand and Reputation	CBR
Labor	L
New Perspective	NP
Recruitment and Talent Pipeline	RTP
Training and Trial-Period	TTP

The data for students fall within seven main categories. Categories for students can be seen in Table 2.

(1) Applying Academics (AA) includes mentions of an internship being an opportunity for students to apply their academics learned in class in a real-world setting and see the applications of their academics.

(2) Connections (C) describes the opportunity for students to make peer connections in their fields, network with professionals, and gain a mentor in the area of their interest. Overall, connections are used to build toward the student's future with the benefits of being able to call upon these connections to write letters of recommendation or potentially provide better connections in the future.

(3) Full-Time Potential (FTP) includes the perception that an internship could lead to a full-time job with the organization after the internship program ends or upon graduation.

(4) Gain knowledge and experience (KSAOs) includes any mention of gaining any sort of knowledge, skills, or experience. In terms of knowledge, there is an emphasis on industry knowledge, technical knowledge, and knowledge of the business in which the student is interning. Skills include professional development, soft skills, communication skills, and written skills. Experience includes tangible moments learned that could be applied at another point in time, but experience is also used as an all-encompassing term to include knowledge and skills learned.

(5) Is this the career field/industry for me (YN) is the perception that internships are a realistic job preview for students to assess their own self-interest to see if the career field, industry or company is a fit for them.

(6) Money (M) is the student perception that internships are lucrative.

(7) Resume (R) is the perception that internships are resume builders that will take students to their next opportunity or one step closer to their overall goals. The benefits of these resume builders included being able to put certain businesses on their resume due to business brand and reputation and being able to put “hot words” or “keywords” on their resume.

**Table 2. Student Categories**

<u>Student Categories</u>	<u>Color Code</u>
Applying Academics	AA
Connections	C
Full-Time Potential	FTP
Gain Knowledge and Experience (KSAOs)	KSAOs
Is this the career field/industry for me?	YN
Money	M
Resume	R

The third category named “other” only included the idea that internships were for a set period of time with a start and end date.

Table 3. Shows the count (i.e. the number of phrases that fell within each category) for businesses and students. The categories are listed in alphabetical order, and shows which categories were mentioned most. This directly relates to the perceived importance of these categories. The raw data extracted from the interviews can be seen in Table 4 for businesses and Table 5 for students.

**Table 3. Categories and Count**

<u>Business Categories</u>	<u>Color Code</u>	<u>Count</u>
Add-Value	AV	9
Company Brand and Reputation	CBR	9
Labor	L	4
New Perspective	NP	7
Recruitment and Talent Pipeline	RTP	16
Training and Trial-Period	TTP	6

<b>Total</b>		<b>51</b>
<b><u>Student Categories</u></b>	<b><u>Color Code</u></b>	<b><u>Count</u></b>
Applying Academics	AA	3
Build Connections/Networking	BCN	8
Full-Time Potential	FTP	5
Gain Knowledge and Experience (KSAOs)	KSAOs	40
Is this the career field/industry for me?	YN	11
Money	M	2
Resume	R	5
<b>Total</b>		<b>74</b>

## **Chapter 4: Results**

Businesses and students have a decent understanding of what an internship is and what it should accomplish, however, there is still a gap in effectiveness between perceptions of internships and the reality of the internship program itself. Businesses and students see benefits and characteristics of an internship program to be interchangeable. In terms of discrepancies, businesses saw students as cheap labor, but there were two students who saw internships as a lucrative opportunity. It would seem as though the perception that internships pay well had to do with the field that both students were in.

Based off of the data collected, an internship is an opportunity for students to gain knowledge, skills, and experience in the field of the student's interest while building connections and applying their academics in a real professional setting. Students can take this opportunity to see if this is something that they really want to do for the rest of their lives by working on tasks and projects that add value to the business. Students offer a new perspective to businesses that could lead to more effective and efficient processes. Internships are for a set period of time, and businesses take internships as an opportunity to recruit, build their future talent pipeline, and train interns with the potential of becoming full-time employees.

## **Chapter 5: Discussions**

The internship redefined by this study is a more accurate definition of internships today. The definition is derived from the perspective of businesses and students that have recently participated in an internship program, and this adds a new perspective to current internship literature because it takes into account more current characteristics of internships and the depth of those characteristics.

The set period of time for internships range from three months to a year-long. Interns increase productivity of businesses through completing tasks and “back-burner” projects for the business at a lower rate than a normal employee and allowing for full-time employees to focus on more important concerns at hand. Businesses use internships as an opportunity to improve their brand and reputation by giving back to the community through internship programs and building the future talent in their industry. New perspectives from interns can excite change within the business or simply keep the business updated in terms of what is currently going on academically in their current industries. Internships are the opportunity for businesses to see if the intern is a fit, job wise and culturally, in their organization without many repercussions if the intern is not a good fit. Students see internship programs as an opportunity to build connections through networking, making peer connections, and finding a mentor within their field of work. Students should gain tangible skills, such as company software or have completed a project with actual impact to the organization. Overall, there should be development in the student’s knowledge, skills, and professional experience.

## **Recommendations**

Businesses and students have shared areas of opportunities in their internship programs. There has been disconnects between management and employees and management and upper

management about the purpose of having an internship program. Businesses have mentioned the need for interns to have more exposure to the business as a whole and that businesses need to give more constructive feedback to their interns. Students have mentioned that their internship programs lack structure, a welcoming environment, and a sense of purpose. The majority of students have said that there was too much down time during their internship program, or they were not given enough work to do.

These areas of opportunities are mainly concerns that businesses have a better opportunity to address than students. Businesses may have multiple interns, but students may have participated in only one internship before entering the workforce. Businesses should address the concerns mentioned above before starting an internship program or before selecting the next intern because these factors could be detrimental to the efficacy of the internship program for businesses and students.

All of management and employees must be on board with having an intern in order for the internship program to be effective and beneficial for both parties. There was an instance of where management was on board with the internship program, but employees were not. This created a negative environment for the intern, and the intern was discouraged from entering into the field of their choice. All employees within the organization regardless of title who interact with the intern should have a good understanding of what an internship program is and what the goal of the organization is for the intern.

There needs to be a good channel of communication between the intern and their supervisor. This creates an opportunity for interns to bring up areas of concern, such as, not having enough work to do or giving feedback about the program itself. Many interns feel as though they are not wanted or valued, and in turn, this creates a poor image of the company and



a poor experience for the intern. Another intern felt like no one wanted to take responsibility for them, which in turn negatively affected the intern's image of the organization. Although the organization extended a full-time offer to this intern, the intern is seeking employment elsewhere due to the environment that was created.

These concerns are very similar to those brought up in previous research literature, so the recommendations are consistent with those made by D'Abate, Youndt, and Wenzel (2009) and Rothman (2007). The following factors would need to be considered as to how it applies to the business's current internship program and areas of opportunity. Rothman (2007) found that effective internships have clear tasks, communication, expectations, ongoing feedback, mentorship, exposure to other parts of the business, and respectful treatment of the intern. D'Abate, Youndt, and Wenzel (2009) found that internship satisfaction, which coincides with effectiveness, heavily relies on two sets of characteristics: job characteristics and work environment characteristics. Job characteristics include skill variety, task identity, task significance, autonomy, and feedback. Work environment includes learning opportunities, supervisor support, career development opportunities, coworker support, and organization satisfaction.

### **Research Limitations**

This study has several limitations. Due to external time constraints, all research was conducted and completed within a four-month period. Because of this time constraint, I was limited to the number of questions that, ideally, I would have liked to include. Some limitations of this research before it was even conducted was that there was a four-month period to complete the research. Due to this time constraint, there were many questions that I would have liked to ask, but I did not have the opportunity to do so. In terms of sample size (n=16) was too small to provide conclusive evidence regarding the perceptions of internships and definitive, empirically

supported recommendations to organizations offering internships. It would be interesting to replicate this study with a larger sample.

If this study were to be done again, I would focus on students and business who overlap in their internship programs or look only at businesses of a certain size range. I would also see whether or not a large or well-established business compared to small businesses had anything to do with developing and maintaining effective internship programs. I would have also liked for the project to focus more on internship efficacy. There needs to be research on how varying levels of effectiveness of internships affect students when they start their careers.

### **Conclusion**

This paper is meant to help with internship efficacy for businesses and students. The results show that businesses and students have a good understanding of what an internship is and what it is supposed to accomplish, but there is still room for improvement as mentioned by all participants in the study. By informing businesses and students of the benefits, creating a clear definition, and giving feedback. I hope to give businesses and students some of the tools and resources to implement and participate in, respectively, more effective programs and experiences and create a foundation for increasing internship efficacy moving forward.

Table 6. Data Coded for Businesses

<u>Color Code</u>	<u>Business</u>
AV	Complete projects that aren't accomplished in the day to day.
AV	Providing a service to the company
AV	Easy projects
AV	To get help with work
AV	To get help with work
AV	Take stress off of people higher up in the company
AV	Help with efficiency
AV	Someone to do the filing
AV	Add value
CBR	Brand ambassadors
CBR	Organizational branding
CBR	It looks good to have interns
CBR	Show the community you want to help people
CBR	For the business to give back to the community
CBR	Invest in the future and local community
CBR	Avenue of community service
CBR	Opportunity for students to contribute to an organization.
CBR	Opportunity to serve underneath professionals
L	Driven, high quality labor
L	Low-cost labor with high potential
L	Work at a lower rate
L	Financial benefits
NP	Give outside perspective of what they're learning, in class, other internships, and organizations.
NP	New perspective
NP	Good theory from class, ahead of the curve.
NP	Keeps an organization fresh
NP	Fresh ideas from theory and study
NP	Better understanding of the current generation
NP	Interns can inspire change
RTP	Bringing new talent into the organization
RTP	Recruitment
RTP	Trial period
RTP	Recruitment
RTP	Recruitment
RTP	Talent pipe-line
RTP	Hires for staff positions
RTP	Pipeline for future students
RTP	Succession planning

RTP	Build for the future and have a talent pool
RTP	Recruitment
RTP	Chance to hire
RTP	Paying it forward and giving back to future talent
RTP	Utilize their knowledge and give back to the workforce
RTP	To help develop the next generation
RTP	Invest in upcoming talent in the community
TTP	Train a potential employee for a year
TTP	Training stepping stone
TTP	Assess whether the students who were interested if they would be a good fit
TTP	Real time screening for future employees
TTP	To train potential future employees
TTP	Train potential future employees

**Table 5. Data Coded for Students**

<u>Color Code</u>	<u>Students</u>
AA	Extension of scholastic education in a real world setting
AA	Real world application of knowledge
AA	Real world application of their education
C	Open Doors
C	Networking
C	Build connections
C	Meet professionals
C	Spending time with a professional to learn outside of the classroom
C	Gain connections and peers in the field
C	Mentor
C	Resource
FTP	Get a job
FTP	Opportunity to become long-term - job
FTP	Potential growth into the organization
FTP	Hire you if they like you
FTP	Hire you if they like you
KSAOs	Gain knowledge
KSAOs	Learning opportunity
KSAOs	Give knowledge
KSAOs	Getting experience, job specific
KSAOs	Invaluable experience in a related field of study
KSAOs	Gain entry level experience in their field
KSAOs	Gain knowledge to run the business effectively
KSAOs	Gaining real world work force experience
KSAOs	Build knowledge
KSAOs	Professional training experience
KSAOs	Opportunity to gain industry knowledge, technical knowledge
KSAOs	Professional development
KSAOs	Soft skills training
KSAOs	Develop professional communication
KSAOs	Opportunity to have exposure to a professional job setting
KSAOs	Gain real world experience
KSAOs	Giving them awareness of how to take scholastic experience and apply it to the real world
KSAOs	Opportunity to learn hands on while pursuing their studies
KSAOs	Teach you the ins and outs of what you're doing
KSAOs	Experience
KSAOs	Gain knowledge in the field of your interest

KSAOs	Experience in a professional setting
KSAOs	Being held accountable for your actions
KSAOs	Give them experience
KSAOs	Gain industry knowledge
KSAOs	Gain invaluable skills
KSAOs	Get work experience
KSAOs	Understand the industry
KSAOs	Networking experience
KSAOs	Knowledge
KSAOs	Teach them about the subject and help relate it to class
KSAOs	Mold them to become a worker in a professional setting
KSAOs	Experience
KSAOs	It is an experience to gain experience
KSAOs	Tools to use in the future
KSAOs	Gain experience
KSAOs	Learn and gain experience in their field of study
KSAOs	Experience to be successful
KSAOs	Real world experience with practice knowledge
KSAOs	Experience needed to be successful
M	Money
M	Make money
R	Resume builder
R	Resume builder
R	Resume builder
R	Buzz words on resumes
R	Resume builder
YN	Do students see themselves in the industry?
YN	See what they want to do when they graduate
YN	Quick glance at what they want to do for the rest of their lives
YN	You get to try it on and see if it fits you
YN	Give them real world insight into what they would be doing long-term.
YN	Show them what they like and don't like
YN	To get a better idea if they like their path
YN	To see if they chose the right career
YN	A test drive
YN	Realistic job preview
YN	See if it's something you want to spend the rest of your life doing

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