

DEVELOPING AN EARLY INTERNSHIP PROGRAM & ASSESSMENT MODEL: THE EMERGING ETHICAL LEADERS INTERNSHIP PROGRAM

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ABSTRACT

This paper discusses the importance of providing early internship experiences to undergraduate business students to enable more effective practical skill growth prior to graduation. The authors describe the Emerging Ethical Leaders program at the University of Pittsburgh's David Berg Center for Ethics and Leadership, which provides sophomore and junior business students an early exposure internship opportunity. This early exposure internship pairs business students with local businesses and organizations that have established partnerships with the University of Pittsburgh and David Berg Center for Ethics and Leadership. The internship opportunities often involve non-profits and small businesses, allowing business students the opportunity to apply their business acumen to organizations that may not have the staff or the time to complete certain business-focused projects. By working with non-profit organizations and small businesses, students gain exposure to organizations with a socially responsible mission and gain important ethical leadership skills. The goal of internship program is to provide students a way to engage with diverse sectors and become more prepared for competitive internships in the summer following their junior year. When applying for jobs, students are able to report on two effective and diverse internship experiences, enabling them to be a stronger job candidate. This paper describes the Emerging Ethical Leadership model and provides a case-study example of effective early internship experiences. The authors also build an assessment model that captures the impact of the early internship experience from the employer's perspective. This assessment model is based off of findings from an analysis of internship experiences indicating a need to integrate employer feedback into the design of internship programs at the University of Pittsburgh.

BACKGROUND: THE NEED FOR EARLY EXPOSURE INTERNSHIP EXPERIENCE

Over the past two decades, formal business internships have grown to become an integral function of the undergraduate business schools. The National Association of Colleges and Employers estimate that 1.5 million internships are reported in the United States each year with additional unpaid internships being hard to capture in reporting (Capital Flows, 2014). Internships provide high-impact experiential learning allowing students to apply what they have learned in the classroom to real world contexts. Internships provide students practical skills and work experience that employers seek in job candidates (Sanahuja Vélez & Ribes Giner, 2015).

Traditionally, business education was instructed through lecture (Sims, 2002). Current approaches to business education instruction continue to favor theory-based lecture alongside the inclusion of case studies. This allows students to apply theoretical concepts to business dilemmas via case examples (Matten & Moon, 2004; Seto-Pamies & Papaoikonomou, 2016; R. R. Sims & Felton, 2006). Researchers and educators are recognizing the missed opportunities in the traditional lecture-oriented and case-study approach to teaching business, and are advocating for the increase in experiential learning practice including internships (Baker & Comer, 2012; Burton; Sims, 2002).

There is wide consensus amongst researchers regarding the need to include more than lecture and case-study approaches to teaching business ethics (Baker & Comer, 2012; Bartlett, 2003; Burton, Dunn, & Goldsby, 2006; Bush, Gutermuth, & West, 2009;

Ravencroft & Dillard, 2008; Sims, 2002). Experiential simulation and role-play exercises allow students to practice moral reasoning and ethical decision making in specific contexts (Baker & Comer, 2012; R. R. Sims, 2002). Digital simulations and games expose students to the complexities of making ethical decisions in digital contexts, which is increasingly relevant in today's business climate where ethical dilemmas exist regarding social media, data security, and cross-cultural communication (Buck, 2014; Jagger, Siala, & Sloan, 2016; Sadowski & Seager, 2013). Researchers also advocate for the incorporation of the creative arts into business ethics lessons through the use of literature, theater, photography, and film (Freeman, Dunham, Fairchild, & Parmar, 2015; Madden & Smith, 2015; O'Boyle & Sandona, 2014). Internships, which will be discussed more in-depth in this article, provides students with real-world practical experience (Gault, Leach, & Duey, 2010; Sanahuja Vélez & Ribes Giner, 2015). Additionally, researchers advocate for the use of a plurality of teaching methods in business ethics including providing intentional internship experiences (Burton et al., 2006; Bush et al., 2009).

The value and growth of internships in business schools is grounded in experiential learning theory. Kolb's model of experiential learning identifies four learning processes: concrete experience, reflective observation, abstract conceptualization, and active expiration (Kolb & Kolb, 2005). Learning through active engagement and reflection provides business students practical experience in confronting ethical dilemmas. The value of internships as an experiential learning process is also supported by Albert Bandura's social cognitive learning theory in which learning is accomplished through an interactive social process and vicariously through exposure to others people's behavior (A. Bandura, 1969; Albert Bandura, 2003). Lave and Wenger's (1991) situated learning theory also focuses on the value of apprenticeships in which that social climate can motivate behavioral change and learning, especially over the long-term. Lave and Wenger (1991) argued that the apprenticeship system was not antiquated, but perhaps more effective in sustaining long-term learning than school-based education (Lave & Wenger, 1991). Internships provide students with real world experiential learning, social interactions, and apprenticeship learning, that enables the acquisition of functional skills required in future employment.

While research has emerged that documents the impact of internships on positive students' outcomes and increased career attainment, less attention has been on capturing the experience and outcomes of early exposure internships and multiple internship experience (Nghia & Duyen, 2019). Researchers have also called for the development of intentionally designed internship programs that include goals and objectives integrated into the business school curriculum (Goia Agoston, Marinaş, & Igret, 2017). The University of Pittsburgh's Emerging Ethical Leaders program answers this call by creating an early exposure internship model that is intentionally integrated into the business curriculum.

In addition to the literature identifying a need to develop more effective internship models, the literature also indicates a need to develop more robust internship assessment frameworks to enhance effective delivery of internship models. Several students indicate a need to develop internship assessment models to include employer feedback as it is not commonly captured, yet an important check on internship effectiveness (Gault et al., 2010; Sanahuja Vélez & Ribes Giner, 2015). Limited studies report on incorporating employer feedback into internship program development. Of the 57 articles reported in a systematic review of business internships, only 9 articles focused on the stakeholder of employers. Of these 9 articles, most articles talked about the positive effects internships bring to the immediate employer, the employer of the intern, such as inexpensive and qualified labor, saving on recruitment costs, strengthening partnerships with educational institutions, and incorporating new ideas (Sanahuja Vélez & Ribes Giner, 2015). Few articles incorporated the student's first full-time employer post-graduation into the analysis. While the experience of the employer of the intern is an important factor, to examine the longitudinal effects of internships, the perspective of the student's first full-time employer is a significant stakeholder to study. Our assessment framework proposes a way to capture feedback from the student's first full-time employer and apply the findings to enhance internship program development.

BACKGROUND: THE NEED FOR INCLUDING ETHICS & LEADERSHIP TRAINING IN INTERNSHIP PROGRAMS

Over the past two decades, concern for business ethics education has increased in academia and business (Pless, Maak, & Stahl, 2011; Waples, Antes, Murphy, Connelly, & Mumford, 2009). Spurred by corporate scandals and an economic recession, the public has demanded that business schools (BSs) become more accountable for the training of ethical business leaders (Amlie, 2010; Bennis & O'Toole, 2005; Colby, Ehrlich, Sullivan, & Dolle, 2011; Crane, 2004; Floyd, Xu, Atkins, & Caldwell, 2013; Gentile, 2010; Sims & Sauser, 2011; Swanson & Fisher, 2008, 2010). Growth of corporate social responsibility (CSR) and sustainability in businesses is also encouraging the development of undergraduate business ethics education (Musharbarsh & Hasrouni, 2012; Sims, 2002; Waples et al., 2009). Rising ethical consumption is driving competition and innovation (Fairtrade International, 2016; Long & Murray, 2013; USDA, 2016; Verteramo Chiu, Liaukonyte, Gómez, & Kaiser, 2017). MBA students increasingly value CSR as a significant business priority (Aspen Institute 2008; Christensen, Peirce, Hartman, Hoffman, & Carrier, 2007; Haski-Leventhal, 2012). Deans of business schools also strongly agree on the importance of ethics in business programs and for effective business leaders (Evans & Weiss, 2008; Evans & Marcal, 2005). This renewed interest in business ethics has resulted in more academics investigating how to teach business ethics effectively to undergraduates (Pless et al., 2011; Waples et al., 2009). As business majors account for the largest percentage of undergraduate degrees conferred in the US, approximately 19% in 2014, critically examining opportunities to integrate ethics into the curriculum is appropriately significant (National Center for Education Statistics, 2014).

A central debate in business ethics education focuses on the question, can ethics education be taught? Considerable quantitative and mixed methods research has been conducted on the effectiveness of ethics instruction on business students' moral awareness, moral reasoning, and behavior. Studies have reported mixed results including: significant effects (Christensen, Cote, & Latham, 2016; Gu & Neesham, 2014; Lau, 2010); mixed effects (Amlie, 2010; Bampton & Cowton, 2013; Lowry, 2003; Mayhew &

Murphy, 2009; Nguyen, Basuray, Smith, Kopka, & McCulloh, 2008; Waples et al., 2009); minimal effects (Cragg, 1997; Waples et al., 2009); and no effect (Ponemon, 1993). Results vary significantly depending on instructional practice and other moderating variables (A. Christensen et al., 2016; Waples et al., 2009). Mixed results are common in educational research as control variables are difficult to keep constant. The natural setting of the classroom makes it challenging to generalize findings.

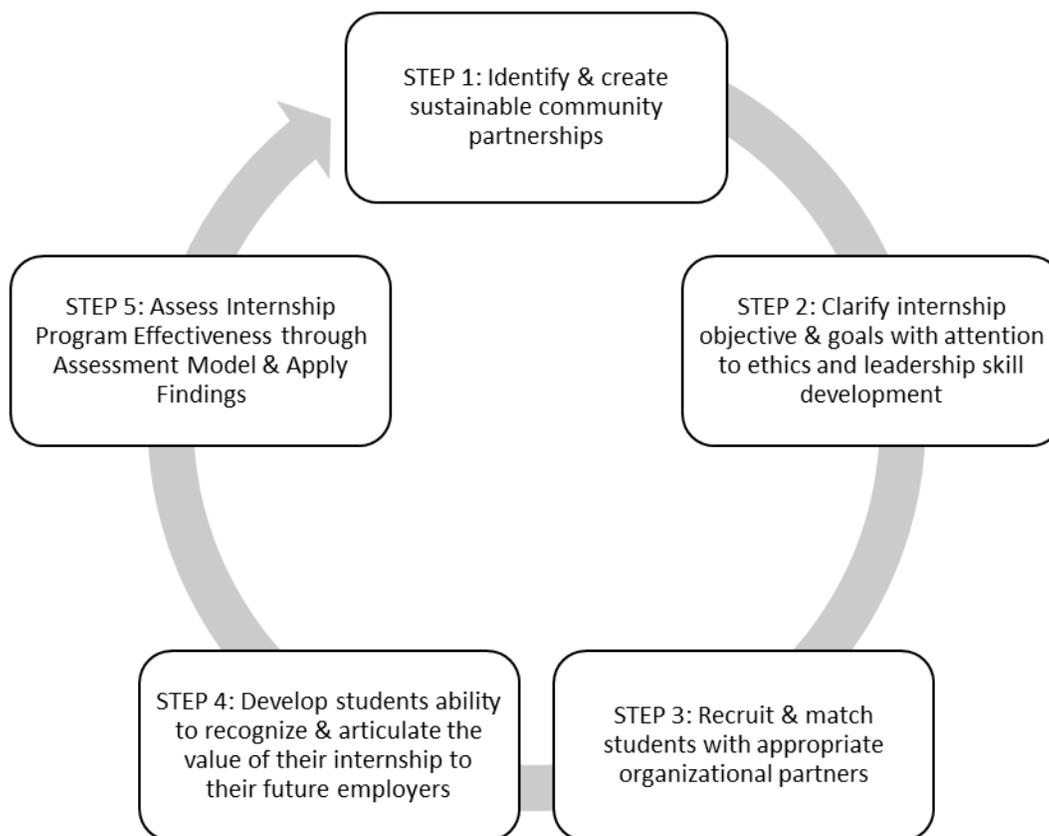
Numerous scholars have also defended ethics education from a conceptual and theoretical perspective (A. Crane & Matten, 2004; Giacalone & Thompson, 2006; Godfrey, Illes, & Berry, 2005; Taylor, Moynihan, McWilliam, & Gresty, 2004; Werhane, Patricia, 1998). Another factor in the ethics efficacy debate concerns scholars arguing the field of business ethics education confronts a “burden of proof” in the effectiveness of instruction, which other educational domains do not face (Swanson & Fisher, 2008, p. 9).

Fortunately, developments in cognitive neuroscience research have appeared to put the debate on the effectiveness of ethics education to rest. Recent cognitive neuroscience studies prove ethics and moral decision-making can be taught (Gerdes, Segal, Jackson & Mullins, 2011; Greene, 2014; Illeris, 2009; Robertson, Voegtlin, & Maak, 2016, Sayre, 2016; Schunk, 2012). The neural plasticity of the brain demonstrates that the brain changes its structure and function due to an individual’s experience indicating development and learning occur through direct experience (Robertson, Voegtlin & Maak, 2016; Schunk, 2012). Robertson, Voegtlin, and Maak (2016) explain the significance of neural plasticity to business ethics as,

“In terms of teaching ethics, this means that business ethics professors have the opportunity to shape literally the thoughts of students about ethical issues (especially when the students are adolescents or young adults whose brains are not yet fully formed)” (Robertson, Voegtlin, & Maak, 2016).

Through cognitive neuroscience research and empirical education research, scholars increasingly recognize that business ethics education can be taught, and it is most effectively taught via experiential learning such as the real world experience internships provide (Ritter, 2006). Furthermore, the integration of ethics and leadership reinforces the experiential dynamic of the learning process. Ethical decisions do not occur in isolation, but are an interactive experience with the individual, society, and environment, which include the practice and observance of the interaction between leadership and ethics. Internships provide critical opportunities for students to interact with leaders and organizations that are adhering to a spectrum of ethical practices. Real world internship experience provides students with first-hand exposure to the interaction and effects of leadership and ethics.

FIGURE 1
Emerging Ethical Leaders Program Model



PROGRAM MODEL

The University of Pittsburgh's Emerging Ethical Leaders Program, run by the David Berg Center for Ethics and Leadership at the College of Business Administration, provides support for early internships to sophomore and junior undergraduate business students in order to provide them with early exposure to ethical leadership in a variety of different organizations. The goal of this internship program is to help students understand the different issues that organizations face in the areas of ethics, social responsibility, and sustainability, and to provide students with concrete experiences that help to develop their personal leadership skills and professional transferable skills. The Emerging Ethical Leaders program model follows a distinct five step process: (1) identify and create sustainable community partners interested in receiving interns, (2) clarifying the purpose of the internship program giving attention to the value of ethics and leadership development, (3) recruit and match appropriate students with participating partners organizations, (4) develop students ability to recognize and articulate the value of the internship experience to their employability and (5) assess the effectiveness of the internship program and apply findings.

STEP 1

The process of identifying and creating sustainable community partnerships follows the model of community engagement that emphasizes reciprocity in which the partnership includes mutual benefits for both parties (Hammersley, 2013; Malm, Prete, Calamia, & Eberle, 2012). When seeking potential partners to offer internships, attention is given to ensuring the students alone will not be the sole beneficiary. Through meetings and conversations with the potential partner, attention is given to ensuring a positive experience and beneficial outcome of the internship experience to the partner (Dempsey, 2010; Hammersley, 2013). When establishing a reciprocal partnership, the needs of the client are considered in determining the focus of the internship and the possible responsibilities of the intern. The benefit of the internship experience to the partner insures that the university is fostering community engagement based on consideration of the needs of the partners, rather than the sole objectives of the university. This reciprocal community partnership also ensures that the organization has buy-in and the support of the internship that is in their interest (Hammersley, 2013; Malm et al., 2012). It is also relevant to consider the feasibility of the partner being involved for multiple years, if in the interest of both parties, as this helps build continuity and sustainability of intern projects and the internship program as a whole.

STEP 2

After a mutually agreed upon internship partnership is created, it is important to clarify the specific goals and objectives of the internship. While the needs of the organization determine the scope of work responsibilities for the intern, this program model also requires that the internships should develop leadership and ethical skills, as well as \ professional development including transferable skills. For example, in developing a partnership with a local urban gardening organization, attention was given to make sure the internship wasn't just volunteering on the up-keep of urban gardens, but rather providing needed social media support and development for the organization's programs.

In the Emerging Ethical Leaders Program Model, the internship is expected to integrate leadership and ethics as this provides a distinct internship experience for business students. As most business student internships happen in the corporate sector, this early exposure internship provides an opportunity for the students to engage in a distinctive professional experience that exposes the student to non-profits, small businesses, and service providers, such as healthcare of educational institutions. Exposure to diverse sectors increases student's understanding of diverse ethical and leadership experiences. The development of ethical and leadership skills are relevant as these skills include the development of transferrable skills. More employers are expecting employees to have effective transferable skills or soft skills, which include empathy, interpersonal skills, and effective communication.

After the focus of the internship is determined between partners, the scope of the internship is written and agreed on by both the university and partner before an intern is assigned. See Appendix A for an example of statements of internship goals & objectives that emphasize reciprocal community partnerships and an emphasis on leadership and ethical development for students. Each organization also has a component of social responsibility, such as attention to diversity, emphasis on inclusive healthcare, sustainability, and adhering to ethical business practice.

STEP 3

The description of internship goals and objectives are distributed to potential undergraduate sophomores and juniors via class announcements and emails. Students also expressing interest in seeking a valuable internship experience are also recruited in-person. In order to participate in the internship program and receive a stipend, students need to complete an application in which they indicate their top three internship programs they are interested in and also provide a rationale for wanting an early exposure internship. The university program managers review applications and try considering the right fit between student and internship program when selecting students. Matched students are then required to arrange an interview with the organizational partner to make sure the student fits with the project happening at the partner organization. The student will receive their final decision on acceptance into the internship by the organizational partner.

Once selected, students receive a \$4,000 stipend in support of the internship project which they complete during a 12-week period, while working 20 hours per week, totaling 240 hours of service. Students also have the option to complete a 50 hour internship for a smaller stipend.

STEP 4:

In order to reinforce the value of the early exposure internship program, students are asked to recognize and articulate the value of their internship in the form of a thank you letter to the donors who provided the stipend fund. An executive summary and/or final presentation are also required as another way for students to share their summative internship experience and articulate the value of this experience to their education and future career development. The executive summer and/or final presentation require that students (1) restate internship objectives, (2) discuss their progress on the internship objectives, (3) state any challenges confronted, (4) state the learning outcomes of the internship experience to them, (5) state how this internship experience is of value to their educational and professional goals.

Steps 1 through 4 in the Emerging Ethical Leaders Model foster the creation of sustainable partnership that provides a specific internship project that is beneficial to both the development of the student and the partner organization.

STEP 5: DEVELOPING AN EFFECTIVE ASSESSMENT MODEL

An important factor in the sustainment of internship programs is the implementation of an assessment model to ensure effective student outcomes. In the academic year of 2020 the authors are piloting an assessment model incorporating feedback from alumni employers. The model is based on findings that while students receive positive feedback from the employer of the internships they participate in, feedback-surveys of first full time employers indicate recent graduates still need to develop certain professional skills. While an internship employer may rate a student highly effective in communication and critical thinking, that student's first full time employer may indicate that they are missing certain communications skills and critical thinking competencies. There appears to be a disconnect from satisfaction of the employer's experience with the student during an internship and the assessment of that student as an employee in the first full time job. Capturing this feedback and filling this gap of assessment aims to make students more prepared to take on the challenges confronted in their first full time work and improve the employer's experience with recent graduates.

Prior to 2020, data collected on the Emerging Ethical Leaders Internship Program had been largely exploratory. Initial findings were based on an internship summary collected from students, descriptive statistics, as well as informal conversations with internship supervisors, first time employers, and students. The objective of the 2020 assessment model is to provide a broader empirical understanding of the outcomes of the internship program and student professional development.

Our assessment model focuses on three main participants in the internship program; (1) the internship supervisor, (2) the student's first full time employer, and (3) the student. Each participant will be given a survey to rate the student's effectiveness at work with close attention to transferrable and professional skill development. The survey will include Likert scale questions focused on the following competencies (1) ability to learn on the job, (2) reading and writing skills, (3) communication skills, (4) creative thinking, (5) problem solving, (6) self-awareness, (7) interpersonal skills, (8) cultural competency, and (9) technical skills. In addition to the quantitative metrics, each survey will have room for open-ended questions about the students' overall effectiveness. Once the data is collected and organized the results of the survey will be shared with the internship employer, to help understand professional development areas that have been identified by the employer as needing improvement. Additionally, summative survey results will be shared with students as way to help direct their attention towards professional development in their internships. The overarching goal of the assessment model, is to share internship and work assessment data in the hopes of strengthening professional development and work effectiveness outcomes in students and recent graduates.

CASE STUDY EXAMPLE: MILLIE'S ICE CREAM

To highlight the implementation of the Emerging Ethical Leaders Internship Model, the internship at Millie's Ice Cream illustrates the effectiveness of the five-step model in (1) creating a sustainable reciprocal partnership (2) providing, an internship experience that emphasizes and delivers leadership and ethics skill development, (3) creating a process that ensures an effective fit between student and organization, (4) educating the student on the value of the internship to their employability and (5) providing an effective assessment of the internship experience

The first steps towards creating an internship with Millie's Ice Cream and the University of Pittsburgh had happened during previous project engagements. Millie's Ice Cream is a local ice cream purveyor in Pittsburgh specializing in using local and single-sourced ingredients from sustainable sources. Millie's Ice Cream and the David Berg Center for Ethics and Leadership had worked together on previous projects related to building the sustainable local food business community in Pittsburgh and also building the brand of Millie's Ice Cream. In 2018, a new opportunity emerged that Millie's Ice Cream would be opening up its first location on a college campus at the University of Pittsburgh. This was also an exciting opportunity for Business Operations at the University of Pittsburgh as this was the first time the University of Pittsburgh contracted with a local business owner to create a dining location on campus. The Office of Business Operations at the University of Pittsburgh and the David Berg Center for Ethics and Leadership had worked together before on creating student service learning projects and internships related to other shopping locations on campus. The idea to collaborate on an internship with Millie's Ice Cream and Business Operations was discussed in detail with all parties in the spring and summer 2019 and everyone was excited about the new opportunity, as previous engagements had successful outcomes for everyone.

Once the internship had been agreed upon by all parties, the David Berg Center for Ethics and Leadership, Business

Operations, and Millie's Ice Cream, agreed upon a specific internship objectives and job responsibilities. The internship objective was determined to be the development of a business model for Millie's Ice Cream at the University of Pittsburgh. It was important to agree that the intern wouldn't just be serving ice cream, but rather engaged in a business project the would be of value to Millie's Ice Cream and the business student. Specific internship responsibilities included, (1) creating business ProForma for full year's budgetary needs with a Business Operations staff member (2) creating full branding portfolio for the marketing efforts of the enterprise with a Marketing member, (3) learn product-ordering specifications, and complete opening orders for Millie's, (4) create opening inventory management protocol, and (5) help hire opening staff. Embedded in each of these objectives was giving attention to the role of Millie's Ice Cream as a socially responsible business and also the need to pursue and develop ethical business practices.

During the summer of 2019, a business student was identified to complete the internship that expressed an interested in food businesses as well as marketing in her application The student completed an interview with Millie's Ice Cream to make sure the student was a right-fit with the local business' priorities. Throughout the Fall of 2019 the internship and final presentation was completed. The student intern also reflected on the internship experience via the final presentation and thank you letter. For the internship outcomes, the student indicated the internship developed a broad range of her business skills and gave her confidence in her professional abilities. The student intern also learned about the value of socially responsible business and the importance of ethics across all business functions.

INITIAL INTERNSHIP OUTCOMES & NEXT STEPS OF ASSESSMENT MODEL

Based on initial exploratory feedback from students, internship employer, and first full time employer, , the early exposure internships successfully provided meaningful experiences for students to help them apply their knowledge inside the classroom to real world problems and opportunities in a wide variety of organizations from the private, public and non-profit sectors. Based on an internship summary from students, descriptive statistics, and informal conversations, the authors identified important outcomes to be expended in our 2020 assessment model. Since 2004, 173 students have completed early internships as a part of the Emerging Ethical Leaders Internship program, totaling, 38,170 hours of internship service. In analyzing the exploratory feedback of the internships, the majority of students report the internships enhanced four key outcomes for the students including (1) transferrable skills, (2) business skills, (3) leadership development, and their (4) ethical understanding. One student commented on the integration of professional skill development with leadership and ethical development,

The opportunities I have received through the CPLE internship at Thread International PBC Inc. have increased my understanding of teamwork, collaboration, and innovative thinking. This experience I was given, the lessons I learned from Thread's CEO, Ian Rosenberg, and the connections I have made will help to fuel the success of [the student organization] Pitt Civics as we move forward to ensure all students have a place in the community.

Another student commented on the application of their internship experience to the future professional development,

I plan on using what I have learned from this internship to help solidify and enhance my education in the classroom. With the knowledge I have gained, I can better understand the work of non-profits and also use it to diversify myself as a student, employee, and person if I choose a different field of business.

The outcomes of the internship are still in development as the authors are currently implementing the 2020 assessment framework to better understand the positive outcomes and gaps in student learning that can happen during internships. The authors will use new findings to continue to develop and reshape the internship program model.

CONCLUSION

The Emerging Ethical Leaders program provides real world professional experience to sophomores positioning them to get placed in competitive internships the summer after their junior year and land jobs after they graduate. The Emerging Ethical Leaders program gives students working experience in which they think critically and act ethically, skills that are much desired by employers in the workforce. The value of the Emerging Ethical Leaders program also lies in an intentional five-step process that ensures the development of ethical partnerships that create early internship experiences for business students, while also giving attention to the value of student reflection and assessment of program outcomes. It is the authors intent that this program and 2020 assessment model can provide necessary guidance for the creation and assessment of early internship programs at other universities in the US and internationally. We hope the findings from the 2020 assessment model will help to strengthen the effectiveness of early internship programs and encourage additional research on early internship experience

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APPENDIX A

Description of Internship Goals & Objectives Internship 1: Millie's Ice Cream



Millie's Ice Cream Internship:

July/August 2019

Intern Title: Director of Business Development

Time Commitment: 10 hours/week, July/August

Department: Business & Auxiliary Services, Business School, Dining Services

Intern Supervisor(s): Joe Beaman (Director of Dining Services) Monica Rattigan (Executive Director University Stores and Strategic Initiatives)

Internship Description:

The department of Business and Auxiliary Services, in partnership with Millie's Homemade Creamery will be opening a new business concept at the University of Pittsburgh in 2019. We are seeking a qualified, professional business administration student to help in the development of the entire business model. This individual will be paramount in the success of this new enterprise, and will devote all efforts to the opening of this new venture.

Primary Responsibilities and Tasks:

- Create business ProForma for full year's budgetary needs
- Create full branding portfolio for the marketing efforts of the enterprise
- Learn product-ordering specifications, and complete opening orders for Millie's
- Create opening inventory management protocol
- Help hire opening staff

Qualifications:

Bachelor of Business Administration Candidate

Knowledge/Skills/Experience:

Students with practical or educational experiences in business administration, management, and/or retail operations

- Excellent writing and communication skills
- Proficient in Microsoft Office, specifically Word, Excel, and PowerPoint
- Comprehensive understanding of social media platforms to create and post content
- Ability to work independently



**Department of Rehabilitation Science & Technology (RST)
Marketing Internship – 2 positions available**

The [Department of Rehabilitation Science & Technology](#) (RST) provides students the opportunity to explore new technologies to improve the lives of persons with disabilities. RST is pleased to be working on two multi-year grants related to mobility and assistive technology: International Society of Wheelchair Professionals (ISWP) and Initiative to Mobilize Partnerships for Successful Assistive Technology Translation (IMPACT).

ISWP is a USAID-funded grant to lead a professional society with a mission to serve as a global resource for wheelchair service standards and provision through advocacy, training/testing, standards, evidence-based practice, innovation and a platform for information exchange. More information about the society is available at <http://www.wheelchairnet.org/>. One aspect of this initiative is to broaden awareness of the need for appropriate wheelchairs in less-resourced countries via data analysis and marketing. The Pitt business student would support the following activities:

- Development of an ISWP Resource booklet (both print and electronic) as a one-stop for ISWP resources including Standards, Training and Advocacy.
- ISWP marketing and communications efforts through surveys, presentations, infographics, website updates, social media and *The Hub* e-newsletter.
- Online trainings through [Wheelchair International Network \(WIN\)](#) by learning about learning management systems and online courses.
- Development of an Access database of information about ISWP test-takers.
- Implementation of a research initiative under way in El Salvador in conjunction with Google and UCP/Wheels for Humanity.

IMPACT is a NIDILRR (National Institute on Disability, Independent Living, and Rehabilitation Research) grant to develop tools and approaches to understand barriers and facilitators to successful assistive technology tech transfer (ATTT). This involves tracking activities regarding the ATTT success rate of NIDILRR-funded projects and raising awareness and increase capacity of NIDILRR grantees to perform successful ATTT. The Pitt business student would support the following activities:

- Development of a new IMPACT website and marketing materials, ensuring a consistent look and feel across platforms.
- Creation of a web-based database of information to track grantees' patents and to be a tool for grantees to learn about similar patents in their area of specialization.
- Database mining to produce annual reports on successful technology transfer rates (including products, standards, and other applications).
- Development of a MOOC (Massive Open Online Course), including modules and course content to provide foundational content for taking an idea step by step through the translational process to maximize impact in the intended audience and marketplace.
- Evaluation of resource materials for future videos or podcasts.

Internship 3: The Institute for Entrepreneurial Excellence

THE INSTITUTE FOR ENTREPRENEURIAL EXCELLENCE

THE POWER TO PROSPER™

Institute for Entrepreneurial Excellence, IEE

University of Pittsburgh

Marketing and Program Development Internship

Reports to: Nicole Hudson

The University of Pittsburgh Institute for Entrepreneurial Excellence (IEE) part of the Innovation Institute is the University's hub for innovation and entrepreneurship.

The IEE offers a dynamic mix of consulting, education, and networking opportunities, the IEE strives to be an innovative leader in economic development within the region.

Our Urban and Community Entrepreneurship Program (UCEP), is seeking a student with a strong background in writing composition as well as a marketing, with an interest in designing pieces of communication for the UCEP program. In the past, interns have worked with IEE to design brochures and other marketing materials that have been featured in the center's various marketing campaigns. This is an excellent opportunity for a student who is seeking to build a professional portfolio.

The internship would consist of the following:

- Developing and enhancing marketing efforts with guidance provided by our IEE marketing director
- Conducting phone interviews with Community Power to Prosper alumni and providing subjective writing summaries
- Developing a metric system to track e.g. loans for capital, strategic/marketing plans developed, business expansion, etc.
- Research other Urban programs metrics and outline best practices/model

The IEE has a large office on Forbes Avenue in Oakland, which is an excellent site for a 12-week summer internship.

Internship 4: First Mile at Thread International



First Mile takes plastic waste responsibly collected in Haiti, Honduras, and Taiwan and turns it into jobs and useful stuff. First Mile primarily works with the apparel and footwear industry making responsibly sourced recycled polyester available for brands around the world to use in their products. First Mile material is the only recycled material to trace back to the people involved in its collection.

Cross-Functional Summer Intern

Location: 7800 Susquehanna St, Pittsburgh, PA 15208

Job Description: This summer, the First Mile team is seeking a curious and motivated intern to assist across projects. This team works directly with the collection networks of our supply chains, textile production and manufacturing partners, as well as global apparel and footwear brands. The majority of the First Mile team is based internationally, so much of this intern's communication will be virtual. A candidate who is excited to work across languages, cultures, and industries will be a great fit.

Projects may include:

- Assisting with creating and posting social media content
- Supporting program implementation and impact evaluation
- Sales Support
- Data collection, input, and maintenance
- Supply chain mapping
- Copy writing
- Market Research

First Mile is a part of Thread, a growing start up with many exciting projects scheduled for this summer, so there will be opportunities beyond those listed above for an intern who wants to roll up their sleeves and learn.

Requirements:

- Knowledge and experience with basic software (MS office, keynote, etc.) experience with the adobe creative suites is a plus
- Highly organized including follow-through skills
- Detail oriented with strong communication skills (both verbal and written)
- Good time management
- Curiosity, both in your work and the world around you
- Comfort with change
- Sense of Humor
- Ability to accept direction and be open to feedback
- Language skills in French, Spanish, or Mandarin is nice to have, but not necessary

This intern will report to First Mile's Director of Partnerships, also based in Pittsburgh.