



NRF LOSS PREVENTION
CONFERENCE & EXPO

NEW ORLEANS
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Higher Education in Loss Prevention

Developing Internship Programs
&
Partnerships






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Higher Education in Loss Prevention


Paul Duby, Associate Vice President
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Loss Prevention Higher Education Survey

- ❖ Overview
 - ❖ Why and how NMU and the NRF have begun to work collaboratively
 - ❖ Announce the completion of the first 'benchmark' survey of Loss Prevention leaders concerning the value of higher education in the hiring, professional development and promotion of loss prevention professionals
 - ❖ Share a few key findings from the survey related to internships and the need for better communication and collaboration between industry and higher education

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Loss Prevention Higher Education Survey

- ❖ NMU's interest in Loss Prevention Management (LPM) began a decade ago with K-mart discussions
- ❖ Rekindled in 2005 with NRF Executive Committee
- ❖ A 15 member NRF Advisory Board was created which informed NMU's emerging LPM curriculum
- ❖ 2007 NMU launches LPM program which is a fully on-line, accredited **baccalaureate** degree program

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Loss Prevention Higher Education Survey

- ❖ Purpose: The NMU/NRF survey was designed to explore the role of higher education in recruitment, hiring and promotion practices in Loss Prevention
- ❖ Target audience : 153 corporate leaders in the Loss Prevention field
- ❖ Respondents: 92 or a 60.1% response rate
- ❖ Outcome: This first of-its-kind survey provides a baseline set of education-focused metrics upon which future changes can be compared

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Loss Prevention Higher Education Survey

- ❖ Here's what corporate LP leadership says about the value of a college degree in Loss Prevention:
 - **87%** say that in the hiring decision at the corporate level, it is important or very important to have an educational degree
 - **85%** say that a baccalaureate degree is beneficial in promoting an individual to a corporate managerial position

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Loss Prevention Higher Education Survey

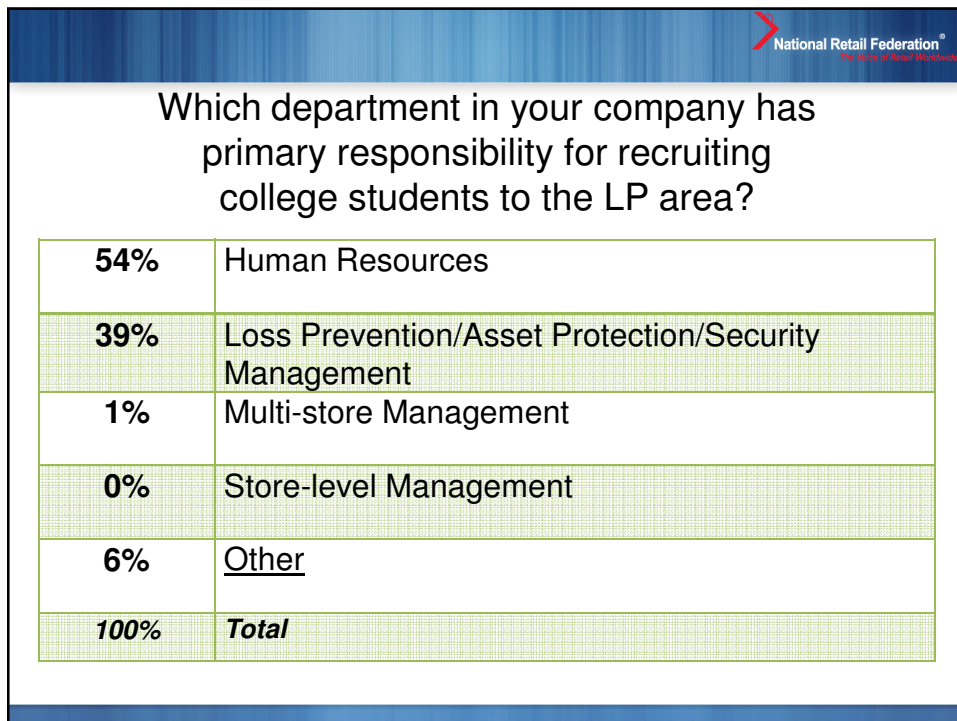
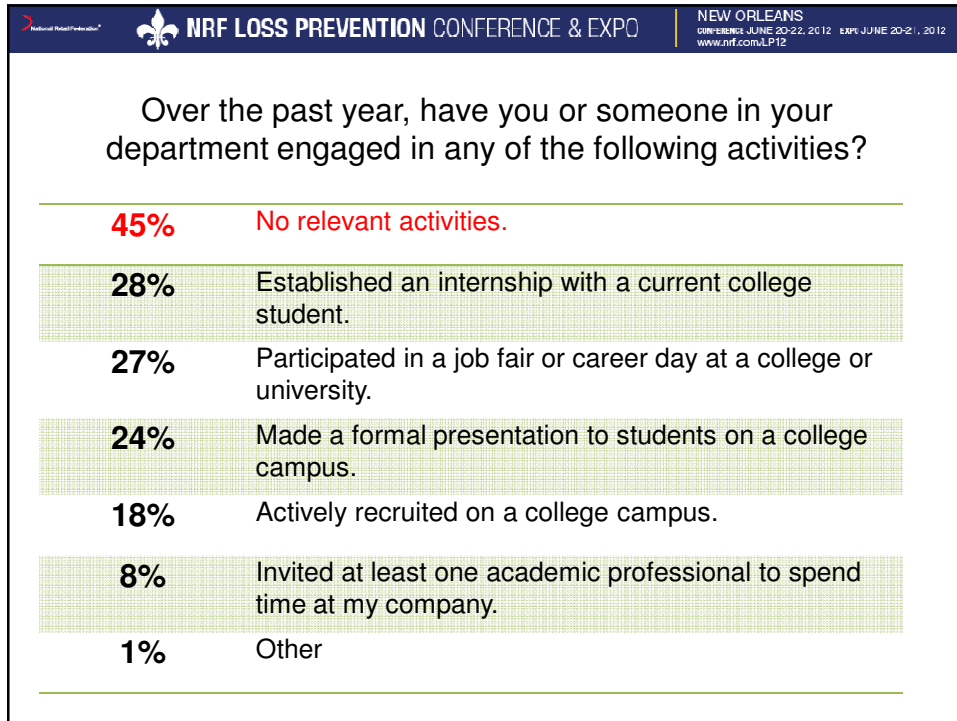
- ❖ Assuming comparable levels of prior applicant experience and work performance,
 - **80%** of corporate leaders are more likely to hire a new employee with a relevant bachelor's degree than another individual without one
 - **65%** of corporate leaders are more likely to promote a current employee with a relevant bachelor's degree than another individual without one


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Loss Prevention Higher Education Survey

- ❖ Among corporate LP leadership, **71%** agree or strongly agree that an employee with a college degree adds organizational credibility to my department, and
- ❖ **53%** of corporate leaders know at least one person who missed a promotion opportunity because they lacked a college degree


Clearly, these leaders recognize that attaining a college degree has value for the loss prevention field
but:



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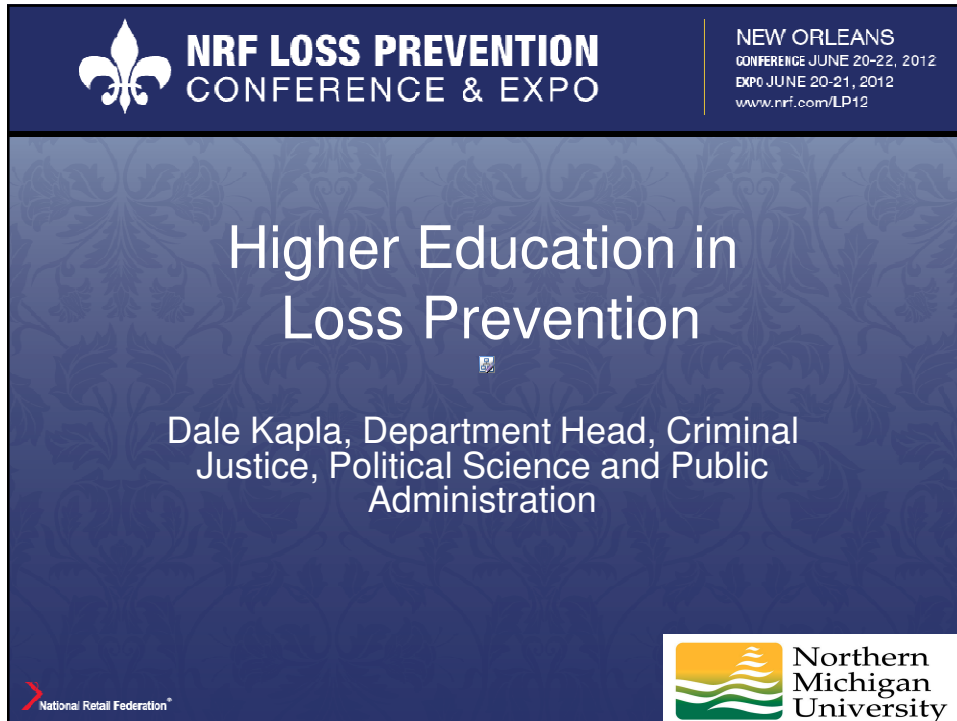
Which of the following describes your reactions to the recruitment process with current students?


- 58%** Academic programs in business, criminal justice, law enforcement and security know little about loss prevention professional opportunities
- 52%** Current students have little or no knowledge of the loss prevention profession
- 44%** A lack of collegiate programs that target the loss prevention industry
- 23%** It is difficult to identify contacts at the collegiate level to recruit talent into the loss prevention field
- 19%** A lack of available college applicants applying to work in the loss prevention department
- 10%** Other

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To what extent does your company utilize internships for college students in the Loss Prevention area?


- **81%** of Respondents say they never or only infrequently make use of internships for college students
- Why not?
- Today's session will provide you with a context for looking at internships from both the corporate and the university perspective





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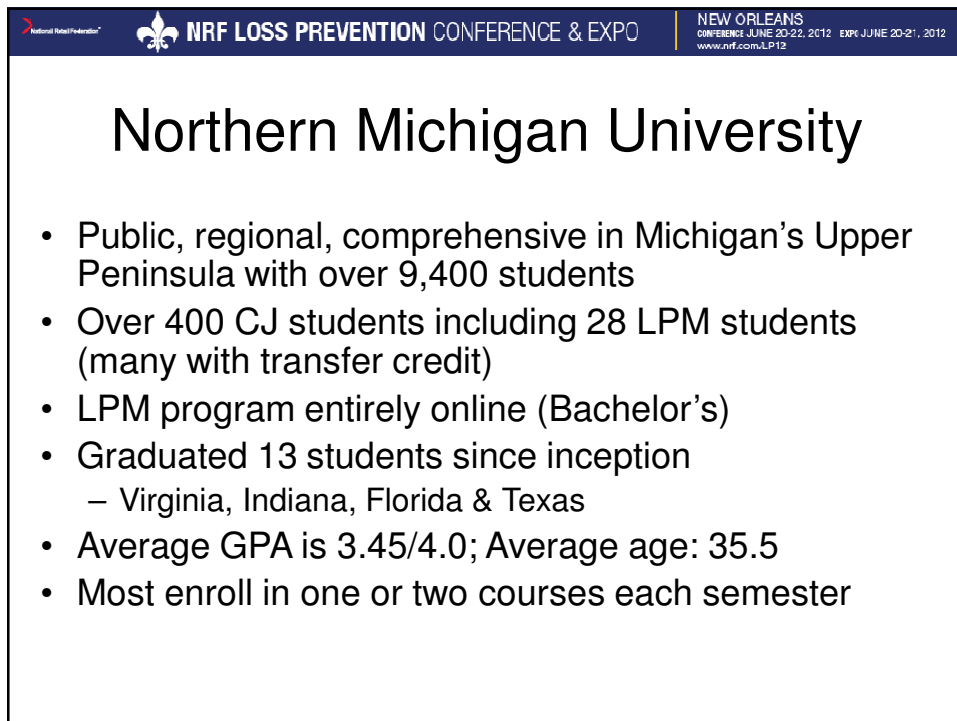
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Higher Education in Loss Prevention



Dale Kapla, Department Head, Criminal
Justice, Political Science and Public
Administration




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Northern Michigan University

- Public, regional, comprehensive in Michigan's Upper Peninsula with over 9,400 students
- Over 400 CJ students including 28 LPM students (many with transfer credit)
- LPM program entirely online (Bachelor's)
- Graduated 13 students since inception
 - Virginia, Indiana, Florida & Texas
- Average GPA is 3.45/4.0; Average age: 35.5
- Most enroll in one or two courses each semester

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Internship: A Two-Way Street

- Side one
 - Benefits to student
 - Value-added
 - ‘Real-world’ experience
 - Application of concepts
 - Ideal function vs. observed function
 - Credit-earning
 - Networking

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Internship: A Two-Way Street

- Side two
 - Benefits to corporation
 - Collaboration with educational institutions
 - New curriculum ideas & changes
 - Diverse ‘pool’ of students in various disciplines
 - Recruitment- career fairs
 - Think about your corporation’s needs

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Internship or Practicum?

- What's the difference?
 - That depends
 - Internship: not necessarily part of a student's curriculum
 - Practicum: a course in a student's curriculum

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For Credit or No Credit?

- Most educational institutions offer credit-bearing internships
 - Benefits to student (for credit)
 - Credit toward major or minor area of study
 - Credit toward graduation only
 - Appears on transcript
 - Non-benefits (for credit)
 - Tuition
 - Internship experience papers & evaluations
 - Not on transcript (resume entry, however)
 - May not need the credit

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For Credit or No Credit?

- Benefits to Corporation (for credit)
 - ‘Ties’ the student to their educational career
 - Benefits to your corporation?

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Student Requirements

- What type of students engage in internships?
 - Junior status (varies)
 - In a four-year degree program (varies)
 - Minimum grade point average
 - Any semester
 - Minimum and maximum credit
 - ‘Total work hours’ equal to amount of credit enrollment

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Agency Requirements

- Corporation
 - The majority of internships are student-found
 - Requirements vary
 - Criminal background
 - Letters of recommendation
 - Waiver of liability
 - Credit-bearing
 - Coursework in related discipline
 - Agency agreements

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Benefits to Institution

- Colleges and universities *should want internships*
- Why?
 - Community engagement
 - Advertising for potential students & parents
 - Keeps curriculum current
 - Higher placement rates

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Starting New...

- Developing University Partnerships
 - Work with institution's career center
 - Institution's website
 - Criminal Justice
 - Loss prevention
 - Business
 - Others
 - Guest speak!

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Andrew Barborak, CFI
Sr. Manager of Loss Prevention

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What is Gander Mountain?



- Established in 1960
- The nation's largest retail network of stores for hunting, fishing, camping, marine, and outdoor lifestyle apparel and footwear, products and services.
 - 115 stores in 23 states
 - 6.6 million retail square feet
- Gander Mtn. Academy in 6 stores



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115 Stores in 23 States



- 115 stores in 23 states
- Headquartered in St. Paul, MN
- Distribution Center in Lebanon, IN



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Loss Prevention Team




- ❶ 1 Vice President of Loss Control (Loss Prevention & Risk Management)
- ❷ 1 Sr. Manager of Loss Prevention (corporate office, field support, & distribution)
- ❸ 2 Regional Loss Prevention Managers (average 60 stores)




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Decision to start program

- ❶ Why consider an internship program?
- ❷ What do you have to offer a prospective intern?
- ❸ Do you have staffing and time to make mutually beneficial?
- ❹ Define expectations and outline program
- ❺ Research colleges and universities to learn about their internship programs







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Program outline

- ❶ Benchmark other areas of the company that might have internship program in place.
- ❷ Who will person report to?
- ❸ How long is the internship?
- ❹ What areas are you going to expose them to?



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Partnering with right college

- ❶ What does the criminal justice dept look like?
- ❷ When is the internship class offered or when are students looking to complete an internship?
 - Internship class vs. students obtaining experience
- ❸ Partnership with professor or internship coordinator
- ❹ Where can you insert yourself to add additional value?
 - Speaking at clubs
 - Entry level courses



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Other Considerations



- ☒ Paid vs. Unpaid
- ☒ Other compensation
 - Parking, etc.
- ☒ Interview process
 - Who will do interviews
 - Decision making process
- ☒ Pre-employment screening
 - Background Checks
 - Drug Testing
- ☒ Internship offer letter
- ☒ Onboarding
 - New Hire Orientation



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Internship begins



- ☒ Determine schedule
- ☒ Internship checklist
 - Plan what will be learned and when
 - Schedule meetings with others
- ☒ Establish goals
 - Learning contract
- ☒ Differentiate LP internships from other internship opportunities
- ☒ Be flexible



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During the Internship



-  Regular follow-up or statuses
-  Help with assignments
 - Understanding the organization
-  Help intern relate what they are doing to course material
-  Onsite visit with instructor
-  Issues should first be discussed with intern and then involve instructor as needed



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Internship Wrap up



-  Review checklist and learning plan
-  Seek feedback on improving process
-  Interns can help market your company to future interns
-  Possible candidates for internal positions



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Summary



- ❶ Determine what you have to offer
- ❷ Outline your program
 - Seek input from within organization and others
- ❸ Develop partnerships
- ❹ Invest time in the students and show value
- ❺ Help promote our industry and your company

