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Development of an Internship Program for College Students in Romanian Sports Organizations, Especially Within the Romanian Olympic and Sports Committee

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1. Introduction

There have always been, and always will be, apparent differences between countries. From cultural to social and economic differences, the strongest developed will be those related to the development of administrative systems. Romania is a country that not long ago passed from a communist system to a capitalist one. Being a developing economy, it is natural to seek to adopt different behaviors and trends that occur in already developed economies.

In Romania, one of the aspects that differentiates from the rest of the areas at the international level is the labor market. From a legislative point of view, there are several loopholes that lead to various complications in the labor contract market. There are complications both from the point of view of companies operating as employers, as well as from individuals who are representatives of the workforce.

The biggest problem Romania has at the level of employment contracts is the dismissal / interruption of an employment contract. There is no unambiguous enough legislative basis to help things run smoothly. Any employee in any sector (be it public or private) can resign at any time, without providing a satisfactory explanation.

All employees have to do is respect the notice period (which is negotiable, but most of the time the employees go for the standardized form of 20 working days as notice), or companies, if they agree, can allow these people to stop working within the company when it puts forward their desire to leave the job (it is called "termination of the employment contract by mutual agreement").

Despite these attributes that employees have in Romania, employers cannot fire a person simply because there are better performers. The Romanian legislation specifically states that a company can fire a person if he/she does not comply with certain common sense norms at work, the most important being the following:

Non-compliance with working hours or failure to comply with the number of working hours established per day by contract, which must be performed by the employee in a day (example: non-compliance with the 8 hours of actual work in a day).

- Lack of performance and impossibility of the employed individual to deliver the necessary results that are the object of the employment contract (lack of interest, lack of professionalism, seriousness, but especially lack of results).

- Failure to achieve the objectives set by the company at the individual level, either for each quarter, for each semester, or for each year separately (based on which a performance bonus is usually made).¹

These are just three of the most common situations that lead to disputes between employees and employers. The situation gets complicated when the employee goes to court for being kicked out by a company. Most of the time, Romanians turn to the justice system for any situation to which they feel entitled to do so.

As a result, there is a high probability that once an individual is kicked out, he/she will pursue legal action. Most often employees win. There are no concrete statistical data because the Romanian legal system does not produce such statistics, but it is a very common practice.

a) Employees accuse companies of not being able to reach their optimum level of performance for various reasons such as lack of training, lack of adequate handover processes that are either limited in period or do not exist at all, or claim that there is not enough control in the company to help the company have an objective overview of the performance of individuals as a result, it can only be determined from a subjective perspective what the results of individuals are.

b) Any measure leading to dismissal must be duly substantiated by the employer, who is obliged to respect the employee's rights in the event of dismissal. In addition, employers are obliged to notify the territorial labour inspectorates of all dismissal decisions and explicitly justify what was the basis for any of them, whether it concerns a single employee or several.

c) Notification to inspectorates must be made at least 30 days before a collective redundancy, by collective redundancy notice, and during the dismissal notice period in the case of individual redundancies.

After dismissal, in certain situations, the employee has the right to:

- severance pay;
- other compensation individual dismissal;
- unemployment benefit;

¹ 1. Sauder, M. H., & Mudrick, M. (2018). Student satisfaction and perceived learning in sport management internships. *Sport Management Education Journal*, 12(1), 26-38.

- appeal against the dismissal decision in the territorially competent court.

It should be borne in mind that at this moment, the Romanian legislation does not specify what the rights of companies are, these being subsequently established in the form of damages that a person must provide to organizations, but are not regulated by law and therefore require a higher time and financial investment from companies to determine what are the amounts of money to be paid by a person for the situation be considered equitable.

a) Companies have come to Romania to look for different reasons why they would have the ability to select the best employees. Due to high employment costs and taking into account the commitment they make when signing an employment contract for an indefinite period with a person, economic agents have sought to implement the most cost-effective methods by which they can choose the candidate who best suits the tasks for which they need to hire a person.

b) In Romania, the main problem also comes from the fact that most employment contracts are made for an indefinite period of time (it is a commonly used practice, being in fact the main mode of operation on the market and which actually creates a disadvantage for companies). For this reason, companies become more inclined to take on untrained individuals, who have no experience, but who are young enough to be trained on the job and to get used more often to the company's values and the working style that the organization has.

c) If an analysis is made at the individual level for each profiled company, it is noticed that the sports market (being both companies that have as object of activity the sale of sports goods, but especially of state organizations that are responsible for organizing competitions and all events that are actually the engine that trains the entire sector of activity) is very prone to suffer from these processes. The number of institutions specializing in Sports in Romania is quite limited, even if there are more jobs on the market due to a larger number of companies or organizations. As a result, there is competition between human resources agents who must identify people who have specialized education and who have the ability to integrate into companies.

One possibility that companies in Romania have is to select several people from a well-defined group of individuals with the help of work schedules that have a well-established and determined objective. Thus, companies can use the option to make different volunteering appointments to attract more people to be able to observe who are those potential employees to become new members of their teams. However, this has a problem. Volunteering programs

are mainly dedicated to a certain group of people, most often people who have no experience whatsoever and are young. The people who are most likely to access these forms of programs have no financial needs and cannot make claims. As a result, specialized organizations do not have the capacity to operate with such a group of individuals. A potential solution may be to explore the internship avenue. This is the establishment of internship programs that would allow companies to hire interns to determine if they could become potential full-time employees of the organization.

International internship programs are dedicated to people who have almost finished their studies or who have already completed bachelor's or master's programs. However, in Romania, there is no such habit of making, training, or organizing internship programs, which is why they could use this aspect to create a tool to reduce the tension between the needs of companies, organizations and the individual ability of potential employees to operate in the market. The main problem that organizations currently have is the lack of data, information, and market positioning to be able to gather together the most suitable people for employment. More specifically, even though internship programs currently exist, there are two problems:

1. Companies have not clearly determined what resources people have, and as a result, they do not have the ability to determine what are the best selection criteria to determine what values or rules they must impose to start a project. If a company starts conducting internship programs without having clear selection criteria, the group will be diversified enough that the organization does not have the ability to choose from a specialized group. The main purpose of an internship program is to identify the most appropriate individuals among those who are qualified. Thus, organizations need to establish certain rules such as age limit, experience, level of studies, and results obtained so far, in order to be able to carry out projects efficiently.

2. People who need to participate in such programs or who are looking for a job do not have enough information to choose the best programs for them. Moreover, due to the lack of organization of companies in Romania, most people who need to enter the labor market do not have enough experience to be able to choose which are the best, most suitable jobs for their future. Basically, individuals who are at the beginning of the road need to gain as much experience as possible to be able to choose, and to be able to understand in what niche field they need to make a career.

Both aspects that have been commented on above are the basis for the elaboration of this paper. This paper aims to identify practical solutions that will help mainly companies in the sports field identify a more efficient and coherent form of carrying out internship programs, but also individuals who have just finished their studies to orient themselves more correctly in their career by encouraging the application and participation in these types of programs. Basically, if the targeted organizations and companies conduct studies and implement the results in internship programs, a win-win situation is formed, through which organizations get to be more efficient from an operational point of view, and on the other hand, potential employees have the ability to observe more correctly, faster and clearer the steps on the labor market, companies need and gain more experience, which will help them become more efficient.

Thus, the paper seeks to identify what are the perceptions of the labor market of people who have qualifications in the sports field, find out what are the needs of people who have completed education, and also what is the degree of openness of companies on these issues. The study has the capacity to lead to reducing disappearances, to reduce the resources used by companies to identify the most suitable employees, and to outline a neutral ground through which the needs of both parties (employees, and employers) are satisfied.

The data that will be used to draw up the main recommendations and ideas for forming a logical voting framework will be obtained through electronic means of communication and will consist of the echoes of colleagues from sports universities/colleges in Romania. Data will be collected with two questionnaires that will be conducted on the basis of questions aimed at determining the key elements of developing quality, practical, punctual programs that have the ability to provide satisfactory results to the organizations that will use them. The questions were designed to answer punctually to certain questions, being limited to a single answer, but having multiple choice answers, which is why it will be possible to draw a clear overview that will take into account several factors such as the level of exposure of people to the labor market.

Although the issue related to the quality of the legislation in force is a generally valid one when discussing Romania, this study focuses on the sports field. This segment of activity is a special one because, besides all private companies acting, the most important entities are the state ones (we are talking about the Federal Sports Organization, Sports Associations, and all other state organizations that are formed and accredited by law to deal with narrower, more niche fields of activity such as aquatic sports, winter or similar categories). The paper seeks to

identify what is the potential of introducing internship programs within organizations in this field and especially how they can help the entire sports market to form more performant, more practical programs, how they can encourage the development of companies, and how organizations in the field would have the ability through the correct implementation of these program formats to attract a more appropriate group of people, more prepared and better suited to their own needs that organizations have.

2. Literature review

The field of sports management has experienced significant growth in recent years, with an increasing number of students pursuing careers in this field. To prepare students for these careers, internship programs have become sports management education.

This scientific introduction is based on a comprehensive review of the literature on sports internships conducted by various authors, including Chih-Hsien Chen, T. Christopher Greenwell, C. Keith Harrison, Heidi Grappendorf, Jon Welty Peachey, Laura J. Burton, H. Scott Burton, Michael A. Kanter, Melissa D. Bauman, Jeremy J. Foreman, Howes, J. E., Bee, C., Lyons, B. K., Daniel F. Mahony, Matt Walker, McNiff, J., Taylor, E. A., Bunds, K. S., Parker, H. M., Stokowski, S., Hoeber, L., Kihl, L., and Cunningham, G. B., LaVoi, N. M., and Pitts, B. G.

This literature review emphasizes the importance of internships for providing students with hands-on experience, developing their skills, and preparing them for future careers in sports management. The authors also highlight the importance of effective program design, evaluation, and management in ensuring successful internship experiences. The literature suggests that internships can provide students with opportunities to apply theoretical knowledge, develop practical skills, and gain industry-specific knowledge. However, the quality of internship experiences can vary based on factors such as the level of supervision and the tasks assigned to students. Effective supervision is critical for ensuring the success of sports management internships, and strategies for improving supervision practices have been recommended. The literature also discusses the need for internships to be structured and well-organized, and for interns to receive feedback and evaluation throughout the process. Overall, the authors recommend continued research to improve internship programs and better prepare students for careers in sports management.

Sports management internships can serve as an important bridge between academic study and practical experience in the field. By offering students the opportunity to apply their classroom knowledge in real-world settings, internships can help them develop practical skills, gain industry-specific knowledge, and establish professional networks. However, the literature also indicates that the quality of internship experiences can vary widely depending on factors such as program design, supervision, and evaluation. To maximize the benefits of internships, it is important to develop effective program structures, provide clear expectations and support, and ensure quality supervision and evaluation throughout the process. Continued research in this area can help to identify best practices for designing and managing effective sports management internships and improve the preparation of students for careers in the field.

2.1 Materials with an international or multinational focus

C. Keith Harrison, Heidi Grappendorf, and Jon Welty Peachey (2009)² focus on the effectiveness of internship programs in sports organizations. The authors conducted a comprehensive review of the literature on sports internships and found that internships are essential for providing students with hands-on experience, developing their skills, and preparing them for future careers in sports management. The article also highlights the importance of effective program design, evaluation, and management in ensuring successful internship experiences.

Chih-Hsien Chen and T. Christopher Greenwell (2011)³ explore the experiences of sport management students during their internships. The authors conducted in-depth interviews with students and found that internships provide students with opportunities to apply theoretical knowledge, develop practical skills, and gain industry-specific knowledge. However, they also noted that the quality of internship experiences can vary based on factors such as the level of supervision and the tasks assigned to students.

Laura J. Burton, H. Scott Burton, and Michael A. Kanters (2009)⁴ focus on the evaluation of sports internship programs. The authors suggest that internship evaluations should focus on both student learning outcomes and organizational outcomes, and should be conducted using multiple methods, such as surveys and interviews. The article also highlights

² Harrison, C. K., Grappendorf, H., & Peachey, J. W. (2009). Internship programs in sport organizations: A review of the literature and implications for sport management education. *Journal of Sport Management*, 23(2), 169-193.

³ Chen, C. H., & Greenwell, T. C. (2011). Internship experiences of sport management students: A qualitative investigation. *International Journal of Sport Management, Recreation & Tourism*, 8(1), 1-20.

⁴ Burton, L. J., Burton, H. S., & Kanters, M. A. (2009). Evaluating internship programs in sport management. *Sport Management Education Journal*, 3(1), 1-11.

the importance of developing clear program goals and objectives, providing adequate supervision and support to students, and ensuring that internships are aligned with the overall mission and goals of the organization.

Melissa D. Bauman and Jeremy J. Foreman (2011)⁵ provide an overview of best practices for sports internships. The authors suggest that successful internships should include a well-designed orientation program, a clear job description, ongoing communication and feedback, and opportunities for reflection and self-assessment. The article also emphasizes the importance of providing students with meaningful work assignments, fostering a supportive learning environment, and developing strong relationships between students, supervisors, and colleagues.

Howes, J. E., Bee, C., & Lyons, B. K. (2013)⁶ emphasize the importance of internships as an essential component of sport management education. The authors provide strategies for designing effective internship programs, including setting clear objectives and expectations, providing adequate supervision and support, and creating opportunities for reflection and feedback. The article also highlights the benefits of internships, such as enhancing students' practical skills and professional networks, as well as challenges such as ensuring quality supervision and evaluation. Overall, the authors argue that internships play a critical role in preparing students for careers in sport management.

Daniel F. Mahony and Matt Walker (2013)⁷ examine the perceptions of sports internship providers. The authors conducted interviews with sports industry professionals and found that while internships are viewed as valuable for preparing students for careers in sports management, providers face challenges in developing and managing effective programs. The article highlights the need for better communication and coordination between providers and educational institutions, as well as the importance of providing students with opportunities to develop a wide range of skills and experiences during their internships.

⁵ Bauman, M. D., & Foreman, J. J. (2011). Maximizing the internship experience: A review of internship best practices. *The Sport Journal*, 14(4), 1-11.

⁶ Howes, J. E., Bee, C., & Lyons, B. K. (2013). Internship as an Essential Component of Sport Management Education. *Journal of Physical Education, Recreation & Dance*, 84(1), 20-26.

⁷ Mahony, D. F., & Walker, M. (2013). Perceptions of sport management internship providers: An exploratory study. *Journal of Applied Sport Management*, 5(2), 61-74.

McNiff, J., & Taylor, E. A. (2014)⁸ examine the benefits and challenges of sport management internships from the perspective of both students and employers. The authors identify several key benefits of internships, such as providing practical experience and opportunities to develop professional networks, but also note challenges such as ensuring quality supervision and evaluation. The article also highlights the importance of effective communication and clear expectations for both students and employers. Overall, the authors argue that sport management internships can be a valuable tool for preparing students for careers in the field.

Bunds, K. S., & Parker, H. M. (2020)⁹ provide a comprehensive review of research on sport management internships. The authors identify several key themes and findings, such as the importance of effective supervision, the benefits of internships for developing practical skills and professional networks, and the challenges of ensuring quality supervision and evaluation. The article also discusses the need for more research on the long-term outcomes of internships, as well as the impact of internships on underrepresented groups in the field. Overall, the authors argue that sport management internships play an important role in preparing students for careers in the field and recommend continued research to improve internship programs.

Stokowski, S., Hoeber, L., & Kihl, L. (2019)¹⁰ explore the perceptions of interns and supervisors regarding the role of supervision in sport management internships. The authors identify several key themes, such as the importance of clear expectations and communication, the need for supportive and constructive feedback, and the challenges of managing multiple responsibilities. The article also highlights the importance of effective communication and collaboration between interns and supervisors. Overall, the authors argue that effective supervision is critical for ensuring the success of sport management internships and recommend strategies for improving supervision practices.

Cunningham, G. B., LaVoi, N. M., & Pitts, B. G. (2014)¹¹ examine the role of sports management internships in preparing the next generation of professionals. It discusses the

⁸ McNiff, J., & Taylor, E. A. (2014). The Benefits and Challenges of Sport Management Internships. *Journal of Physical Education, Recreation & Dance*, 85(8), 28-34.

⁹ Bunds, K. S., & Parker, H. M. (2020). A Review of Sport Management Internship Research. *Sport Management Review*, 23(4), 731-747.

¹⁰ Stokowski, S., Hoeber, L., & Kihl, L. (2019). Sport Management Internship Supervision: Perceptions of Interns and Supervisors. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 25, 85-96.

¹¹ Cunningham, G. B., LaVoi, N. M., & Pitts, B. G. (2014). Sports Management Internships: Preparing the Next Generation of Professionals. *Journal of Sport Management*, 28(6), 651-663.

importance of internships in providing students with practical experience and developing their skills and competencies. The authors highlight the challenges and benefits of sports management internships, including the importance of matching interns with appropriate mentors and providing meaningful experiences. They also discuss the need for internships to be structured and well-organized, and for interns to receive feedback and evaluation throughout the process. Finally, the authors recommend that sports management programs and industry professionals work together to develop and improve internship opportunities for students.

The literature review is focused on the effectiveness of sports management internships, highlighting the benefits and challenges of these programs for students, employers, and industry professionals. The authors provide recommendations for designing and managing effective internship programs, emphasizing the importance of clear communication, supervision, evaluation, and support.

Overall, the literature suggests that sports management internships play a critical role in preparing students for careers in the field, providing hands-on experience, developing practical skills, and fostering professional networks. However, the quality of internship experiences can vary based on factors such as supervision, task assignments, and communication between students and employers.

To ensure successful internship experiences, the literature recommends effective program design, evaluation, and management, including setting clear objectives and expectations, providing adequate supervision and support, and creating opportunities for reflection and feedback. Effective communication and collaboration between students, supervisors, and colleagues are also highlighted as essential for ensuring the success of internships.

The literature also highlights the challenges of managing and evaluating internship programs, such as ensuring quality supervision and evaluation, and the need for continued research to improve internship programs and outcomes. Finally, the literature suggests that sports management programs and industry professionals work together to develop and improve internship opportunities for students.

Overall, the literature review highlights the importance of sports internships in providing students with hands-on experience, developing their skills, and preparing them for future careers in sports management. The articles emphasize the need for effective program

design, evaluation, and management in ensuring successful internship experiences. Additionally, the review identifies several key themes and findings, including the benefits of internships for developing practical skills and professional networks, the importance of effective supervision and support, and the challenges of ensuring quality supervision and evaluation.

The review also highlights the need for continued research on the long-term outcomes of internships, as well as the impact of internships on underrepresented groups in the field. The authors recommend strategies for improving internship programs, such as providing students with meaningful work assignments, fostering a supportive learning environment, and developing strong relationships between students, supervisors, and colleagues.

Overall, the literature review suggests that sports internships play an important role in preparing students for careers in the field of sports management and recommend that sports management programs and industry professionals work together to develop and improve internship opportunities for students.

Internships have traditionally been viewed as a way to learn work-related skills and prepare students for professional membership. Research has shown that high-quality internships involve a strong curriculum, skill-building, safe practice opportunities, mentor feedback, and performance evaluations. However, in India, undergraduate technology programs often lack these features in their required internships. This has resulted in calls for improvement in internship design and implementation. A 2014 survey found that students sought out internships to engage in short-term projects and "learn-by-doing," but there were limited opportunities to do so. This led to the development of an online internship model to provide learning-by-doing experiences for higher education students in developing countries, promoting reflective learning and addressing concerns in public systems such as education and health.¹²

Recent research has shown that internships can have many benefits for college students, such as improving their chances of finding employment after graduation (Nunley et al., 2016)¹³,

¹² Vijaya Sherry Chand and Ketan Satish Deshmukh, (2019), Addressing the undergraduate internship challenge in developing countries: A "learning-by-doing" project-based online internship model, *Emerald Insight*, Vol. 61 No. 9, 2019 pp. 1064-1077

¹³ Nunley, John M., Adam Pugh, Nicholas Romero, and R. Alan Seals Jr. (2016). "College Major, Internship Experience, and Employment Opportunities: Estimates from a Résumé Audit." *Labour Economics* 38: 37–46.

boosting their academic performance (Parker et al., 2016)¹⁴, and increasing their self-confidence and adaptability (Ocampo et al., 2020)¹⁵. In light of this, and the growing demand for postsecondary institutions to prepare students for the job market (Tomlinson and Holmes, 2016)¹⁶, internships have become one of the most significant concepts shaping higher education today. Internships are now considered a high-impact educational practice (HIP) that can lead to transformative outcomes for students. According to Kuh and his colleagues, students should participate in at least two HIPs during their college career, with one HIP per year being the most beneficial (Kuh, 2008¹⁷; Gonyea et al., 2008¹⁸)¹⁹.

There is a plethora of extracurricular options accessible to university students. According to the 2011 survey conducted by the National Association of Colleges and Employers (NACE), more than half of the seniors who were graduating had interned at some point while pursuing their degrees. Recent surveys of employers in the United States have revealed that relevant work experience is the crucial element in the employment process, and that work experience, even if it is part-time, for recent college graduates is more significant than their relevant coursework (Cappelli, 2014)²⁰.

2.2 Materials with a national focus

On a national level, in Romania, there is the law no. 176/17.07.2018 stating the position of the internship within our country.

¹⁴ Parker, Eugene T., III, Cindy A. Kilgo, Jessica K. Ezell Sheets, and Ernest T. Pascarella (2016). "The Differential Effects of Internship Participation on End-of-fourth-year GPA by Demographic and Institutional Characteristics." *Journal of College Student Development* 57 (1): 104–109

¹⁵ Ocampo, Anna Carmella G., Melissa Lopez Reyes, Yueyang Chen, Simon Lloyd D. Restubog, Ying-Yi Chih, Laurene Chua-Garcia, and Pianpian Guan (2020). "The Role of Internship Participation and Conscientiousness in Developing Career Adaptability: A Five-Wave Growth Mixture Model Analysis." *Journal of Vocational Behavior*. 120. 1–15

¹⁶ Tomlinson, Michael, and Leonard Holmes, eds. (2016). *Graduate Employability in Context: Theory, Research and Debate*. London: Springer.

¹⁷ Kuh, George D. (2008). *High-impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*. Washington, DC: Association of American Colleges and Universities.

¹⁸ Gonyea, R.M., J. Kinzie, G.D. Kuh, and T. N. Laird. (2008). "High-impact Activities: What They Are, Why They Work, and Who Benefits." Paper presented at the Annual Meeting of the Association of American Colleges and Universities (AAC&U). Washington, DC., 23-26 January 2008.

¹⁹ Matthew Wolfram & Vivien Ahrens (2022) 'One internship, two internships, three internships ... more!': exploring the culture of the multiple internship economy, *Journal of Education and Work*, 35:2, 139-153

²⁰ Cappelli, Peter, 2014. Skill gaps, skill shortages and skill mismatches: evidence for the US. NBER Working Paper (w20382).

3. National information / history in the country

Sports volunteering programs have been an integral part of Romania's sports industry for many years. The Romanian Olympic and Sports Committee (ROSC) has been at the forefront of offering volunteering programs for students and recent graduates in various areas of sports. These programs provide an opportunity for students to gain practical experience in their field of study and make valuable connections in the sports industry.

The ROSC offers several volunteering programs to students in different areas of sports, such as coaching, sports science, and event management, among others. These programs provide students with hands-on experience in their chosen field and an opportunity to work alongside professionals in the industry.

The Romanian Football Federation (FRF), which is responsible for the organization and development of football in Romania, also offers volunteering opportunities for students and recent graduates. The FRF's volunteering programs are designed to help students gain practical experience in areas such as sports management, marketing, and media.

In addition to the ROSC and the FRF, several sports clubs and organizations in Romania offer volunteering programs. These programs are geared toward students in different areas of sports, including coaching, sports science, and sports management.

Universities in Romania have recognized the importance of volunteering programs in sports and have been offering volunteering programs for students pursuing degrees in sports-related fields. These programs provide students with an opportunity to gain practical experience in their field of study, as well as make valuable connections in the sports industry.

The internship programs offered by the ROSC, FRF, and other sports organizations in Romania are essential in providing students with the necessary skills and knowledge needed to excel in their careers. The practical experience gained through these programs also helps to prepare students for the challenges of working in the sports industry.

Furthermore, the growth of sports in Romania has resulted in an increased demand for sports-related volunteering programs. As a result, international organizations such as the United Nations and its United Nations Development Programme (UNDP) and the International Olympic Committee (IOC) have been offering volunteering programs in Romania. These

programs provide students with the opportunity to work on international sports-related projects, which can be an excellent addition to their resumes.

In conclusion, sports volunteering programs have played a crucial role in the development of sports in Romania, providing students with an opportunity to gain practical experience, make valuable connections in the sports industry, and contribute to the growth of sports in the country. These programs have also helped to bridge the gap between theoretical knowledge and practical experience, which is essential for students pursuing a career in the sports industry.

Even if volunteering programs are carried out frequently and qualitatively by the companies that organize them, in terms of efficiency, the existence of internship programs is not a well-established trend and does not currently cope with the Organizational Culture of sports profile companies at national level. The major difference between internship and volunteer programs is that the former completely excludes the latter, and the main point that leads to drawing operational differences lies in efficiency. The two processes are different both in terms of utility and purpose of profile companies.²¹ Volunteering is carried out by companies to introduce to the market those students who are looking for some activity. Moreover, volunteering programs target the Corporate Social Responsibility part and students are assimilated to have a more positive impact and to increase volunteers' awareness about the protection and prevention processes that companies want to achieve.

Internships, on the other hand, have a lucrative, organizational role. Through internship programs, companies often want to look for the best potential employees and are willing to invest time and financial resources to capture those people who are most likely to place themselves in the company and stay long-term as an employee. Through practical internship programs, both companies and individuals wishing to participate seek to see if the interests of individuals are aligned with the interests of the other party.

²¹ Gonyea, R.M., J. Kinzie, G.D. Kuh, and T. N. Laird. (2008). "High-impact Activities: What They Are, Why They Work, and Who Benefits." Paper presented at the Annual Meeting of the Association of American Colleges and Universities (AAC&U). Washington, DC., 23-26 January 2008.

4. Methodology

A. Research Design

The data was collected using two different questionnaires conducted through Microsoft Forms and sent to two study groups:

The first group is represented by the students (who are both at the bachelor's and master's degrees last year of the program).

The second questionnaire was sent to people working in the sports field, specifically the ROSC. These employees are the ones who (if the internship program takes place) would be willing to train the interns. This questionnaire was sent to assess the commitment of these employees towards prospective interns and assist in their education.

The data was entered into the Microsoft Forms application, a dedicated software, developed by Microsoft and which is present in the application package used free of charge by the Sports Organization. The application was used thanks to tools for control, filtering and diversifying question formats that allowed to build questions and set of answers in a clear and concise manner.

B. Participants

In order to be able to carry out the task of drawing pertinent conclusions, it is necessary to collect data from the field concerned, more precisely from the circles of persons subject to study of internships and respectively of persons employed in profile organizations who act as mentors within organizations. As a result, two sets of questionnaires were launched. The first questionnaire is the main one, the one that was the basis for the case study. It was sent to the students in the final year of their studies. (The National University of Physical Education and Sport Bucharest – UNEFS provided their contact information), The questionnaire was sent to 324 students, 252 students were completing a Bachelor's Degree and the 72 students were completing a Master's Degree. The total response was 252 responses, a 77.46% response. Out of 252 undergraduate students, 194 students responded, a 77.29% percentage. Out of a number of 72 students from master's degree cycles, 57 students responded, a 79.16% percentage.

C. Data collection

The control of the questionnaire was carried out with the help of institutional email addresses, which is why the GDPR (General Data Protection Regulation) provision regarding classified information was observed. The institutional email address within UNFES is an organizational address that is made by the University for each student and is assigned to him for the entire period of studies. Each student also has a unique, individual email address based on which the institutional address is made, this practice being used by the educational organization to ensure data security, but also its authenticity. Students know the address format that is identical for all and with which both students and teachers can identify themselves more easily, can exchange information without having access to the personal data of other members of the academic environment and also ensures a sharp control over information and conduct that is imposed by the internal regulations. The data that was processed was taken from the questionnaire (as specified) and was sent to institutional addresses). However, due to lack of resources imposed by the internal regulations of the organization, the questionnaire was not sent individually, but group email addresses.

Group email addresses made at the institutional level are addresses that do not actually exist as a separate account. There is no password and no one can log in using an email address. Group addresses are addresses that function as an abbreviation by which, once an email has been sent to a group address, all individual email addresses that have been entered into the database will receive that mail. For example, if in group 1434 there are 20 people who each have an individual institutional email address and all 20 individuals are integrated into the group's email address, all 20 students will receive on their individual email address the email sent only once throughout the group. This was the process by which the questionnaire was sent.

Related to the processing of data of email addresses, this has been possible without violating the GDPR regulation because it is a common practice among students of UNFES. Each person has access to the schedule of the entire academic environment from where he can observe the groups that are active in the current year. The format of the email addresses is identical for all groups, being the same structure. For example, all addresses in the group are of the form " Group. (number of the group)@stud.unefs.ro number" where the group number is the one identified on the timetable and which remains assigned to a group from the beginning of year 1 until the end of the study cycle, the terminology "Group" is identical for all formats, and "@stud.unefs.ro" is the institutional domain that is administered by the organization in

question. The control of the group and respondents was possible by limiting the answers only to those who use the institutional address, which is why there is the certainty of using the data only to those persons who are the subject of the study in question.

The second questionnaire is addressed to people who are employed by the Romanian Olympic Sports Committee. These are experienced employees who are part of the organization's organization and representation department. The department includes 25 people, of which only 12 individuals responded. These people were chosen because the rest of the departments are made up of professionals from other fields such as financial, logistics or legal. So, a professional point of view, only people in this department are entirely sports professionals. Part of the people employed in this department are former athletes. Thus, the data for this study was collected from two questionnaires. As a way of collecting data, the same procedure of using institutional work addresses was used. Only individuals from this organization and department were targeted because it is the only sufficiently relevant group to which access could be obtained due to several constraints, the most important constraint being related to Personal Data Protection Legislation.

D. Data Analysis

The data analysis was performed using the Microsoft Form platform (both for collection and processing). The work package offered by Microsoft Forms offers the user the possibility to retrieve any set of data that has been taken from the use of the software to place the information in any other auxiliary application without changing the nature of the data, the technical format, which leads to eliminating the possibility of omitting data or altering data that already exists.

As a method of analysis in the paper he approached the method called OBSERVATION. It is a quantitative method because it relies on the size of data to obtain relevant information and is often integrated into the process of analyzing datasets from the development of questionnaires. In this way, an appropriate correlation can be seen between the data collection tool used and the data interpretation method.

The first questionnaire, as mentioned, was sent to students in their final year of study, both in undergraduate and master's courses. This questionnaire contains 34 questions. The purpose of this questionnaire is to collect relevant data on students' perception of internship

programs. Within the analysis, each figure contains the number of the question being analyzed. Each graph was given a separate paragraph.

The second questionnaire (which is numbered starting from question 1) contains a series of 5 questions. This questionnaire was granted to people who attend the Olympic Sports Committee in Romania and aims to identify the perception that professionals in the field have regarding internship programs. The data is necessary to be able to observe what would be the level of involvement and interest that people who would act as mentors have in these activities.

5. Implementing the concept of internships in organizations

Quantitative research and data collection methods

The survey was conducted based on the questionnaire composed through the Microsoft Forms platform. The questions were made in sections within the software to be easier to fill in by student's / study participants. From the point of view of processing personal data, the questionnaire could be filled in freely without the need to provide an e-mail address during the searches. Although removing this filter does not guarantee good coordination or management of information, the introduction of GDPR rules and the reluctance of individuals to respond honestly in a controlled environment or to offer the opportunity to identify with their own answers have led to the conclusion that the chosen course of action is the most effective and offers the highest level of trust. Regarding the statistical nature of the data, the analysis is quantitative because it is a questionnaire-based system and not a qualitative analysis. The difference between qualitative and quantitative analysis lies in how data works, but especially in how it is processed and collected. The selection of indicators from an official centralized database, from which data of a certain type comes, is not a specific process for qualitative analysis. For the analysis in question, the case study working system focuses on a quantitative analysis, which does not refer to the type of data, not to the information I provide, but to the number of responses a particular recipient receives. For this reason, the method of analysis called the "observation method" was used. Quantitative analysis often captures numerical data, such as duration, events or processes, or specific factors of an external nature. This concept of quantitative analysis comes from empirical epistemological studies that can be used to test different scams to confirm or refute a particular theory, scenario, depending on the need and the path of research.

Quantitative analysis also involves the analysis of more data and, as already mentioned, in order to reduce interpretation problems as much as possible, it is necessary to create a questionnaire, a well-structured form of survey, correctly contained and applied in such a way that its placement in the real environment does not imply the possibility of generating missing information from the study. That is why, within the framework of the work, the interpretation of the data and the extraction of the necessary information was carried out taking into account the nature of the individuals who responded. The interpretation and exigency of data were carried out by taking into account the initial responses of individuals such as their level of involvement, level of education, or participation in several study programs. Validity and measurement of results are two other fundamental characteristics of this type of analysis. Validity refers to the quality of data from a controlled environment or a known environment. This condition was fulfilled by controlling the sending of the questionnaire via institutional email addresses. The second important characteristic is the ability of individuals to appreciate responses in a meaningful manner. In the questionnaire, depending on the nature of the question, a certain format of question with a certain form of answer was used, which is why the answers can be considered correct and truthful. As a result, the necessary conditions are met for the results to be correct and complete, to convey the opinion of the students.

Initial assumption

In addition to the applicative character, scientific management has a creative side that arises from the need to adapt management activities to the specifics of the entities or problems to be solved. From the point of view of functionality, scientific management is an activity that fulfills both a technical-organizational side and a socio-economic side that arises from the nature of interpersonal relationships. In order to rationalize and complete the activities contained in these two pages, it is necessary to have conditional elements at all levels of physical education, namely: the presence of future goals; rational organization of the management structure; Creation of the organizational and legal framework for their participation in the management; Make decisions and make the optimal decision and implement it in life; Controlling activity to make decisions. These principles formed the basis for the development of the questionnaire. After creating and collecting data from the inquiry process, it is expected that most people would agree that internship programs can have a significant impact on how individuals work, future developments and perceptions. In this way, most people are expected to say that such a program is able to give them a more comprehensive, coherent and application-oriented overview. These things are necessary because the experience

and ability to work in a field for a short time and in a controlled environment gives individuals the opportunity to choose the best option for training individuals, but organizations also give them the opportunity to choose the most capable and suitable people to fill a specific position in a specific department.

a) The starting points of the analysis were also the need for management oriented towards both long-term and short-term development. Any form of management must have current data in order to be able to design the basis of procedures and principles on which the management system is based today. This aspect is all the more pronounced in the field of sports management, since it is a dynamic field compared to all other fields of activity, where the results are obtained after a long period of activity and in most cases the time that people spend to be able to work in the field of sports is higher than in the field of exercise. In order to achieve this, you need to make an effort and dedication and bear certain costs that come with the long preparation times in this situation.

b) In the management of sports activities, specific features of certain functions are highlighted, which depend on the activity carried out, the type of organization, its structure, the main objective of the activity, as well as the quality of planning and efficient implementation. Thus, one can distinguish between several forms or influencers that structurally change the saddle and change the way professional organizations operate, including:

1. The activities carried out that make up their content are specific, as a whole, only to managers, being the essential element that differentiates them from the execution frameworks.
2. Management functions are exercised in all sports organizations, regardless of their size and at all sports levels within them, so they are general in nature.
3. The functions of sports management have a different weight on the hierarchical scales of the organization, in the sense that at the upper level, provision and organization are carried out, and at the lower levels, command and coordination.
4. The foresight or planning function encompassing measures and activities that are currently being undertaken to achieve results in the future. The conditions that will form the objective framework for future sporting activities are established, fixing or at least estimating the necessary material and financial means. In relation to the achievement of the proposed objectives, the other functions of management will also manifest. The realization of the provision is done concretely through the planning activity. Planning means deciding the

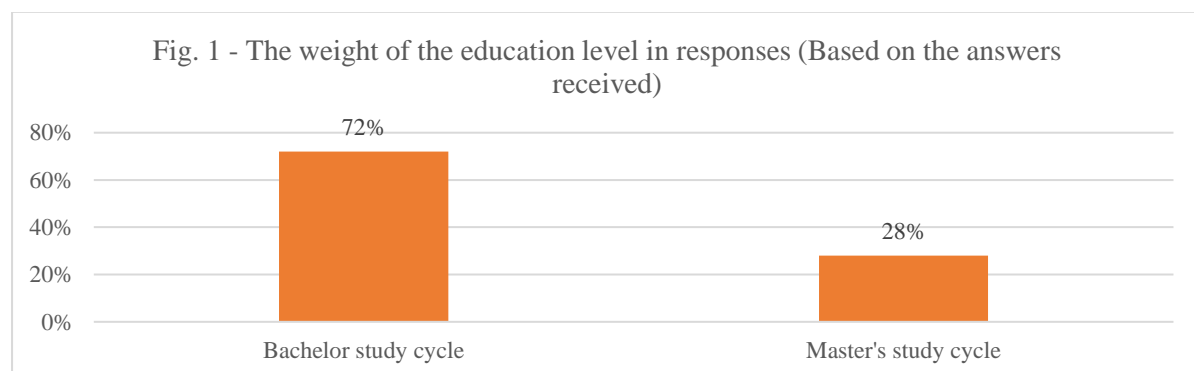
strategy and tactics of development for a certain period, establishing the training components in a certain direction (world championship, European, etc.), specifying in time and space the tasks concretely assigned to various technical, economic and social factors.

5. Perspective planning, also called forecasting, which is the probable assessment carried out on a basis of research and information, of the future evolution from a quantitative and qualitative point of view of the sports organization as a whole or of a field of activity (training, performance, competitions, training camps, etc.). The forecast is based on overall studies of the field using specific methods and techniques (analysis and synthesis, surveys, modeling, mathematical-statistical studies)

6. Current planning is the establishment and substantiation based on analytical studies with a high degree of certainty of objectives and tasks, as well as resources allocated for a determined period, which generally does not exceed one year and can reach a monthly planning level. Current plans must be mandatory, being the basis for ensuring the continuity of processes on the trajectories set to achieve the proposed objectives.

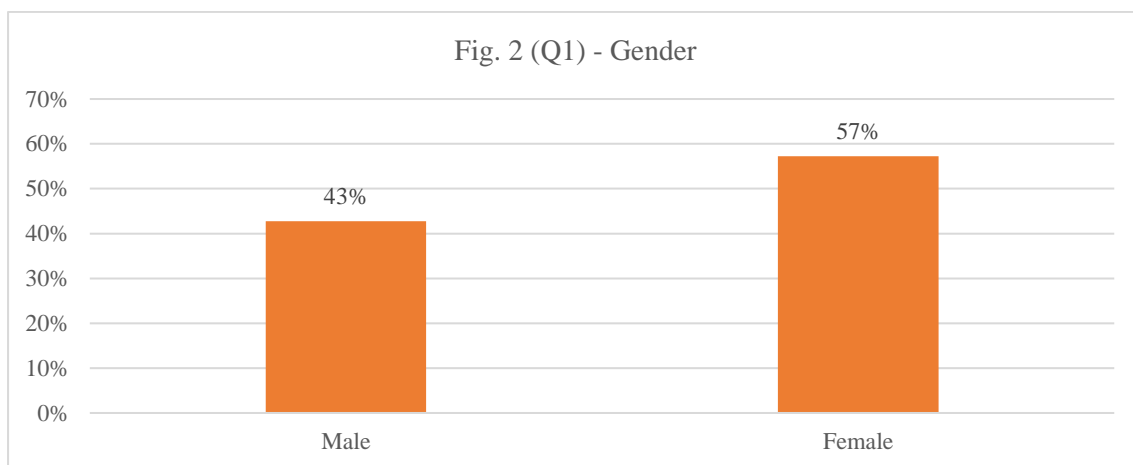
6. Discussion of findings

The first questionnaire was sent to the students from UNFES in the final years of the bachelor's and master's cycles. From the total number of 324 students in the final year of studies, 252 students answered it (Fig. 1). The largest number of responses comes from undergraduate students (194 students, meaning 77.49%), which is due to several factors. First of all, these students have not yet completed their studies, do not have a stable job, and most often encounter difficulties in finding a suitable job. Master's degree students are usually employed, even if not in a specialized field, i.e., in a position where they can externalize their own values and the studies they have completed (57 students responded, a 22.51% percentage from the total answers).



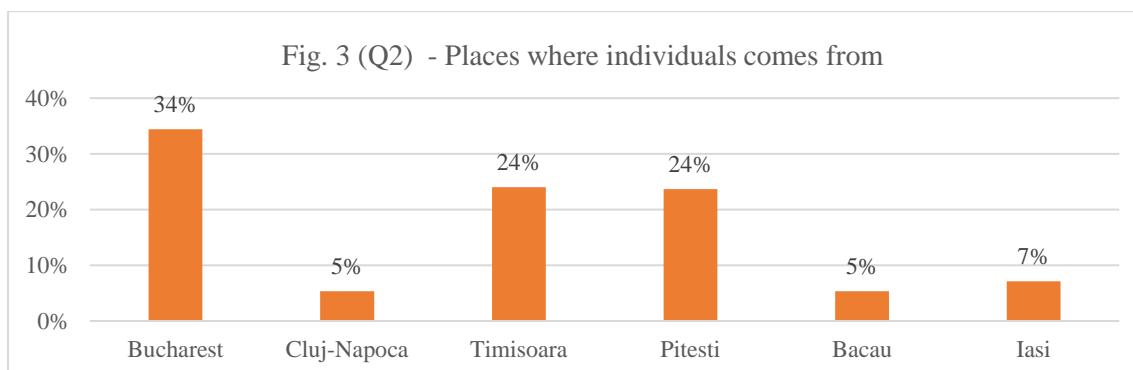
Source: Author's own data processing based on the questionnaire's results

The first three questions of the questionnaire addressed demographic data, and the forth elements for demographic data contains in the Fig. 1 regarding the study cycle that students are from. In question 1 regarding gender, it can be seen that more that 70% from the responses are coming from the students that come from Bachelor study cycle, this being normal as this study level has the biggest percentage from the total number of students that are attending the Collage of Sport in Romania. Master level in not mandatory in Romania. There are less students that want to continue the studies at Master level because of the nature of courses. The Bachelor cycle is enough to be validated as a full graduated student, and the master is reserved to the ones to be promoted or to have a competitive advance in the labor market, this being the reason why at master level there are comparable less student enrolled.



Source: Author's own data processing based on the questionnaire's results

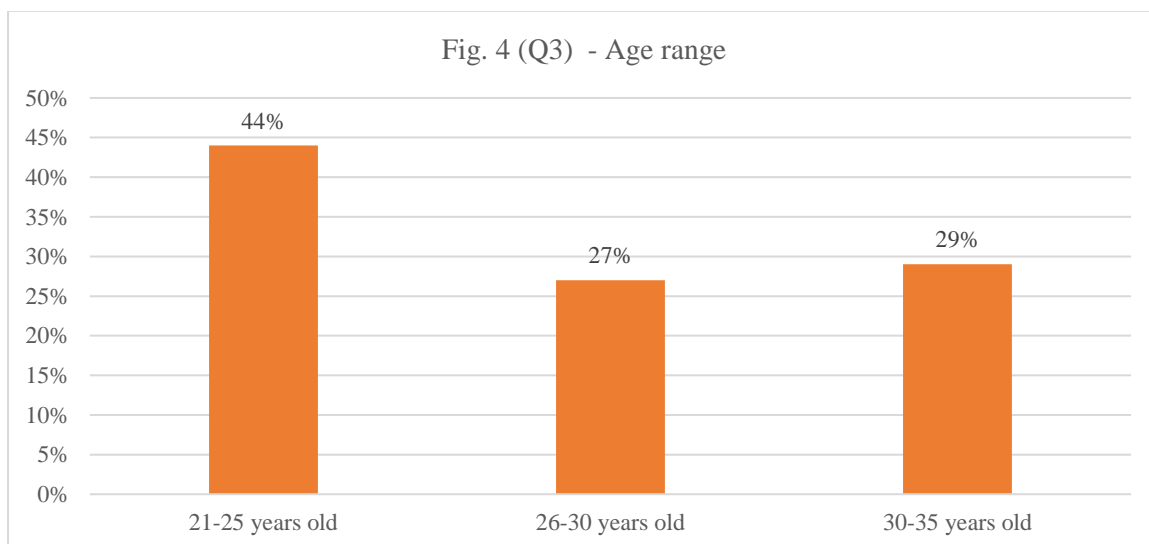
Compared the answers of question 2 about where the students come from, most students come from Bucharest. The difference comes from other backgrounds of origin, being born in other developed areas. Most people want to come and study at the sports college in Bucharest because statistics show that it is the most prestigious at the national level.



Source: Author's own data processing based on the questionnaire's results

Question number three (Fig. 4) refers to the age group to which each of the people who participated in the study belonged. The largest share is people who are between 21 and 25 years

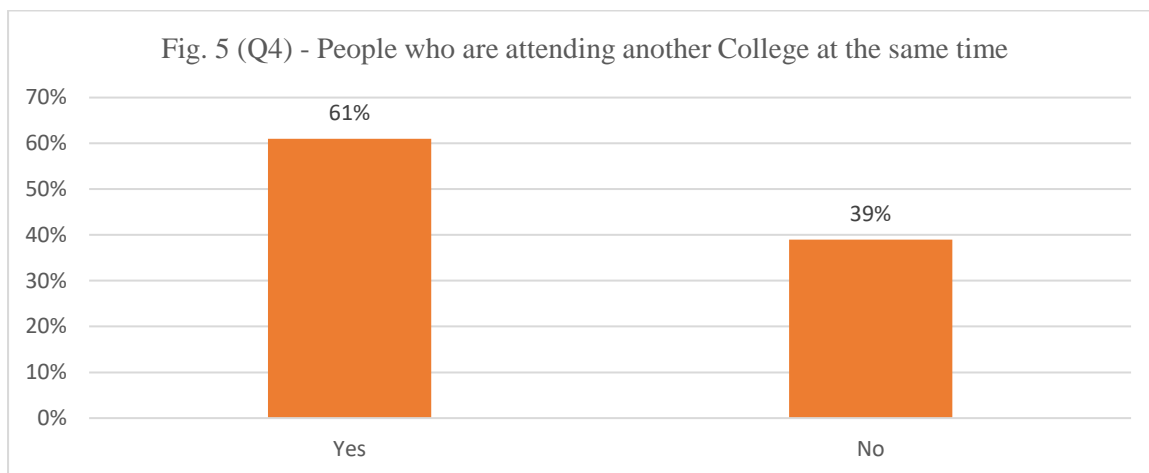
old. According to the questionnaire, these persons are individuals who are in the bachelor's degree cycle and who are in the process of training (Fig. 4). 27% are people who are between 26 and 30 years old. These are people who are starting their master's studies and want to be more competitive. In Romania, it is a very common practice that people who, once they get a job, after reaching a stable field of work and want to get noticed and complete their studies in order to be promoted to a management position, enroll in the master's degree. The vast average is also altered by the time people are sent to study. There are people who start training sooner or later, so there is the possibility of having a group of people with an age deviation of 3 years who have never interrupted studies, but who are in the first or last year of study. Thus, positioning does not depend on and is not conditioned by placement within a study cycle. The data are relevant because it is observed that there are a diversified age categories that are the subject of study of the paper. Thus, the last people who are over 30 years old are represented by people who have either completed their bachelor's studies and currently want to complete their full training, or are people who have recently completed their studies and want to have a complete training in the second college. It is important to note that these people have a student regime and are integrated into groups as students. There is not much study training (such as distance learning form), but attendance is not a mandatory element at most master's appointments. This is why most people who are in the oldest age group have the opportunity to complete their studies while also being employed.



Source: Author's own data processing based on the questionnaire's results

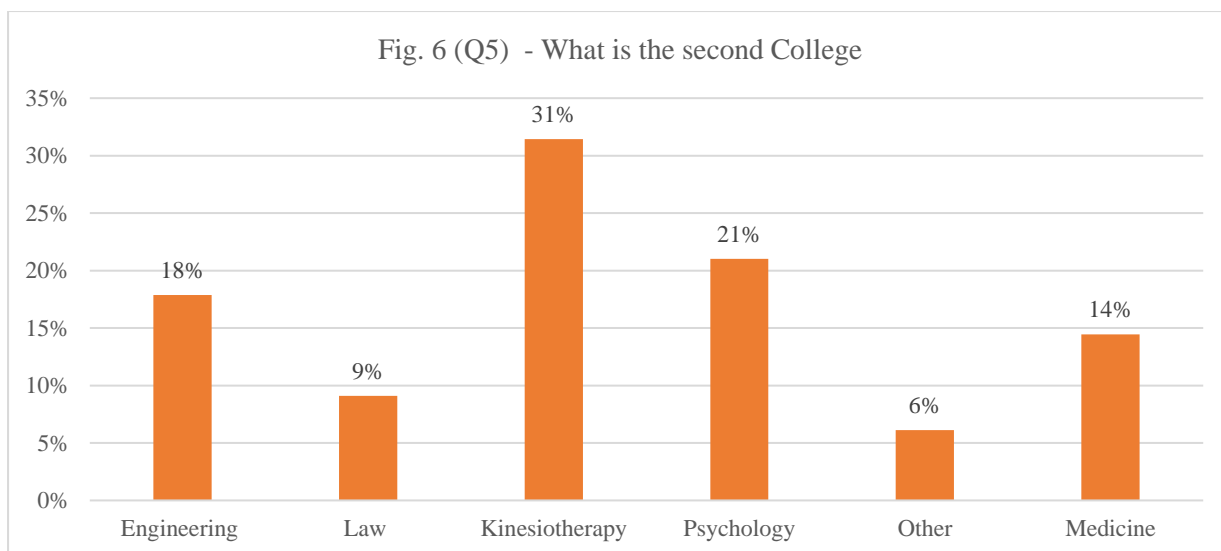
In question number 4 (Fig. 5), it can be seen that there are a lot of people, with a share of over 60% of students attending other colleges. This does not necessarily imply that these individuals will complete their studies at both places, only that they participate. There are two

phenomena at national level that are known in Romania as common practices and that can explain the phenomenon presented in Fig. 5. The first aspect is that of the simultaneous follow-up of two colleges, one in fee regime and one in budget financing regime. Often, in most cases, one of the colleges is attended in full-time education (so classes take place during the day). Related to the second college, students seek to participate in a part-time study regime, i.e., classes are set on certain days and do not take place every week. The exams take place during a period and therefore do not require from students a level of involvement as high as in the case of full-time study programs.



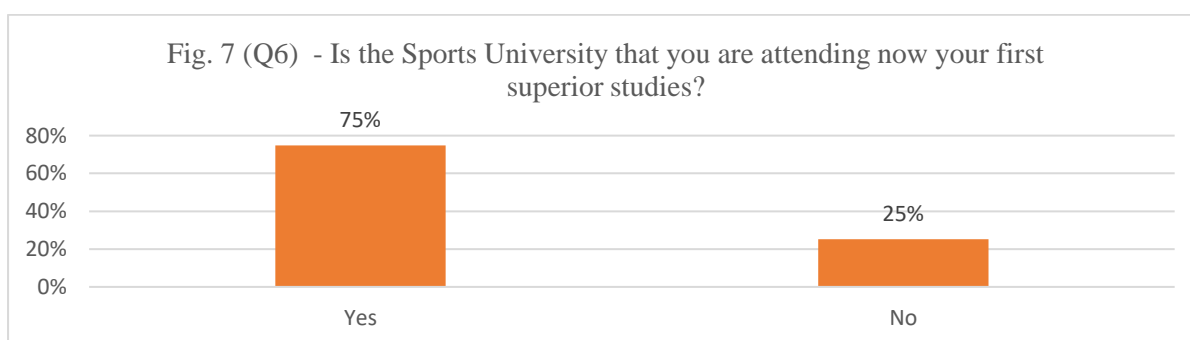
Source: Author's own data processing based on the questionnaire's results

Question five refers to the other studies that are being conducted by students who stated that they were attending two colleges simultaneously. The largest share has kinetotherapy students with a percentage of 31% and psychology studies with a percentage of 21%. These two business segments are closest to sports. The two fields are annexes to the sports field because a large part of both categories have a high level of applicability in the sports field. Students from Romania participate in studies in two university environments are due to the need to accumulate experience. At the national level, there is a universal practice for promoting this type of work. The rest of the fields, namely engineering with a share of 18%, the medical field with a share of 14% and the field of law with a share of 9%, also have a common side with the sports field. However, the level of applicability is different. People participating in these studies are not oriented towards the sports performance side. These persons seek to have useful information on the mechanism of carrying out the activity, the form of organization, the way of working, and the working methodologies of the profile organizations. This information helps them become more competent in their environment, whether these areas are annexes or even part of the sports field.



Source: Author's own data processing based on the questionnaire's results

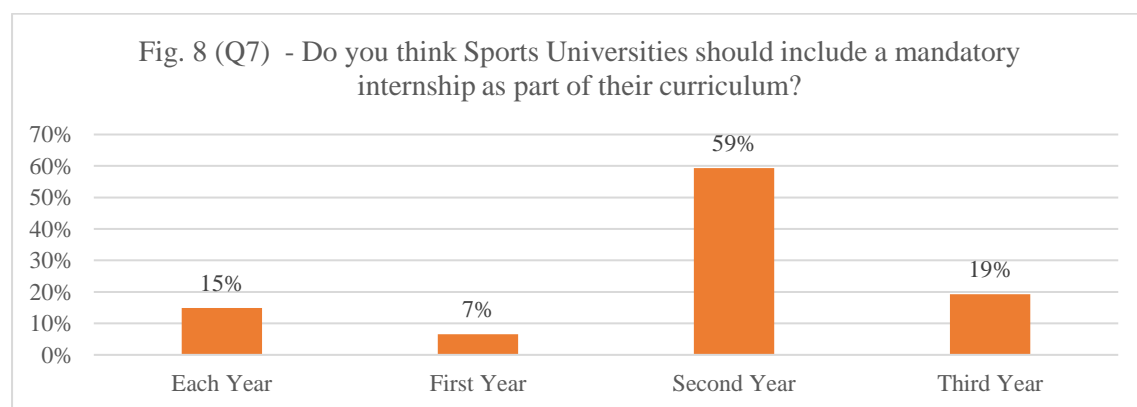
Question 6 (Fig. 7) refers to the path students have chosen for their career path. Although many people who have responded to the questionnaire are currently enrolled in two colleges, over 75% of these people have chosen sports studies as their first form of education and automatically as the main source of training at the individual level. This reveals a greater interest in sports studies than in the rest of the studies that have been specified previously. People who said they are no longer part of other environments are those who dedicate themselves entirely to sports study programs. These people are the ones who aim to orient the person on this plane and fully develop skills for the analyzed field.



Source: Author's own data processing based on the questionnaire's results

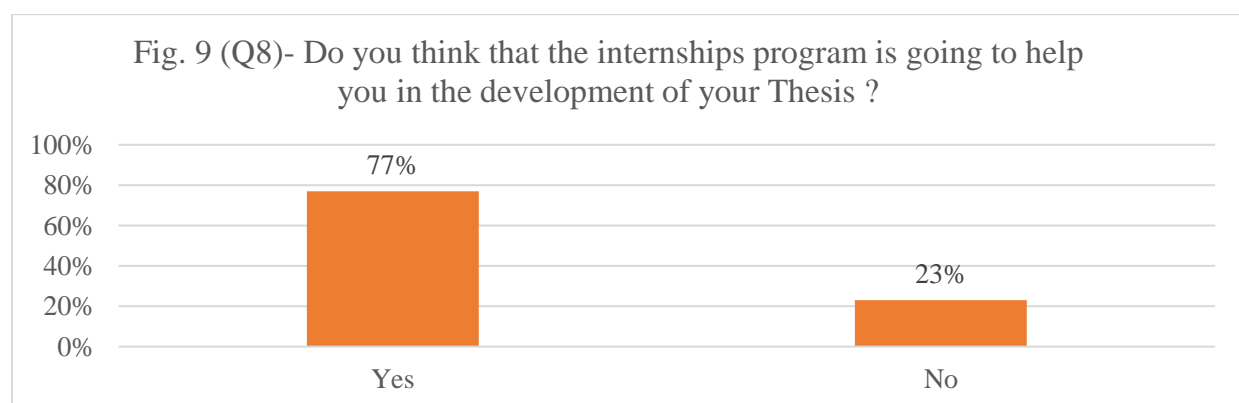
Question 7 (Fig. 8) refers to the opinion that students have regarding the obligation to participate in internship programs on a mandatory basis through the school curriculum. Moreover, the question refers to the best time that students consider appropriate to be able to carry out this program. Although some of them believe that a mandatory internship program should be carried out every year, during the three years in which the courses take place (almost 15% of all responses that were recorded), the 2nd year of study has the largest share as the main choice, with almost 60% of the total number of elections that were registered. The second

year is considered optimal by the rest of the colleges (in other fields, not in sports, being the environments that have assimilated the obligation to carry out internship programs) because it represents the key moment for starting to develop their own individual skills. Year 1 of study is considered as an introductory year for student training. In the first year, it is considered that students assimilate basic notions and get up to speed with the basics that a person who ends up with a bachelor's degree in sports should have. The third year of studies is a final year, in which students must focus on carrying out the work to complete their studies. Internship programs for the 2nd year of study are considered beneficial because they help them choose a practical work and yet be up to date with the basics.



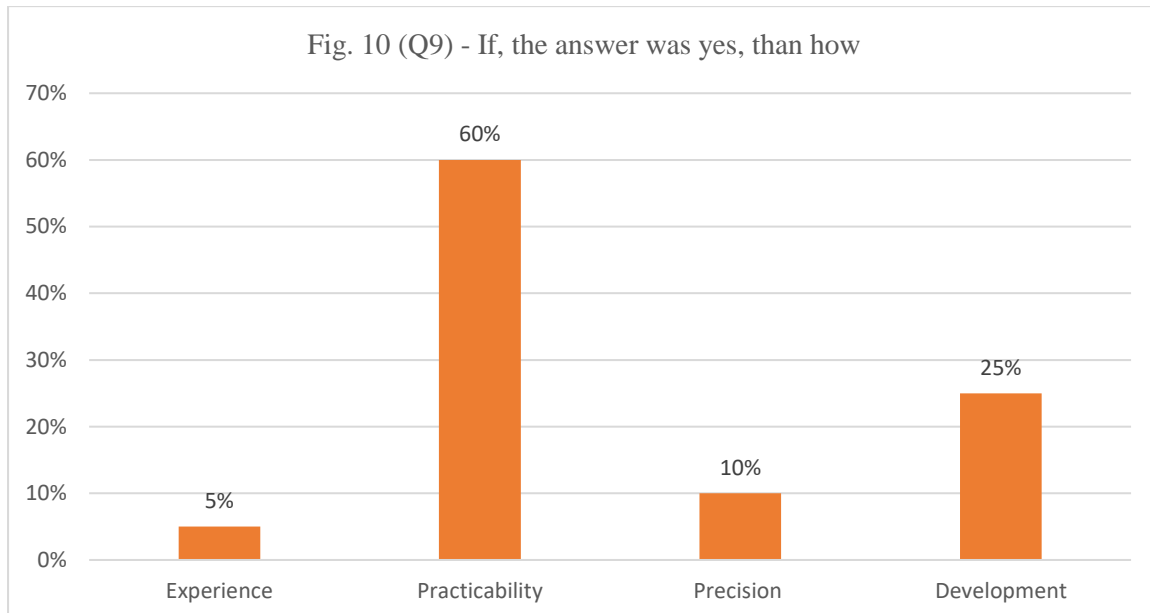
Source: Author's own data processing based on the questionnaire's results

Question number 8 (Fig. 9) concerns students' opinion on the importance of internship programs. More than three-quarters of the people who completed the questionnaire believe that participating in an internship program will help them in doing the work to be done at the end of the study years (both bachelor's and master's degrees). Experience in the practical field can lead to the formation of a sufficiently pertinent opinion and arouse a student's interest in carrying out a practical work, applicable and relevant enough to be accepted by the committee and to complete studies with a higher grade.



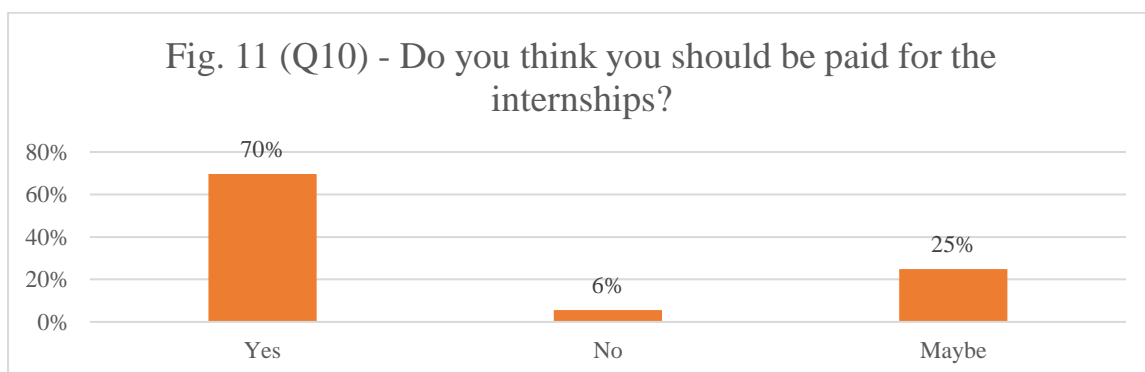
Source: Author's own data processing based on the questionnaire's results

Question number 9 (Fig. 10) seeks to identify the perception of the students regarding how they consider that the experience of an internship-type job will help them to do a better job. Most of the complaints come from those with experience, which seems to be a decisive factor after the students' answers. It can be seen that there is a need for the practical side and the answer do encourage this time of activity.



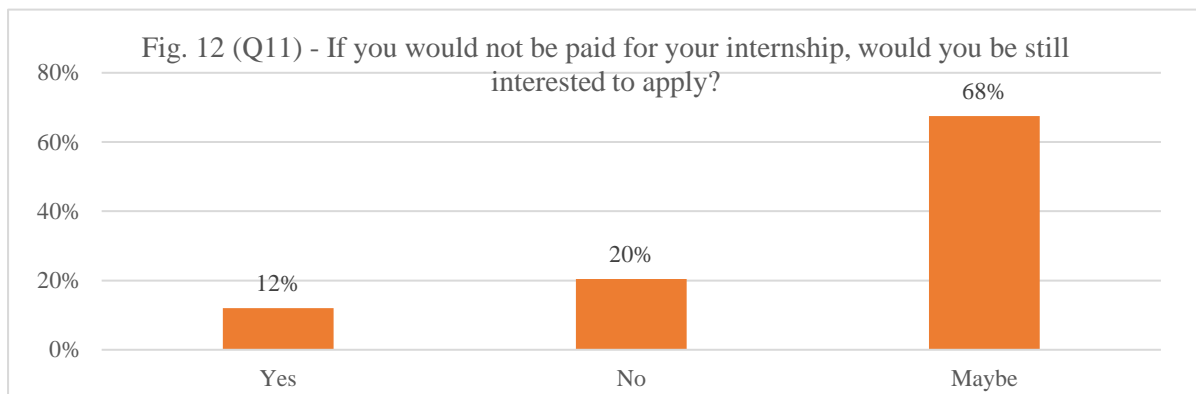
Source: Author's own data processing based on the questionnaire's results

Question 10 (Fig. 11) refers to students' opinion on the payment of internship programs. Most people said (over 70% of students) that these programmes should be paid. A quarter of respondents do not have a concrete opinion on this issue, and 6% of them think they should not be paid. An important part of these activities is the experience these programs provide. However, at European level and especially at national level in Romania there is a conviction that every effort must be remunerated. Internship programs are paid in Romania, but there is no law that requires this. Although most programs are, not all feature this feature. In the sports field in Romania, most internship programs are not paid.



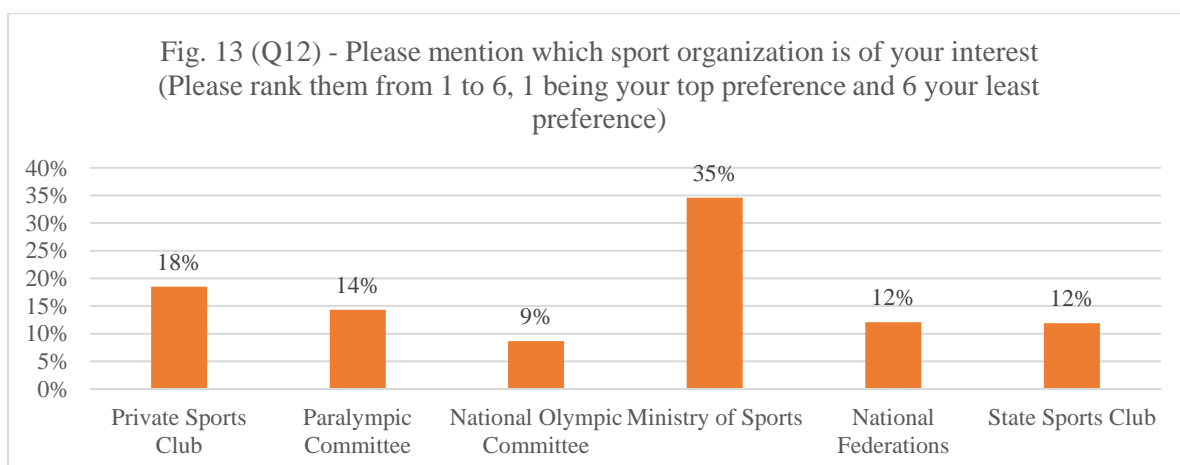
Source: Author's own data processing based on the questionnaire's results

Question number 11 (Fig. 12) shows students' interest in participating in internship programs under the conditions in which they are paid. Students were asked if the programs were not paid, if they would still be interested in participating (provided that the program is not mandatory to complete studies in sports). This time, most people with a share of 68% cannot pronounce, so a more complex analysis is needed to make a decision. 20% of people would not participate, and the lowest share is that of people who would participate even if programs were not paid. This category of people represents only 12% of all responses that were recorded.



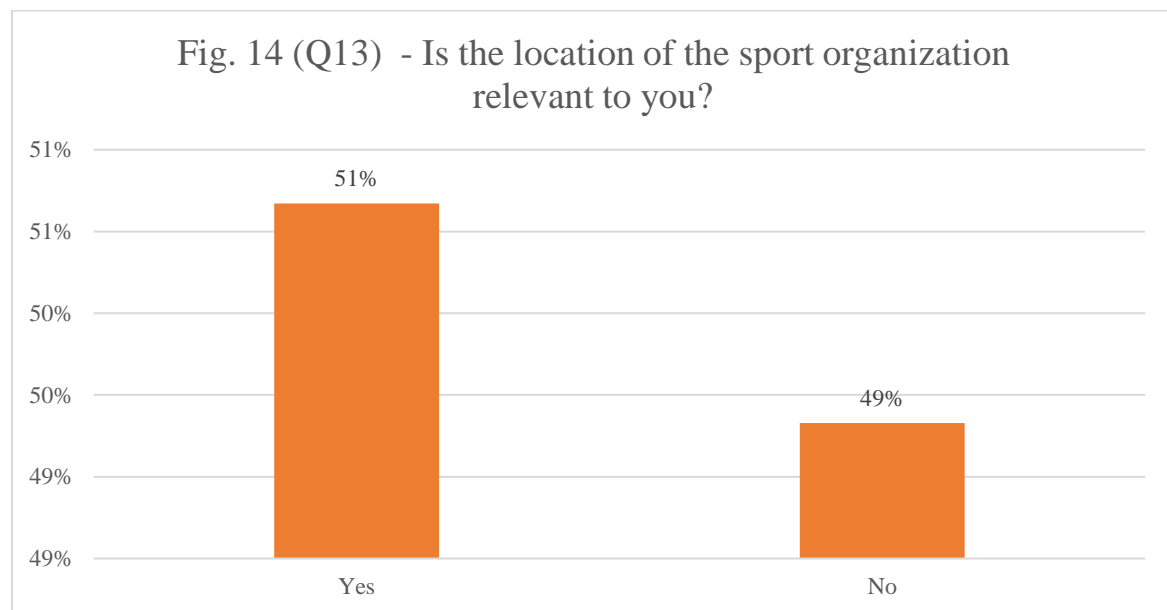
Source: Author's own data processing based on the questionnaire's results

Question number 12 (Fig. 13) aims to find out which organizations would be most sought after, those that are most often targeted by students. Most people chose the Ministry of Sports to carry out the internship programs. This organization is the highest authority, the most competent and the most authorized in the field of sport. The Ministry of Sports also has the most dynamic workplace and authority, which is why most people want to get to carry out the programs there. The main argument lies in the high level of experience that can be gained in this organization. The following places are dedicated to the rest of the state organizations and looking clubs. The answers are relatively homogeneous.



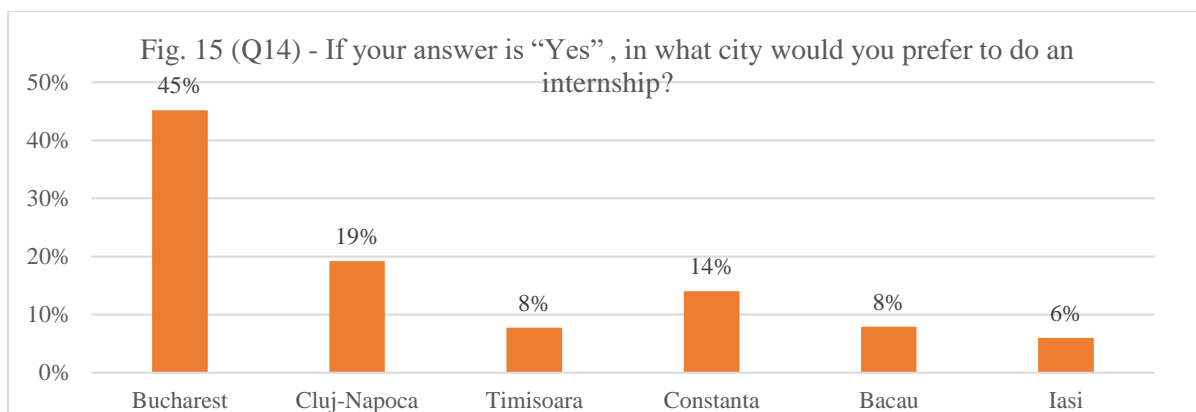
Source: Author's own data processing based on the questionnaire's results

Question number 13 in (Fig. 14) examines the importance of the geographical location of the place where internship programs take place, in the students' opinion. The values are almost equal, with students who consider the location irrelevant having a share of 49% of the total responses. The need for experience and its importance is too important an element to be conditioned by a person's need to move. Subsequently, people who consider the location to be important seek to ensure that they can participate in these types of programs. Thus, there is impartiality about the importance that the distance of the place / organization where the internship program takes place plays in the process of choosing the place.



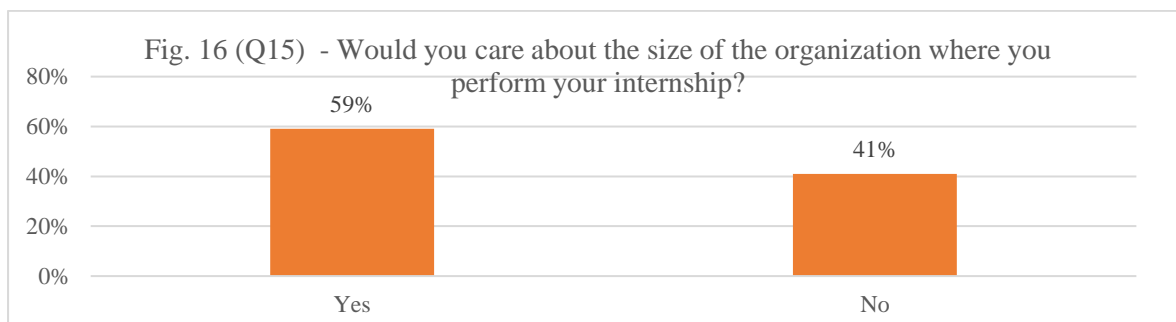
Source: Author's own data processing based on the questionnaire's results

Question number 14 (Fig. 15) seeks to identify which locations students prefer to do their internship. The largest share is held by Bucharest with a value of 45%. In Bucharest's gift are most organizations. Moreover, within organizations such as those that have several offices throughout the country, such as the Ministry of Sports, locations are also present in cities that have been selected and occupy lower positions than the Ministry of Sports as a choice on the hierarchical scale of preferences. Cluj and Timisoara, statistically speaking, are the next most profitable places, having the best quality of life after Enjoy. Thus, the choices of individuals seem to be selected according to development criteria and the presence of organizations in areas of interest. All locations that have been chosen by students are populated with different administrative attached organizations or with different clubs that collaborate with state institutions and carry out their activity in conditions of efficiency in the field of sports.



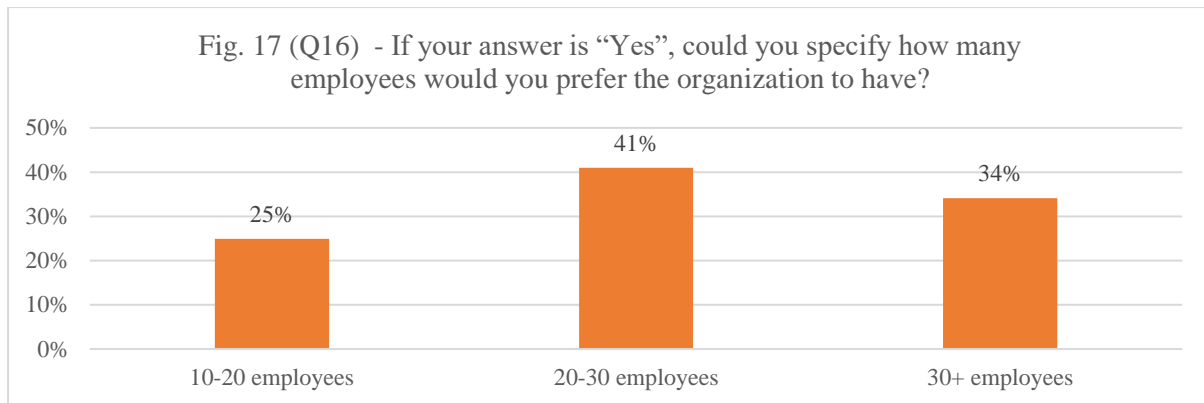
Source: Author's own data processing based on the questionnaire's results

On question number 15 (Fig. 16) students were asked if they were interested in the size of the company in which they would work in the internship program. As a result, more than half with a share of 59% of responses said that the size of the company in which these programs would take place matters to them. A larger company can be assimilated with a larger, more comprehensive experience and therefore with a higher time efficiency spent than in small companies. Opinions are close considering that 49% of people who responded are not interested in the size of the company.



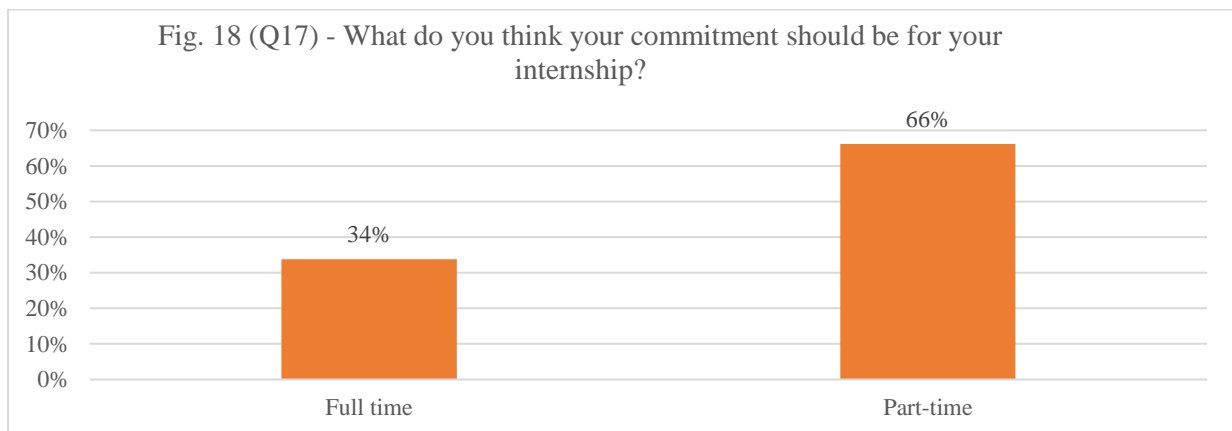
Source: Author's own data processing based on the questionnaire's results

Question 16 (Fig. 17) deals with the actual size of people employed in the company. Most students want to participate in companies with a number of 20-30 people, because in Romania most of the time this number is representative for medium-sized companies. It is important to specify that in Romania a clear distinction is made between small, medium, large companies and corporations. As a result, a company with 20 to 30 people is considered to be a medium-sized company. These types of companies are the most accessible and most of the time organizations/departments of large conglomerates such as the Ministry of Sports have a department of 20-30 people. Students consider from the data that this number is the most appropriate for carrying out internship programs.



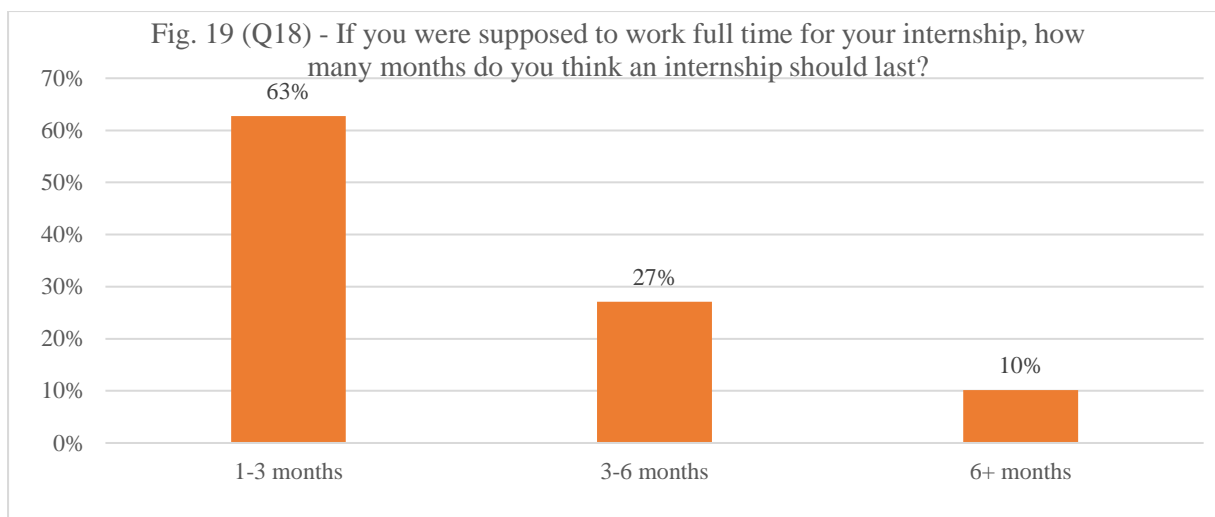
Source: Author’s own data processing based on the questionnaire’s results

Question 17 (Fig. 18) examines what students' level of involvement should be in carrying out internship programs. A share of 66% of people chose a part-time form of work in order to have enough time to attend the faculty courses. Moreover, as most internship programs are, this form of part-time work is preferred for several reasons, the most important being related to the lack of capacity of an untrained person to assimilate a large amount of information in a short time and especially the inability of people working as mentors regarding the time needed to allocate for their training.



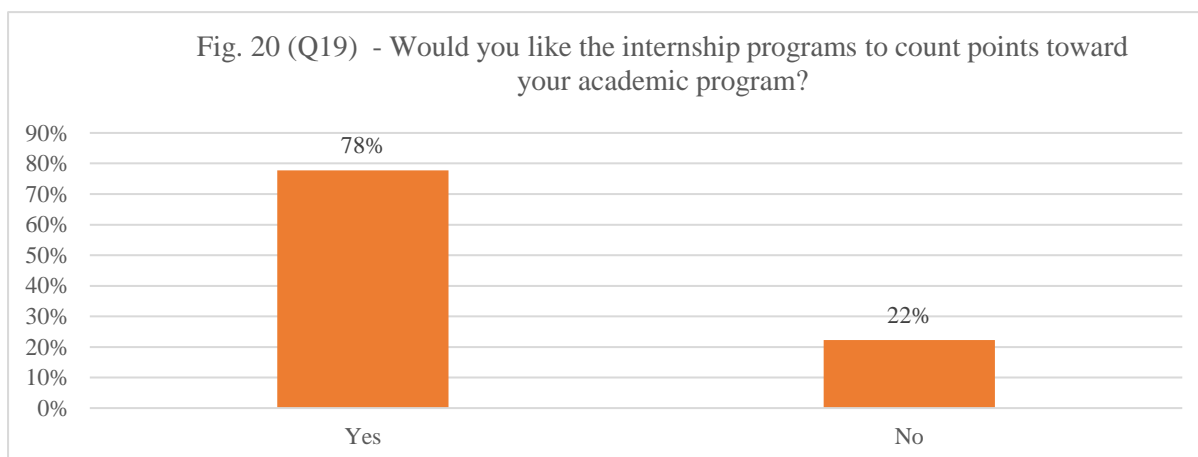
Source: Author’s own data processing based on the questionnaire’s results

Question 18 (Fig. 19) aimed to analyze what would be the level of involvement and commitment of students in the long term. Most people claimed to attend a period between 1 month and 3 months, with 63% of students preferring this. Subsequently, a share of 27% of students want the programs to have a period of one quarter to half a year and only 10% want to participate for a period longer than 6 months. It is therefore observed that the number of people decreases once there is an increase in the period of realization. As a result, there is a directly proportional relationship between the share of participants and the reduction of the internship program period.



Source: Author's own data processing based on the questionnaire's results

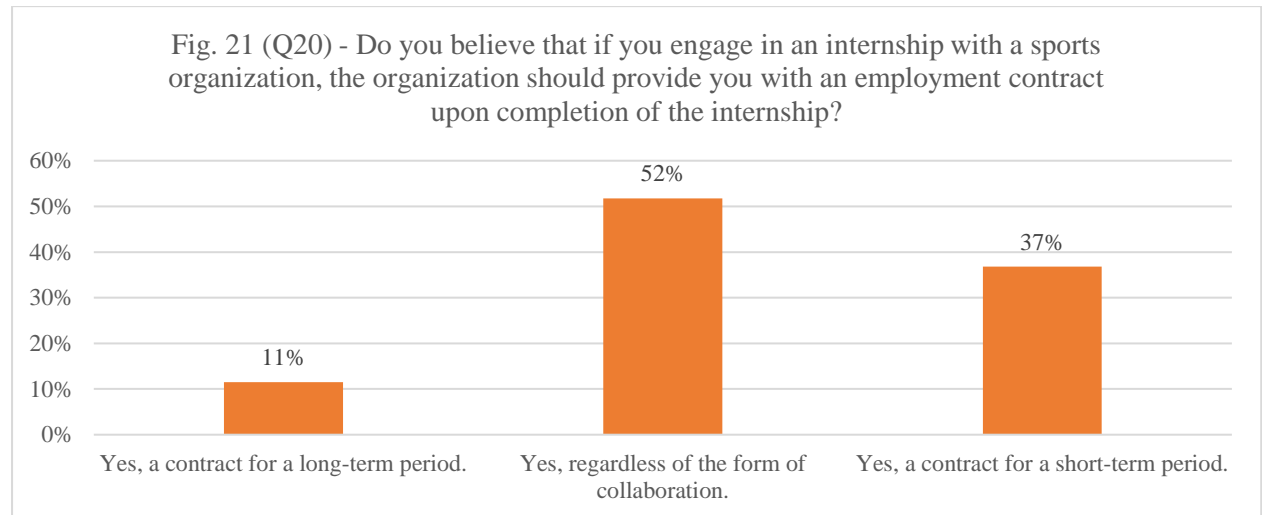
Regarding question number 19 (Fig. 20), 79% of students believe that internship programs should be scored towards the credits required for the end of the year. Only 22% of them consider that it should not be scored, which is why the majority consider it more important to score and remunerate the activity in order to be counted. As a result, the general opinion is that any form of organization must be taken into account in one form or another. The students' need and their statements regarding the importance of granting credits at the end of the year regarding the elaboration of internship programs show the importance of recognizing their efforts.



Source: Author's own data processing based on the questionnaire's results

In question number 20 (Fig.21), students said more than half of them (52% of students who responded to the questionnaire) that participating in some form of internship will later help them increase their likelihood of being employed after completing the program, regardless of the form of employment (employment contract, service contract, employment contract for a fixed or indefinite period). Most people, since they are students, often seek to obtain an employment contract for an indefinite period, because this is the only way they can obtain

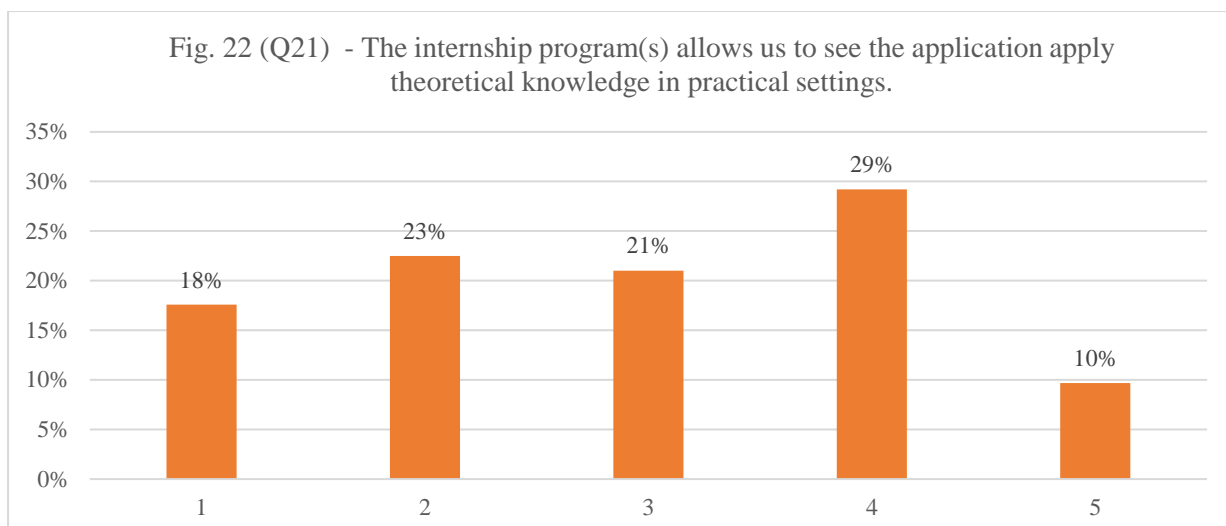
various financial advantages on the labor market, such as granting a fine loan⁵ from commercial banks. The next category of people with a share of 37% believe that it is possible to offer them a contract for a short period of time. Short-term contract is a practice often used in Romania for the simple fact that later, if the collaboration is successful, this short-term contract will turn into a long-term contract or for an indefinite period.



Source: Author's own data processing based on the questionnaire's results

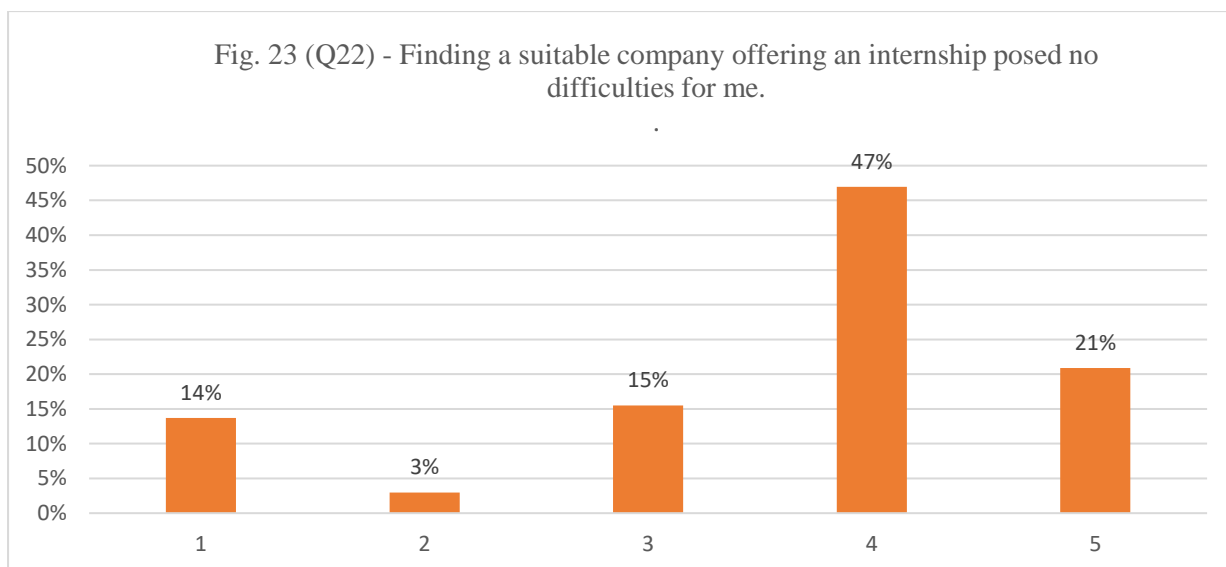
Second part of the Questionnaire

The second part of the questionnaire was addressed to evaluate the level of appreciation that students have regarding certain quality issues. The next set of questions had five answer options, each of which was identical for each type of question and consisted of the statement on a scale of 1 to 5. Level 1 represents a complete disagreement, level 2 represents partial disagreement, level 3 represents indifference to the statement due to lack of interest or lack of knowledge, level 4 represents partial agreement, and the last level represented by the number 5 represents a complete agreement.



Source: Author's own data processing based on the questionnaire's results

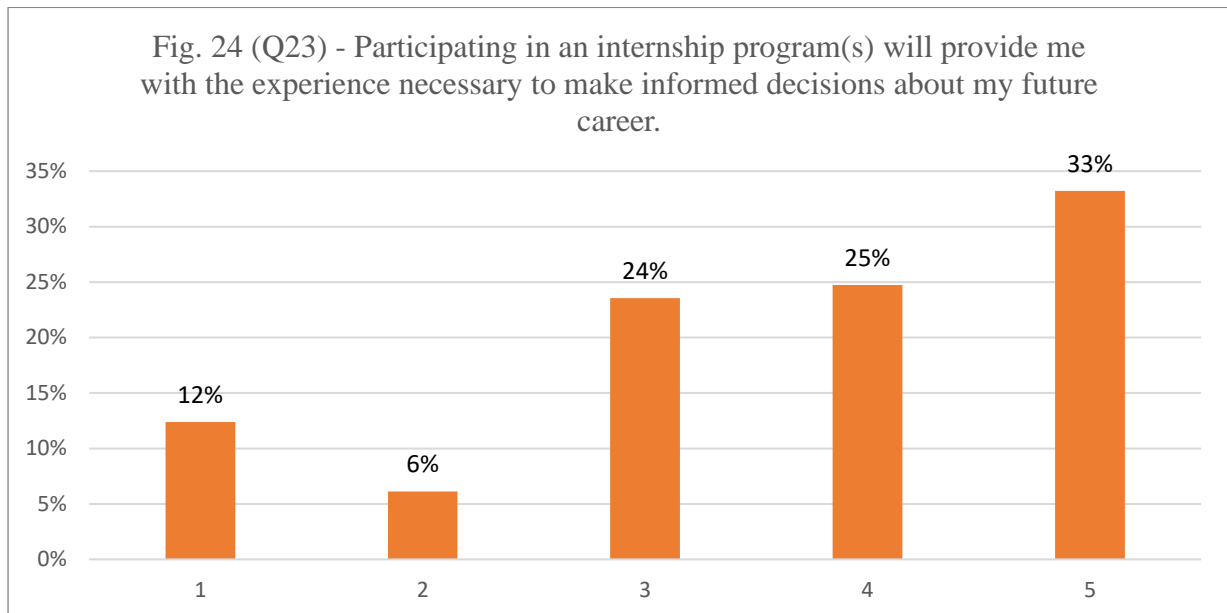
Questions 21 and 22 (Fig. 22 and 23), which represent the first two questions in the second part of the questionnaire (the segment of the questionnaire that was used to observe appreciation of several types of questions) sought to analyze students' perception of internship programs. The first question aimed to observe the opinion on the skills of technical skills during internship programs by students. The answers are relatively evenly divided, but the fewest people with a share of 10% consider these skills very important and especially believe that they will take on more skill sets that will help them along the way. The rest of the views are relatively kingdom, averaging 21% for all four other answer possibilities (Fig 22).



Source: Author's own data processing based on the questionnaire's results

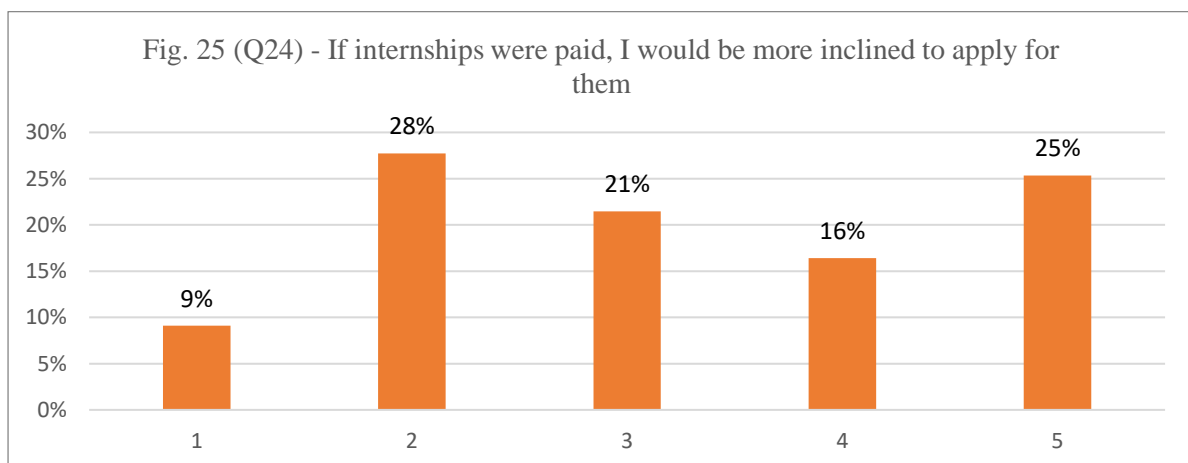
Question 22 refers to students' ability to identify a company or internship program applicable to their needs. Most people with a share of 47% refer to the assessment that although it is not very easy, there is the possibility on the part of students to identify the necessary

programs. As a result, there are no great difficulties in identifying a necessary program. Moreover, 21% of students said they were able to access internship programs, thus validating the possibility of participation and integration into the labor market with the help of programs.



Source: Author's own data processing based on the questionnaire's results

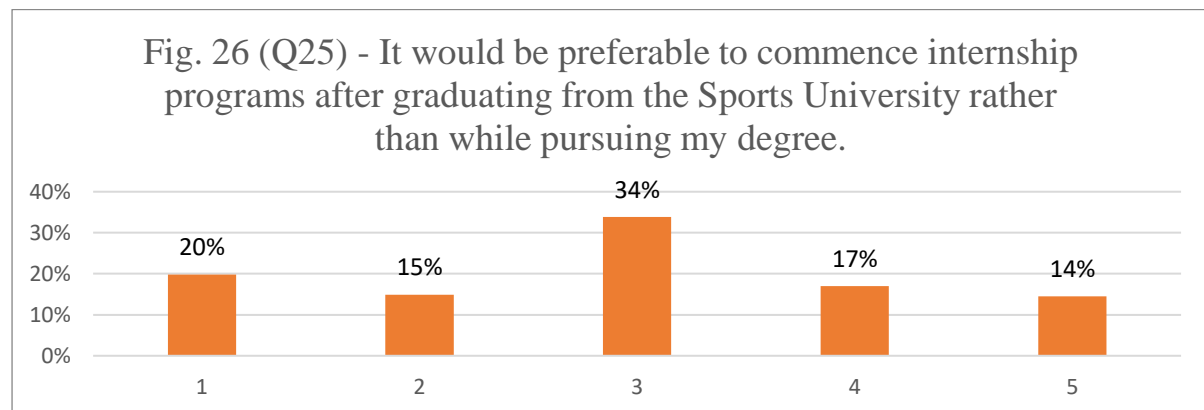
Question 23 (Fig. 24) refers to students' assessment of the possibility taking more information from the private sector in order to be able to make choices further in their own careers in a very efficient way. It is important to note that more than 80% of responses, under various forms of appreciation, consist of validation of appreciation.



Source: Author's own data processing based on the questionnaire's results

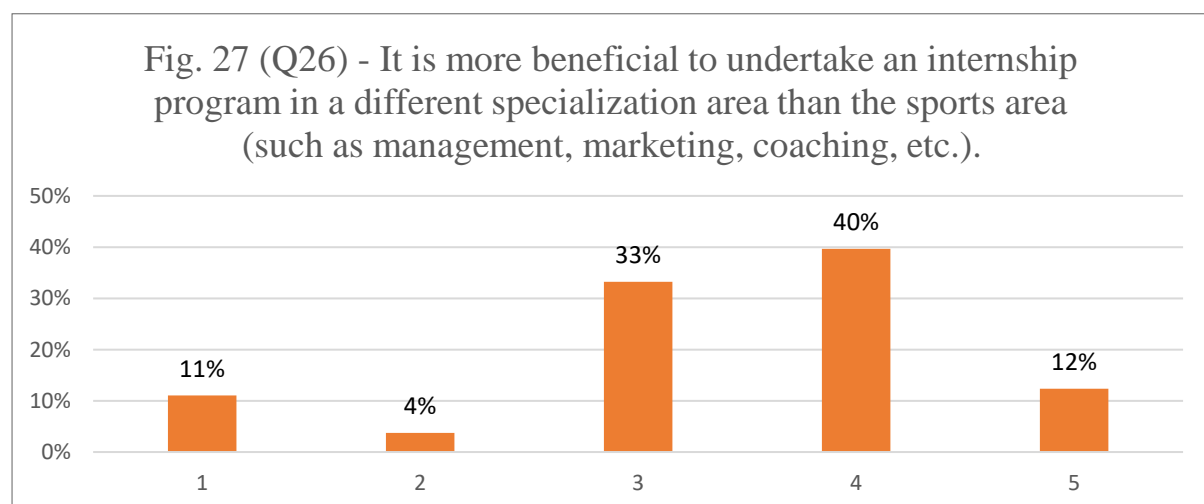
Further, according to question number 24 (Fig. 25), there was an impartial relationship regarding the remuneration of an internship. Almost 40% of responses lead to a negative appreciation, and 40% lead to a positive appreciation of this aspect, leaving a share of 21% for people who are indifferent. As a result, there is no clarity on the importance of remuneration,

but data shows that there are groups that are not willing to participate in programmes if these forms of project are not paid.



Source: Author's own data processing based on the questionnaire's results

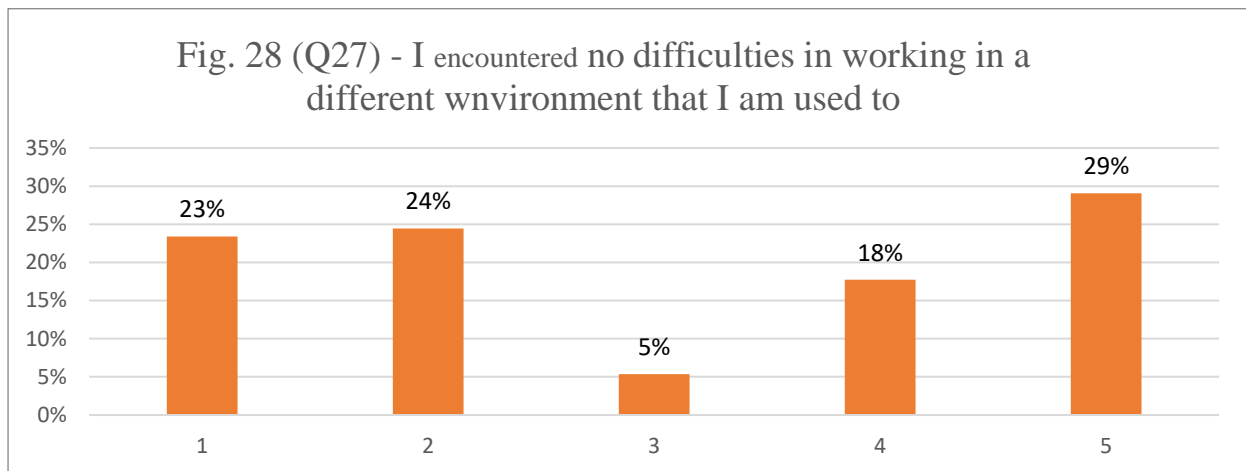
Question 25 (Fig. 26) deals with the opinion on which organizations offer paid internship programmers. Thus, it can be seen in Fig. 25 that the students' opinion is that of a larger and more financially potent company if it ultimately offers individuals the opportunity to participate in paid internship programs. Most assessments, weighing 38%, relate to a favorable assessment. The students' opinion is that a company that pays for the work that is done in internship programs is much better seen and much more appreciated. Additionally, between students' opinion and their degree of appreciation (and automatically choice of programs) there is a relationship directly proportional to their ability to pay for programs.



Source: Author's own data processing based on the questionnaire's results

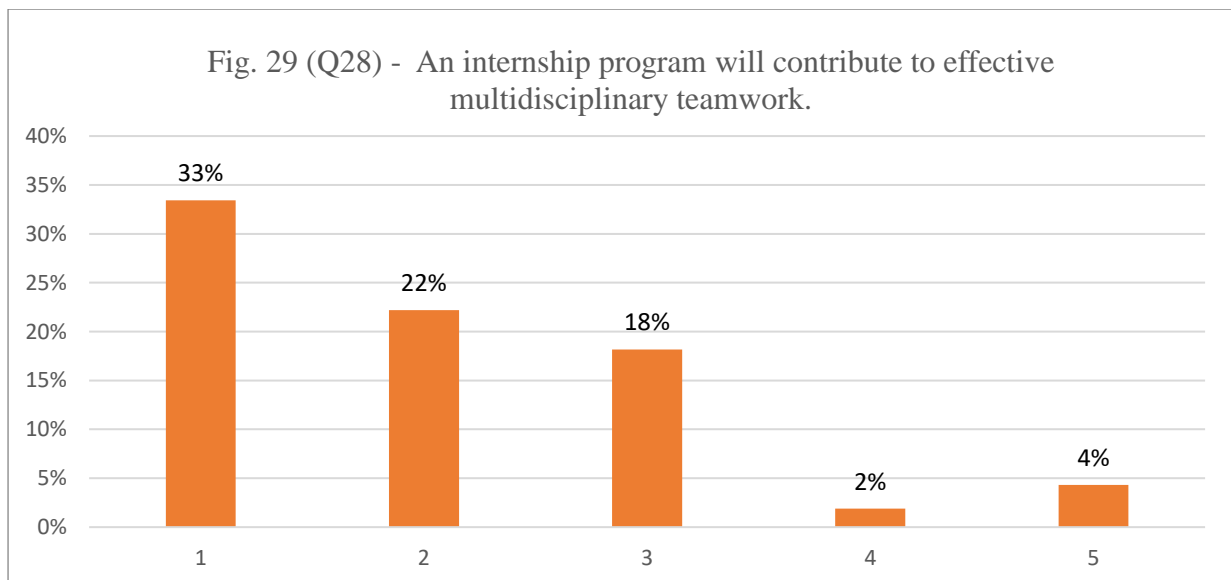
Also, in question number 26 (Fig. 27), data shows that a share of 48% of students do not agree with the realization of internship programs after graduation, which is why they opt for carrying out these programs during their studies. Therefore, most students opt for the accumulation of knowledge during theoretical training, and as a result the time spent on acquiring the necessary

skills is significantly reduced. When the training studies are completed, then they will have the necessary students and experience to enter the labor market in optimal conditions.



Source: Author's own data processing based on the questionnaire's results

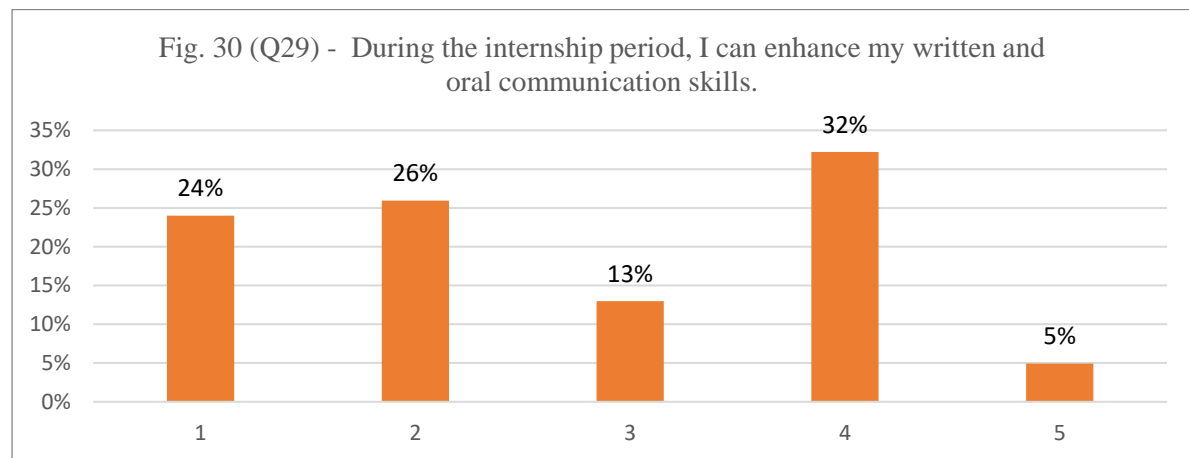
Question 27 (Fig.28) presents students' assessments of participation in internship programs in other specializations such as marketing, management or coaching. The appreciation shows an inclination to accumulate information from related fields, but within specialized organizations, which is why there is a desire for evolution and exposure to diversified training.



Source: Author's own data processing based on the questionnaire's results

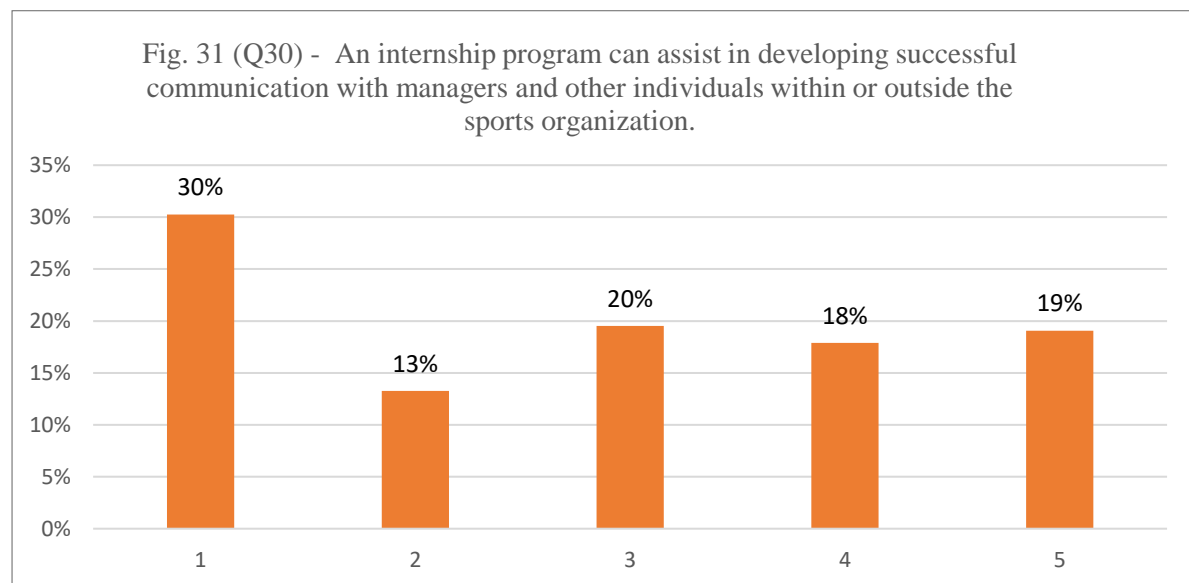
Question number 28 (Fig. 29) regarding students' ability to work in a different environment than they are used to, there is equality of student assessment. Thus, there are two categories of people depending on the recorded answers: students who have the ability to adapt to new environments and students who do not have this characteristic, which is why they find it

difficult to access a different work environment than the one they are used to and need more time to adapt to another new environment of activity.



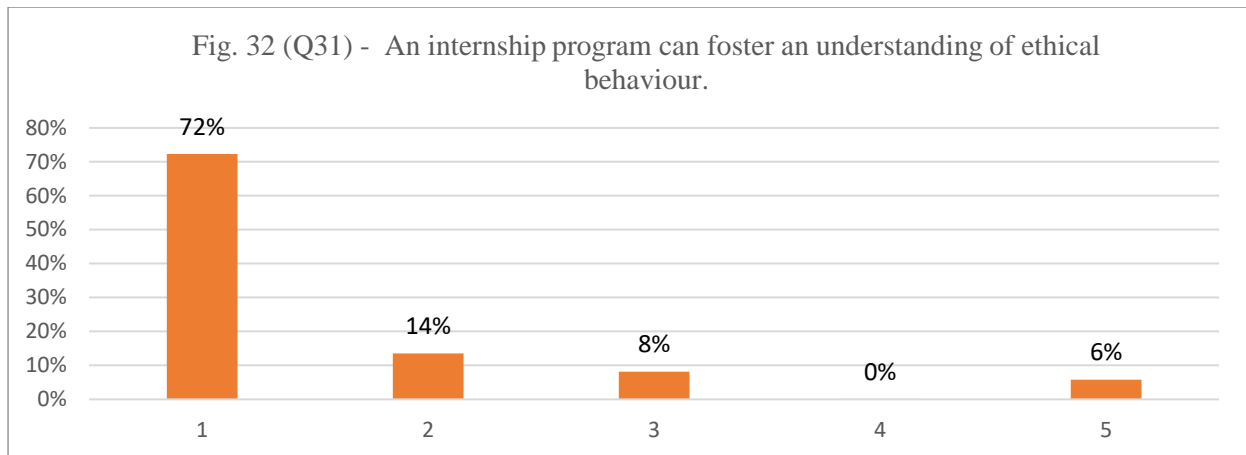
Source: Author's own data processing based on the questionnaire's results

Question 29 (Fig. 30) examines students' appreciation of the ability of internship programs to develop certain social characteristics, including the ability to relate and work in teams in a practical and effective way. Thus, students' appreciation leads to a need to develop more skills, most often by those on the social and operational spectrum.



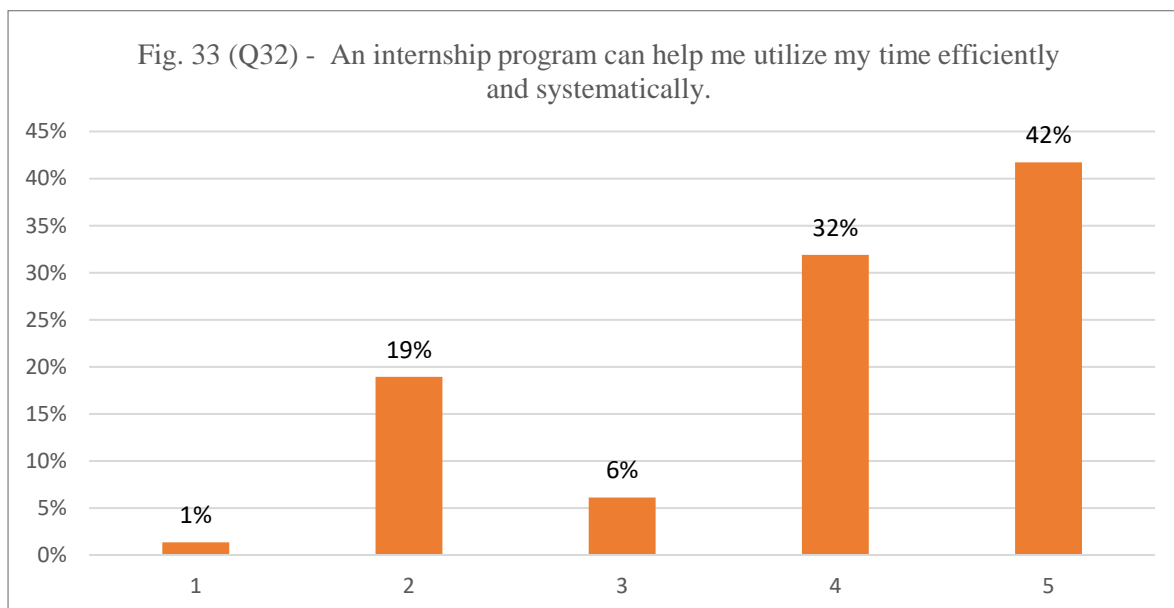
Source: Author's own data processing based on the questionnaire's results

Question number 30 (Fig. 31) also refers to students' assessment of the development of skills related to the social side of the workplace. As a result, it can be seen how over 40% of students consider very important the socialization side and the communication skills they must have at work. The development of social skills is important from the students' perspective both at the level of managerial communication, but also at the level of collegial relationships, between members of the same team.



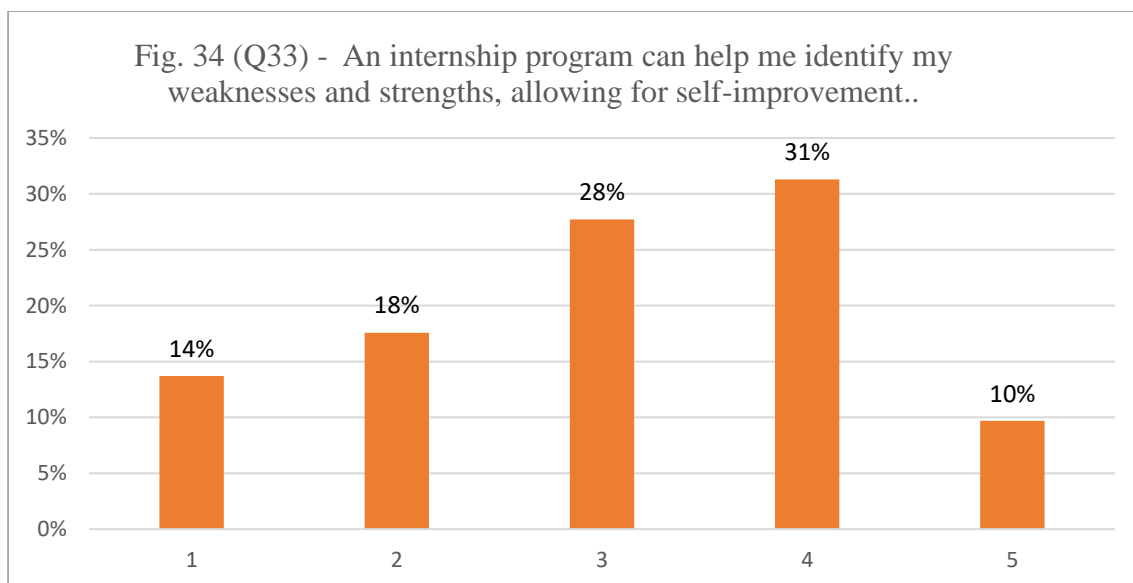
Source: Author's own data processing based on the questionnaire's results

Question 31 (Fig. 32) is a continuation of question number 28, which refers to the rules of ethics and ethics within an active working group and which constantly participates in the implementation of projects, being the relevant organizations. Thus, most people with a share of over 80% of the established answers believe that an internship program can give them enough experience to get used to the implications that a job has in terms of conduct and professional behavior at work.



Source: Author's own data processing based on the questionnaire's results

Question 32 (Fig.33) is about assessing the ability to develop more efficient and accurate time management skills. This is not an item sought or to be pursued by students, as 42% of people considered it to be a total disagreement about these dependencies, and 32% believe that they will not have the possibility to learn them, even if they will exist and can be taken from peers, as a result of activities in enterprises.

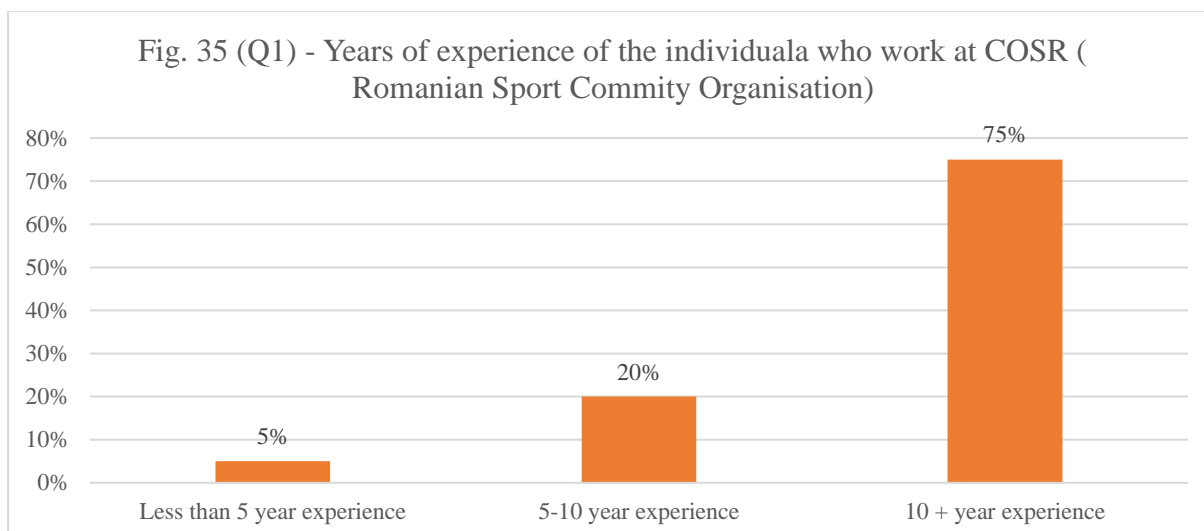


Source: Author's own data processing based on the questionnaire's results

Question 33 (Fig. 34) presents a percentage of 32% of the total answers, represented by students, who believe that maturing at a job is a very real phenomenon, this share being formed by people who say they would have the ability during internships to develop certain sets of skills such as identifying weaknesses and developing strengths from different tasks that would be Achieved.

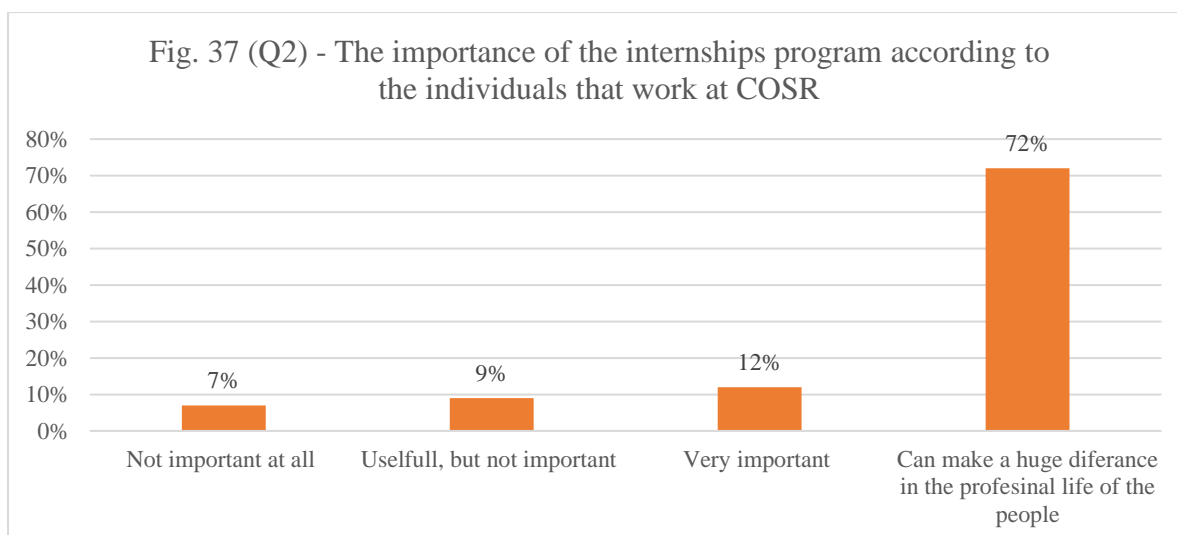
The second questionnaire: The level of involvement of professionals / employees / practitioners in the field

Following this main questionnaire, another questionnaire was conducted with a small number of people, but with a different target group and a smaller number of questions. The questionnaire was distributed among employees of the Romanian Olympic Sports Committee and aimed to identify the potential level of involvement it has towards the employees of the organization. Basically, if there is no involvement from professional organizations, the level of involvement and desire of individuals, students are irrelevant to study. The first question concerns the professional experience of the persons who completed the questionnaire. Thus, out of the 12 people who responded to the questionnaire, 9 of them have more than 10-year experience in the field., which can lead to a proof of conviction of the people who filled in the questionnaire about the importance of internship programs for the sports environment.

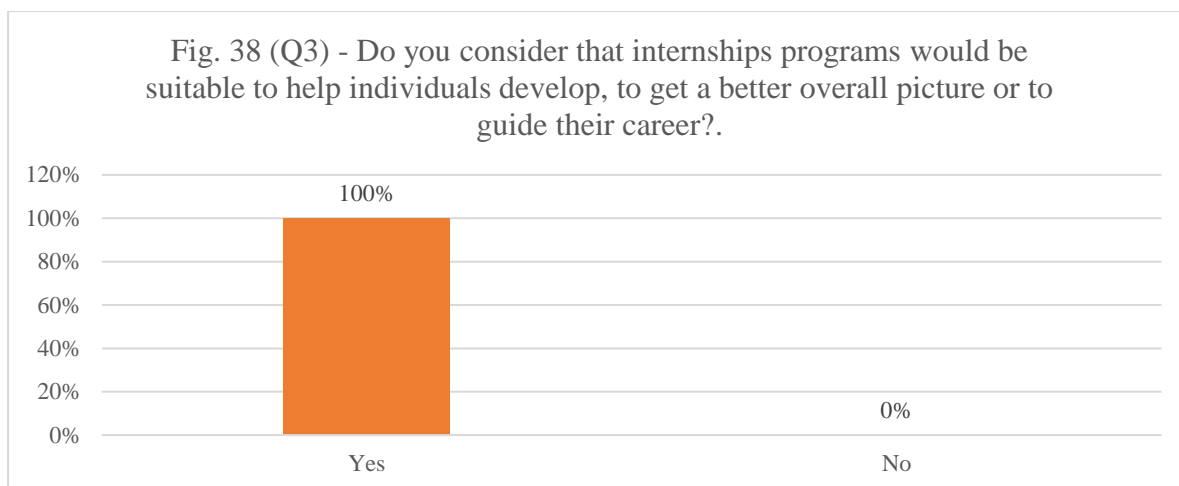


Source: Author's own data processing based on the questionnaire's results

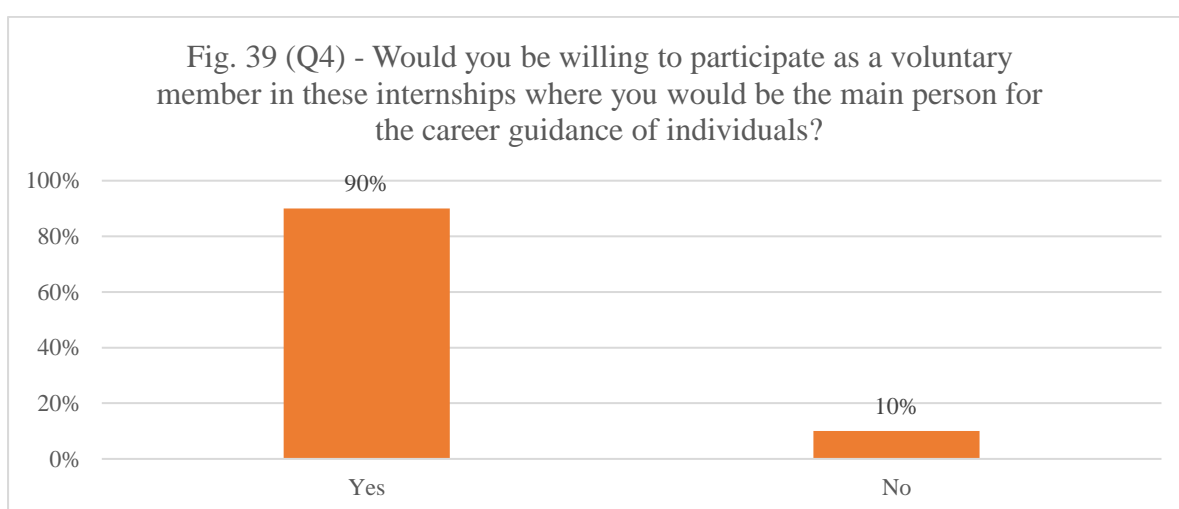
The first question concerns the opinion the individuals who work at this place. Most of them, as it can be seen in the second paragraph, think that the internships programs are very important and the need of experienced people to participate at them is the most important factors. Of the people in organizations who completed the questionnaire, all agreed that internship programs help individuals grow. Basically, people who are experts affirm and support the need for such procedures to create a more propitious, qualitative and complete environment for the rest of the people in the college.



Source: Author's own data processing based on the questionnaire's results

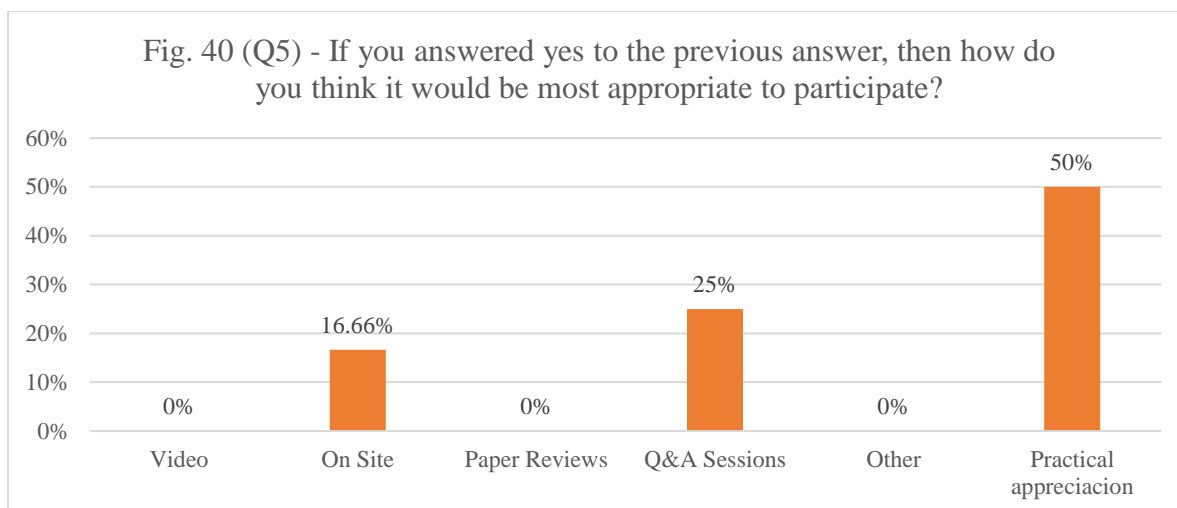


Source: Author's own data processing based on the questionnaire's results



Source: Author's own data processing based on the questionnaire's results

Most people appreciate the importance of such programming in such a way that they would be willing to voluntarily participate in programs as moderators or trainers to express their experience and show their quality to others. The need for practitioners and professionals is great enough that there is no need to explain why it is extremely important for the members of the organization to actively and directly participate in these types of programs. There is a need for authenticity and good coordination that takes place consistently and without interruptions. Moreover, the need for personal participation involved in daily work in such programs is also reflected by the dynamics presented by certain positions and the level of experience that a person has and must answer all questions. Most questions and the most dynamic discussions, most of the time, are asked by beginners, especially since they are students.



Source: Author's own data processing based on the questionnaire's results

As the main way to pose the problem, to organize coordination session or participation, the most preferred way to make such an appointment is in physical format, face to face, being a very responsive and very appropriate way. In this way, moderators can exercise the necessary authority over these types of programs and better identify what individuals' true need for information is. Moreover, the most preferred way to carry out an outreach program is by conducting a Q&A session. The more these people consider this method to be the right one, the more they need the presence of people who practice their profession every day and who have the ability to cope with open question sessions.

7. Conclusions

Internships can be private both as a tool for students to develop in multiple fields, and companies can use these programs to reduce the search time of suitable employees and identify the most suitable of them. As a structure, following the collected data, internships in their form must be outlined in order to be as flexible, as offered and as dynamic as possible. There are several factors that could lead to the formation of a more coherent and desired program by students, but there is no specific recipe.

The financial side, for example, is just one of the factors that are taken into account when students decide whether or not to accept a certain place to carry out activities in an organized form. Moreover, working times are another factor that, although not defining, although not final, must be taken into account.

The most important aspect seems to be related to personal development. There are many elements that should be discovered by students, but the common factor of all needs seems to be related to the accumulation of knowledge, the possibility of taking in a team, but especially the possibility of networking and developing a personal way of collaboration and discussion. As a result, regardless of the nature of the programme or the way a programme is structured, they should also contain social factors, not just labour factors.

Like any other program that exists, it has a specific group that must be well defined in order to generate beneficial effects. In the case of students from the College of Sport in Bucharest, this group is drilled by people aged between 21 and 25, who are in their second year of study. The effects can be beneficial when a course or internship is formed that starts from the very beginning from a well-defined group and for which needs have been identified. Identifying the needs of the key population is necessary in order to be able to design projects in such a way as to generate the best results.

There are strong opinions about the need to make these types of programs an obligatory element in school activities, only it is not an element of the will of students or teachers, but of the ability of government representatives to implement this.

Companies, especially COSR, would have the ability to select from a category range of students for and therefore attract and train only the most elevated people. Subsequently, such an internship program to be designed based on the logic of the questionnaire would lead to the establishment of quality standards and work norms that companies / organizations would use in order to align their self-needs with those of people who will become employees of companies / organizations.

From a legislative point of view, the most important aspect is that internship programs would have the ability to select those people that the company already knows and has already become accustomed to. In this way, using this work procedure, the possibility that the company / organization to remain stuck with a person who does not perform visibly decreases. Moreover, depending on the qualifications students have, in the case of those who have completed study clicks from multiple colleges, companies may stop the specialty they need, and students may be active in a field for which they have trained.

The biggest practical problem at national level is employment in the same field in which they trained. The more limited, performant and specialized a field is, the more likely it is for

students to engage in this field. As a result, employment in tangential fields is a positive thing, and employment in the same field of training is the most appropriate thing.

As for the Omani who would act as mentors, their opinion is open, more focused on training and education. As a result, there are resources for a company to be able to generate adequate results. Moreover, participation would be active. There is consequently involvement from the employees of the organization and as a result the programs would have a quality applied part, not just a theoretical one.

The students, therefore, are backwards and seek to train both theoretically and especially practically. The main reason students want to get trained is because they believe they will gain more in the long run. The main reason is to excel in college, as a result of the need to carry out internship programs to combine theory with practice and achieve more correct and applicable things.

Moreover, students want to access these programs to now have the necessary information and experiences to form as employees, as individuals and to look for what they want to do next, after completing their studies, what are the possibilities on the labor market and what is the normal approach of things.

Companies and students have common motivations from which internships can be carried out to generate win-win situations. Therefore, the alleviation of possibilities and interests is the main idea from which one must start in order to form a form of collaboration in the segment of sports activity. This attitude would generate long-term results, but would shape stability and greater transparency for economic actors.

8. Recommendations

Companies should consider paying internship programs to increase accountability among students. Even if it is a small level, the idea of being rewarded for their work is an important aspect that students consider. In terms of internship working time, organizations should show flexibility, but without letting things get out of control. It is important to have a certain program, but to be established and well defined in order to have predictability and rigor. Subsequently, there should be activities within these programmes in order to be able to ensure good collaboration and for students to have the ability to depend on themselves with the

performance of tasks at a workplace in a group form, not an individual one as they are often accustomed to in the colleges they attend. If organizations respect all these aspects, they would benefit in several ways. First of all, through the time spent with a particular student, people in the human resources department can tell if the individual in question would be a good representative of the company, if he can fit in or if he is suitable for any of the jobs that are vacant.

Students on the other hand should participate in multiple programs, even if they are not paid. If they want to participate in an internship program because of the salary or the amount of money to be acquired, there is a good probability that the level of experience will be lower than that of colleagues who accepted the conjecture. In the long run, the sacrifice brought about by the close need for money leads to a disadvantage in terms of the experience he could acquire and which would bring him greater advantages in the longer term and more adequate to the needs of the present moment. It is expected that those skills that students want to take from the work environment and that relate to the social side and that related to teamwork will be factors that will help them in the long run. These elements of communication and work are factors that will yield results in a longer period of time, which is why it is necessary to pay more attention from students to the long-term advantages that internship programs can offer and not to the financial or other advantages they procure in the near future, but which will generate losses or lead to inexperience in the next jobs.

9. Appendices - Questionnaire

1. What is your gender?

- Male
- Female

2. Places where individuals comes from

- Bucharest
- Cluj-Napoca
- Timisoara
- Pitesti
- Bacau
- Iasi

3. Which is the age range you qualify to:
- 21-25 years old
 - 26-30 years old
 - 30-35 years old
4. Do you attend another University at the same time?
- Yes
 - No
5. If your answer is “Yes”, which field belongs to the other university?
- Engineering
 - Law
 - Kinesiotherapy
 - Psychology
 - Other
 - Medicine
6. Is the Sports University that you are attending now your first superior studies?
- Yes
 - No
7. If your answer is “No”, which other university/college have you attended before?
- Engineering
 - Law
 - Kinesiotherapy
 - Psychology
 - Other
 - Medicine
8. Do you think Sports Universities should include a mandatory internship as part of their curriculum?
- Yes
 - No
 - Maybe
9. In which year of Sports University studies do you think you should be able to complete an internship?
- Each Year
 - First Year
 - Second Year
 - Third Year

10. Do you think you should be paid for the internships?

- Yes
- No
- Maybe

11. If you would not be paid for your internship, would you be still interested to apply?

- Yes
- No
- Maybe

12. Is the type of sport organization (such as NOC/NF/private or state club, etc.) of your internship relevant to you?

- Yes
- No

13. If the answer is “yes”, please mention which sport organization is of your interest (Please rank them from 1 to 6, 1 being your top preference and 6 your least preference):

- Private Sports Club
- Paralympic Committee
- National Olympic Committee
- Ministry of Sports
- National Federations
- State Sports Club

14. Is the location of the sport organization relevant to you?

- Yes
- No

15. "If your answer is “Yes” , in what city would you prefer to do an internship?

- Bucharest
- Cluj-Napoca
- Timisoara
- Constanta
- Bacau
- Iasi

16. Would you care about the size of the organization where you perform your internship?

- Yes
- No

17. If your answer is “Yes”, could you specify how many employees would you prefer the organization to have?

- 10-20 employees
- 20-30 employees
- 30+ employees

18. If you were supposed to work full time for your internship, how many months do you think an internship should last?

- Full time
- Part-time

19. If you were supposed to work part-time for your internship, how many months do you think an internship should last?

- 1-3 months
- 3-6 months
- 6+ months

20. Would you like the internship programs to count points toward your academic program?

- Yes
- No

21. Do you believe that if you engage in an internship with a sports organization, the organization should provide you with an employment contract upon completion of the internship?

- Yes, a contract for a long-term period.
- Yes, regardless of the form of collaboration.
- Yes, a contract for a short-term period.

22. What would you like to benefit from when completing an internship program?

- Money
- Experience
- Credits
- Others

23. The internship program(s) allows us to see the application apply theoretical knowledge in practical settings.

1	2	3	4	5
---	---	---	---	---

24. Finding a suitable company offering an internship posed no difficulties for me.

1	2	3	4	5
---	---	---	---	---

25. Participating in an internship program(s) will provide me with the experience necessary to make informed decisions about my future career.

1	2	3	4	5
---	---	---	---	---

26. If internships were paid, I would be more inclined to apply for them.

1	2	3	4	5
---	---	---	---	---

27. It would be preferable to commence internship programs after graduating from the Sports University rather than while pursuing my degree.

1	2	3	4	5
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28. It is more beneficial to undertake an internship program in a different specialization area than the sports area (such as management, marketing, coaching, etc.).

1	2	3	4	5
---	---	---	---	---

29. I encountered no difficulties in finding a suitable company where I could complete an internship.

1	2	3	4	5
---	---	---	---	---

30. An internship program will contribute to effective multidisciplinary teamwork. During the internship period, I can enhance my written and oral communication skills.

1	2	3	4	5
---	---	---	---	---

31. An internship program can assist in developing successful communication with managers and other individuals within or outside the sports organization.

1	2	3	4	5
---	---	---	---	---

32. An internship program can foster an understanding of ethical behaviour.

1	2	3	4	5
---	---	---	---	---

33. An internship program can help me utilize my time efficiently and systematically.

1	2	3	4	5
---	---	---	---	---

34. An internship program can help me identify my weaknesses and strengths, allowing for self-improvement.

1	2	3	4	5
---	---	---	---	---

35. Are you an active member/owner of a profile organization that will be the subject of the study? (sport or similar)

- Yes
- No

36. How usefull cosndier the internships to be?

- Not important at all
- Usefull, but not important
- Very important
- Can make a huge diferance in the professional life of the people

37. Do you consider that intership programs would be suitable to help individuals develop, to get a better overall picture or to guide their career?

- Yes
- No

38. Would you be willing to participate as a voluntary member in these interships where you would be the main person for the career guidance of individuals?

- Yes
- No

39. If you answered yes to the previous answer, then how do you think it would be most appropriate to participate?

- On site
- Q & A session
- Practical Participation
- Others

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