

DEREE COLLEGE SYLLABUS FOR: SM 4009 INTERNSHIP IN SPORT MANAGEMENT	
(updated, Fall 2021)	UK LEVEL: 6 UK CREDITS: 15 US CREDITS: 3/0/3
PREREQUISITES:	Normally the student will have completed 70 credits before embarking on this module. Formal approval of the Department Head/Program Coordinator and the Internship Administrator is required.
CATALOG DESCRIPTION:	Work – based learning through placement in a sports related enterprise, in which the student gets the opportunity to develop professional and academically as well as set the first steps of a successful career in the industry of sports.
RATIONALE:	The work-based learning (internship) in sports management offers exposure to industry and professional practice. It is an indispensable tool, through which students gain structured experience and awareness of the professional context. The internship aims to develop students’ practical, transferable, professional skills through experiential learning, which will enable them to significantly develop their PDP and employability. Through the students’ personal experience in the field, the internship encourages critical skills through engaging in reflecting learning, as students evaluate their own personal competencies as well as theories and concepts applied in practice compared to the ones taught in classroom. In essence, the internship sets the first step for the students’ personal, professional and career development in the sports industry.
LEARNING OUTCOMES:	As a result of taking this module, the student should be able to: <ol style="list-style-type: none"> 1. Critically reflect on theories and concepts in sports management and relate them with the professional practice in the field of sports applied during the work-based learning internship experience 2. Assess the development of personal and professional skills and competencies required for a successful launch of a career in the sports industry 3. Demonstrate understanding of a sports industry issue as it emerges from the critical reflection and investigate developments in the subject knowledge.
METHOD OF TEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"> • Use of Blackboard, where the Internship Administrator and/or the Academic Supervisor posts notes, instructions, timely announcements, as well as additional resources in relation to the internship placement. • Office hours: Students are encouraged to contact the respective Faculty and ask questions relating to the nature of the placement, be that administrative, in which case they need to contact the Internship Administrator or academic, whereby the Academic Supervisor should be contacted. • The internship in sports management is consistent with the work-based learning (internship) policies and procedures, as they have been described in the DEREЕ Work-Based Learning (Internship) Policies and Procedures.

	<ul style="list-style-type: none"> Professional Seminars and Workshops: Seminars organized and delivered by the School of Business and Economics faculty on professional conduct, ethos, service quality in sports management; workshops on interviewing skills, drafting of CV, presentation skills delivered in cooperation with the Office of Career Services. Work-based learning internship: Minimum 180 and maximum 200 working hours in the sports industry in Greece or abroad. Critical Incident and Intervention' Report (individual): Bi-weekly report with identification of 'critical incidents' and recommendations for management intervention in relation to these incidents (±500 words) accompanied by daily journal (daily activity log) of the activities the student intern undertakes during the internship. Internship Provider evaluation of the student-intern performance of tasks and overall professional demeanor. This occurs by using the Work-Based Learning Evaluation Forms included in the Internship Policies & Procedures Document. Personal Development Planning Report: The student uses the work-based learning internship experience and the Internship Provider evaluation as the basis for reflective learning in terms of his/her personal development. The student should provide a brief report incorporating a personal self-assessment of skills, competences and areas for improvement and an action plan for the further development of professional skills and competences. Grading of the PDP report takes the Internship Provider evaluation into account in terms of the level of consistency between the Internship Provider evaluation and the student's own reflection upon his/her evaluation. Reflective Paper (individual): After the completion of the internship, the student must write a reflective paper, integrating his/her experiential learning from the internship-placement with the theories taught in class in relation to the sports industry. The paper should include recommendations to management based on the student-intern's evaluation of professional practice. Presentation (individual): Presentation of the internship experience, lessons learned and the reflective paper to fellow students and faculty upon return on Campus.
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ASSESSMENT:	<p>Summative:</p> <table border="1"> <tr> <td data-bbox="634 1394 1235 1457">First Assessment: Reflective paper. Individual, 2300-2700 words</td> <td data-bbox="1235 1394 1422 1457">60%</td> </tr> <tr> <td data-bbox="634 1457 1235 1520">Second assessment, personal development planning report. Individual, 900-1100 words</td> <td data-bbox="1235 1457 1422 1520">40%</td> </tr> </table> <p>Formative:</p> <table border="1"> <tr> <td data-bbox="634 1566 1235 1629">Critical incident and intervention report. Weekly, 500 words</td> <td data-bbox="1235 1566 1422 1629">0%</td> </tr> <tr> <td data-bbox="634 1629 1235 1692">Presentation of Internship Experience, Lessons Learned and Reflective Paper. Individual</td> <td data-bbox="1235 1629 1422 1692">0%</td> </tr> </table> <p>The formative and coursework assessments aim to prepare students for the summative assessments. The first assessment tests Learning Outcomes 3 and 4. The second assessment tests Learning Outcomes 1 and 2. Students are required to resit any failed assessments in this module.</p>	First Assessment: Reflective paper. Individual, 2300-2700 words	60%	Second assessment, personal development planning report. Individual, 900-1100 words	40%	Critical incident and intervention report. Weekly, 500 words	0%	Presentation of Internship Experience, Lessons Learned and Reflective Paper. Individual	0%
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Second assessment, personal development planning report. Individual, 900-1100 words	40%								
Critical incident and intervention report. Weekly, 500 words	0%								
Presentation of Internship Experience, Lessons Learned and Reflective Paper. Individual	0%								

**INDICATIVE
READING:**

REQUIRED READING:

- Foster, S. B. & Dollar, J. E. (2010). *Experiential learning in sport management: Internships and beyond*, Morgantown, WV: Fitness Information Technology.

RECOMMENDED READING:

A. BOOKS

- Cottrell, S. (2015). *Skills for success: Personal Development and Employability*, London, UK: Palgrave-McMillan,.
- Covell, D. & Walker, S. (3rd ed). (2013). *Managing sports organizations: Responsibility for performance*, Oxon, UK: Routledge.
- DeSensi, J. T. & Rosenberg, D. (3rd ed). (2010). *Ethics and morality in sport management*, Morgantown, WV: Fitness Information Technology.
- Foster, G., Greyser, S. A. & Walsh, B. (2005). *The business of sports: Cases and text on strategy and management*, Mason, OH: South-Western College Publishing.
- Field, S. (4th ed). (2010). *Career opportunities in the sports industry*, New York, NY: Checkmark Books.

B. ARTICLES

- Braunstein, J. R. & Ross, S. D. (2010). Brand Personality in Sport: Dimension Analysis and General Scale Development. *Sport Marketing Quarterly*, 19(1), 8–16.
- Brown, C., Willett, J., Goldfine, R. & Goldfine, B. (2018). Sport management internships: Recommendations for improving upon experiential learning. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 22, 75-81.
- Cunningham, G. B., & Sagas, M. (2004). Work experiences, occupational commitment, and intent to enter the sport management profession. *Physical Educator*, 61(3), 146–156.
- de Schepper, J., & Sotiriadou, P. (2018). A framework for critical reflection in sport management education and graduate employability. *Annals of Leisure Research*, 21(2), 227–245.
- Jowdy, E., McDonald, M. & Spence, K. (2004). An integral approach to sport management internships. *European Sport Management Quarterly*, 4(4), 215-233.
- Matthew, S., Taylor, R. & Ellis, R. (2012). Relationships between students' experiences of learning in an undergraduate internship program and new graduates' experiences of professional practice. *Higher Education*, 64(4), 529-542.
- Moghaddam, J. M. (2011). Perceived effectiveness of business internships: Student expectations, experiences, and personality traits. *International Journal of Management*, 28(4), 287-303.
- Parikh, S. B., Janson, C., & Singleton, T. (2012). Video Journaling as a Method of Reflective Practice. *Counselor Education & Supervision*, 51(1), 33–49.

	<ul style="list-style-type: none"> Ross, C. & Beggs, B. (2007). Campus recreational sports internships: A comparison of student and employer perspectives. <i>Recreational Sports Journal</i>, 31(1), 3-13.
COMMUNICATION REQUIREMENTS:	Use of appropriate academic conventions as applicable in oral and written communications.
SOFTWARE REQUIREMENTS:	
WWW RESOURCES:	<p>Students are expected to use the internet at their own discretion to select information on the project. Useful sources include:</p> <p> www.ioc.org http://joefavorito.com/ http://www.nassm.com http://www.sportsnetworker.com http://www.teamworkonline.com/ http://www.workinsports.com/ </p>
INDICATIVE CONTENT:	Work based learning according to the assigned tasks and responsibilities in the context of an internship placement within the industry of sports.