



Master's degree thesis

IDR950 Sport Management

**Learning by doing: sport management internship
education in Norwegian professional football clubs.**

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Preface

This thesis is the final project in order to complete the Master of Science in Sport Management at the Molde University College. The research has been conducted between January 2018 and May 2018 and could not have been written without advices and support.

I would like to thank my supervisor, Birnir Egilsson for his support, advice, and help. He led me in the right direction with valuable and significant discussions and provided with continuous feedback that improved my thesis. I am grateful for your supervision and guidance that helped to complete my work. Also, I would like to thank all the participants for their time that they found to participate in my study; and for sharing their experiences, viewpoints, and expectations.

Finally, I would like to thank my family and friends for the help, and encouragement during this journey. I appreciate your support and understanding.

Summary

The experiences and perspectives of seven practitioners from Norwegian men's professional football clubs were examined with regard to internship practices within their own club. The purpose of the study was to determine the status of internship experiences and identify football clubs' requirements, concerns, and learning expectations regarding interns and internship practices. In order to examine this subject, the findings were analysed by means of theoretical framework that consists of experiential learning, cooperative education, and competency-based education approaches. These theoretical approaches were chosen as each of them explains the role of all stakeholders involved along with challenges and benefits that need to be considered and taken into account during the analysis. Furthermore, these approaches are useful as they enable the researcher to concentrate on one particular stakeholder during the analysis of findings. The study adopted a qualitative interpretive approach which was followed by the thematic analysis of findings through the application of experiential learning, cooperative education, and competency-based approaches as theoretical lenses.

The study partly recognizes the overall situation of internship practices within football clubs in Norwegian context. It identifies personal skills and qualities that are valued by practitioners, and also specifies the potential for cooperation with educational institutions and students. The originality of this thesis lies in the context of the study and provides value for students, academics, and practitioners.

The study generated some important findings such as: Norwegian football clubs can be considered as an internship setting that provides interns with learning and work-related experience; cooperation can be beneficial for all the stakeholders involved in the internship practice; skills and qualities that are valued by football clubs don't include special competencies that are purely connected to the sport industry.

Key words: internship, sport management program, Norwegian football clubs, experiential learning, cooperative education, competency-based education.

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1.0 Introduction

Sports enhance integrity, success, feelings, peace, enthusiasm, efficiency, and health by providing cultural, psychological, physical, social and economic contributions to individual and humankind (Caliskan 2009). On one hand, the development of sport can be characterized by the expansion of the scope that included recreation, fitness, and sport activities in general (DeSensi et al. 1990). On the other, commercialization and professionalization has become fundamental elements of professional sport (Andersson and Carlsson 2009). Nowadays, the consequences of commercialization and changes in the demand for sport are: the increase in the needs for skilled and efficient resource management and human resources, as well as the increase in the requirements regarding the management of sport organizations (Kaiser 2004). The outcomes of professionalization of sport consists of the improvement of a research-supported body of knowledge, professional organizations, certification processes, standards, and more importantly, professional preparation guidelines; the professionalization of sport management highlights the importance of functional features of all sport involvement like organization, coordination, planning, budgeting, finance, administration, staffing, marketing, and evaluation (Jamieson 1987).

Subsequently, as the importance of sport was increasing over time, the need for a sport manager emerged (Parkhouse 1978; Ulrich and Parkhouse 1979; Soucie, Ulrich and Parkhouse 1982; Parkhouse 1987). This resulted in the development of sport management and professional preparation programs by U.S. colleges and universities (DeSensi et al. 1990). First graduate program was established in 1966 at Ohio University and since then, the number of undergraduate and graduate sport management programs in American universities have developed into a discipline and are popular to this day (Stier 1993). One of the important parts of the development of sport management programs and its curriculum is internship that have been in the focus of academic research since the early 1990s (Parkhouse 1987; Miragaia and Soares 2017; DeLuca and Braunstein-Minkove 2016). It is worth mentioning that most of the analyzed studies in this thesis are applied to the American sport society.

In Europe, sport management programs started to develop noticeably later. Considerable growth of these educational programs started from the moment of establishment of European Association of Sport Management in 1993 (Jones, Brooks and Mak 2008). In the early 2000s a significant growth of sport management programs was documented, and the overwhelming majority are located in France, Germany, Great Britain, and Italy (Hoveman, 2004). The

consideration of sport management programs in Scandinavian countries revealed that Norway was the first country that adopted sport management program in the 1980s (Skirstad et al. 2015).

Internship is believed to reduce the gap between classroom theory and industry practice and is considered as the bridge between these gaps which can contribute to the increase of employability of current graduates (Agoston, Igrat and Marinas 2017). Prabhu and Kudva (2016) argue that this gap is one of the negative features of the learning process and the reason for businesses to retrain students. Moreover, their research supports that student internship programs are a beneficial experience for both students and sport organizations (Beck and Halim 2008). Unfortunately, it is little known about internship practices within sport management programs in European and Scandinavian context.

Students benefit by "learning by doing", getting valuable experience, gaining career advantages and feeling of self-efficacy to name a few (Beck and Halim 2008; Zopiatis and Constanti 2012; Coco 2000; Agoston, Igrat and Marinas 2017). Simultaneously, sport organizations benefit by getting new ideas, improving daily operations and procedures, reducing training and hiring costs, using internship as a recruiting tool, and overall development of the organization (Williams 2004; Knemeyer and Murphy 2002; Schoepfer and Dodds 2010). Multiple studies (Parkhouse 1987; Brassie 1989; Cuneen 1992; DeSensi et al. 1990; Lambrecht 1991) demonstrate the importance of the internship element in the educational and professional qualification programs. These studies lay the foundation of the current state of knowledge regarding sport management curricula and the characteristics of internship programs in sport management.

However, even though internship programs in sport management is a worldwide phenomenon and is constantly under investigation, several issues are still present according to the literature. One of them is the improvement of sport management curriculum because practitioners argue that graduates lack the work preparedness and real-world practice; hence, this supports the idea of establishment of communication and joint viewpoint on the skills that are required and its application in the workplace and within the curriculum (Dinning 2017).

Another issue is that sport organizations have unique challenges, perspectives, and expectations regarding the role of interns within the company which means that types of internship experiences are unique to each sport management concentration and setting (Kelley et al. 1994). Moreover, one of the universities' priorities and aims is to prepare

students and provide them with necessary skills and knowledge that are valued by practitioners. Therefore, there is a need to investigate different settings and their preferences and perspectives. This thesis attempts to address this issue by investigating internships that take place in Norwegian football clubs. As to my best knowledge there is no study found on that topic.

It is argued that there is a lack of guidelines, criteria for quality control, and comparison of programs, individual internship experiences and students which makes the development and establishment of internship programs difficult (Kelley 2004). Therefore, there is a need in constant improvement of communication and relationships between stakeholders that can secure the transition from classroom theory into the sport industry (Choinard 1993; Cunningham et al. 2005; Beggs, Ross and Goodwin 2008; Miragaia and Soares 2017). Insights in the above-mentioned issues should secure and develop quality control, standards and criteria for universities, students and organizations (Kelley 2004; Koo, Diacin and Dixon 2016).

From this backdrop and as a way to advance both theory and industry practice, the aim of this thesis is to provide understanding and insights into the internship learning in the football industry. The purpose is to determine the status of internship experiences within professional men's football clubs and recognizing their view and perspective on having internship practices. The guiding research questions are: How do football clubs ensure the learning experience within the internship? What are the football clubs' perspective regarding the cooperation with educational institutions and interns? How do football clubs evaluate potential interns?

These insights allow me to identify and explore the industry's specific needs, concerns and expectations regarding internship practices in order to inform and enable the development of positive internship experiences for all stakeholders involved; and contribute to the existing literature on practitioners' perspective regarding internship practices.

The intention is to facilitate the better placement of students, as they will be aware of requirements that host organizations expect and their motivations for engaging in internship practices; and institutions will be familiar with industry's demands which in long-run can improve their curriculum and develop educational program that generate competent graduates who are qualified to operate in these organizations (Williams and Buswell 2003).

The study adopted a qualitative interpretive approach which was followed by the thematic analysis of findings through the application of experiential learning, cooperative education, and competency-based approaches as theoretical lenses.

This thesis consists of six chapters and is organized as follows. The first chapter describes the background of the research topic and the aim of the research. Chapter two presents the review of literature and the conceptual framework of the study. The third chapter discusses the theoretical framework developed from existing literature. The fourth chapter illustrates the research methodology. The fifth chapter discusses the results of the study. The last chapter presents a summary of conclusions with limitations, implications, and future research recommendations.

2.0 Review of literature and conceptual framework

An essential stage in the research process is a review of existing literature; it is fundamental to be aware of knowledge that already exists in order to correctly indicate how the thesis is linked to it, and in what way the thesis can contribute, contradict or compare the present literature and existing findings (Veal and Darcy 2014). The section begins with an analysis and critique of the literature devoted to internship practices and its features, benefits and shortages for parties that involved in the process. There are three actors involved in the internship issues: an employer (host organization), a student, and an institution (Sutton 1989). This thesis will mainly concentrate on perception and perspective of employers' regarding internship practice; the reason for this is that the time frame for conducting the research was limited for including all stakeholders, therefore, I chose to concentrate on host organizations that can provide students with internship places and contribute to the development of internship aspect within the sport management program.

The literature review starts from the historical development of internships itself and includes findings not only from sport management field (Brassie 1989; Choinard 1993; Cunningham et al. 2005; Kelley 2004; Agoston, Igrat and Marinas 2017) but also from hospitality and recreation (Chouinard 1993; Zopiatis and Constanti 2012), business and administration (Di Lorenzo-Aiss and Mathisen 1996; Divine et al. 2008), travel and tourism areas (Beggs, Ross and Knapp 2006; Beggs, Ross and Goodwin 2008). The reason for inclusion of the literature from the above-mentioned fields is that the perception of internship practices in these spheres is the same as in sport management. Internships are a common practice and are considered as a preparation and training where students can acquire necessary skills and become professionals (Beggs, Ross and Goodwin 2008; Zopiatis and Constanti 2012). Therefore, it is believed that the diversification of literature can enrich the relevance of this part of the thesis. Most of the reviewed articles and papers that are used in the thesis fall within 1976-2016 years with minor exceptions and demonstrates the development of theories and concepts regarding the internship practices.

2.1 Student internship programs

Internship is defined as a “structured and career-relevant supervised professional work/learning experience, paid or unpaid, within an approved agency, organization, or corporation under the direct supervision of at least one practicing professional and one faculty member, for which a student can earn academic credit” (Zopiatis 2004, 11). Early on, internships were described as a full-time job experience for a minimum of 400 hours, paid or unpaid, providing academic credits; it should also be supervised and evaluated by member of the faculty and a practicing professional (Brassie 1989; DiLorenzo-Aiss and Mathisen 1996).

The supervision and the role of the on-site supervisor are considered as important parts in shaping the success of the internship experience, however, the on-site supervisor is argued to be the least controlled feature in internship practices; it is argued the there is a lack of formal training for on-site supervisors (Zopiatis and Constanti 2012). Moreover, it is important that the host organization “must assign a qualified managerial level employee demonstrating the appropriate training experience, to act as the intern’s supervisor” (Zopiatis and Constanti 2012, 47); additionally, this person needs to be allocated the necessary amount of time and resources in order to properly manage interns. Another factor that can affect intern’s experience is the supervisor’s motivation, level of experience with interns, and planning before student start the internship (Williams 2004). The author suggests that in order to be fully involved with interns, there is a need in additional assistance for the on-site supervisor who does not have much experience in working with interns (Coco 2000); further, he suggests that internship coordinators from the university can provide the support by giving recommendations regarding the interns’ overall experience and performance; the example of these may be to “hold weekly progress meetings with the intern, treat the intern as a part of the organizational staff, and provide training where needed, or the on-site supervisor can give examples of meaningful projects” (Williams 2004, 32).

The importance of the internship is a well-researched aspect. Kelley (2004) and Ross et al. (2006) argue that internship plays a crucial role in transferring students from university environment to work environment. Hence, it is important that each student have access to relevant and proper internships, or they should be provided with all necessary information and supported when applying for internships (Cuneen and Sidwell 1993). So, they can acquire practical skills that include communication and problem-solving (Thiel and Hartley 1997; Busby 2003). Also, as an opportunity for students to experience ‘real world’

conditions and try their own skills with a particular company (Waryszak 1999; Beggs, Ross and Goodwin 2008). Moreover, Knouse, Tanner and Harris (1999) pointed out that internship serves as a stimulation for further development of students' professionalism, integration of students on the sport labor market, and that this experience can soften the shock during the transition from the college or university environment to the full-time job position (Agoston, Igret and Marinas 2017; Beck and Halim 2008). Beggs, Ross and Young (2011) added that internship is a tool that can be used when building the basis for employability and a powerful technique to apply classroom theory to the situations in the real world. From this backdrop, an internship is considered as a significant, supervised and career-related professional learning experience that can be remunerated, and students should earn academic credits after completion of this part of the sport management program. More importantly, students can build confidence, develop network and acquire new and beneficial skills and knowledge during the internship.

Although there is a solid base of the literature devoted to the research of interests and requirements of the stakeholders, there still is no ultimate criteria to characterize the needs of host organizations due to heterogeneity and different industry characteristics. As internships are offered in public and private, for-profit and non-profit organizations where each setting has its unique requirements. Furthermore, students and employers have different demands and interests, so the essential component to success is to match them (Sutton 1989; Beggs, Ross and Goodwin 2008). Overall, there is a need to equally understand the requirements and concerns of both organizations and students in order to make a perfect combination that benefits both parties (Williams 2004). In fact, Zopiatis and Constanti (2012) argue that successful internship experience lies in the cooperation, communication and balance between the three stakeholders, so it is necessary to define duties and responsibilities of each stakeholder; moreover, it is argued that the quality of an internship is defined by host companies' practices and policies. Hence, developing formal internship agreement and taking stakeholders' needs into the equation can secure successful internship experience. To be able to do so, stakeholders need to develop joint policies and procedures. Recruitment, student preparation and quality, internship structure, and supervision responsibilities are significant areas that need deep understanding from organizations' perspective. Recruitment criteria are important in case of increasing competence in employing quality interns (Miller et al. 2002; Williams 2004). Saks and Ashforth's (2002) and Zhao and Liden's (2011) researches demonstrate that fit with the organization is

correlated to employment quality after the work search. Internship's structure should be developed and supervised by university and host organization with the aim to create a successful work environment for all the stakeholders (Zegwaard and Coll 2011). All studies that have been used in this section agree that internship is an invaluable work experience that is essential to the preparation of a sport management graduate student; moreover, it is acknowledged that all stakeholders are interested in creating quality internships which in turn requires the joint cooperation and constructive dialogue.

Additionally, an internship is a situation where mutual benefits are present: from one hand, students provide host organizations with actual and significant help in the everyday work of an organization and safe access to potential employees; from the other side, host organizations help students by giving an opportunity to demonstrate and develop their skills and knowledge while learning and gain professional work experience that increase their competitiveness on the market; and the last but not the least, educational institutions benefit from having internship practices because it enhance cooperation with with business society.

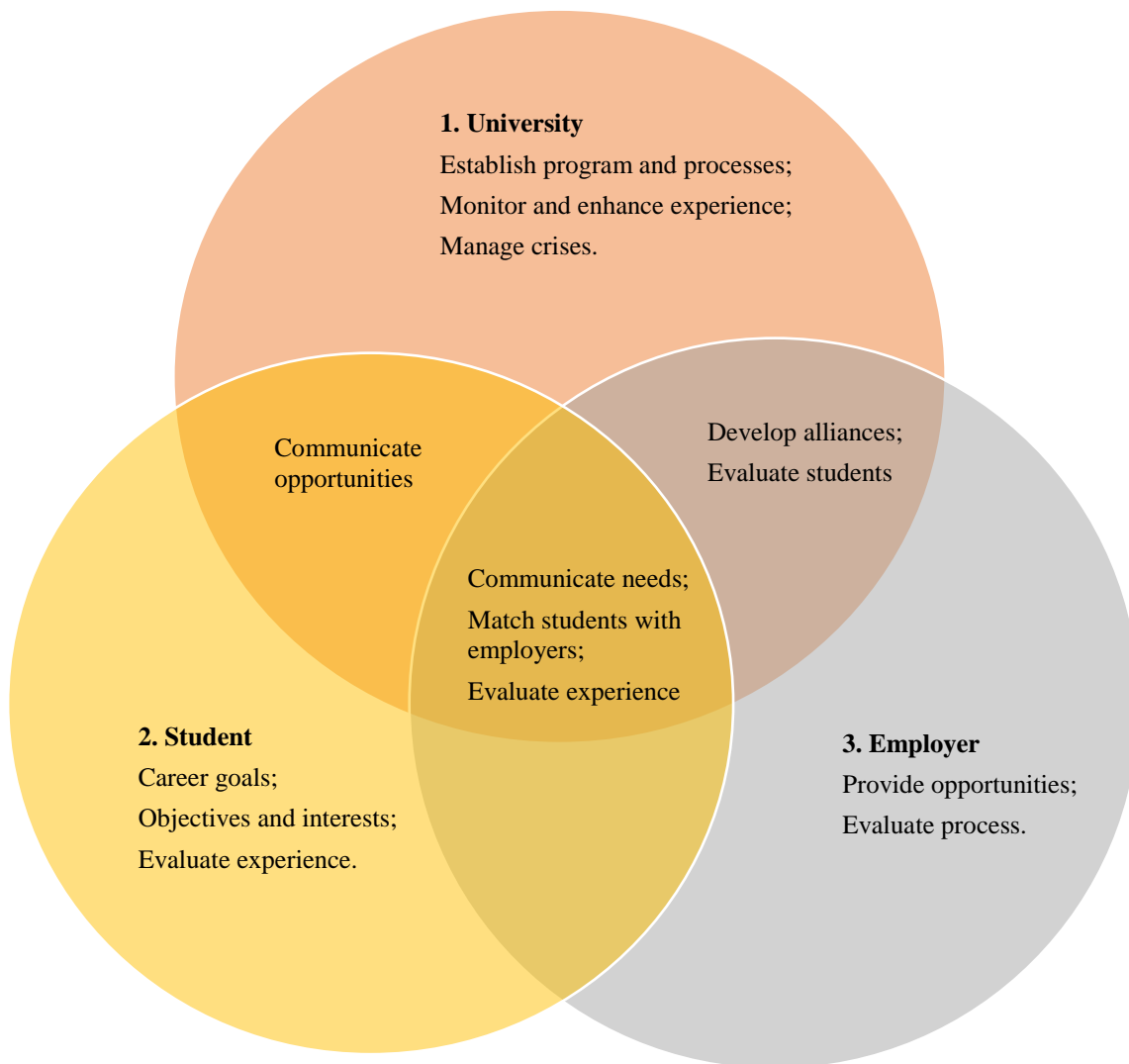


Figure 1. Key roles played by the stakeholders with the aim to create a positive internship experience (Divine and Wilson 2008)

Stakeholders that are involved in internship practices should communicate and cooperate with each other in order to create a successful experience and enhance the quality of internship in their particular setting. As every stakeholder has its own roles, specific needs that depend on the nature of the organization and the industry environment. Hence, being aware of needs and concerns of other stakeholders, is important as all three parties influence and depend on each other to some extent, while shaping and advancing their own routine methods and processes. Educational institutions are considered only in this part of the paper, as an inherent element of the symbiosis of all stakeholders, where internship is the connecting link. As the aim of this thesis is to focus on football clubs' perspective, institutions will not be included in the current research.

To sum up, internship program is a valuable part of sport management programs that have been researched by academics throughout decades. They have focused on intern and agency

qualifications (Cuneen and Sidwell 1993; Sutton 1989), their roles, benefits and goals attributed to the three parties involved: a student, an institution, and a host organization; (Cuneen and Sidwell 1994; Sutton 1989; Verner 1996) on building structural components and guidelines to improve the quality of internship experiences (Brassie 1989; Chouinard 1993; Cuneen and Sidwell 1994; DeSensi, Kelley, Blanton and Beitel 1990; Li, Cobb and Sawyer 1994). Moreover, a research was made regarding the evaluation of curricular and educational programs, and models for improvement of these were suggested (Sutton 1989; Brassie 1989; Kelley et al. 1994; DeSensi et al. 1990).

2.2 Research context

This section is structured as follows. First, sport management internship programs are discussed in different contexts: U.S., European, and Scandinavian in order to specify the development and evolution of these programs along with the internship element. It is worth mentioning that most of the literature and research that has been presented, analyses sport management internship experiences in U.S. context, as the development of sport management programs there started earlier than in other parts of the world and the research is more extensive. Moreover, it was necessary to explore the literature devoted to the sport management programs in European and Scandinavian context because this thesis focuses on this region. Second, challenges and benefits from students' and practitioners' perspectives are presented in a generalized form; importantly, the examination of challenges includes not only sport management context but also other disciplines. The reason for considering characteristics of internship programs in other educational programs is important because, as it has been mentioned in previous chapter, various programs value internship aspect on the same level as sport management programs; and the inclusion of this knowledge enriches the analysis and makes it more thorough. The last paragraph discusses the transformation of Norwegian football clubs' characteristics from amateur to professional and commercialized organizations that has lack of financial and human resources which creates the need for interns.

2.2.1 Student internship programs in Sport Management

Sport management programs in U.S.

The first graduate sport management program was established in Ohio University in 1966. (Stier 1993). Subsequently, three undergraduate and twenty graduate sport management programs were identified in 1978 (Parkhouse 1978). Interestingly, the internship aspect was introduced in undergraduate and graduate programs after publication of curricular guidelines by the National Association for Sports and Physical Education in 1987 with the aim to prepare sport management professionals (Brassie 1989). In 1988, the Wharton Econometric Forecasting Associates (WEFA) group stated that sport has become one of the largest industries in U.S., and it is estimated at \$52 billion out of the \$4.52 trillion national economy. Moreover, WEFA group predicted that the gross national sports product would increase in the future (Frey and Dickens 1990). Since then, sport has been considered as a significant part of American life, so the need for a new kind of specialists – the sport manager, appeared (Parkhouse 1978; Ulrich and Parkhouse 1979; Soucie, Ulrich and Parkhouse 1982; Parkhouse 1987).

Universities answered to the demand by creating programs for professional sport management preparation. In 1992 there was an expansion of sport management programs until 567 that were offered in various levels: bachelor, master and doctorate (Lambert 1999). In 1993 NASPE developed a competency-based minimum body of knowledge needed for undergraduate, graduate, and doctoral programs (NASPE 1993). Later, the significant growth in the number of these programs in the United States was documented; despite the quantitative growth, there were changes within the content of programs. For example, besides the physical education programs, they started to include “holistic sub disciplinary programs like exercise physiology, sport and exercise psychology, and sport management” (Jones, Brooks and Mak 2008, 3). Overall, the historical development of sport management programs transformed from physical education to business-oriented version.

The developed curriculum standards were created with the aim to meet the contemporary needs of the sports industry; and institutions that adopted NASPE guidelines were expected to produce high quality prospective professionals with the necessary job skills to apply in the sport industry (Jones, Brooks and Mak 2008). The common body of knowledge prescribed by NASPE for all levels of education comprises: “behavioural dimensions in sport, management and organizational skills in sports, ethics in sport management, marketing in sport, communication in sport, finance in sport, economics in sport, legal

aspects of sport, governance in sport, and field experience or internship in sport management (Jones, Brooks and Mak 2008, 6-7).

Likewise, sport management practitioners specified that it is important for interns to apply management or business theory to practice (DeSensi et al. 1990). This idea was supported and extended by stating that except the possibility of applying theory to practice, there is also a need in reaching harmony between them. Williams (2004) argued that interns with reliable performance results are likely to get hired. Overall, it can be said that the initial demand appeared from sport industry side.

It is important to acknowledge that sport management is a complex program and consists of set of competencies such as: evaluation, organization, control, budgeting, directing, leading, and planning in the company as essential services and products are related to sport and physical activity (DeSensi et al. 1990; Ferkins and Fleming 2004). Sport management programs comprise various sports-related settings such as recreational and sports facilities, recreational sports, collegiate recreational sports, non-profit youth agency recreation and sports programs hotels and resorts. Further, golf, and/or racquet clubs, community recreation, private agencies and clubs, and public settings, public and private aquatic, hospitals and health and fitness programming found in corporations, merchandising, youth, interscholastic, intercollegiate, and professional sports (Sawyer 1993).

Consequently, this program combines various academic fields from accounting, communication, marketing, management, economics, finance, statistics as well as social sciences recreation and physical education (DeSensi et al. 1990; Divine et al. 2008). One of the most valuable and recognized aspect in sport management programs is the internship which completion became a necessary part of most educational programs (DeSensi et al. 1990; Kelley 2004).

Internship programs give students opportunity to actively perform in a sport organization, which in turn improves the educational value of the sport management program (Cunningham et al. 2005). The most successful experience can be reached, if the needs of a host organization are met with a student who understands the duties as an intern and holds certain set of skills that are important for the organization (Schoepfer and Dodds 2010). In order to gain awareness, there is usually a pre-internship course organized by the internship coordinator (Foster and Dollar 2012). The purpose of this course is to prepare students for internship in sport business environment (Schoepfer and Dodds 2010). Commonly, students' internship experience is supervised by internship coordinator and on-site supervisor. On-site

supervisor regulates and evaluates everyday activities, attitude, and performance of an intern. This evaluation is considered as a crucial technique in determining whether a student accomplishes the goals of internship. In general, students should be aware of needs of host organizations in order to prepare themselves for the internship and demonstrate better performance.

There is a worldwide growth and advancement of sport management programs. Hence, it is important to better understand skill sets and valued competencies in order to meet the demands of the sport management workplace.

[Sport management programs in Europe](#)

It is important to acknowledge the development of the internship practices within sport management programs in the European context. An overview of the literature demonstrates that the significant growth of sport educational programs has started since 1993 when the European Association of Sport Management (EASM) was initiated. The main aim of EASM was to bring a manifold group of practitioners and academics together to establish an international network of professionals across the Europe (Jones, Brooks and Mak 2008). The essential focuses of EASM are to advance scientific research and strengthen scholarship in the sport management field. It pursues the idea of expanding sport management research all over Europe (Jones, Brooks and Mak 2008).

In 2002-2003, 168 sport management programs in Europe were identified entirely on an Internet based inquiry (Hovemann 2006). Most of these programs are located in France, Germany, Great Britain, and Italy. 23 out of 168 identified programs are located in the rest

of the Europe, but countries where these programs are situated were not specified by Hoveman (2006).

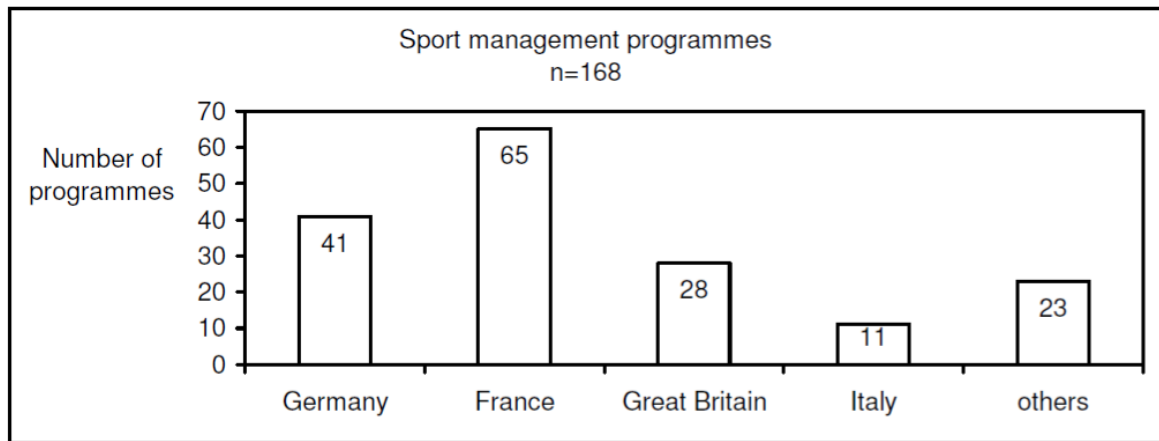


Figure 2. Sport management programs in European countries (Hoveman 2006)

Hovemann (2006) analysed the content of 58 sport management programs in France, Great Britain, and Germany; the experiential part or internships were not included in his research. The cross-cultural perspective that he used, showed that it is not clear what the content of sport management programs should look like on the national level and European level.

Overall, the author did not specify the presence of internship programs which leaves the gap regarding development of internship practices in European sport management programs open (Hoveman 2006).

Sport management programs in Scandinavia

The literature review revealed that the first Scandinavian country that adopted sport management program in the 1980s was Norway; but in accordance with Skirstad et al. (2015) there are no studies published regarding the way sport management education programs were developed in Scandinavia. Unfortunately, it is little known about internship practices within sport management programs in Scandinavian context.

2.2.2 Challenges and benefits

Challenges

After rendering the literature, several challenges and disagreements between host organizations and interns were identified, these will now be presented. The challenges are summarized in Table 1; moreover, the full literature matrix regarding challenges of practitioners and students was developed (Appendix A).

Students' perspective: challenges	Practitioners' perspective: challenges
<p>Internships should:</p> <ul style="list-style-type: none"> - develop job and communication skills; - development of the professional self (match with personal factors, with professional goals, exposure to professional challenges); - be paid; - provide opportunities for professional development and professional relations; 	<p>Internships should:</p> <ul style="list-style-type: none"> - develop problem-solving and communication skills; - increase cooperation between educational institutions and the industry sector; - increase interns' performance level; - enhance students' instruction;
<p>Host organizations should:</p> <ul style="list-style-type: none"> - enhance placement and full-time employment after the internship; - provide meaningful training; - or assist in finding full-time employment; - provide transportation, medical services, insurance, accommodation, and social activities; - assist in establishing of a professional network and professional reputation; - provide technology training; - influence the development of curriculum; 	<p>Interns should:</p> <ul style="list-style-type: none"> - be able to develop programs, know how to budget and lead programs or special projects; - expect to work more than 40 hours; - be willing to do any job task; - have enough professionalism.

Table 1. Students' and practitioners' challenges during the internship practice

It is important to take student's perspective into consideration. Hence, this is the reason for reviewing the literature regarding students' expectations, needs and concerns. If the intern gets a poorly organized internship experience, there is more likely for negative attitude to develop towards the organization or the internship experience itself. This in turn, can have a greater effect on career-related choices and the decision to enter the sport management profession (Ross and Beggs 2007; Lee, Carswell and Allen 2000).

The column "Challenges from students' perspective" illustrates what aspects of internship practice should be improved and taken into consideration by host organizations. Students still recognize the challenges and inconsistencies regarding opportunities for professional

development that include establishment of professional network and development of professional relations. Moreover, students claim that there are additional attributes that may create a better internship experience such as transportation, accommodation, and payment. As the literature review illustrates, the most important and necessary attributes required are the support and further assistance in the career development of students.

The main and outstanding challenge that was identified during the literature review is that a lot of students do not get a job offer after completion of the internship; they perceive the internship as a platform to demonstrate their skills and knowledge in order to get the opportunity for employment and expect to be full-time employed after the internship; hence, one way to reduce this misunderstanding is to discuss post-internship employment during the interview, so students understand employment chances before accepting the internship (Beggs, Ross and Goodwin 2008). All previous research regarding student and practitioners concerns and requirements regarding employability opportunities or assistance in finding the job are limited in their own field, and in the sample of student and organizations that were examined. This thesis tries to expand the sample of practitioners within Norwegian context.

Additionally, it has been clearly seen that students lack appropriate training, as interns claim that internships should provide necessary orientation and training (technology) as an element of an internship experience, so they can use the most modern technology or principles that are introduced in the industry (Beggs, Ross and Knapp 2006). Next challenge is the competition among all students enrolled in the university who seeks internship, as some host organization employ students from non-sport programs (Williams 2004). This creates less opportunities for sport management students to get an internship.

It is argued that students prefer paid internships or remuneration; Williams (2004) and Odio, Sagas and Kerwin (2014) claim that the capacity of some opportunities may not have been maximized. For example, internships could have been paid, so students can invest in their education (Singh and Dutta 2010). Remuneration is a crucial factor for the student while choosing an organization (Hite and Bellizzi 1986; Garrett and Bauer 1995; Beggs, Ross and Knapp 2006). Therefore, one of the aims of companies is to create interest in prospect interns with further persuasion to be chosen as a host organization which can be challenging. Hence, remuneration is recognized as the most important and determining part in the organization-intern relations (Williams 2004). This factor influences students' perceptions and the level of commitment and performance. This means that the organizations that cannot provide

students with paid internship need to create other beneficial conditions for interns to stimulate their interest and enhance experience. These conditions can include flexible working hours, intern-friendly work environment, and significant tasks (Williams 2004; Beggs, Ross and Goodwin 2008).

Knemeyer and Murphy (2002) and Beggs, Ross and Knapp (2006) investigated and compared the controversy in students' and practitioners' expectations and perspectives regarding undergraduate internships. Their findings support the findings of Williams (2004) regarding the willingness of interns to perform meaningful and routine tasks, as well as the fact that practitioners claim that leading and budgeting programs and projects are important for the development of interns. Another essential aspect that contributes to the development of students and which organizations should provide is the significant and relevant tasks that correlate with students' interests and educational program; moreover, it is believed that interns should have the opportunity to work in different departments to gain more practical skills and working with several mentors (Beggs, Ross and Goodwin 2008).

From the other side, organizations view internships as a possibility for students to develop necessary skills and get more competent and competitive on the job market; they hire interns with the aim of developing new concepts and ideas, and secondly, as a source to recruit new workers (Gault, Redington and Schlager 2000; Beggs, Ross and Goodwin 2008). Collins (2002) and Williams (2004) argue that organizations look for interns with a deep understanding of the industry from a business perspective and should demonstrate strong interest and commitment. Moreover, potential interns are expected to be prepared to find a balance between the significant and ordinary tasks, and to invest equal amount of time and energy in their performance. Unfortunately, some organizations are hiring interns to take advantage of unpaid labor force (Agoston, Igrat and Marinas 2017).

Academics argue that all stakeholders engaged in the academic process, such as students, educational institutions and organizations, are interested in the development of professionalism in students; however, the issue is that students have lack professionalism, and it is not that kind of skill that can be practiced during the internship; so, there is a conflict of interests, as one goal of the internship is to develop professionalism (Verner 1993). Hence, faculty staff should prepare future interns to perform tasks in a professional manner (Williams 2004).

To sum up, it can be said that examination of sport management students' concerns and requirements showed the need in opportunities for networking and development of

professionalism. Students suggest that hiring organizations should provide definite instructions and expectations. Moreover, organizations should provide interns with training and orientation, as these criteria are important due to their role in shaping the successful internship experience. Overall, there is a need to understand the responsibilities of interns and internships supervisors; but at the same time, in many internship cases, there is a discrepancy between what supervisors assume students can do, and what students believe they are able to do (Beggs, Ross and Knapp 2006).

Benefits

This paragraph discusses the benefits of students and practitioners that are summarized in Table 2.

Students' benefits	Practitioners' benefits
<ul style="list-style-type: none"> - opportunity to demonstrate and develop skills and knowledge while learning; - self-actualization, self-awareness and self-development - development of professionalism; - increase the chances of competitiveness and employment; - diminish the transition and culture shock from studying to professional career; - application and enhancing of classroom concepts. 	<ul style="list-style-type: none"> - cost-effective recruitment tool for potential future semi-skilled employees; - corporate social responsibility action; - cooperation with universities gives interns supply; - long-term perspective: contribution and commitment, brand building and enhancing market image, products and services; - interns facilitate the organization in its daily routine operations.

Table 2. Students' and practitioners' internship benefits

Despite the fact, that there are a lot of issues connected to the internship practices, there are also benefits for each stakeholder (Brooks and Greene 1998; Williams 2004; Schoepfer and Dodds 2010). In general, student benefit because they gain professional work experience that makes them more attractive in the labour market, while host organizations benefit because they test potential employees without any risk; and universities benefit because successful internships help them build and enhance relationships with practitioners, test their curriculum, and attract more prospect students (Divine et al. 2008; Coco 2000; Ross and Beggs 2007).

The most recognized benefits that students get are self-actualization, self-awareness and self-development while being in contact with practitioners; and minimization of culture

shock when starting career as a full-time employee (Coco 2000; Walmsley, Rhodri and Jameson 2006; Toncar and Cudmore 2000; Zopiatis and Constanti 2012). It is stated by scholars, that after completion of an internship, the graduates are better prepared to become employees and have realistic expectations regarding their professional life (Knouse et al. 1999; Yong 2012; Prabhu and Kudva 2016). Other features that contributes to the development of students' preparedness are additional learning outcomes and skills, jointly with professional experience (Beck and Halim 2008; Agoston, Igrret and Marinas 2017). In accordance with the study by Beggs, Ross and Goodwin (2008), students and practitioners agreed that internships serve as a job skills developer tool; and that internships should improve work possibilities and enhance students' human relation skills.

Internship practice is recognized by alumni from sport management programs as the most valuable part of the program (Ulrich and Parkhouse 1982; Sauder and Mudrick 2017). At the same time, students consider internships as a serious professional challenge because it has a critical effect upon the students' aspiration to enter the sport industry after graduation (Cunningham et al. 2005; Koo, Diacin and Dixon 2016). This means that students' experience and attitude regarding internship are important in students' satisfaction and strong potential for employment. This idea is supported by Cunningham et al. (2005) where authors suggested that the internship experience directly influences on the prospect professionals in the sport management segment.

Koo, Diacin and Dixon (2016) stated that students are more fulfilled with an internship, if their job responsibilities include tasks as a full-time employee; from students' point of view, the goals of internship are: work placement and career progress, increasing the chances of competitiveness and employment, as well as diminishing the transition from studying to professional career.

When it comes to the employers' perspective, internships can be considered as a cost-effective recruitment tool, and at the same time a corporate social responsibility action (Kneymer and Murphy 2002). This means that sport industry and sport organizations get operational, economic and financial benefits, find relevant interns and can hire semi-skilled students. As their skills and knowledge can be evaluated during the internship period which is usually is not compensated (Williams 2004). Additionally, employing interns brings social responsibility benefits to the industry, and individual companies benefit in a long-term perspective in terms of contribution and commitment as well as in brand building and

enhancing market image, products and services (Scott 1992; Singh and Dutta 2010; Thiel and Hartley 1997; Yiu og Law 2012).

During the analysis of the literature it was identified that establishing a cooperation with educational institutions can provide organizations with labor, which means that in difficult economic periods or other periods of limited hiring there will definitely be the supply (Gault, Redington and Schlager 2000). Benefits for universities have not been explored thoroughly in this section, but it is important to mention that internship practices can not only increase the visibility and reputation of the educational institution but also to acquire information about students' performance and develop further steps with the aim to increase the quality of the educational program (Divine and Wilson 2008).

To sum up, the most significant benefit for students from having an internship is the work experience that can be considered as essential and crucial part in the job search after graduation. Moreover, the process of finding an internship, approaching an organization, and interview process are learning experience that can be beneficial for graduates when looking for a job. Students tend to perform well and get positive experience and recommendations that can be advantageous in the future. When it comes to the benefits for employers, they get the possibility to assess students and decide if they want to employ them.

2.2.3 Professional football clubs

In the following paragraph, I want to describe Norwegian football clubs and football industry, their development and professionalization. This is important, as it can give a deeper insight in the specification of needs and concerns and provide the necessary context. This chapter focuses on considering Norwegian football clubs by means of small and medium sized enterprises' (SMEs); and on illustrating how football clubs developed from amateur to professional and commercialized organizations; how they have changed their structures and working and management practices, and therefore, they need sport management interns.

First, while considering football clubs as professionalized organization it should be said that the most popular sport in Scandinavian countries is football that comprises commercialization and sport-for-all criteria; moreover, it is argued that professionalization and commercialization are the inherent parts of sport (Andersson and Carlsson 2009). However, the history of football in Scandinavia starts from 19th century and was organized by voluntary non-profit clubs. Nowadays, voluntary part stays one of the important and

strong parts of everyday activities in football clubs and during the match days; additionally, many of clubs organized elite, youth, and grassroots football along with other kind of sports (Gammelsæter and Jakobsen 2008).

The first phase of professionalization in Scandinavia, and particularly in Norway started from lifting an amateur rule in 1991. The development of the industry was facilitated by entrance of large sponsors, multimedia corporations and civil regulatory bodies (Gammelsæter and Jakobsen 2008). With the increasing flow of commercial capital into football organizations, the interaction between business corporations, most of which are organized according to the limited company model, and football organizations increased.

The commercialization process involves sponsors and investors being attracted to football, and the clubs and the national associations being attracted to the commercial sector; so, nowadays, it is commonplace to speak of the clubs as “corporations” competing in the “entertainment industry” (Gammelsæter and Jakobsen, 2008). Moreover, commercialization created a basis for growth in turnover and establishment of bigger and complex organizational structures (Jakobsen et al. 2005).

The organizational structure is one of the important concepts that are inherent to football clubs and is described as “the total of ways in which it divides its labour into distinct tasks and achieves coordination among them” (Mintzberg 1979, 2). It can be said that organizational structure is the reflection of how the duties and responsibilities are distributed and designated within an organization (Slack 2006). While discussing football clubs’ organizational structure it is important to differentiate tasks and work force within the organization; moreover, the development of governance structures of football clubs is observed. Research that recognized and emphasized organizational transformation process which is described as formalization, examined systems for coordination (Jakobsen et al. 2005). Systems for coordination include formal and informal rules and procedures that determine the way decisions should be made and how tasks should be performed (Jakobsen et al. 2005). More specifically, actions are taken toward defining responsibilities for employees, establishing systems for cost control, and determining organizational values (Jakobsen et al. 2005). The common characteristic of these processes is a tendency regarding increased formalization (Jakobsen et al. 2005).

The nature of an organization’s formalization is the aspiration to convince stakeholders of its legitimacy. This process includes explanation of the organization’s coordination system and more accurate policies and procedures for company’s practice. This, in turn, related to

the explanation of roles and positions within the company that can be used as a coordination mechanism. (Jakobsen et al., 2005)

Potential advantages of formalization are creation organization's predictability, and at the same time establish efficient methods for various tasks are what makes the organization more cost-efficient. Overall, "making the values explicit for the members of the organization and external stakeholders, implies a certain degree of formalization" (Jakobsen et al. 2005, 17). It is claimed that the success of the organization assumes the presence of formalized organizational structure.

The study by Jakobsen et al. (2005) regarding Norwegian football clubs supports the significance of a pressure regarding formalization and coherence. The clubs should be aware of their reputation and enhance an image of trustworthiness because they depend on resources from outside the organization, for example those that provided by investors. So, the formalization of regulations and procedures is an important process when it comes to increasing the organization's predictability. The research by Jakobsen et al. (2005) shows that investors' viewpoint is that clubs should not perceive investments as a gift, and utilize money in rational way (Jakobsen et al., 2005). This means that it is necessary for the football club to create an image as a competent and reliable business partner.

Overall, it can be said that the football industry has changed into a prominent industry that has expanded over the years.

Another important aspect that needs to be mentioned while considering characteristics of football clubs as an organization is the resource and human constraints. In accordance with Bühler (2006, cited in Egilsson 2016), professional football clubs (PFCs) have corresponding turnover of a regular small and medium sized enterprise (SME), yet the media attention of a global actor. Moore and Levermore (2012) acknowledge that football clubs are distinct from regular SMEs, however, they argue that English football industry can be compared to SMEs to some extent; the authors considered English professional football clubs by means of SMEs' characteristics such as entity size, turnover, and organizational characteristics (Moore and Levermore 2012). The overall result of their research is that in spite all football clubs that were studied are "long-established mature organizations, many have management practices that are synonymous with infant SMEs" (Moore and Levermore 2012, 205) and have different constraints such as short-termism, informality, ownership mentality, and resource constraints as the fundamental objective of PFCs is to advance the on the pitch success. Hence, most of the clubs' off the pitch activities were and are under-

resourced which leads to non-playing employees being not well qualified, unsuitable, inexperienced, and expected to perform various tasks with very limited means; moreover, it results in high turnover of staff, as PFCs do not offer high salary (Moore and Levermore 2012). This means that resource constraints restrain football clubs from employing specialists who are focused on a narrow range of tasks, and from developing administrative activities.

3.0 Theoretical framework

The ambition of this thesis is to explore the internship education in the Norwegian football clubs by means of experiential learning, cooperative education and competence-based education, as these theoretical approaches can enable the researcher to examine and discuss the insights of internship learning from the host organizations' perspective. These will now be explained.

3.1 *Experiential learning*

The general connection between the chosen topic and the experiential learning is that sport organizations play an important role in creating and shaping the future of the industry as well as the experience of the universities and, most importantly, students. "Experiential learning is considered as the change in an individual that results from reflection on a direct experience and results in new abstractions and applications" (Itin 1999, 92).

Moreover, experiential learning leads to profound and distinct understanding of subject because interns attach their experience to their own particular role within the setting; while students who learn in the classroom relate their learning to the teachers' demands (Eyler 2009). That is, the learning in a setting is devoted to the decision of specific issues and situations; and classroom learning "often involves decontextualized knowledge, manipulation of abstract symbols, and highly individual efforts" (Eyler 2009, 29).

Hence, it is important for universities to carefully develop a structured and well supervised experiential education program that is in line with the curriculum in order to contribute to students learning and make their internship experience compatible with the courses and literature that they get during classroom learning; this experiential education program can include work that is positively correlated with the academic goals of the educational program, both academic and site supervisors pay attention to students' work, monitor, and provide with thorough feedback; and more importantly, "attention paid to preparing students for both the practical challenges of their placements and for learning from experience" (Eyler 2009, 30).

When it comes to the applications of experiential learning, there are three different options: prior learning assessment, experiential applications for personal development, and field-based experience (Lewis and Williams 1994).

It is widely recognized that experiential learning is a mechanism that originates from the early part of the twentieth century and has branches from various areas such as cooperative education and internships (Martin and Leberman 2005). There are two goals in the experiential learning process; one is to learn the specifics of a particular subject matter; the other is to learn about individual's strengths and weaknesses by learning from experience (Lewis and Williams 1994). Internship is considered as an effective experiential learning activity; it is believed that it is a process where knowledge is created through the transformation of experience (Itin 1999). This enables students to apply the theoretical concepts learned in the classroom into practice (Eyler 2009).

Academics agree that experiential learning needs to be a part of the educational programs (Foster and Dollar 2012; Martin and Leberman 2005) as it improves students' capacity to learn and develops critical thinking (Eyler 2009). Moreover, experiential approaches are efficient in developing skills that employers seek, such as social and communication skills, the ability to work in teams, and workplace literacy and ethics (Lewis and Williams 1994). Experiential learning process should enhance students' job-related skills, provide with insights of the organizations' processes, and simplify the further transition into the workplace while choosing a career (Gault, Redington and Schlager 2000). Thus, experiential learning improves motivation of students and creates a feeling of self-accomplishment (Gault, Redington and Schlager 2000). Experiential learning is perceived as a critical part for ultimate career success (Sidwell and Cuneen, 1994). Another important aspect of experiential learning that needs to be taken into consideration is that having an internship experience does not necessarily imply the learning as some interns can perform routine tasks and not participate in meaningful projects that will enable the intern to apply the classroom-based theories (Gault, Redington and Schlager 2000).

Interestingly, experiential education can advance the classroom learning and assist students in: gaining a deeper understanding of the subject than by means of classroom studying, increasing the competency of critical thinking and in applying of gained knowledge in complex and/or uncertain situations which requires deep understanding; this can engage students in lifetime learning which also includes learning in the workplace (Eyler 2009). More importantly, recall and reproduction of information that is learned in the classroom does not generate understanding, because in order for knowledge to be practical and usable, there is a need to apply it in real-life situations (Eyler 2009). Otherwise, the knowledge is separate from experience and most likely is forgotten and not transferred to other

experiences. Overall, it can be said that well-understood material, which has been used and connected to numerous situations and experiences, can be recalled from memory and applied to new situations.

It is argued that students need opportunities for practice and the development of solid skills for continuous learning; moreover, this practice needs to be compatible with long-lasting use, so the student can become proficient (Gault, Redington and Schlager 2000).

3.2 Cooperative education

Cooperative education is a strategy of applied learning that is described as “a structured program developed and supervised by an educational institution in collaboration with an employing organization, in which relevant productive work is an integral part of a student’s academic program and is an essential component of the final assessment” (Davie and Watson 1988, cited in Chouinard 1993, 96). In other words, cooperative education combines business, education and labour that facilitate integration of education and academic theory with authentic work-related experience in a field related to student’s academic or career goals (Zegwaard and Coll 2011).

As identified by Smith and Mick (2000), and Jeffries and Milne (2014), cooperative education requires five key educational attributes: specific learning outcomes, suitable evaluation process, recognition and delivery of standards, quality security and improvement procedures, and recognition. Other academics claim that the cooperative education is the synthesis of theory and practical experience (Collins and Cohen 1977). Originally, cooperative education programs were developed in order to facilitate academic, personal and career growth of students. Wilson (1985) argues that the graduate cooperative education contributes to the student needs regarding career development.

Another perspective is given by Gordon and Heinemann (1980) who claim that the objective is to enhance student learning and give them an opportunity to recognize the link between theory and practice where students develop generic and specific competencies (Fleming et al. 2009). This results in enhanced employability and students being ready for their future career.

In the mid-twentieth century questions regarding the benefits of cooperative education were raised (Haddara and Skanes 2007); and due to the fact, that cooperative education is based on the elaboration of a consolidated partnership, mutual beneficial results can be obtained

by all stakeholders (Fleming and Hickey 2013). The benefits to industry and employers have been widely examined (Hurd and Hendy 1977; Reeve 2001; Ferkins 2002; Metzger 2004; Braunstein and Loken 2004; Martin and Leberman 2005; Haddara and Skanes 2007). Employers gain extra resources to help with various activities and projects, screen potential employees, have assertive collaboration with educational institutions (Braunstein and Loken 2004).

As it has been mentioned above, the cooperative education model combines students, employers and institutions, but this thesis attempts to concentrate on the benefits and perspectives of employers (Haddara and Skanes 2007). Hurd and Hendy (1977), and Reeve (2001) explored employer's viewpoint on cooperative education and demonstrated that their intentions are: employ motivated workers, enhance corporate image, save the costs on hiring new employees, create a progressive work environment, and create a group for career recruitment. Study in New Zealand determined that "the most significant benefit was the 'injection' of fresh ideas and enthusiasm into the organisation from the students (Ferkins 2002, 34). Another study in New Zealand showed that employers valued employing students because they can be coaches alongside of bringing objectivity, technical, problem-solving and planning skills (Martin and Leberman 2005).

Exploration of 223 employers' perceptions of the internship programs in U.S. at Boise State University showed that most of the survey participants expressed that "students gain marketable skills from participating in internships programs" (Metzger 2004, 46). Additionally, over 80% of the participants were consistent with the statement that "the internship programs provide a source of pre-professional staffing" and is used "as a post-graduate recruitment device" (Metzger 2004, 47).

Unfortunately, there are some important issues that have been determined in the foundation of work-based learning partnerships. These are personal energy, resources, stakeholder commitment and time (Reeve and Gallacher 2005). Other circumstances that can affect the efficacy of partnership consist of distinction between institutional and organizational practices, preferences, values, and professional language (Fleming and Hickey 2013).

Reeve and Gallacher (2005, 229) propose that "the difficulties that remain in operationalising 'partnership' may arise not so much from a lack of goodwill, but from real and sometimes unacknowledged differences in the ways that 'knowledge' and 'learning' are understood by the partners". It is acknowledged that each cooperative education partnership has its own issues, but common issues have been recognized: engagement in authentic

experiences, lack of a shared understanding of meaning and expectation, effective supervision, and appropriate assessment (Fleming and Hickey 2013).

Nevertheless, an efficient cooperative education partnership can be settled, and positive and valuable outcomes can be achieved by stakeholders, if above mentioned issues can be overcome.

To sum up, employers look for students who can perform primary and required tasks. More importantly, organizations seek those who is capable of helping in improving current methods and processes within the company which creates added value. Overall, it can be said that essential part of cooperative education is the complexity and heterogeneity of every stakeholder. This aspect needs to be taken into consideration in order to develop efficient partnership and achieve the outcomes of cooperative education.

3.3 Competency-based education

As it has been mentioned above, this thesis tries to explore employers' expectations regarding sport management interns, therefore competency-based education approach was adopted.

International Board of Standards for Training and Performance Instruction defines a competency as “a knowledge, skill, or attitude that enables one to effectively perform the activities of a given occupation or function to the standards expected in employment”; it is important to effectively perform the tasks and prescribed responsibilities to the expected standards in particular setting (Chyung, Stepich and Cox 2006). Competency is about accomplishing a task and produce an outcome that is valued by the organization and the individual itself; competency is intended to cause or predict a specific outcome (Kaiser 2004). This means that a goal is to increase human competence that should be measured not only by the behaviour but by the worthiness of the outcomes of this behaviour (Gilbert 1978). It can be said that job-related competencies are amalgamation of relevant behaviours and required qualities in order to perform a particular job.

There are universal attributes required by employers that are illustrated in the figure 3.

Universal Attributes Required by Employers			
Leadership	Teamwork Skills	Time-management	Self-management
Confidence	Commitment	Patience	Understanding
Honesty	Self-reliance	Professionalism	Reliability
Creativity	Self-confidence	Willingness to learn	Ability to cope with uncertainty
Independence	Sincerity	Responsibility	Ability to work under pressure
Flexibility	Adaptability	Information technology	Basic literacy and numeracy skills

Figure 3. Universal attributes required by employers (Gross 2013)

The growth of the university training programs for sport managers in North America was accompanied in the middle of the 80's by a number of empirical studies on the practical demands (DeSensi et al. 1990; Jamieson 1987; Lambrecht 1987). The reflection of the empirically obtained competencies and the implementation of this knowledge in the process of designing curriculum is known as "Competency-Based Education" (Jamieson 1987).

Jamieson (1987, 49) argues that this "method involves identifying competencies or composite skills in practice and then relating them to the training and educational needs of students and personnel". In the U.S. this approach is employed in the examination of the skill requirements of sport managers (DeSensi et al. 1990). Additionally, it is stated that "faculty members responsible for sport management programmes should become aware of the various needs in a particular sport management setting and incorporate these into the course structure whenever possible" (DeSensi et al. 1990, 56).

In general, competency-based approach shows characteristics of the particular skill requirements of sports managers in various occupational fields and job contexts. Moreover, it is important "to learn about critical managerial skills from those who have to use them" (Whetten and Cameron 1995, 25). However, the interpretation of the practitioners' responses demonstrates that one must take into consideration their subjective perceptions and interpretations that are influenced by their own level of knowledge, by the course of their personal and professional life, and by ongoing practical problems and trends (Kaiser 2004).

Academics argue that there are various ways for considering sport organizations managerial work, and their actions cannot be analysed on the basis of one singular approach (Slack and Parent 2006). "By looking at different images of organizations, we are better able to understand their complex and paradoxical nature, and thus become better managers" (Slack and Parent 2006, 12); but at the same time, concentrating only on one particular setting gives the opportunity to explain the actual job requirements of sport managers to a certain degree.

Study by Jamieson (1980) regarding competency-based education characterize and evaluates competencies of recreational sports in following settings: military, municipal, and institutional. The set of competencies was determined by exploration of 300 recreational sport managers and practitioners' surveys. Following paper was published in 1987 where author reviews the development of competency-based education in sport management (Jamieson 1987).

Further, research concerning competency-based in sport field developed competency models of selected professional and amateur sports organizations (Bretting 1984). More importantly, Bretting (1984) did not focus on the curriculum program. Another academic that did not address curriculum applications is Judd (1990) who compared perceived competencies of an effective athletic director among Directors of Athletics, Senior's Women Administrators and Sport Management professors (Riordan 2009). A sport management competency model was developed by Toh in 1997 which is considered as a trustworthy tool for determining the sport management competencies. This instrument was developed by using "a modified Delphi technique using six educators and practitioners and 98 competencies were determined, thus forming the Competencies of Sport Management (COSM) instrument" (Riordan 2009, 21).

Required competencies regarding different sport managerial positions were identified by Quain and Parks (1986) and Lambrecht (1987). Quain and Parks (1986) determined professional preparation needs in such areas as: physical fitness, sport promotions, sport marketing, sport administration and management, sport directing, and aquatics management. Identified competencies are: writing, personnel management, public speaking, time management, money management, human relations, personal fitness, and knowledge of sports. Study by Lambrecht (1987) identified the competencies needed to manage investor-owned sports and athletic clubs. The top five competencies are good internal and external communication, motivation, and understanding of the decision-making process (Lambrecht 1987). A recent study by Tsitskari et al. (2017) considered the perspective of 201 Greek sport employers on graduate skills and concluded that organizational, time management, personal, and interpersonal skills are valued the most. Research regarding job competencies were conducted not only in sport area but also in resort and hospitality field. Core job competencies were determined by Hammersley and Tynon (1998) on the example of Resort and Commercial Recreation Association member organizations.

Dinning’s (2017) findings show that employers look for entrepreneurship skills together with a “sports graduate” mindset which are illustrated in the figure 4.

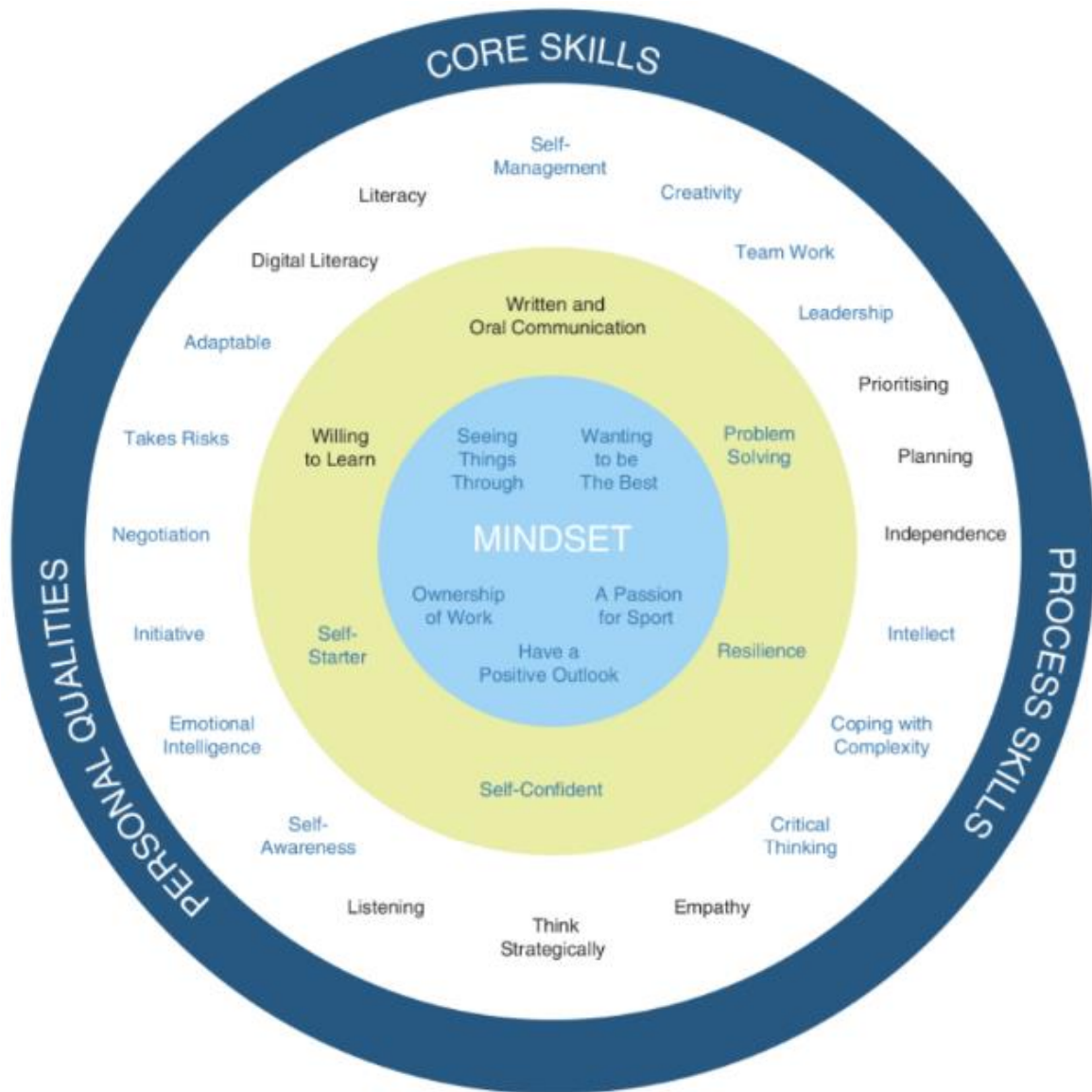


Figure 4. Graduate skills and qualities required by sport employers, adopted from Dinning (2017).

In accordance with Dinning (2017), employers characterize this mindset as a combination of behaviours and attributes that can be demonstrated. Wilson (2012) suggested that “graduates of today just don’t have the necessary skills to meet the needs of business today”. This means that there is a need in a meticulous research of skills and competencies that are valued by employers (Dinning 2017).

But more importantly, Lambrecht (1987) along with Archer and Davidson (2008) identified that there is a big difference in the competencies needed for managing clubs of different scale. This finding is perceived as an important factor in this thesis when analysing the football clubs' requirements. Academics argue that more research is needed to be conducted in order to identify competencies in different sport related managerial occupations. And research should focus on competency skills identified by practitioners because nowadays employers have more definite requirements regarding students' skills and behaviours, expecting them to be a "good fit" with their organization (Dinning 2017). This involves the designation of required skills and their application in the specific workplace, as there is no ultimate set of competencies (Singh et al. 2013; Speight, Lackovic and Cooker 2012).

	Experiential learning	Cooperative education	Competency-based education
<i>Theoretical approach</i>	<p>Experiential learning assists students' learning transfer; that is, it helps students to see the connections between the course content and its application in other contexts (Lee and Kahnweiler 2000, cited in Furman and Sibthorp 2013).</p> <p>It also has psycho-social benefits for students, including increased feeling of self-accomplishment and engagement in the workplace, improved motivation and social and leadership skills.</p>	<p>"is a structured program developed and supervised by an educational institution in collaboration with an employing organization, in which relevant productive work is an integral part of a student's academic program and is an essential component of the final assessment" (Davie and Watson 1988, cited in Chouinard 1993, 96). In other words, cooperative education combines business, education and labour that facilitate integration of education and academic theory with authentic work-related experience in a field related to a student's academic or</p>	<p>"is a knowledge, skill, or attitude that enables one to effectively perform the activities of a given occupation or function to the standards expected in employment" (Chyung, Stepich and Cox 2006).</p>

		career goals (Zegwaard and Coll 2011).	
<i>Application of theoretical approaches as theoretical lenses</i>	To gain insight into tasks and its rationale from football club perspective. By means of this approach, it is possible to understand how host organizations perceive students' learning experience, gain of knowledge, its application and transformation.	To gain insight into cooperation between a university, a student, and a host organization from a football club perspective. Moreover, this approach can give an understanding of benefits and concerns that host organizations experience in terms of cooperation.	To gain insight into the industry specific skills from football club perspective, identify valued competencies and definite requirements regarding students' skills and qualities in order to make a basis for a better fit between a student and a host organization. As students and academics will be aware of the necessary requirements.

Table 3. Theoretical framework and its application

4.0 Methodology

Methodology specifies the ways that facilitate the establishment of knowledge and understanding (Veal and Darcy 2014). In this section, the research approach is presented and discussed. The data collection and analysis process are described, and the respondents' selection is considered.

4.1 Approach

This thesis sets out to describe the students' skills, knowledge, and competencies that host organizations require while practicing internship; moreover, the thesis explores and attempts to explain the internship education experience in Norwegian football clubs by employing experiential learning and competency-based education approaches, and, second, to investigate how host organizations identify and value internship experience in the context of cooperative education.

A qualitative approach was adopted as I was interested in acquiring rich and comprehensive understanding of practitioners' perspective and experience. The identified topic is explored by means of the theoretical lenses that were discussed in the previous section. The necessary data is usually obtained through a qualitative research method in the form of semi-structured in-depth interviews. This method is utilized, as the unique nature of each interview is of interest (Veal and Darcy 2014). Semi-structured interviews were considered as the most practical method due to the depth of information that could be obtained. The purpose of the qualitative research interviews was, first, to capture the participants' experience, and to let them identify the competencies and skills that are needed, as well as to make practitioners reflect on their experience and viewpoint. And second, to contribute to the "body of knowledge that is conceptual and theoretical and is based on the meanings that life experiences hold for the interviewees" (DiCicco-Bloom and Crabtree 2006).

4.2 Participants

There are no hard and fast rules for defining the appropriate sample size in qualitative research, however, Veal and Darcy (2014, 256) argue that in-depth interviews "usually conducted with a relatively small number of subjects"; moreover, it is important that the

sampling methods used in qualitative research are adequately described. This includes information regarding how participants are selected and contacted.

A deliberate sample of Norwegian football clubs was identified and recruited by using an Internet-based research. It was important but not necessary that the participants are representative of men's professional football clubs located in Norway and had or have current interns. Another factor for consideration was the organizational size of clubs. More importantly, interviewees should have had an extensive experience in sport industry and in a football club they are currently working for. But overall, the aim was to obtain a detailed picture of the phenomenon, rather than provide a reader with interesting situations, or demonstrate information that can be generalized.

Seven representatives that are employed by Norwegian football clubs across the country agreed to participate in the research. The sample of practitioners is a group of individuals who are relevant and outstanding when it comes to the discussion of the investigated phenomenon. I believe that all practitioners are qualified to discuss their perspectives on internship practices within the club they work for, as they all have great background in the sport industry and their current job (mean experience = 8,6 years).

At the same time, there is a diversification among participants. Four clubs previously had experience with internships, three football clubs have either formal or informal cooperation with educational institutions; and those clubs that have never been engaged in internship practices before were more than open to share their thoughts around this topic and considering the possibility to take interns and start partnership with an educational institution. The purpose for this division is not only to demonstrate the employer-driven ideas, but also to consider specific competencies that are required across different settings with different backgrounds and paths of development. Dinning (2017) argues that the nature of the sports industry is diverse, and it is important to illustrate required skills and their application across various sports settings.

When it comes to contacting potential participants, interview requests were sent out to managing directors of chosen clubs via e-mail. Based upon the response, follow up e-mails and phone calls were made in order to assure the participation of potential respondents.

4.3 Interview strategy

As it has been mentioned above the conducted interviews were semi-structured. This kind of interviews are usually systematized around a group of decided in advance open-ended questions, can occur with an individual and take from 30 minutes to several hours (DiCicco-Bloom and Crabtree 2006). The aim of open-ended interviews was to investigate participants' internship practice experiences and expectations which implies the conversational and variable interaction between the interviewee and the interviewer who follows an interview guide (Veal and Darcy 2014). The interview guide (Appendix E) contains list of questions that are supposed to be included in the interview.

As in-depth interviews vary from interview to interview, the interviewer changed the order and formulation of the questions according to the circumstances of each interview. This improvisation was necessary in order to get more insight of the topic and the respondent's 'story'. Although coverage of topics may be in different order or ways, interviewer had to ensure that all of them are covered. Moreover, new topics could emerge from interviewees themselves (Veal and Darcy 2014). During the interview some questions were altered, some of them were not even asked as I considered them as unimportant and ineffective depending on the participants' answers; some questions were added in order to elicit the necessary information during the progression of the interview and depending on the interviewees' knowledge and experience.

The interview guide was developed in order to get reliable qualitative data, and to allow the interviewer to explore the internship practices and the participants' perspectives on it.

4.3.1 Construction of interview guide

The beginning of conversation considered the experience of the participants in the sport industry, and their attitude towards internship practices in general. The opening questions are connected to the general information about participant and his/her knowledge and experience connected to internship and the industry. Basic information about the organization where participant works is provided. The rationale is to make an overview and get insight of the company's characteristics that are important when considering internship practices and show to what extent the club is experienced in employing interns. Moreover, by asking facts the respondents become more comfortable and warm up before 'specified questions' that involve their reflection and experience; the sequence of questions moved

from present to past, and then to the future. It is argued that this order simplifies the interview process for the participants (McNamara 2018).

Then, the interview gradually moved to the discussion of internship practices within the club the participant works for: introductory questions are introduced in order to reflect on internship practices. And questions regarding motivations, challenges, and benefits were raised in relation to the club, and with regard to interns. Furthermore, questions regarding experiential learning approach were asked as experiential approaches appear to be more effective in developing skills that employers seek, such as communication skills, the ability to work in teams, and workplace literacy. The next step was to ask questions in terms of cooperative education approach: the rationale is to explore organization's viewpoint and demonstrate their intentions regarding internship practices. One of the aims of cooperative education is to contribute to the student needs regarding career development (Wilson 1985). If the outcomes of cooperative education are to be achieved, then the development of effective partnerships is important. Central to the practice of cooperative education is the provision of opportunities for students to see the connections between theory and practice. The last but not the least, the questions regarding competency-based education approach were asked: the rationale is to identify competencies or composite skills that are needed in practice, to show characteristics of the particular skill requirements of sport managers in different occupational fields and job contexts. Competency is intended to cause or predict a specific, desired performance outcome. It was important to discuss the competencies that football clubs value, and what they look for in potential interns while interviewing them, as well as what performance and personal characteristics they value.

Overall, the interview guide was constructed in order to involve the respondent in the interview as soon as possible and cover the most important aspects regarding football clubs' perspective by means of experiential learning, cooperative education, and competence-based education approaches.

4.4 *Trustworthiness*

It is necessary to adopt ethical behavior in every study, especially when humans are involved as subjects (Veal and Darcy 2014). The fundamental principle of research ethics is honesty and respect of the individuals' rights (Veal and Darcy 2014). Therefore, participation in the study was voluntarily and interviewees took part in the research on the basis of informed consent. Informed consent is a document demonstrating the agreement of a participant to be involved in the study (Veal and Darcy 2014). This is necessary as participants must be aware of the risks involved and the nature of the research.

Every interviewee was asked for the permission for audio-record prior to the interview, and informed that the interview will be totally confidential. Additionally, the interviewees' names are replaced with "P (for Practitioner) plus serial number" in order to reduce risk. It is important to confirm that participant can withdraw from the study at any time which enhance trustworthiness (Veal and Darcy 2014).

When it comes to reporting, all the findings of the study should be honestly and carefully analyzed, interpreted, and reported; and the trustworthiness of the research depends on the used methods, and the carefulness with which they were employed; additionally, it is argued that in-depth interviews are supposed to increase the probability of interviewer and interviewee to better understand each other (Veal and Darcy 2014).

The validity of the thesis derives from interviewing the key personnel involved in senior management positions within the club and the industry in the last decade.

4.5 *The interview process*

Qualitative studies draw on different traditions, and procedures vary from study to study, therefore there is a need for detailed explanation of the research process. "A thorough reporting of the process and the results of qualitative data collection and analysis is the key to justifying and assuring that trustworthiness exists in the study" (Henderson 2006, cited in Veal and Darcy, 2014).

Characteristics	Process
Length	Takes at least half an hour and longer.
Depth	The interviewer encourages participants to talk, asks supplementary questions and asks participants to explain their answers.
Interviewing intervention	The interviewer is essentially drawing on what the participant has already said and is inviting her or him to expand on it. This involves the reflection, probe, back-tracking, and initiating a new topic.
Standardised approach	<p>Although prescribed questions are used, the interviewer also improvises, depending on the flow of the interview.</p> <p>The interviewer analyses and interprets the output in the form of transcript.</p> <p>The interviewer is meant to listen and stimulate the participant to talk - not to engage in debate.</p> <p>The challenge is to maintain a friendly conversational atmosphere and at the same time not to influence the interviewee's responses.</p>

Table 4. In-depth interviews from Veal and Darcy (2014)

Interviews took place in the office of participants, and by phone from March till April 2018. The length of the interviews varied between 30-45 minutes and were conducted by a single researcher in order to secure research consistency (Dinning 2017). All interviews were audio recorded which allows data for downloading and transcribing.

The purpose of the interview was explained in the informed consent form (Appendix F) that was sent to the participants, and before the interview; terms of confidentiality were addressed; and I indicated the approximate length of the interview. Participants were free to ask any questions during the interview, and in the end of every interview I asked if they have any other questions with the aim to ensure that: they have the possibility to add any information that they find relevant, and that there is no misunderstanding.

In general, I initiated the discussion and tried not to interrupt the interviewee. I wanted to contribute to a friendly conversational atmosphere, so the interviewee feels free to reflect on their own experience, to come up with details, ideas and suggestions. I wanted the participants to express their opinion and thoughts with their own words, so I did not mention any specific words related to the research. I tried to encourage the participants to talk by asking additional questions and for examples in order for participant to reflect more.

The obtained information varies as each of the participants differ from one another, therefore, each 'story' has a unique nature and structure which is of interest.

4.6 Data analysis

Analysis of data requires security and confidentiality. In accordance with Foster and Parker, "the analysis of the material is a deliberate and self- consciously artful creation by the researcher and must be constructed to persuade the reader of the plausibility of an argument" (Foster and Parker 1995, 204). As a researcher I tried to be as objective as possible and to report honestly on the results which enhance trustworthiness. The basis of any analysis procedure should be to return to the conceptual framework and the research question of the study; moreover, it is important to describe the process of analysing the data, and what assumptions were taken into consideration during this process (Veal and Darcy 2014). It is necessary to determine the type of analysis the researcher wants to do with regard to the obtained data set. Therefore, I chose to use thematic analysis in order to provide a detailed report of group of identified themes across the data.

In accordance with Braun and Clarke (2006) thematic analysis consists of six phases as illustrated in figure 5; and following steps were undertaken in order to make a good thematic analysis:



Figure 5. Phases of thematic analysis from Braun and Clarke (2006)

The seven interviews that were conducted with practitioners were audio-recorded and consisted of over ten hours of recorded data that was transcribed; the transcripts were checked against the tapes for 'accuracy'. The next step was to actively read and re-read the data in order to search for meanings and patterns.

I marked ideas for coding by taking notes. During the coding process, the equal attention was given to all data items. There are 201 data extracts that were collated by the relevance, and eventually 41 codes emerged (Appendix B); going further, I collated extracts relevant

to each code. Table 5 provides the example of data extracts that were derived from seven interviews and identified codes.

Data extract	Coded for
<ol style="list-style-type: none"> 1. [...] but we have not been asked about how their curriculum should be. And we would like to work on it (P1). 2. It could be interesting to participate in improving the curriculum, if we would have been approached. We have not done this, but we are very curious about developing the whole club and are open to new opportunities. [...] So, I think we would be positive to the possibility. Then we can evaluate, maybe do some changes that fit our club (P3). 3. Improving the curriculum would be one of the opportunities, so students come to the club more prepared (P7). 	<ol style="list-style-type: none"> 1. Positivity towards cooperation in terms of curriculum; Lack of communication regarding curriculum
<ol style="list-style-type: none"> 4. If we have students who have ideas, or they can help us to get more income, it is also a good thing. [...] I have to talk with the students and get to know, what are their interests, what the student can do for our club and why, that is important for both the student and the club. Because if we get the student that thinks how and why and thinks things through about what he can do for our club to make it better. The student should think how the club is doing now, and what can the student do for the club to grow further. I think it is important that students come to our club and think that: I can do these particular things very good, and by doing this the club can get better (P6). 	<ol style="list-style-type: none"> 2. Critical and strategical thinking along with contribution
<ol style="list-style-type: none"> 5. You have to be polite and friendly. And know how to treat people. There are no special competencies that we need, but we need people who are kind and helpful, because there are different kind of jobs, and we will surely find something for everyone (P5). 	<ol style="list-style-type: none"> 3. Personal qualities

6. [...] We want to meet good people [...] (P3).	
7. Important skills: positive, open-minded (P2).	
8. The person has to be nice and trustable, because we involve you in the process (P1).	

Table 5. Collated data extracts and codes

The themes' generation process was detailed and careful. In accordance with Braun and Clarke (2006), a theme captures something valuable and essential about the data with regard to the research question and presents a patterned response or meaning to some extent; the question regarding what can be considered as a theme depends on the predominance within each data item and throughout the whole data set. At the same time, it is important to keep in mind that the frequency does not mean that theme is more important; as this is the qualitative analysis, there are no hard-and-fast solutions about the necessary proportion of evidences of a theme exposure in order for it to be recognized as a theme. A theme can take an extensive part in some data set, or it can almost be not evident in the data set. This means that the researcher's assessment should determine what a theme is. The significance of the theme is the extent to which it captures a crucial element of information with regard to the research question (Braun and Clarke 2006).

In accordance with Braun and Clarke (2006), I collated all relevant extracts and assigned codes into potential themes. Furthermore, themes can be identified by employing different ways in thematic analysis: inductive and theoretical. Firstly, I adopted theoretical thematic analysis that is guided by the researcher's analytic interest in the field and the suggested theoretical framework. This kind of analysis may not provide a rich description of the whole data, but a detailed examination of some elements of the data. And this choice determines the way the researcher codes the data. Theoretical approach allows the researcher to create codes for a specific research question. Moreover, another important aspect in the analysis is the level at which themes should be identified.

The theoretical framework presumes the latent level where the data are analysed by means of existing theoretical lenses. Thematic analysis at the latent level identifies underlying ideas, assumptions, and conceptualizations that are theorized. This approach tends to determine the features that gave the researched object that particular meaning; and the development of themes involves interpretation, and the analysis is already theorized.

Secondly, I tried to be open-minded to any compelling data extracts while combining the remaining data extracts into new themes and dimensions which implies inductive approach; moreover, I included some extracts that have already been grouped by means of deductive approach. The synthesis of inductive and deductive analyses is justified by qualitative methodologist Patton (2002).

In accordance with Braun and Clarke (2006) the search for themes includes sorting and combining the identified codes within the possible themes which I performed; it was helpful to create a visual representation of primary themes; hence I made an initial thematic map (Appendix C). It is important to review the themes that emerged and the relationship between them, as there is a possibility for themes to overlap each other to some extent. After reviewing the themes, the developed thematic map was constructed that includes main overarching themes and sub-themes (Appendix D). The final stage of themes development is to determine the nature of each theme, Braun and Clarke (2006) argue that it is important to take into consideration that a theme does not have to be too complex or diverse.

Further, defined themes were analysed against each other and with regard to the original data set. I tried to make each theme special and at the same time to cover the whole story the analysis tells; names for each theme were developed on the basis of the shared common features of collated codes. Additionally, the developed themes should be internally consistent, compatible, and unique (Braun and Clarke 2006).

Finally, Braun and Clarke (2006) argue that during the analysis, the data should be interpreted and corresponded with each other; and the representation of analysis should be presented as a convincing and well-organized narration that not only considers each theme but combines the analysis around the research question and the theoretical framework. Moreover, researcher should remember about balance between analytic story and quotations that illustrate the data and topic. The questions that were asked during the interviews are used as a guidance during the coding and examination of the data to some extent. I attempted to select the most clear and powerful extract examples while analysing the findings. The outcome of this process is illustrated and discussed in the next chapter.

4.7 Limitations

One of the limitations of the methodology and the analysis of data is the possibility of losing the context. In spite of the fact that the use of verbatim quotes helps to highlight the particular

findings and may reduce the loss of context, there is still a likelihood that the process of examination and choosing quotes depends on the researcher. This means that the reader depends on the researcher's choice regarding quotes. In this case, it would be useful for the reader to have access to complete interview transcripts that cover the whole story told by practitioners, but the agreements in terms of confidentiality eliminate this opportunity.

Moreover, the coding process of the data, the theme determination, and subsequent analysis was performed by one person and then discussed with the supervisor. On one hand, this process assumes consistency in the method; but on the other, it refuses the possibility for having multiple perspectives from several individuals.

Additionally, the sample of participants is not fully developed due to short time frame and the intense workload of the approached individuals due to high workload during the football season. Hence, it is fair to argue that inclusion of the full population can modify the findings and overall picture of internship practice in Norwegian PFCs.

5.0 Results and discussion

This chapter discusses and interprets the findings in alignment with the purpose of the thesis and the research questions. The findings are analysed by means of the theoretical framework that was described previously. Additionally, I discuss to what extent the findings fit with previous studies, and I attempt to explicitly correlate my discussion to the researches and authors that were used in review of previous research; and to identify characteristics that correspond with previous findings. Moreover, I discuss features that contradict previous findings or were not discussed which is the result of contribution to the research field. This is done in order to justify the depth of the analysis.

I want to start my discussion by clarifying the participants' position in the club which justifies their ability to claim about the internship practices within their clubs. Five out of seven interviewees are managing directors of the clubs who have personally worked with interns and are responsible for the development and/or establishment of practice; and the two remaining are: the chief of the HR department, and the chief financial officer/head of the maintenance and operation department who work closely with interns. Additionally, the number of years that the practitioners have been working in the club validates their knowledge regarding the history of internship practices and/or possibility for its development. Moreover, the fact that some of the interviewees were not working with interns before requires special attention from faculty members during the establishment of the cooperation, as it is discussed by Coco (2000) and Williams (2004) that on-site supervisors need to be well prepared, trained, and be allocated the appropriate amount of time and resources in order to create a successful internship experience. This is one of the inconsistencies within the findings that will be discussed later.

As it has been mentioned in the previous chapter, the development of thematic maps during the data analysis is a visualization and a way to combine and present the results (Braun and Clarke 2006). Hence, the final thematic map that is illustrated in figure 6 represents the key findings; this map is the final version of 'initial' and 'developed' maps.

The discussion is based on the figure 6; first, I explain the bilateral learning symmetry during and after the internship practice that is present for both interns and football clubs; next, I discuss the cooperation and its characteristics between football clubs, universities, and students, as well as the lack of human and financial resources within football clubs which creates a challenge for an extensive flow of interns into the organization and at the same time contradicts the notion that the clubs are in need of cost-effective and educated

resources. The last theme that is discussed in this section is the skills and competencies that are required and valued by host organizations.

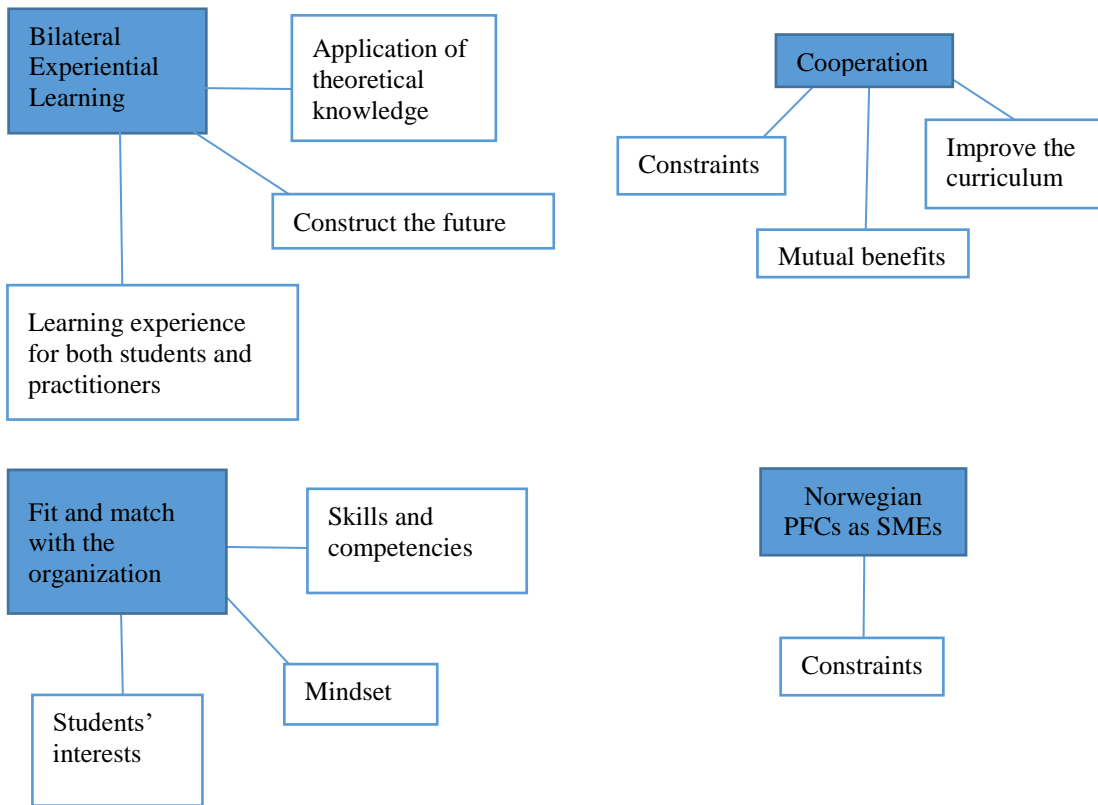


Figure 6. Final thematic map showing main identified themes

5.1 *Experiential learning*

“Experiential learning is considered as the change in an individual that results from reflection on a direct experience and results in new abstractions and applications” (Itin 1999, 92). As it has been mentioned earlier, experiential learning approach is used with the aim to analyse the way the football clubs secure the learning experience for students.

In accordance with the literature, experiential learning implies a thorough understanding of various subjects within the host organization because interns connect their own experience and particular role to it (Eyler 2009). This means that students learn by solving specific issues, participating in the valuable projects, and working on tasks individually. Practitioners in my study demonstrate the same pattern, they stated:

Tasks vary from student to student, but we want students to be involved in projects. We want them to participate in every department. Projects can be: getting more people to the games, developing volunteers, implementing ERP system for the sports and medical department, developing new membership system and setting up the parameters (P1).

I would give them independent projects to work with, and the responsibility from the start to the end. For example, we see that every club in Norway is losing people at match day, so we need to find ways to bring them back to the stadium which is a big issue. This is something students may help us with and find new ways regarding how we can bring more people to the stadium. We need to research what is important for people to come to the stadium at the match day, and that would be one of the tasks that an intern can work on (P6).

Meaningful internship experience means that interns get insights into the real problems and real cases. It means that they work on something that is important. More significantly, students would get to work with difficult cases and they would take part in solving challenging tasks. I would give them independent projects, for example, players' transfer or increase of ticket sales. And I think that if we would have an intern, he or she would be involved in all possible projects (P4).

As can be seen from the statements above, there are many examples of tasks and working processes that need improvement and further research that can facilitate clubs' development. The practitioners expressed interest in students performing these tasks independently which would not only be valuable and meaningful for the club but also for the students' learning. Additionally, it is clear from the data that practitioners tend to involve students in the entire working process and everyday life of the organization in order to create a complete image and understanding of the way everything works together, interviewees stated:

Students learn how everything works together, they can see the sport industry in practice (P1).

The best learning experience is when you can see how everything works together (P4).

I think that the best learning experience is to see how the club is working from every angle. Students are going to know how the club is working, how we are working with the players, how we are working with the customers and partnerships, and so on. The club also has a lot of experience; however, we are always keen on learning, and I think that we will have more students in the future (P6).

As can be seen from the statements, the findings support the notion that practitioners are interested in students' development and their overall internship experience. All the

interviewees stated that it is important for them to involve the students in all possible projects and meaningful tasks along with the routine tasks, so students can fully understand the working process in the football club.

Next pattern that became evident from the data is the application of theoretical knowledge that students gain during the internship. As it has been mentioned previously, students learn the specifics of work in a football club and at the same time this learning experience can facilitate students' learning process in the educational institution after completion of internship. As practitioners stated:

[...] then it is much easier to use the theories in university, as you already tried them in practice (P4).

When you have this theoretical framework that you learned in school, it is nice to see it in real life, and also easier to apply the theory when you have some practice. When they go back to the university, it will probably be easier for them to learn more because they have already applied some theories in practice (P1).

These statements reveal that practitioners who offer internship acknowledge and consider this experience as an effective learning outcome that enables students not only to apply the theoretical concepts that they have learned in the classroom during the internship but also to ease the learning process of students after. Additionally, it can be argued that host organizations emphasise the importance of application and enhancing of classroom concepts which is in line with studies by Gault, Redington, and Schlager's (2000) and Ross and Beggs (2007). As it is argued by researchers, one of the internship's features is to focus on strengthening student learning abilities which implies the application of theories and concepts that are taught in the classroom, gain new knowledge outside the classroom, enhance personal development, and facilitate career investigation (Parkhouse 1987; Chouinard 1993; DeSensi et al. 1990). The data demonstrated that practitioners attempt to concentrate on the tasks and projects where students need to apply their knowledge, however, there is always a possibility that students are expected to perform less valuable tasks, so the emphasis needs to be made on the ratio of routine tasks and projects where the application of the theoretical knowledge is required. The proportion of these tasks could be discussed before the beginning of the internship and approved by the faculty supervisor in order to secure the best learning experience.

The data revealed that during the internship the development of both students and the club takes place which supports the idea of bilateral symmetry. In accordance with Ross and

Beggs (2007) and Lee, Carswell and Allen (2000), hiring and giving the possibility to get employed, have a greater impact on students' career-related choices. Practitioners agree that one of the most important features in the design of students' professional future is the support and assistance in their career development and career possibilities. The same takes place in my thesis. Every participant mentioned these characteristics in different ways. One employer stated:

I am pretty sure that internship in our club would benefit students' career development (P3).

Another employer describes the significance of career possibilities that can be acquired in their football club:

We have recruited a lot of coaches from that high school and the students are highly qualified. We have 4-5 coaches now from this school. If you are a student, if you start at the bottom, and we see that you have a potential and doing a very good job, maybe we could recruit you in the club. But this is a long way, if you want to make a career in a football industry, I think that it is a way to start. Some of the players who was recruited are international students who came here to study, but they have football skills, we took them in, and today they play in our team (P5).

Another interviewee explained:

If the right person with the right attitude comes, I would consider hiring them. I think about hiring students after an internship. So, the right person, with the right passion and right development, yes, of course, we would consider hiring them (P4).

All the above-mentioned statements demonstrate that while students learn about the club, practitioners learn about individuals' potential, abilities, and weaknesses.

From the other side, there is the development and learning of football clubs from having internship practices. In accordance with Williams (2004), Knemeyer and Murphy (2002), and Schoepfer and Dodds (2010) sport organizations improve daily procedures, get new ideas, and learn about daily operations that can be improved. These are evident in the practitioners' statements:

They (students) do good work for the club, and we get to analyse people, so maybe we could hire them later (P2).

Important learning process for the club, you get to know new people with new ideas (P1).

I hope that internships will bring in some new ways to challenge the club a little bit with youth eyes on how things are, how things could be done, and how we can develop further (P3).

Football clubs' practitioners are interested in the development and enhancement of everyday procedures that can be altered by students who have a new and fresh viewpoint. All interviewed practitioners claim that students' knowledge that is gained during the education process is useful, and the majority of interviewees admitted that they would like students to recall that knowledge and be able to transfer and apply it to real situations that the football club experiences which supports the studies by Eyer (2009).

Additionally, in order to simplify the transition to the workplace, all the interviewees stated that interns must be integrated in the work-team and treated as an employee which can improve interns' motivation and generate feeling of self-accomplishment which is in line with the study by Gault, Redington and Schlager (2000).

To sum up, football clubs consider the learning experience as a crucial part of internship, therefore, they attempt to create all the necessary conditions with the aim to ensure the learning process. This is achieved by providing interns with valuable tasks and projects that contributes to the understanding and integration of students into the working process, secures the application of theoretical knowledge which implies learning. Additionally, from one side, there is a development of students as they apply theoretical concepts, develop work-related skills, and enhance the chances for being recruited into the organization; from the other, there is a development of clubs, as students' contribution and new viewpoint on various challenges within the club may secure the development of the organizations.

5.2 *Cooperative education*

The aim of cooperative education is the partnership between university, industry, and the students that combines the classroom theory and experience in the workplace (Chouinard 1993). I examined the football clubs' perspectives regarding cooperation in order to gain insight into partnership and its characteristics between the clubs, universities, and students.

The following statements illustrate the general overview of the cooperation process experienced by football clubs' representatives:

The cooperation works really nice: we have used students and they worked really hard. It has been important and meaningful for the club, and they helped us a lot. It is important for the club to have a strong university as a partner. [...] the collaboration with students has been excellent (P1).

We have the internship practice, but it is not a signed cooperation. The universities can contact us and ask if they can have internships with our club but there is no formal contract. I think that the cooperation is fine as it is now when the students contact the club and ask if they can have their internship here or not (P7).

We have not thought about establishing partnership, but we get some experience from having some students from [names of the universities] and other high schools. We get more experience from students from different field of studies in the club, which is why we say yes to students from different universities. I think that is a good thing (P6).

It can be observed from the statements that all three kinds of cooperation differ from each other: signed cooperation, informal cooperation, and the 'open' cooperation when the club welcomes students from various universities. In spite of the fact that these differ from each other, there are benefits, new insights, and positive experience for every club: the input from the interns is significant in terms of contribution to the clubs' working processes, the differentiation of students leads to valuable learning experience of the clubs. Hence, it is fair to argue that faculty members are not limited in choice while negotiating about establishing the cooperation and are free to choose and adapt it by taking into consideration the interests of clubs and students.

Alternatively, another finding that becomes obvious in terms of establishing the cooperation is that not many students and/or universities have approached these organizations, several interviewees noted:

We do not have the cooperation with any universities or high schools. The club has not been approached by any university to establish internship

practices, but the club has ambition to start working with the universities, and because we are close to [name of the city], it would be nice to start with [name of the university] (P2).

I am positive to the idea of establishing a partnership with the universities. If a university contacts me and have ideas or some bullet points regarding the way the internship practice can look, and how it can be done, then I would say yes(P3).

It would be nice to establish partnership with universities (P4).

These statements represent the positivity towards establishing the internship practices and cooperation which means that some clubs may be aware of internship's benefits, however the passiveness of universities and students may reduce the development of internship practices. The data showed that no clubs except two have been approached by the educational institution with the aim to establish a cooperation. This can be considered as a disadvantage in terms of developing the partnership, as all the interviewed practitioners denoted the ambition to establish a cooperation. Interestingly, this fact creates a possibility for universities to approach football clubs, as it can lead to the establishment of additional internship places for students and develop the internship aspect of educational programs. However, clubs' representatives stated that they need an articulated plan in order to appeal and engage them.

Next important pattern that became evident during the analysis of the data was that the improvement of curriculum was of interest. Unfortunately, all practitioners stated that they have not been approached by any university to start a joint work with the aim to improve the curriculum. Moreover, they demonstrate interest in developing of the curriculum by stating:

[...] we have not been asked about how their curriculum should be. And we would like to work on it (P1).

It could be interesting to participate in improving the curriculum, if we would have been approached. We have not done this, but we are very curious about developing the whole club and are open to new opportunities. [...] I think we would be positive to the possibility. Then we can evaluate the joint work and make some changes that fit our club (P3).

Improving the curriculum would be one of the opportunities, so students that come to the club are more prepared (P7).

These statements highlight the fact that the football clubs are positive towards establishment of communication and joint viewpoint regarding the development of curriculum which is in

line with Dinnig's (2017) and Williams and Buswell's (2003) researches where they argue that the practitioners are open towards development of qualified and competent graduates who are ready to work by means of developing the curriculum. Additionally, clubs' intention is not only to develop prospect interns as qualified and professional employees but to increase the development of the organization. Finally, there is an opportunity for the club to enhance the quality of the educational program through the evaluation of curricular and helping to keep it consistent and relevant (Kelley et al. 1994; DeSensi et al. 1990). This benefits universities, as faculty members are aware of the industry's needs and may adjust the internship strategy with the aim of creating a relevant and productive work experience for students (Chouinard 1993).

An alternative view on the inclusion of football clubs' practitioners to participate in the improving of the curriculum may raise scepticism from the faculty members, as there is a need make sure that practitioners are fully qualified before involving them into the process of altering the curriculum. Moreover, there is a possibility for differentiation in clubs' opinions regarding the students' preparation and overall preparedness for the work-related experience. Therefore, there is a need in an established communication and monitoring of the practitioners' evaluation and feedback in terms of students' strengths and weaknesses in performance. Additionally, one of the negative sites of the inclusion of practitioners could be the drastic changes of the curriculum towards the enhancement of practical skills and not the development of academic skills. As researches claim that organizations expect potential interns to have a deep understanding of the industry (Coco 2002; Williams 2004).

The data further showed that while approaching organizations, universities need to deal with the 'localization' challenge, as all clubs' practitioners who has an internship practice except one mentioned that they would like to collaborate with the educational institution and students that are close to their area:

We only recruit local players, from our local area. We also recruit locally when recruiting to positions on the board or administration (P3).

If we are going to have a cooperation with a university, as I have already said, I want people that are close to our area. So, I think if I should bring somebody to our club, I would prefer, if they are from our area (P4).

We have focused only on [name of the university]. And we have more or less said no to others (P1).

This characteristic is also important for faculty members to keep in mind when considering the way to approach or establish the cooperation with the potential host organization. As can be seen from these statements, the clubs tend to cooperate with local educational institutions, and recruit local individuals that have knowledge about the club and the area. Additionally, this information can be important for students during the preparation process for the internship. One of the compromises that can be made by students is to conduct a research not only about the club and its characteristics but also about the area and its possible development, as clubs would appreciate this action, one of the practitioners stated:

The motivation for our club to engage in internship practices is that it would be good if we could build up some more knowledge about how the club works within the area. So, we can get knowledge into our region (P4).

Going further, cooperative education approach considers benefits and valuable outcomes for host organizations and for students. There are several benefits that have been identified during the data analysis and the most obvious and challenging for the club is the ‘extra force’. From one side, interviewees stated:

[...] of course, we can benefit by having extra force (P4).

[...] of course, having an intern here is the big resource for us (P7).

[...] to help the club with the workforce, more hands to do tasks (P1).

I think it is interesting to have students because it is good for the company [...] and then we can get some more people to work for us (P6).

We need people because we have so many projects (P5).

These statements demonstrate the need for extra employees due to the workload, and at the same time the data can be interpreted as intention of employers to save the costs on hiring new employees which supports the study by Hurd and Hendy (1977) and Reeve (2001). Moreover, the analysis of the data shows that clubs experience such a crucial challenge as resource and human constraints. Therefore, further examination of the findings is considered from small and medium sized enterprise’s perspective (Moore and Levermore 2012). First of all, during the analysis of the practitioners’ interviews, the tendency that the Norwegian PFCs can be considered from SMEs perspective was observed while looking at the size of the clubs. The SMEs are described as organizations that have less than 250 employees with annual turnover less than 50 million euros, all interviewed practitioners that took part in this study are representatives of football clubs that fall under characteristics regarding the size of the organization, they stated:

We have 70 full-time employees including players (P4).

65 people who are employed by the club: administration, coaches, medical department, players - full-time workers (P1).

We have 50-60 full-time employees including players. We have 3 people in marketing and media department, 8 people in the administration, 30 - in the sports department, around 6 in the academy, and 4 people working in the event department (P7).

We have 8 full-time employees in the administration, and in total we have 44 full-time employees including players (P6).

However, it should be mentioned that some characteristics of SMEs analysis may not be appropriate for the sports industry (Moore and Levermore 2012). Therefore, I focus only on such features as entity size and organizational characteristics in terms of resource and human constraints. The following statements represent the presence of the challenge regarding the number of employees or human scarcity:

You always feel that you are not prepared enough, because administration is not that big, so we do not have people to take care of the students [...] (P1).

[...] because we are very few people here and have a lot of things to do (P6).

Due to human scarcity, SMEs cannot offer the same career possibilities and salaries as in larger organizations which results in limited quantity and quality of available human resources; and when it comes to scarcity of financial resources, organizations limit the ability to pay salaries or employ more full-time workers (Barrett and Mayson 2007). The following statements are addressed to the challenge regarding the resource constraints:

We cannot pay them [students] because we cannot afford it. [...] and we need money to pay salaries (P5).

I think for us the most important thing is to earn more money (P6).

The following statement summarizes the assumption regarding the dependence of the existence of internship practice from human and financial resources.

But the timing is better now than a couple of years ago. We were struggling with build the platform for the club, and it has been a fight to survive as a club. The existence of the club was depending on of the lack of economy, so we had enough with ourselves. But now the situation looks much better, we have more positive energy, and now we are more open to consider internships (P3).

As a consequence, these constraints shape additional challenges for establishing internships or employing interns. First, due to lack of human resources, the number of students that can be taken by the club is very low. Practitioners stated:

Last year we had only one intern (P2).

It depends. Last year there were 8-9 applications from master students. We took only two (P1).

We have one intern at the moment, and we had one last year (P7).

Secondly, the lack of human resources leads to the time and supervision constraints that are devoted to the interns. Several practitioners explained:

I think that we could take only one intern per year because it is demanding giving the student proper attention and supervision. When having an intern, you have to focus, so having many would be difficult regarding time and following them up (P4).

Regarding the number of students that we can take per year, we can take one to two. We cannot take more because it is a challenge for to give them proper training about how to do the job, and it is also a lot of work for the person who is responsible for interns (P7).

We are a small club and as a leader I am very busy, so my fear is that I do not have enough time that interns need regarding following up. I do not have the time to do so (P3).

[...] yes, students are a resource, but it takes around one or one and a half month before interns can really start doing the work properly, so, it is a challenge for both students and the club (P7).

I think we can have one student per year. Because you have to take care of the student, follow him or her up (P6).

As it has been mentioned before, the on-site supervisor needs to have an appropriate amount of time and resources in order to create an engaging and successful internship experience (Coco 2000; Williams 2004). This means that the supervisor must have a necessary amount of workload that is enough for efficient monitoring and supervision of student' experience. Moreover, the on-site supervisors should have a knowledge in the sport industry, experience in facilitating the learning experience, and leadership skills (Chouinard 1993). It can be argued that the interviewees possess all the necessary understanding regarding the football industry as well as administration and supervision skills in order to provide interns with valuable work experience, motivate and encourage them. In contrast, practitioners demonstrated that the amount of workload and lack of resources restricts the number of

students that can be taken. The deficit of time also leads to the partial exclusion of students, as one of the employers stated:

[...] this is part of everything else, but in the beginning, students may not always have something to do (P1).

While discussing the characteristics of internships, there has been found a contradiction with the literature regarding the number of hours for the internship. Brassie (1989), and DiLorenzo-Aiss and Mathisen (1996) argue that the internship should last for 400 hours which is around 3-4 months of full-time job. But the findings show that this amount of time is not enough for students to get to know the working process in the Norwegian clubs' settings, take part in a meaningful project, or contribute to the development of the organization. The practitioners stated:

They [students] were in the club for 6 months. And I think that six months is the best length of the internship (P7).

When people are here for a short time period, it takes time for students to get familiar, to get some work and projects. When students come here only for 4 months, and we work here all year around, it is sometimes difficult to involve and give them enough to do (P1).

We would like to have master students for a longer period of time because being in the club for 6 weeks is not enough to get to know the club (P1).

[...] it is also a possibility for students to come from August till December, and from January till June. So, I think that is a possibility, and if we are going to do it right way, then we can have interns like that (P6).

The data demonstrates that most of the practitioners acknowledge that the best time frame for the internship would be around 6 months which will give the opportunity for students to get to know the club and be fully involved in the process. This can be considered by the faculty members who are responsible for the improvement of the internship aspect.

The data further shows that the clubs' benefits from having an intern is in the exchange of knowledge and ideas, creativity, and new perspectives which is a well-researched topic (Ferkins 2002; Martin and Leberman 2005; Haddara and Skanes 2007). Several interviewees stated:

[...] and also, the student can give us new impulses and how to think, and how to do our processes (P7).

[...] but also, that we can learn some new things. Because students think on another level, they think differently. They are mostly young people

who think about problems in another way than we are doing here in the club (P6).

[...]to get more creativity and new ideas which is important. Interns can give us more input (P1).

It became evident that clubs benefit if the students can inspire them and contribute to the working process, as practitioners want to employ motivated workers who can create a progressive work environment; these features were analysed by Reeve (2001).

As it has been mentioned before, another side of cooperative education that was analysed is the benefits of students. It should be mentioned beforehand that all the findings are in line with previous research regarding this topic (Ross and Beggs 2007; Williams 2004; Zopiatis and Constanti 2012). Practitioners argue that students learn by experiencing how everything works in the football clubs, students have the possibility to learn the language and create network; moreover, students develop themselves as professional employees by receiving meaningful and independent projects, the following statements is an example of these benefits:

Students can benefit from learning how everything works inside the football club. They can benefit by learning language, and how the club works. I think there is a lot of things you can learn, and you also get a lot of friends inside the group (P5).

[...] get to know everything about football from the inside and about our club, and have the opportunity to develop, do things, to set footprints and grow (P3).

To sum up, there is a potential for the development of cooperation, as the findings show that practitioners are positive towards establishing and developing of collaboration in different ways. Additionally, the improvement of curriculum is considered as a crucial part of the cooperation that can improve the educational program and increase its quality, as faculty members would be aware of the practitioners' needs; create interns who are more qualified and prepared for the internship experience and who can contribute to the enhancement of clubs' working processes. Hence, all the stakeholders benefit from the cooperation in different ways, so there is a need in not only an established cooperation but in a constant development and improvement of the joint responsibility in terms of internship practice. Importantly, the caution needs to be made regarding the joint work with the aim of improvement of the curriculum.

From the other side, there are challenges that stakeholders need to keep in mind while establishing and developing the cooperation such as the length of the internship and the on-site supervisors' workload, as it is directly connected to the supervision of students; hence, to the overall quality of the internship experience.

5.3 Competency-based education

Competency-based education approach demonstrates particular skills and qualities that are required from prospect employees in various occupational fields and job contexts. In my case, I examined necessary skills and qualities that are valued by football clubs while evaluating potential interns.

After analysing the data, fit and match with the organization was determined as a theme. All practitioners mentioned qualities that are important for the football club and named skills that they value in potential interns and employees. The findings are summarized in table 6.

Quality or skills	Examples of how students can demonstrate these in the workplace
<i>Personal qualities</i>	
Sincerity and reliability	An intern has to: be polite and friendly, know how to treat people, positive, trustworthy, and open-minded. There are no special competencies that we require, but we need people who are kind and helpful because there are different kind of jobs, and we will surely find something for everyone. The person has to be nice, trustworthy, and social with others because we involve him or her in the process.
A passion for sport	First of all, every person in the club needs to be passionate. We need to see passion every day in everything you do.
Independence	I would look for the person who is able to work independently.
Initiative	We need people who is initiative.
Willingness to learn	I am looking for people who wants to get better and enhance their performance.

	When I look at the applications, I look at the grades, if you have good grades this means that the student probably has a great ability to learn.
Self-confidence	We need people who are not afraid.
Think strategically	If we get students who think ‘how’ and ‘why’ and thinks things through about what he or she can do for our club to make it better. Students should think how the club is doing now, and what can the student do for the club to make it grow further.
Skills	
Team work	An intern needs to understand that the most important thing he or she does is not only to perform good by yourself but invest in other people in the club and create results as a part of a team.
Ability to work under pressure	When we evaluate potential interns, we would look for people who has the ability to work hard and can push themselves further because it is a hard industry, and you have to take a lot of risks; and have to work hard on tasks that you have.
Creativity	I would like to employ interns who have ideas, who can, for example, help us to get more income.
Written and oral communication	Students should be good in written communication. I want students to be able to present the project they have been working on.
Prioritizing	We want an intern who is able to prioritize assigned tasks.

Table 6. Summary of required qualities and skills

The findings are in line with previous research and support the studies by Gross (2013) and Dinning (2017) who examined the necessary skills and qualities required by employers. The characteristics that was mentioned by all interviewees and can be considered as the most important are: sincerity and reliability; additionally, these attributes are considered as universal (Gross 2013). Team work skills is another crucial characteristic that was mentioned by all practitioners. Besides being an efficient team work player, practitioners want the intern to stand out and demonstrate his or her invaluable contribution which leads

to another valued qualities such as being an independent and initiative worker and individual.

Interestingly, none of the employers mentioned any special competencies that could be considered as purely connected to the sport industry except the 'passion for sport'. It is clear from the data that the passion for sport is the critical characteristic for a potential intern and prospect employee as the employers are passionate people themselves and want to employ those who shares the passion for football:

[...] I always had passion for football since I was little kid. Today I am 40, but from being 20, I have been a volunteer leader in a football club, and since I was 30, I worked professional in football club. So, pretty much football has been a big part of my life, even though at the same time I worked in another company (P3).

The data shows that creativity and willingness to learn is an advantage for prospect interns. Moreover, as all the practitioners argued that there is an overwhelming workload in a football club, such qualities as prioritizing and ability to work under pressure are of interest not only for the employers but also for students. This means that employers can get self-confident interns that can cope with complex projects, take risks, and think strategically which adds value to their contribution into the working process; alternatively, students are aware of required qualities and can prepare themselves for a challenging experience.

The data has revealed that oral and written communication are also valued by practitioners. Since the study is considering football clubs within the Norwegian context, it was important to specify the language requirements, as many educational programs are international and one of the aims of these programs is to get new learning and working experience. Hence, the practitioners were asked about preferences regarding the language:

I would look for people who speak English, and if you speak Norwegian it is also good (P5).

It is not necessary to speak Norwegian, we have international players, so it is not a problem, but potential interns have to speak English (P2).

It is important to speak English but if you can speak and write Norwegian, then we could give the student tasks related to media, web page, and communication (P1).

As it can be seen from the quotes, practitioners admitted that it is necessary to speak English, and it would be beneficial if the student speaks Norwegian, the reason for this is that the intern can be more involved in the working process. From one side, this facilitates the club,

as the range of tasks that the student can perform is broader, and therefore, this person is considered as more suitable and valuable. From the other, for the student who speaks both languages, the level of inclusion in the working process is higher.

From this backdrop, there is a need to examine this question further, therefore, the practitioners were asked about their opinion regarding employing international students with the aim to analyse to what extent Norwegian PFCs are open to international students. The interviewees stated:

In total we took 25 students, but only 2-3 internationals (P1).

We have decided to start to take Norwegian students, so they can have experience in the club; and maybe in the long-term perspective, we can consider taking international students (P4).

[...] and some of the players who was recruited are international students who came here to study, but they have football skills, so we took them in and today they play in our team. Two international players showed that they were very good, and they got contracts with us through the school (P5).

The data demonstrates that the prevailing number of students who was offered an internship are non-internationals. This means that students who speak Norwegian are prioritized but at the same time there is a need to raise awareness regarding this challenge and find compromise during the establishment of cooperation with host organizations. As one of the crucial characteristics of internship experience is that each and every student should be supported and have access to relevant and proper internships (Cuneen and Sidwell 1993). I suggest that if the educational program can offer a possibility to have an authentic internship experience, there may be an increase in the demand for this program.

Finally, I want to demonstrate three statements that I find the most powerful for describing the recruitment criteria that some of the clubs utilize:

Important skills: to be flexible, be able to perform a lot of tasks, be positive, and open-minded (P2).

Interns are a resource for the club in terms that they are motivated and interested in learning new things. They get to do a lot of tasks in the club which they need to prioritize (P7).

During the recruitment process, we look for 3 core values. First of all, every person in the club needs to be passionate. We need to see passion every day in everything you do. Secondly, development, we need people who understands their role and are able to reflect on the tasks that they

have to do to develop themselves and the club. And lastly, is team work, I want interns to understand that the most important thing you do in our club is investing in other people within the club. No one gets good alone, we are a team. If you are not a team player, you have to be good on your own, full of initiatives, but also being able to invest in the person who are you working with. Smile, be positive, investing in the team, if you cannot identify yourself with those values, I can guarantee you that you do not fit within our club. So, the right person, with the right passion and right developing, yes, of course, we would consider hiring him (P3).

From this backdrop, organizations look for employees who acquire all the above-mentioned skills and qualities that support the previous research by Riordan (2009), Dinning (2017), and Gross (2013). Furthermore, the skills that are taught in the university are related to the development of self-confidence, communication skills, and a value of professionalism; additionally, universities tend to develop and enhance problem-solving skills, critical thinking, and relating theory to practice (Chouinard 1993; DeSensi et al. 1990). Moreover, it is argued that universities implement career objectives in the educational program that includes career planning, improvement of job acquisition skills, and testing career options (Chouinard 1993; DeSensi et al. 1990). This means that universities attempt to develop skills and qualities that practitioners find valuable and relevant. Faculty members are also responsible for the feedback and instruction of students prior, during, and after the internship, as students are in need for the support in writing curriculum vitae and preparing for the interview; simultaneously, universities may conduct seminars for students with the aim to share challenges and answer thought-provoking questions together with the faculty member who is responsible for the internship (DeSensi et al. 1990). One of the main aims of these seminars is to transform students into self-directed learners which in turn contributes to their internship learning experience and better performance in the workplace.

I focused only on one particular type of setting which from one side gives the possibility to carefully explain the current requirements in order to become an intern, but on the other, exploration of sport management competencies in different types of settings can provide us with better understanding of what kind of intern the sport industry needs.

6.0 Summary, implications and future research, limitations

This chapter summarizes the key findings, and implications of findings are discussed for future research and enhancement of the industry practice. The implications are focused around the internships and further development of this practice within football clubs and universities that offer sport related educational programs. I present topics for further studies that became evident during the discussion of findings. These ideas might be future topics for master theses.

6.1 Summary

The aim of this study was to provide understanding and insights into the internship learning in the football industry within the Norwegian context. Specifically, this research explored the status of internships within Norwegian football clubs and determined their perspective regarding various attributes of internship practices; I tried to answer following research questions: How do football clubs ensure the learning experience within the internship? What are the football clubs' perspective regarding the cooperation with educational institutions and interns? How do football clubs evaluate potential interns?

This study has demonstrated that on-site supervisors have the necessary knowledge and understanding of the football industry along with the leadership skills and qualification to manage and contribute to the learning process of interns. The data has revealed that practitioners find students' learning experience as an essential part of the internship, and therefore, they secure the student's experiential learning by providing them with tasks and projects that are valuable for the club but at the same time, these tasks are independent and expect students to apply theoretical knowledge that is learned in the classroom. Moreover, students learn, as on-site supervisors include them in the whole working process of the club and integrates them in the work team by treating an intern as an employee. Overall, it can be said that football clubs are an effective experiential learning setting.

The data further showed that football clubs are open to establishment of cooperation with universities and students and are positive towards joint work with the aim to improve curriculum, as football clubs can benefit from it by getting more qualified and prepared interns who can contribute to the working process of the club. Moreover, practitioners stated that there is a lot of routine tasks and special projects in a football club throughout the year, and that they are in need for qualified hands. Even though the on-site supervisors possess all

the necessary skills that are crucial for securing the best learning experience, there are constraints regarding the on-site supervisors' workload and time that can be devoted to interns which implies further challenge such as a limited number of interns that can be taken per year.

And finally, this study demonstrates how football clubs evaluate potential interns. It can be described as a set of skills and qualities that a prospect intern needs to possess, and which creates a perfect match with the football clubs. It consists of such personal qualities as: sincerity and reliability, a passion for sport, independence, being initiative, have willingness to learn, being self-confident, and think strategically; and includes following skills: team work, ability to work under pressure, creativity, written and oral communication, and ability to prioritize.

This study revealed that the faculty members should reconsider the length of the internship experience, as football clubs indicated the need for students to work in the club for a longer period of time in order to get a proper training and be fully involved in the working process. I hope that this study can raise the profile of this important aspect within the internship program.

This thesis can provide value for students, academics, and the football industry. It is important for students, as the thesis provides research and insights into the industry specific skills that are required by football clubs' practitioners, as well as the understanding of opportunities and career possibilities within the football club. Moreover, the information is provided regarding the tasks, responsibilities, and its rationale from clubs' viewpoint. Overall, this information shapes the expectations of students who wish to pursue internship in a football club and can be valuable for those who decide what their internship setting should be. Additionally, the findings of this thesis may be relevant for academics in terms of possible development or enhancement of cooperation with football clubs: establishing discussions on expectations about internship from both sides. Additionally, the thesis provides insights of clubs' motives and concerns regarding cooperation between a club and university. Another possible value for academics may be the inspiration and further improvement of curriculum in collaboration with football clubs. And finally, the findings of this study can raise awareness among practitioners regarding the benefits of internship practices and the possibility to enhance the off the pitch development.

To sum up, this study has showed that the football clubs are in the stage of realizing the importance of having an internship practice; those clubs that have internship attempt to

create a high-quality work-related experience by assessing and supervising an intern; there is an enormous potential for establishment of a joint communication among all the stakeholders who involved in the internship process with the aim to create an internship experience of high quality.

6.2 Implications and future research

Implications from this study would be to consider the extension of the length of the internship; the perspectives of students who have already had an internship would add value, as there is a possibility to discuss their preferences and perspectives. It may also be beneficial to consider interns' benefits and disadvantages of having internship in Norwegian PFCs in order to identify other weak features and find ways for improvement of internships; the inclusion of international students may enrich the understanding of the topic.

Further research is required to expand the knowledge regarding other possible internship settings which can contribute to the development of discussions regarding the enhancement of the sport management internship possibilities in Norwegian context. Moreover, the further investigation of different sport management settings and their preferences and perspectives can enhance students' internship experience and improve the quality of internship practices within particular setting.

As the study has focused on the identification of football clubs' perspectives regarding the cooperation, further research should examine a possibility to find a solution for Norwegian PFCs to employ more than one intern, thereby creating more internship places for students who can contribute to the development of clubs and at the same time to get a valuable work experience that enhances the chances for better employment. This solution needs to be cost effective which will be valued by PFCs and, therefore, implemented faster, as there will not be any additional costs. This will also benefit students, as all the practitioners acknowledged the need for extra working force, but at the same time the human and resource constraints create the issue and leads to the conflict.

As this thesis identified important qualities and skills required by Norwegian football clubs, future research may investigate the ways these qualities and skills can be developed or enhanced within the curriculum in the classroom.

6.3 Limitations

Limitations take place in all studies. This thesis demonstrates that the research around internship practices in Norwegian football clubs is underdeveloped. However, it needs to be taken into consideration that the researcher used the literature only in English which gives the possibility of excluding some information regarding Norwegian football clubs and sport management programs in Scandinavian context. This thesis demonstrates an analysis of a small sample of men's Norwegian football clubs' representatives that is limited to its context. This means that the findings are not inevitably equally applicable to other Norwegian PFCs and were not designed to facilitate generalization. Therefore, attention needs to be given in terms of generalizing all men's clubs in Norway and in Scandinavia. Additionally, the findings are based on the selection of several participants that was based on the Internet search as, unfortunately, the researcher did not find any information or research regarding the presence of internships in Norwegian PFCs.

The thesis is an examination of a subject that has not been investigated earlier. The viewpoint of participants varied regarding the researched topic. Some participants didn't not have clear understanding of various features of internship practices. Those participants that have never had interns before could not apply their previous experience which imposes relative inaccuracy to some extent.

Any research findings relate only to the subjects involved, at the time and place the research was carried out. Students' concerns and considerations were not considered which makes the thesis unilateral.

As it has been mentioned in the limitations part in the methodology section, this thesis does not provide multiple perspectives from different individuals in terms of coding process and the data analysis. This means that the method is consistent but further studies can involve several individuals during the coding and themes generation process which allows constructive discussions.

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8.0 Appendices

Appendix A: Literature matrix regarding challenges and disagreements between host organizations and interns

No	Author / Date	Aim of the study	Method	Respondents	Findings on challenges: Students' perspective	Findings on challenges: Practitioners' perspective
1	Beggs, Ross and Knapp, 2006	The purpose of the study is to investigate student and practitioner differences in perceptions and expectations of undergraduate internships in recreation.	on-line survey	363 Recreational sport management practitioners: Resort and Commercial Recreation Association, National Recreation and Park Association, National Intramural Recreational Sports Association. 196 Recreation students	Internships should: - enhance placement, - provide technology training, - be paid, Internship agencies should provide: - opportunities for professional development, - opportunities to manage part-time staff, - full-time employment after the internship, - assistance in finding full-time employment	Internships should: - enhance instruction, - develop problem-solving skills, Interns should: - be able to develop programs, - know how to program budget, - expect to work more than 40 hours, Internship agencies should provide: - opportunities to write press releases - be willing to do any job task,
2	Beggs, Ross and Goodwin, 2008	The paper examines differences in the perceptions of internships between college students studying travel and tourism and practitioners in the field.	web-based survey	123 travel and tourism practitioners: Resort and Commercial Recreation Association 89 travel and tourism students from ten U.S. universities	Internships should: - provide technology training, - full-time employment after the internship, - interns have good supervision skills, Internships should select agencies: - based on benefits (salary, housing).	Internships should: - develop problem-solving skills, - develop communication skills, Internships should provide: - opportunities to develop programs, - opportunities to lead programs, - expect to work more than 40 hours, - be willing to do any job task.

3	Knepper and Murphy, 2002	The paper provides comparison of employers and students in terms of their perspectives on 18 internship issues. Identifies differences between these groups	survey of students and employers	<p>Companies that participated in Summer Intern Program sponsored by the Council of Logistics Management</p> <p>Logistics Students</p>	<p>Student-focused issues:</p> <ul style="list-style-type: none"> - develop job skills, - develop communication skills, - earn money, - provide technology training, <p>Corporate-focused issues:</p> <ul style="list-style-type: none"> - aid full-time hiring, - inject ideas, - influence curriculum, - develop industry support, - provide part-timers. 	<p>Student-focused issues:</p> <ul style="list-style-type: none"> - enhance instruction <p>Corporate-focused issues:</p> <ul style="list-style-type: none"> - provide special project employees, - enhance image,
4	Stratta, 2004	The purpose of this study is to examine the needs and concerns of students when accessing and completing internships. Analysis of students' experiences in order to ascertain their perceptions of the sport management internship	open-ended questionnaire	<p>76 sport management students who:</p> <ul style="list-style-type: none"> - had completed internship, - looking for an internship, - participating in an internship 	<p>Access to opportunities that facilitate future employment:</p> <p>Development of professional relations:</p> <ul style="list-style-type: none"> - establishment of a professional network, - establishment of a professional reputation. <p>Development of the professional self:</p> <ul style="list-style-type: none"> - match with personal factors, - match with professional goals, - exposure to professional challenges 	Not considered

5	Collins, 2002	This paper examines stakeholders' reactions to the university level "industrial training" program and its success in providing a realistic workplace experience. The study examined the structure of the "industrial training system" (ITS), its strengths and weaknesses, and what can be done to improve the system	questionnaires, interview schedules, critical incident forms, material analysis.	<p>76 practitioners from:</p> <ul style="list-style-type: none"> - Nine five-star hotels, - three restaurants, - three catering centers <p>113 Tourism and Hotel Management students who:</p> <ul style="list-style-type: none"> - 63 had completed industrial training, - 50 were in industrial training at the time of the study 	<ul style="list-style-type: none"> - Not enough training provided explaining the aims, rules and regulations of internship, - Internship agencies should provide with salary, transportation, medical services, insurance, accommodation, social activities, - improve organizational supervision 	<ul style="list-style-type: none"> - increase interns' performance level, - increase cooperation between educational institutions and the industry sector,
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Appendix B: Collated data extracts and codes

Data extract	Coded for
<ol style="list-style-type: none"> 1. The club have never been engaged in internship practices (P4); 2. It has been on and off, we do not have regular, standard procedure with internship (P2). 3. We are very young football, we are only 17 years old. And this is the fifth year we have been in the first division. But we do not have any internship and we have not considering about establishing it (P5). 4. We have not had any interns from schools or universities. But we have a lot of volunteer workers from inside and around the club (P3). 5. The club have not been engaged in internship practices on a regular basis. We have started to take some students, we had one student from [name of the university] from January till June (P6). 	<ol style="list-style-type: none"> 1. Awareness of the internship practices. No experiential learning
<ol style="list-style-type: none"> 6. We have 70 full-time employees including players (P4). 7. 32 full-time employees including coaches. Same organizational structure. 4 people in the administration. 11 coaches included medical (P2). 8. 65 people who is employed by the club: administration, coaches, medical department, players - full-time workers (P1). 9. We have about 4 full-time workers in sport department, and in sales and marketing department we have 2 full-time workers. And we have part-time workers in economy and administration. In total, I would say about 8 full-time workers. And then we have the players, but none of the players are full-time players (P3). 10. We have 35 full-time employees including some players. Because some players work 20%, but most of the players are 50% employed (P5). 11. We have 8 full-time employees in the administration, and in total we have 44 full-time employees including players (P6). 12. We have 50-60 full-time employees including players. We have 3 people in marketing and media department, 8 in the administration, 30 in the sports department, around 6 in the academy, and 4 people working in the event department (P7). 	<ol style="list-style-type: none"> 2. Size of the organization; Small and medium size enterprises;
<ol style="list-style-type: none"> 13. And we have different companies related to the structure of the football club. So, we have one newspaper, TV-station, sales and marketing, sports department, administration, financial department, and that is why we are so many (P4). 14. And we have 8-9 different companies. In the football club you have administration, operation, property, indoor hall, sport department, medical, public, marketing, commercial variation in what we do (P1). 15. We are an organization and not a shareholder club, so at the top we have the annual meeting, then comes the board, and under the board you have me – the director, and there is a person who works with the economy for 40%. And we have marketing director who is a full-time employee. And then it is the sports department, ‘elite’ department, and we have the person that works with all the equipment, and then we have youth department that is dealing with young players (P5). 	<ol style="list-style-type: none"> 3. Organizational structure; Departments, placement possibilities for students. Preferences for employment of interns. Various departments.

<p>16. And also, we have coach academies. The manager of the stadium works on holding the stadium in the appropriate shape, working with the pitch. And we have groups and comities that have projects where they work on the income to the club. For example, car lottery, we have blues festival and we organize big camp when people can sleep in tents around the stadium. And companies can rent the stadium for seminars, parties and so forth, and we also have supporters shop (P5).</p> <p>17. As a CEO, and different areas are under me, like sport, sales and marketing, like arena facilities, like match day and economy. And we have leaders for all these areas, but not all of them are full-time employees. In our club it is very important that players in the club combine football with either school or work, so most of them are 50% players and 50% workers in different organizations or students (P3).</p> <p>18. I would say that maybe we could want to have interns with administration, day to day work and economy, match day, how to contribute to sell more tickets. How to make the match day experience better (P3).</p> <p>19. We are a member-based club, everyone can be a member in our club, we have sports department, marketing and sales and so on (P6).</p>	
<p>20. We consider taking interns. We would like to employ interns in sales department, sports department, and administration (P4).</p> <p>21. I am a contact person from the club with the university college all the time. We started in 2010. Since then we have had 25 interns. We have both for bachelor and master's degree. So, it is like 3-5 students a year. For the bachelor, normally 1 internship in the administration, and that is my responsibility. 1 bachelor student in the spring every year. We have internship with the youth department and the academy for top football every second year. In the autumn 1-2 master students, mostly in the administration (P1).</p> <p>22. The development of specific skills that can enhance the competencies of students or their employability depend on the department where they are going to work. If it is in sports administration, we of course would involve them in everything which has to do with the players' transfers, how the club is run, and how everything works (P4).</p>	<p>4. Possible places for interns</p>
<p>23. The motivations for our club to engage in internship practices. It would be good if we can build up some more knowledge about how club works within the area (P4).</p> <p>24. [...] and by getting answer on different things that we try to work on now (P4).</p> <p>25. [...] to get more creativity and new ideas which is important (P1).</p> <p>26. [...] students think at another level, they think differently. They are mostly young people who think about problems in another way than we are doing here in the club. We have been in the club for many years with all the people who works here, and then when the students come with new ideas, I like it. It is exciting (P6).</p> <p>27. And also, the student can give us new impulses and how to think, and how to do our processes. And they are a part of team work here (P7).</p>	<p>5. Exchange knowledge/ ideas, creativity, new perspective</p>

<p>28. We are happy people who wants to help us and get experience. We are more than happy (P5).</p>	<p>6. Inspiration</p>
<p>29. Of course, we can benefit by having extra force (P4). 30. To help the club with the workforce, more hands to do tasks (P1). 31. And we also would be happy to get extra help from students that can come in the club, learn, and help (P5). 32. We always need people, so if some want to come and help us, especially around arrangement, we can offer some experience with that (P5). 33. The club can benefit from having better arrangement. The more hands you have to help you, the better arrangement you have. Because arranging the football match at our level means that we need guards at the stadium, to work in kiosk, to sell lottery, helping the press, helping the commentators, the TV people. There are a lot of jobs to do on a match day. We benefit from having more people, because the more we are, the better we do the job (P5). 34. I think it is interesting to have students because it's good for the company, because we are very few people here, and then we can get some more people to work for us (P6). 35. [...] at the same time, they are a resource for the club in terms that they are motivated and interested in learning (P7). 36. Of course, having an intern here is the big resource for us (P7). 37. We need people because we do so many projects (P5). 38. I think that students could help with workload (P3).</p>	<p>7. Extra force</p>
<p>39. We want students to learn about the business, so they can get a better understanding (P2). 40. The best learning experience for the students is themselves, the fact that they are here, they want to get an experience and create a career for themselves They can do almost anything they can for the club (P7). 41. And I think that more importantly is that we should focus on the program for students. On giving a good experience for students. The club also has good experience, we also learning. It is new for us and it is exciting, and I think that we will have more students in the future (P6). 42. I think that best learning experience is to see how the club is working from every angle. Students are going to know how the club is working, students see how we are working with the players, how we are working with the customers, how we are working with partnerships and so on (P6).</p>	<p>8. Learning process for students</p>
<p>43. [...] they do a valuable work for the club, and we get to analyse people, so maybe we can hire them later (P2). 44. I am pretty sure that internship in our club will benefit students' career development. But again, maybe not every student. I think some students will match up to our club, some can fit with other clubs (P3).</p>	<p>9. Development of career possibilities for students</p>
<p>45. Interns can give us more input (P1). 46. [...] at the same time to contribute to our club (P5). 47. If we have students who have ideas, or they can help us to get more income, it is also a good thing. Everything is changing very fast, you have to think in another way (P6).</p>	<p>10. Input and contribution; critical and strategical thinking</p>
<p>48. Important learning process for the club, you can get to know new people with new ideas (P1). 49. [...] we can learn new things (P6).</p>	<p>11. Learning process for the club</p>

<p>50. It is important that the school is doing well, important to have school so close (P1).</p>	<p>12. Importance of cooperation</p>
<p>51. In the beginning it was a little people, but now everyone got used to that there are always students around. So, employees can give something interesting that they have to the students, and the student can take part in the project. More people are welcoming and appreciating when students are around, club is involving the students more now. You get used to it (P1).</p>	<p>13. Comfort for the club</p>
<p>52. We only recruit local players, from our local area. Players that are not good enough, but we believe that they can be good enough. That is why we are bringing them inside the club. We also think this inside recruiting to the board or to the administration is better. If they have not been at this level before, but we believe they can take this level, and perform (P3).</p> <p>53. So, I think if I should bring somebody to our club, I would prefer if they are from our area, so we can get knowledge into this region, not in other regions, build the region (P4).</p>	<p>14. Localization</p>
<p>54. That is a motivation to engage in internship practices – to give talent a chance, because that is what we are doing on and off the field (P3).</p> <p>55. The motivation for having interns is, of course, to give them experience (P7).</p> <p>56. We are always talking about talents, which is why we think that it would be useful and natural for students to have internship, an opportunity to come inside (P3).</p>	<p>15. Give experience</p>
<p>57. I hope that internship will bring in some new ways to challenge the club a little bit with youth eyes on how things are, how things can be done in another way, how we can develop further (P3).</p> <p>58. So, what we are looking for in any recruitment is 3 core values. First of all, every person in the club needs to be passionate. We need to see passion every day in everything you do. Secondly, development, we need people who understand their role and are able to reflect and together with a leader identify what do they have to do more to develop, and what do I have to do less. And lastly, is team work, you need to understand that the most important thing you do to be good by yourself is invest in other people in the club. No one gets good alone, we are a team. If you are not a team player, you have to be good on your own, full of initiatives, but also being able to invest in the person who are you working with. Smile, be positive, investing in team, if you cannot identify yourself with those values, I can guarantee you that you do not fit with our club (P3).</p>	<p>16. Recruitment criteria, the sum up</p>
<p>59. We benefit from having interns in terms of equalling them as any other employee. So, they get to do a lot of tasks in the club, some tasks are in the priority, and some are not. And when we have an intern here who is able to prioritize a lot more, and to stay motivated, then we have extra resources (P7).</p>	<p>17. Prioritizing</p>
<p>60. We have one intern at the moment, and we had one last year. They were in the club for 6 months (P7).</p> <p>61. I think that we could take only one intern per year (P4).</p> <p>62. Last year we had only one intern (P2).</p>	<p>18. Clubs' capacity</p>

<p>63. Regarding the number of students that we can take per year, we can take one to two per year (P7).</p> <p>64. If we have 3 students during the spring, and then we have 1-2 in the autumn, then it is fine. We have discussed from year to year, if we want to have 2 students in administration and 2 in the academy. Maybe this is easier for the students to work together. But we have not done that (P1).</p> <p>65. It depends. Last year there were 8-9 applications from master students. We took only two (P2).</p> <p>66. I cannot say about the number of interns that we can take per year, and it depends on the level we are playing. If we are playing at the top level, then we need many. So far, we around 30-40 volunteers, but if there will be around 5 students that want to come, I am sure that there will not be any problem (P5).</p> <p>67. I think we can have one student per year (P6).</p>	
<p>68. We can take only one because it is demanding, give the student proper attention and supervision. And when having an intern, you have to focus, so having many would be difficult regarding time and following them up (P4).</p> <p>69. We cannot take more because it is a challenge for us because you need to have the proper training, and you need to advise them about how to do the job, and it is a lot of work also for people who are responsible for interns (P7).</p> <p>70. [...] yes, students are a resource, but it takes around one or one and a half month before interns can really start doing the work properly. And again, it takes time. So, it is a challenge for both students and the club (P7).</p> <p>71. we cannot pay them salary because we cannot afford that (P5).</p> <p>72. But the timing is better now than couple of years ago, because we were struggling to set the club up, to build the platform, and it has been a fight to survive as a club, the existence of the club because of the lack of economy, so we had enough with ourselves. But now the situation looks much better, we have more positive energy, and now we are more open to consider internships (P3).</p> <p>73. We are a small club, so I hope internship will not, and that is my fear, because I am as a leader, I am very busy, and my fear is that I do not have enough time that intern needs regarding following up. I do not have the time to do so (P3).</p>	<p>19. Resource and time constraints</p>
<p>74. And the challenge is that people are different, students themselves have challenges, they have different experience, so, of course, if the student is not very motivated or have never had the real job, that can be challenging for the person who is responsible for him or her (P7).</p> <p>75. You always feel that you are not prepared enough, because administration is not that big, so we do not have people to take care of the students, this is part of everything else, so in the beginning students maybe do not always have something to do (P1).</p> <p>76. You have to take care of the student, follow him or her up. So, I think that is a possibility, and we are a small club and have a lot of things to do. If we are going to do it right way, then we can have interns like that (P6).</p> <p>77. We always say that you should start with your thesis. Because there are days, when you do not have projects for students (P1).</p>	<p>20. Human constraints</p>

<p>78. It is important to hear the student, create good relationship, and take care (P6).</p>	
<p>79. And I think that six months is the best length of the internship (P7).</p> <p>80. When people are here for a short time period, it takes time for students to get familiar, to get some work and projects. Sometimes they do not have enough to do. But luckily, they have to write bachelor and master thesis at the same time. When students come here to be only for 4 months, and we work here all year around, sometimes it is difficult to involve and give them enough to do (P1).</p> <p>81. We would like to have master students for a longer period of time because they have been for 6 weeks which is not enough to get to know the club, the collaboration with students has been excellent (P1).</p> <p>82. It is also a possibility for students to come from August till December, and from January till June (P6).</p>	<p>21. Length of the internship</p>
<p>83. It has not been that many applications in last two years (P1).</p> <p>84. We have never received any applications from students that I remember (P4).</p> <p>85. I cannot say if we receive many applications (P5).</p>	<p>22. Awareness of students and universities</p>
<p>86. Students can benefit by getting knowledge. You know, when you are a student you work on theories and similar things. But when you work in the club, you get the practice and direct knowledge about how things work (P4).</p> <p>87. But in my eyes, the best learning experience that you see how everything works together. Then it is much easier to use the theories in university, as you already tried it in practice (P4).</p> <p>88. Meaningful internship experience is that interns get insight into the real problems and real cases. That they are not sitting on a bench and working on something that is not important. And the most important, is that students would get to work with difficult cases that they will take part in solving the tasks. I would give them independent projects, for example, players' transfer, sales increase. And I think that if we would have had an intern, he would be involved in all projects (P4).</p> <p>89. We used to split them between all the departments in the club, so they can learn more (P2).</p> <p>90. I think they learn a lot about the club in our level, how the football club work (P2).</p> <p>91. In general, they develop skills. They learn how everything works together, they can see the sport industry in practice (P1).</p> <p>92. So, employees can give something interesting that they can give to the students, so the student can take part in the project (P1).</p> <p>93. I think that student that is going to be here throughout the year, he or she will get a lot of experience with all the jobs in the club, maybe it's marketing, it could be in the administration, it's a lot of things to do in the club, and when you have a student, often I think that it's important that the student will get overview of all the tasks in the club (P6).</p> <p>94. But in my eyes, the best learning experience that you see how everything works together (P4).</p>	<p>23. Practice, full-engagement and understanding</p>

<p>95. [...] It differs from student to student, depends on what they do and not do. When you have this theoretical framework that you learned in school, it is nice to see it in real environment, and also easier to apply the theory when you have some practice. So, probably when they go back to school, at least it will be easier for them to learn more, because now they have this application (P1).</p>	<p>24. Application of theoretical framework</p>
<p>96. And, also, at the end of the season, we give a trip to volunteers abroad. And, of course, as I have already said, everyone is welcome, if they want to help us (P5).</p> <p>97. The motivation for the students is that we have a treat at the end of the season, it can be a trip, or a party in the end of the season. And this is a gift that can be the motivation for students. But you also get experience, you get insight, you learn from it (P5).</p>	<p>25. Remuneration</p>
<p>98. We are not afraid of changes, because we have to change in evolutonal way, because that is the way we can compete with the bigger clubs that are not to positive to changes, but we need to do small changes all the time to develop (P3).</p> <p>99. We can be better at everything, because the world is going further, there are new things, and you have to think differently (P6).</p>	<p>26. Overall development of the club</p>
<p>100. You have to be polite and friendly. And know how to treat people. There are no special competencies that we need, but we need people who are kind and helpful, because there are different kind of jobs, and we will surely find something for everyone (P5).</p> <p>101. [...] We want to meet good people [...] (P3).</p> <p>102. Important skills. To be flexible, positive, open-minded (P2).</p> <p>103. The person has to be nice and trustworthy, because we involve you in the process. Also, because as soon you are in the club, you represent the club, trustworthy, and social to work with others (P1).</p>	<p>27. Personal qualities</p>
<p>104. Sometimes, people come in who wants to be coaches, and sometimes they want to be in the administration. So, we facilitate that (P2).</p> <p>105. It always depends on the intern, for example, students who we had before, they came with the background in audition, interesting in the marketing, and how the club is driven (P7).</p> <p>106. Tasks and responsibilities depend on the department. If it is in sports administration, there are a lot of things like players transfer. And it also depends on students and their interest (P4).</p>	<p>28. Self-awareness</p>
<p>107. When we evaluate potential interns, we would look for people that work hard, have the ability to push themselves. Because it is a hard industry, and you have to take a lot of risks. And have to work hard on tasks that you have, especially in players' transfer and similar things. You have to learn to never give up. These characteristics are really important if you want to work in the sport industry, in the football clubs. And that would be what I am looking for (P4).</p>	<p>29. Work hard, ability to work under pressure</p>
<p>108. It's different tasks, some of them want to be coaches, so they are a part of the coach environment, they get the practice, but not many tasks, In the administration, they get bigger picture on how many different tasks there are in the club, and then provide them also with this tasks, It can be</p>	<p>30. Tasks and responsibilities. Dependence on students' interests and departments where clubs want to have internship, adaptability to</p>

<p>join the meeting, prepare for the meeting, combine tasks to show the whole picture how the club works (P2).</p> <p>109.Regarding career development, it is hard for me to say, get the picture how this business works (P2).</p> <p>110.It has hard for me to say, because sport management is not only about football. When the students come to the club. It is more or less to understand how everything works, get to know people, see what we do, and take part. Students in the administration can see almost everything we do. And they can take part in everything we do. But I do not think that they miss theoretical knowledge that they should have before they come to us (P1).</p> <p>111.Tasks vary from student to student, but we want students to be involved in projects. We want them to participate in every department. Projects can be: getting more people to the games, developing volunteers, implementing ERP system for the sports and medical department, the new membership system, setting up the parameters (P1).</p> <p>112.Students can participate in administration, operation, marketing, commercial, sport departments. Administration: Secretary – phone calls, invoices that come to the club, put them into the system, accounting, make reports on financials, economic and financial, control of the membership system (P1).</p> <p>113.Match operation – responsible for guys who collect boys during the matches, work with the head of operation to see what he does during the match day, how the club deals with media before and during the game, responsible for 350 volunteers that have education before the season start: security alcohol, first aid, part of a little bit of everything. Part of the preparation regarding different accidents around the stadium like fire or explosion (P1).</p> <p>114.Market, commercial department – responsible for the fan zone for kids and families before the game, playground for the fans, ticketing and season card system, commercial activities, sponsor events, kick off before the season (P1).</p> <p>115.Sports department - ERP system, twice a week being a football coach for kids after school, kids from 2-6 grade, for 1-2 hours from 2-4 o'clock to trainings, sports experience (P1).</p> <p>116.If you are doing a very good job you can go to higher level and become a leader for a group. And there is an organization inside the arrangement committee, if you have been there for a year, and you are doing a very good job, you can be a leader of the groups, and the leaders may get payment, but we do not know that yet. Because we are developing over time. And now I do not have that exact answer (P5).</p> <p>117.Students can benefit from learning how everything works inside the football club. And they can benefit by learning the language, how the club works at the football match. I think there are a lot of things you can learn, and you also get a lot of friends inside the group (P5).</p> <p>118.Get to know everything about football from inside and about our club. And have the opportunity to develop, do things, to set footprints and grow (P3).</p> <p>119.I will challenge the student how to bring new ideas, how do you see this, how would you bring new elements to this. This is how we do it today, observe what and how we do it, and then bring new ideas, and then we can discuss, we can</p>	<p>student's needs. get to know how everything works together – engagement, involvement (the best learning experience)</p> <p>Development of students' skills</p>
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<p>implement, and discuss all the advantages and disadvantages (P3).</p> <p>120. I would give them an independent project, but it is not going to be only me who defines that project, again, we would talk about it together, how the project should be, how and what would you like to do. For example, we want to increase ticket sales, then the student can observe what we are already doing, try to identify new elements that can enhance it, and then we will discuss it (P3).</p> <p>121. We see that every club in Norway is losing people at match day, so we need to find ways to bring them back to the stadium. And that is a big issue, so maybe students can help us with this issue, and find new ways regarding how we can bring more people to our stadium. So, we need to research what is important for people to come to the stadium at the match day. And that would be one of the tasks that an intern can work on (P6).</p> <p>122. I would give them some projects to work with, and then the responsibility from start to the end (P6).</p> <p>123. The benefit for students from having internship with our club depends on the background of the student. Because some students are very good with sales, sponsoring programs, and some can be good in the administration. It depends (P6).</p> <p>124. Some of the students have the responsibility for the annual cup that we have, so the student will be fully in charge of planning the event, and also for smaller events in the amusement park. And for all the things and activities that we will have there. For example, having some responsibility for financial work, in social media, the homepage (P7).</p> <p>125. It depends on the student. The student that we have now, is not academically strong. And the student that we had before, he was very strong in his school work. And it depends on the student. If they want to learn, they will learn it. And they would do the extra reading to get the full understanding. I think all students are capable to do a lot, but it really depends on the student (P7).</p>	
<p>126. Because we have people who works here for free, some people work for small salary, some, of course, are full-time employees (P5).</p> <p>127. We organize tournaments for boys under 15, 14, and 13, three elite tournaments arranged in the spring with sixteen teams invited. We have home games every 14 days when the season is going, and then we need people to help us around, for example, with arrangement. So, in these days we need volunteers, on average we have around 30 volunteers on average match day. And if it is a good opponent, then we need more people to help us, because there are more spectators. So, we have kiosk where we sell food and drinks, and we also arrange national day in Norway for the community. But we need money to get it to pay salaries (P5).</p> <p>128. Even though we play in premier league, we are still very much into volunteer work (P3).</p> <p>129. We have around 120 volunteers on a match day, day to day about 20-30 persons doing big and small tasks doing every day inside the club. And they all know what they are responsible for, so I do not need to make sure that things</p>	<p>31. Strong and solid volunteer basis Back to the history</p>

<p>will be done every day. And that is important in our club. That things are just being done (P3).</p> <p>130. I would say, tasks are around facilitating the players, could cleaning or preparing the food, making sure that the field is good enough, that the whole arena is looking fine. When we have commercial elements, they make sure that it happens. Most volunteers do not help in administration and financial departments, but then again some of them will make sure that, for example, applications form for the commune, for the football federation, that needs to be done to a certain date, they can say and remind and make sure that applications are done prior to due date (P3).</p>	
<p>131. If somebody comes, the right person with the right attitude, then I would consider hiring them (P4).</p> <p>132. We hired one in the administration, he came as intern (P2).</p> <p>133. We employed 2-4 coaches for the academy for the last 5-6 years. They started as interns and coaches, and then we employed them (P1).</p> <p>134. But there are many students that got jobs in other places around, and they used the club as a reference (P1).</p> <p>135. When I look at the applications, I look at the grades, if you have good grades, the student probably has a great ability to learn, be fast, important that the student can use Microsoft Office and have some computer skills. But students are quite good in written communication. Oral communication is not that important (P1).</p> <p>136. If you are doing a very good job you can go to higher level and become a leader for a group. And there is an organization inside the arrangement committee, if you have been there for a year, and you are doing a very good job, you can be a leader of the groups, and the leaders may get payment, but we do not know that yet. Because we are developing over time. And now I do not have that exact answer (P5).</p> <p>137. If you are a student, if you start at the bottom, and we see that you have a potential, and interested and doing a very good job, and clever, maybe we can recruit you in the club. A part of the club in the administration, so this is a possibility. But this is a long way. And if you want to make a career in a football industry, then I think that it is a way to start (P5).</p> <p>138. And coaches from [name of the school] come here to train, to become coaches, and they train 13 14 15 16 teams. We have recruited a lot of coaches from that high school and they are high qualified. We have 4-5 coaches now from this school. But there were more several years ago because they are clever coaches (P5).</p> <p>139. We are not a big organization, and there is not much turnover, I have been here for 13 years, and the marketing director have been here for 18 years. So, these are people who worry about the town and about the club. As interns, we are interested in that. As I have already said we are small and new club, but we work as hard as possible, to come to the top (P5).</p> <p>140. We know the structure inside the club, and then we discuss to consider the different students, about what are your interests, that can fit in our club. Looking how we are organized. This is who we are, this is how we work. Who are you as a student, and where can you fit in (P3).</p>	<p>32. Fit and match with the clubs' identity that leads to career development and recruitment. Potential outcome for the students, students understanding, get to know people, assessment, familiarization Contribution to the students' career development</p>

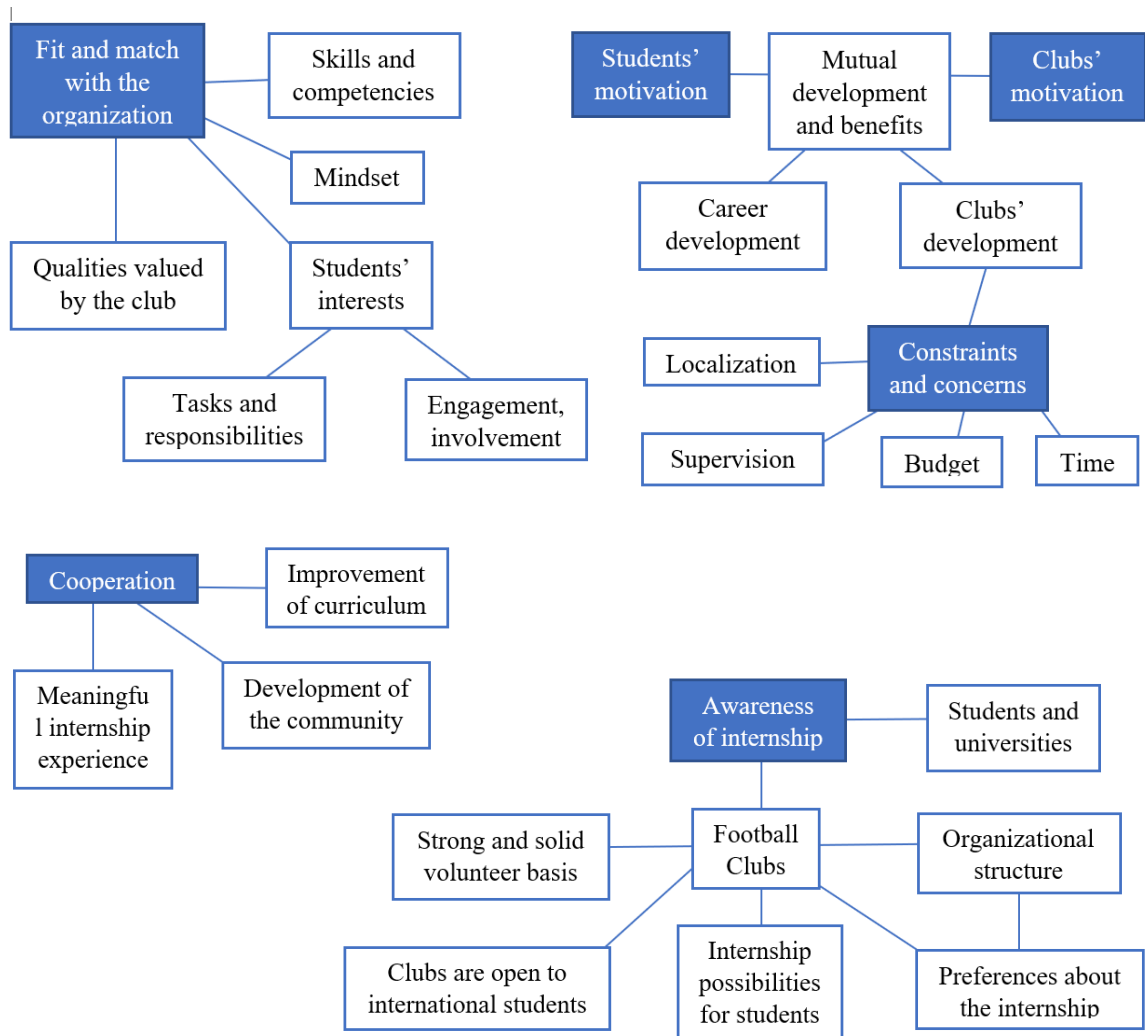
<p>141. But if we have interns who are not full of initiatives, who are waiting for me, that would not be a good match (P3).</p> <p>142. There are differences between the clubs regarding who we are, how we think, how big we are, how small we are. But some students who like to challenge themselves, because we are a small club hitting from the bottom to the top from the bottom. And students need to know that, there are challenges, so you need to tackle, to be a hard worker. And we are humans, we different. And the same applies to football clubs, not all of them are alike (P3).</p> <p>143. Last year I had a boy from marketing school, and he was in the club from August to December, and he is one of my employees now. So, if the students show that they are good, that they are doing the work, then we have an opportunity to hire people, and it is easier for us. And it is nice if the student is very good, which means that this is the student you have to hire. If the quality of the student is very good, then I would hire this student (P6).</p> <p>144. If students do a good job in the club, we will definitely keep them in mind, when we are hiring. But it is not like we have a high turnover here. So, we do not have jobs available all the time (P7).</p> <p>145. If the students are able to work on their own initiative, and do not need to supervise them all the time (P7).</p> <p>146. Students show interest and potential in doing the job. So, we give almost all the control to the students but if they are not showing that they are motivated and that they do not want to learn, then, of course, they would have tasks that are not very challenging. And this they can choose by themselves (P7).</p>	
<p>147. It is extremely important that students have this strong feeling that they need and want to work for our club (P4).</p> <p>148. The students were working very hard and were here more or less all the time from January until June (P1).</p> <p>149. Also, working here is good for self-confidence, for motivation, be more decisive afterwards, when they are going to apply for jobs (P1).</p> <p>150. I would look for people who speak English, and if you speak Norwegian it is good.</p> <p>151. I think we can be open to that, but again we need to find, again, this is much about passion. To find the right person, who understand who we are as a club, and then we can work pretty much alone, but independent and self-disciplined. And be able to work alone and create results as a part of a team, that also with a big amount of personal input. We are a small club, so we need people here who can work by their own with initiatives (P3).</p> <p>152. I would say that we are a club a little bit different from other clubs, we embrace talents (P3).</p> <p>153. I think about hiring students after an internship any students should do this, because if you meet good people, people with a lot of passion, people that want to get better and have better performance. If they are performing and developing, then you want to keep them on board. So, the right person, with the right passion and right developing, so yes, of course, we would consider hiring him (P3).</p> <p>154. So, we need people who are not afraid, I allow people to fail, I would like to see initiatives, show me what you can,</p>	<p>33. Qualities. Attitude, desire, passion to sport, hard work,</p>

<p>and show me what you think, just show me. That would benefit the club (P3).</p> <p>155.I think for us the most important thing is to earn more money. because for example, social media. You have to have skills to meet these requirements, especially in social media (P6).</p> <p>156.I have to talk with the students and get to know, what are their interests, what the student can do for our club and why, that is important for both the student and the club. Because if we get the student that thinks how and why and thinks things through about what he can do for our club to make it better. The student should think how the club is doing now, and what can the student do for the club to grow further. I think it is important that students come to our club and think that: I can do these particular things very good, and by doing this the club can get better (P6).</p> <p>157.For the daily routine tasks students need to have computer skills, and to be able to work with social media channels (P7).</p>	
<p>158.Specific competencies? No, they study sport management for example, and if they are willing to apply, we take them. It is not necessary to speak Norwegian, we have international players, so it is not a problem, but they have to speak English (P2).</p> <p>159.We took 2 international students, it is important to speak English. But if you speak and write Norwegian, then we can use the student for media, web page, communication. In total 25 students in total, 2-3 international (P1).</p> <p>160.And some of the players who was recruited are international students who came here to study, but they have football skills, we took them in, and today they play in our team. To international players that showed that they are very good, and they got contracts with us through the school (P5).</p> <p>161.We have decided to start to take Norwegian students, so they can have experience in the club. And maybe for the future, we can consider taking international students.</p>	<p>34. Diversity, open to international students There are many international students and new talents,</p>
<p>162.It would be nice to establish partnership with university. If we are going to have a cooperation with a university, as I have already said, I want people that are close to our area. And also have relationship to our club in terms that they fill the obligation to work for our club. Because it is extremely important that students have this strong feeling that they need and want to work for our club (P4).</p> <p>163.we do not have the cooperation with university or high school (P2).</p> <p>164.The club has not been approached by the university to establish internship practices, but the club has ambition to start working with the university, and because we are close to [name of the city], it would be nice to start with [name of the university] (P2).</p> <p>165.We have focused only on Molde University. And we have more or less said no to others. The cooperation works really nice: we have used students and they worked really hard. For the club it has been important, meaningful and they helped us a lot. It is important for the club to have strong university as a partner (P1).</p> <p>166.We are working together with the school, local college, and students in this school have football as a program, so we</p>	<p>35. Cooperative education.</p>

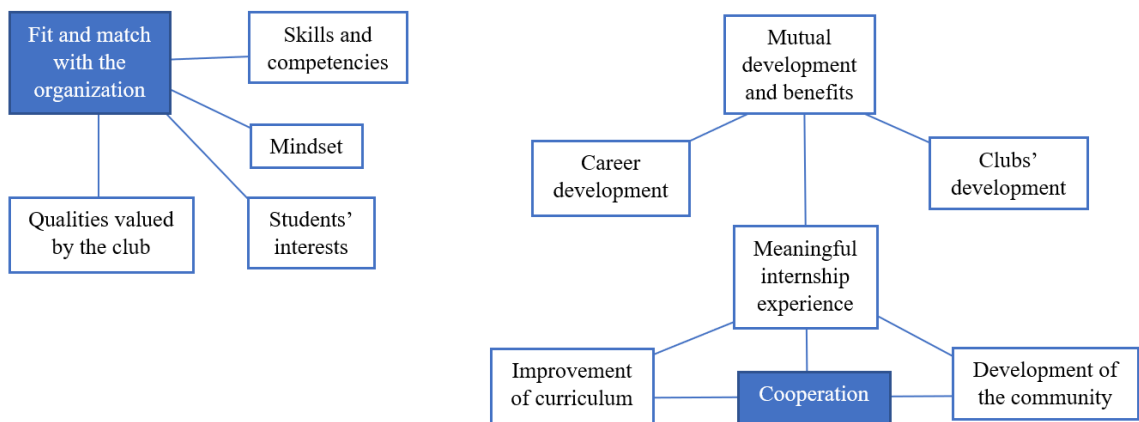
<p>bring them here in the stadium. So, they can train both girls and boys with our coaches (P5).</p> <p>167. We have kind of cooperation with high school in [name if the city], and in [name of the city], where they educate coaches. And we recruit students from that. We have a lot of students who studies coaching. So that is one part of it, and we also got some students from high school, because players are not full-time employed, they need to study or work (P5).</p> <p>168. We have the internship practice, but it is not a signed cooperation. It is just that the university can contact us and ask if they can have internship with our club. So, there is no formal contract (P7).</p> <p>169. We are not a big organization, and there is not much turnover, I have been here for 13 years, and the marketing director have been here for 18 years. So, these are people who worry about the town and about the club. And we want interns to be interested in that (P5).</p> <p>170. I am positive to the idea of establishing a partnership with the university. If a university contacts me and have idea or some bullet points how the internship practice can look, and how it can be done, then I would say “yes”. Because I said, we are very positive towards talents, we love talents (P3).</p> <p>171. We have not thought about establishing partnership, but we get some experience from having some students from [names of the universities] and other high school. We get more experience from having different students in the club that is why we say “yes” to students from different universities. I think that is a good thing (P6).</p> <p>172. If we are going to work with a university, we need to set a good plan for students, I think it is important. It is good for the club, and also for the students (P6).</p>	
<p>173. No, I have not. Sometimes, they ask if they can come here. Because we talk about the club, guiding, and also have some kind of events, group works. But we have not been asked about how their curriculum should be. And we would like to work on it (P1).</p> <p>174. It could be interesting to participate in improving the curriculum, if we would have been approached. We have not done this, but we are very curious about developing the whole club and are open to new opportunities. So, I think we would be positive to the possibility. Then we can evaluate, maybe do some changes that fit our club (P3).</p> <p>175. I think that the cooperation is fine as it is now that students can contact the club and ask if they can have their internship here or not (P7).</p> <p>176. Improving the curriculum would be one of the opportunities, so students come to the club more prepared (P7).</p>	<p>36. Cooperation in terms of curriculum</p>
<p>177. Sort of, I went to the sport school in Oslo, I wanted to be a coach, so we went to the football club Stabek, to train for a couple of months, but we were not there on a regular basis, full-time every day but we could get some insight of the club (P2).</p> <p>178. I did not do internship as a student, studied Oslo, Molde, Denmark, France, summer job is the only work experience, no opportunity in the internship in Molde, studied finance, part of the bachelor’s degree was in Molde (P1).</p> <p>179. My background is sales, but always had passion for football since I was little kid. Today I am 40, but from being 20, I have been a volunteer leader in a football club, and since I</p>	<p>37. Personal experience of experiential learning and volunteering</p>

<p>was 30, I worked professional in football club. So, pretty much football has been a big part of my life, even though at the same time I worked in another company (P3).</p> <p>180.I did not do internship myself as a student (P4).</p> <p>181.I did not do internship myself as a student (P6).</p> <p>182.I did not do internship myself as a student (P7).</p>	
<p>183.I work with interns myself (P7).</p> <p>184.I work with the students by myself, they also work with other people on different projects, but I follow the students up (P6).</p> <p>185.I work with interns myself (P1).</p>	<p>38. Personal work experience with interns</p>
<p>186.I have been working in the sport industry for 19 years. And all these years I have been working in this club, I started as a marketing director, and then as a managing director (P6).</p> <p>187.I work in the club for two years. And I work in the sport industry for maybe 3,5 years (P7).</p> <p>188.I have been working in the sport industry for 9 years, and the same time for the club (P1).</p> <p>189.I have been working in the sport industry for 20 years, and I have been in the club for 6 years (P2).</p> <p>190.I have been working in a professional sport industry since 2010. In Ranheim since November 2015 (P3).</p> <p>191.I have been working in the sport industry for 20 years. [...]I have been working in the club for 7 years (P4).</p> <p>192.I have been here for 13 years (P5).</p>	<p>39. Practitioners' experience in the football club and in the sport industry</p>
<p>193.Managing director (P6).</p> <p>194.I am a head of HR (P7).</p> <p>195.Chief Financial officer, head of the maintenance and operation department (P1).</p> <p>196.Managing director (P2).</p> <p>197.Managing director (P3).</p> <p>198.Managing director (P4).</p> <p>199.Managing director (P5).</p>	<p>40. Practitioners' position in the club</p>
<p>200.Sometimes, people come in who wants to be coaches, and sometimes they want to be in the administration. So, we facilitate that (P2).</p> <p>201.we would be positive to consider an opportunity to have an intern (P3).</p>	<p>41. Open-mind of the club, desire to develop. Open to people who know what they want,</p>

Appendix C: Initial thematic map



Appendix D: Developed thematic map



Appendix E: Interview guide – questionnaires

Opening questions

The opening questions are connected to the general information about participant and his/her knowledge and experience connected to internship and the industry. Basic information about the organization where participant works is provided. The rationale is to make an overview and get insight of the company's characteristics that are important when considering internship practices and show to what extent the club is experienced in employing interns.

1. What is your position in the club? How long do you work in the sport industry? How long do you work in the club?
2. Did you do an internship yourself as a student?
3. Can you please tell me about the organisational structure of the club and the average number of employees? What are the core activities and support activities?
4. How long has the club been engaged with internship practices?
5. Do you work with interns? How close do you work with them?

Introductory questions

Introductory questions are introduced in order for participant to reflect on internship practices within the club they work for.

1. Do you think that you can take more students?
2. How many applications do you receive per year/ season?
3. How many interns are eventually hired?
4. What is the average length of the internship?
5. What were your motivations for engaging in internship practices?
6. What are the challenges of providing internship?

Questions regarding experiential learning approach.

Experiential approaches appear to be more effective in developing skills that employers seek, such as communication skills, the ability to work in teams, and workplace literacy.

1. How do you see the internship experiences benefiting students? (in gaining practice knowledge or skills)
2. How does your organization benefit from the sport management practices? What is the relevance of the internship to the organization? What are the outcomes for the club?
3. What tasks/responsibilities do your interns receive?
4. What is the club's vision/ aim to secure the best learning experience for students?

Questions regarding cooperative education approach.

The rationale is to explore organization's viewpoint and demonstrate their intentions regarding internship practices. One of the aims of cooperative education is to contribute to the student needs regarding career development (Wilson, 1985). If the outcomes of cooperative education are to be achieved, then the development of effective partnerships is important. Central to the practice of cooperative education is the provision of opportunities for students to see the connections between theory and practice.

1. How does internship within your club contributes to the students' needs regarding career development? (developing both generic and specific competencies that can enhance employability)
2. Do you have a partnership with university, college or other educational institution?
3. How important is cooperation with the university in terms of internship?
4. Do you work with the institution (University) with the aim of improving curriculum and the internship experience/setup?

Questions regarding competency-based education approach.

The rationale is to identify competencies or composite skills that are needed in practice, to show characteristics of the particular skill requirements of sport managers in different occupational fields and job contexts. Competency is intended to cause or predict a specific, desired performance outcome.

1. From your experience, what are the most important skills/competencies to your organizations (that they should have when they arrive in the club)?
2. From your experience, is there a good fit between student's theoretical knowledge and the practical world?

3. In your opinion what makes a meaningful internship experience?
4. Do interns develop any specific skills during the internship?

Appendix F: Informed consent form

You are being asked to participate in a study investigating the requirements, concerns, and expectations of Norwegian professional men's football clubs regarding interns and internship practices. The intention of this thesis is to contribute to the better placement of students, as they will be aware of requirements that host organizations expect and their motivations for engaging in internship practices. And institutions will be familiar with industry's demands which in long-run can improve their curriculum and develop educational program that generate competent graduates who are qualified to operate in these organizations.

This thesis rests on thematic analysis. The intention of this analysis is to identify, analyse, and report patterns of meaning within the data. This analysis interprets various aspects, the meaning, and the importance of identified patterns. The necessary data is usually obtained through interviews as they are considered as the most practical method due to the depth of information that could be obtained.

As participants should be aware of risks of the research, it must be noted that the risk in this thesis is minimal. The interview will be audio-recorded, and all participants will be anonymous. Your participation is voluntary, and you can withdraw from the study at any time. If you have any questions, please do not hesitate to contact me.

AUTHORISATION:

I confirm that I have read and understood the research project information. I understand that my participation in the study is entirely voluntary and I may cease to take part at any time without giving reasons. I agree to take part in the study. I agree to interview session being recorded. I agree that anonymous quotations from interviews may be used in publications.

Name:

Date:

Signature:

Researcher's name:

Date:

Signature: