The Expansion of Sportleerbedrijf

Bachelor Thesis

Author: Alisa Spahic
Institution: HZ University of Applied Sciences
Education: Vitality Tourism and Management
Semester: 8th semester 2013/2014
Company: Het Sportleerbedrijf

Supervisor: Ester Wisse
In-company supervisor: John Heijster

Date: 31-05-2014
Place: Eindhoven
Version: 5
The Expansion of Sportleerbedrijf

Bachelor Thesis

Author: Alisa Spahic
Student number: 00049337
Institution: HZ University of Applied Sciences
Education: Vitality Tourism and Management
Semester: 8th semester 2013/2014

Company: Het Sportleerbedrijf

Supervisor: Ester Wisse
In-company supervisor: John Heijster
Assessors: W.M.J.M. Roovers
Judith van Poppel

Date: 31-05-2014
Place: Eindhoven
Version: 5
Summary

The municipality of Eindhoven has acknowledged sports as an important factor of people’s daily life. To stimulate its citizens to practice sports, the municipality has created a policy to control the sector. Due to this policy the municipality is able to manage all sport accommodations themselves, instead of giving the management away to private parties. Another part of this policy was the creation of Het Sportleerbedrijf in 2012. This Company’s goal is to place as many students as possible for internships at sport organizations and events. Its initial aim is to place students from sport education programs at sport events and organizations. The sport studies collaborating with Het Sportleerbedrijf are from Fontys University of Applied sciences and Summa College. In 2013 the coordinator of the company identified the need for expanding Sportleerbedrijf’s offer with students from other studies as well. With this expansion he subsequently identified the need for expanding the other side which is companies who will offer internship placements for these new studies. From this need the research question was established: What is the best way for ‘Het Sportleerbedrijf’ to expand their supply of students and their offer of internships?

From the beginning on it was decided to start with a focus on three new educations from Summa College: leisure, hospitality and security. These studies were approached and during initial meetings agreements were made for the first year of cooperation. Besides these educations, organizations that offer sport events were approached as well. The possibility of placing these students was discussed and if a need was identified, agreements for the first placements were made. Organizations that agreed on placing students from these studies are divided into two categories: the structural internships and the one time or annual events. Organizations that are willing to offer structural internships are: Kemphanen, PSV, FC Eindhoven, PSV/FC Eindhoven female soccer, De Toeloop and the event teams on G henne Park en SEN. The next part of the research was to identify the companies’ opinions about the added value of the students to their events. Most of the organizations agree that the added value is the ability to add new tasks and experiences at their event. Also the students were asked about their thoughts on the added value of the internships to their study process. The majority of the leisure and hospitality class shares the opinion that the internships are not valuable or are only moderately valuable to their learning process. The security students on the other hand, are more positive about the internships. According to the majority of the placed students, the internships do add value to their study process. A reason for this significant difference is derived from the theoretical framework in which the clearness and the involvement of the teachers are important. The last part of the research was the observation of the current recruitment process. The observations show that for a better recruitment, the current strategy needs to change. Het Sportleerbedrijf needs its own recruitment website on which they will have more control. This recruitment website has to be more interactive for the students and give more possibilities for the clients to contact and select the students themselves.

For a more successful cooperation in the next school year of 2014-2015, Het Sportleerbedrijf has to change its approach. To be able to guarantee more placements, an overview of all the internships should be set up. This list should be delivered to the educations before the schedules and study guides are made and handed out. This step will increase the student’s and teacher’s awareness of the internship offer. Furthermore the students should be obliged to fulfill a certain number of their internship hours with Het Sportleerbedrijf. For an even broader expansion within the same field, other studies like facility and catering, and other schools like De Rooi Pannen, should be considered as well. In all these steps, clear communication to all parties is of utmost importance.
Foreword and Acknowledgements

This thesis is written as completion to the bachelor Vitality and Tourism Management at the HZ University of Applied Sciences. This study focusses on education in the fields of management, vitality and wellness, sports, health, spa and hospitality. During this study my interest for management in sports, events and hospitality has grown. This is why I have decided to complete my graduate internship at Het Sportleerbedrijf, which offered me the chance to develop my coordination skills within these fields.

During my internship I was presented with the chance to develop my coordination and communication skills. Initiating and maintaining contact with so many different stakeholders and the freedom to make my own decisions, made the internship even more interesting and valuable for my self-development. Besides these instructive internship tasks I have experienced immense support in my research from the HZ University, Het Sportleerbedrijf and all key informants involved.

First of all I would like to thank my supervisor from the University, Ester Wisse and my in-company supervisor, John Heijster for guiding me through the process of writing this thesis. Their valuable insights and directions helped me to complete the research successfully. I am also very thankful to John Heijster for providing me access to all the key informants in my research.

As my results were almost completely dependent on the reactions and involvement from the organizations and students, I want to thank all of them for their time and help. Special thanks to the coordinators of the studies, for the ongoing communication and information about their programs: Annie Mulder, Karin van Kempen and Natasja Janssen from Summa Leisure, Mayke Beuming and Wil Nienhuis from Summa Hospitality, and Wenly Lourens from Summa Security. Besides the studies I want to especially thank the organizational boards of Kemphanen, FC Eindhoven, PSV, and Chantal Janssen from De Toeloop, for their time and honest opinions at the evaluation meetings and interviews. Furthermore I cannot forget my student colleagues from the event teams at Gennep Parken and SEN for giving me the chance to also place students at their events and evaluate this process with them.

Alisa Spahic
Eindhoven, April 2014
# Table of contents

1. Introduction  
   1.1 Research question  
   1.2 Sub questions  
2. Company Profile: Het Sportleerbedrijf  
   2.1 Organizational chart  
   2.2 Recruitment concept  
3. Theoretical Framework  
   3.1 Experiential learning  
   3.2 Work placement benefits  
   3.3 Cooperation between Universities and the Industry  
   3.4 Recruitment process  
4. Methodology  
   4.1 Data collection  
   4.2 Data analysis  
   4.3 Ethics  
5. Results  
   5.1 The added value of students to organizations of sport events in Eindhoven  
   5.2 The added value of the internships offered by sportleerbedrijf to the students  
   5.2.1 Summa Leisure  
   5.2.2 Summa Hospitality  
   5.2.3 Summa Security  
   5.3 New cooperation possibilities with studies  
   5.4 New cooperation possibilities with organizations  
   5.5 Most suitable recruitment process  
   5.5.1 Summa Leisure  
   5.5.2 Summa Hospitality  
   5.5.3 Summa Security  
   5.5.4 The organizations  
6. Discussion  
   6.1 The added value of internships to students and organizations  
   6.2 The cooperation possibilities with other studies and organizations  
   6.3 The recruitment process  
7. Conclusion and recommendations  
   7.1 The sub questions  
   7.2 Conclusion  
   7.3 Recommendations  
References
1. Introduction

On the 25th of September the city Eindhoven won the price of ‘Sport city of the year 2013.’ This is all due to their sports policy, innovations and cooperation between organizations. The city Eindhoven acknowledges sports as an important factor of daily life and therefore tries to keep their people active and moving. As sport is seen beneficial for health, social and economic growth a policy has been created by the municipality. The policy includes the management of the sport accommodations and the setting up of a learning project in the form of a company, which is called ‘Het Sportleerbedrijf.’ This company’s goal is to place as many students as possible for internships at sport organizations and events. Its initial aim is to place students from sport educations at sport events and organizations. At the moment there are two academies offering sports studies, Fontys University of applied sciences and Summa College. Fontys offers the programs Sports & Education, Sports & Wellness, and Sports & Leisure. Summa College offers two programs, Sports mentor and Sports coordinator. Besides these studies, also other sport related studies apply for placements from Sportleerbedrijf. Companies that are involved in the placements are sports accommodations all over Eindhoven. The three main stakeholders are GennepParken, Sportbedrijf De Karpen and Sportcomplex Eindhoven Noord. A lot of annual or one time sporting events are also seen as internship projects for students.

Over time more organizations got involved in offering work placements and the demand for more students with more expertise other than sports started to grow. The companies that organize events, like Gennep Parken, Sportcomplex Eindhoven Noord and FC Eindhoven started to ask for students from Hospitality, leisure and security related studies. As Sportleerbedrijf doesn’t have a network with these other studies, they are not able to meet this new demand. After this noticeable growth of demand, the company wants to expand their offer by involving more students from other studies other than just sports. John Heijster, the coordinator of Sportleerbedrijf doesn’t see certain collaborations taking place without these other studies, like for example with the ice hockey center or PSV. In a possible collaboration conversation with FC Eindhoven for example, the need for hospitality has been brought up. At big games like these, there is an organizational team with sports knowledge already so sports students are not always needed. The manager of the Ice Hockey center also stated that they could use hospitality students as their matches are growing in size each year. The company’s new aim is to be able to provide students for all aspects of a sport event or organization.

During this investigation the possibilities of the expansion from the supply and demand side will be researched. In this case the supply side is all the students from the educations that Sportleerbedrijf has an agreement with and is able to place them at organizations that organize events. The demand side exists of the organizations that are able to place these students at their events. The aim of the research is to gain insights into the way the company can get to its desired position, which is to cover all sporting events and happenings in Eindhoven with its own network of students. The second aim is to explore the demand side and to define their expectations from Sportleerbedrijf. The final objective is to make a recommendation concerning the expansion of the company.

The research that will lead to the final recommendation consist of a research question that evolved out of the problem mentioned above. To formulate an answer to the research question, several sub questions have to be answered first.

1.1 Research question
What is the best way for ‘Het Sportleerbedrijf’ to expand their supply of students and their offer of internships?

1.2 Sub questions
1. What is the added value of students as interns to organizations of sport events in Eindhoven?
2. What is the added value of the internships offered by sportleerbedrijf to the students?
3. What are the possibilities for the cooperation with different studies other than the sport related ones?
4. What new cooperation possibilities with organizations that are able to place the students at their events, arise through the cooperation with other studies other than the sport related ones?
5. What is the most suitable recruitment process for all parties involved?
2. Company profile: Sportleerbedrijf

The city Eindhoven sees sports as an important factor of people's life. Therefore, the municipality created a policy to stimulate people to start and keep on sporting. They see sport as beneficial for health, social contacts and economic growth. To have influence and control in this sector, the town has chosen to manage sport accommodations themselves, instead of giving away the management to private parties. In 2012 the project 'Sportleerbedrijf' was started, as part of the sport policy of Eindhoven.

The company is located at the sports company 'De Karpen' at J.C. Dirkxpad 7 in Eindhoven and is seen as part of the sport formula.

The goal of the company is to work as an agency for work placements. They have to link as many sport students as possible to sport work placements in Eindhoven and with this strengthen the sports infrastructure. Placements mostly take place in two forms, placing students at the day of an event itself, or from the beginning on to work on or develop an event. This service is seen as a unique one and profits universities, sport accommodations and companies in Eindhoven. The company works together with two schools for higher education: Summa college and Fontys University of applied sciences. Besides these two schools others like SPECO, CIOS, NHTV and the HAN are showing more interest in cooperation. The students from these universities are placed at mainly three locations:

**Genneper parken**
Antoon Coolenlaan 1
5644RX Eindhoven

During the 19th century, when the city Eindhoven started to grow, a piece of land, Gennep, at the edge of the city center stayed untouched. As this part had a beautiful landscape, a policy had to be designed that would protect the site but also allow the growth of leisure activities. In 2001 an agreement was made to divide the place into four zones wherein the practical use and the nature could adapt to each other. All sport accommodations would be placed in the two southern zones so they wouldn't pose any threat to the environment. The municipality's policy has proven to be a good one as nowadays 3 million visitors a year come to enjoy this unique concept of culture, sports, leisure, nature and education. At the moment there are twelve different kinds of accommodations at Genneper parken and since 2012 the sports academy of the Fontys University of applied sciences is located at the sports side of the park.

**Sportbedrijf De Karpen**
J.C. Dirkxpad 7
5631BZ Eindhoven

Sportbedrijf De Karpen is set up by the municipality to match the supply and demand of sport facilities and activities in all the quarters of Eindhoven. Basically they offer their activities, sport accommodations and programs to all the people of its city. Through their activities they want to stimulate sports in daily life. The power of De Karpen lies in its search for the right cooperation. They
are already working together with PSV and Philips. Their work also focuses on the lower class of society, which means that they contribute to social life. Sportformule is a part of the organization focusing on particularly the youth. They offer sport activities during and after school, so that sports and a healthy lifestyle are stimulated in the early stage. With their activities they cover already 95% of all the elementary schools, all the schools for special education and 80% of the higher education.

Sportcomplex Eindhoven Noord
Vijfcamplaan 12
5624EB Eindhoven

Sportcomplex Eindhoven Noord exists of fifty sport associations and seventeen entrepreneurial companies on 32,000 square meters. It all started in 1969 with the opening of the ir. Ottenbad, a swimming pool. It was the most modern swimming pool in The Netherlands at that time. In 1982 the swimming pool gets rebuilt after a severe fire and becomes even more modern for the time being. In 1990 the pool gets renewed again with the newest innovation techniques. Between 1990 and 2000, a part of the building becomes home to several private entrepreneurs and new facilities like a sauna, climbing wall, kart center and tennis hall. From the year 2000 all accommodations together become Sportcomplex Eindhoven Noord. The municipality leads the maintenance and development and the park get acknowledged as the most versatile and innovative sport spark of Europe with more than 120 activities.

On these locations students can acquire experience through working in the management of the sport accommodations, working with entrepreneurs, working in event teams and the organization of sport days for schools. Furthermore they can work on special innovation projects which combine sports and science for the development of innovative training facilities. Besides these three main locations, students can also be placed on projects in districts or youth centers to provide activities after school or on holidays.

The placement of students is based on a pyramid model, meaning that fourth year students lead and control third year students, the third year students lead and control the second year students. First year students are being placed on the day of an event itself for implementation.

The coordinator at the company that selects students and guides every project is John Heijster. It would seem that for one person this is too much work, but thanks to the pyramid, he only guides the fourth year students who guide the rest.
2.1 Organizational chart

Associations (client)  Entrepreneurs (client)  City (client)  Schools (client)

Sportleerbedrijf

Event bureau GP

association support sportformule

Event bureau SEN

2.2 Recruitment concept

Recruiting students from Summa college and Fontys University for special events, happens through an agreement. A concept has been set up that is accepted by the universities. It all starts with a client that asks for students at their event. After the demand has been registered, Sportleerbedrijf sends the company an application form that needs to be filled in and sent back. The application form is then placed online, for the students to see. Also an application form for students is placed online which can be filled in by interested students. This student application form has to be sent to Sportleerbedrijf, who will register the students for the event. There are only a number of places available for each event, so the students that got registered receive a mail with further information. At the end of the event the client needs to fill in an evaluation form about the students’ results. The evaluation form will be received by the student's mentor and if the feedback is negative, the student can expect an evaluation meeting with his or her mentor. Students from other universities can apply directly by sending an email to sportleerbedrijf@eindhoven.nl.
3. Theoretical Framework

3.1 Experiential learning

The most conventional form of education is a teacher centered one, where the teacher presents information and hopes that the students will apply this knowledge in their future career. This form of education started to shift towards a more experienced based approach during the mid-nineteenth century. The importance of work experience got more acknowledged as Dewey (cited in Fowler 2007) stressed the importance of creating new knowledge and transforming oneself through learning to perform new roles. He created the concept of experience plus reflection equals learning. Students had to start learning by actually performing tasks and gaining new knowledge by doing. To build further upon this shift towards progressive education Kolb (1984) introduced the ‘experiential learning cycle’; see figure 1. In this four stage learning cycle, a student touches all the bases of experiencing, reflecting, thinking, and acting.

Burnard (as cited in Benett 1989) summarized the method as ‘learning by doing, which involves reflection and is an active rather than a passive learning process.’ According to Boud, Cohen and Walker (as cited in Fowler 2007) experience is the stimulus for learning, meaning that learners learn actively in a holistic way, which is socially and culturally constructed and influenced by the socio-emotional context in which it happens. These propositions indicate that experiential learning results in self growth on an individual and collective level and the development of aspects of professional, life and academic education.

3.2 Work placement benefits

Experiential learning is the result of placing students in a company to gain experience in the work field. Davies (as cited in McMahon & Quinn 1995) formulates this practice more clearly as an integration and alteration of thinking and doing. It is the method by which effective, progressive, and eventually self-directed learning can occur. This means for individual and collective confidence, ability, and progress. For this progress to occur the work placement needs to be planned, organized, properly assessed and monitored. When successfully implemented and executed the most significant result, for both parties involved, of the internship program is the student’s willingness to stay in the industry, Jauhari & Manaktola (as cited in Chen & Shen 2012). Fox (as cited in Chen & Shen 2012) stated that a bad experience at the work placement can quickly turn a young person away from the industry. However, Knouse, Tanner, Harris & Elizabeth (as cited in Chen & Shen) stated that an internship should not only offer a good experience to the student but also an excellent offer to all parties involved. Breiter (as cited in Walo 2000) concluded that there is a substantial agreement between all stakeholders – employers, educators and students – that practical work experience is vital for the future success of management graduates. For all the parties to stay active in making the internship successful, Leslie (1991) has outlined potential benefits for all. His study shows that the opportunity of experiential learning is a benefit in itself. The educator benefits of the networks established with the industry and the employer from the cost-effectiveness of the students and the opportunity to recruit intelligent and willing employees. The benefits listed can only be enjoyed if all the parties involved work together to accomplish a successful internship. Zopiatis (2007) states that students should be energetic, proactive, and grasp every learning opportunity. Resulting from a research, Chen & Shen (2012) suggest that schools should create a clear objective for
internship programs, publish program guidelines, conduct regular visits and consultations, and offer timely support to students. From the industry a reasonable compensation was of the highest importance. Neuman (as cited in Chen & Shen 2012) claims that an internship offers both the industry and the student one main benefit: ‘the golden opportunity to try before buying.’

3.3 Cooperation between Universities and the industry
Since the emergence of experiential learning, cooperation between Universities and the industry has grown. This form of collaboration involves two or more people or organizations engaged in interaction with each other, within a single episode or series of episodes, working towards common goals (Patel, Pettitt and Wilson 2012). As universities and businesses seem to benefit from work placements they have traditionally maintained several ways of working together, including working internships, research and graduate programs. Before starting cooperation it is beneficial to know what the reasons for such an act are. N. Mead et al (as cited in Patel, Pettitt and Wilson 2012) explain that there are many reasons for the forming of industry/university collaborations. Resulting from their research on formal industry/business collaborations, fulfilling the organization’s educational mission was selected as first priority, followed by business growth, access to education and training resources, and staffing source. Hansen and Nohria (2004) state that the advantages to be gained from good collaboration will vary according to the type of company and education, but the benefits can include reduction in costs through sharing best practices, improved decision making through sharing insights and innovation through sharing ideas. For the Universities such a project can serve as immediate feedback form the industry to the program and the student’s abilities, which can be very useful in curriculum evaluation (O’Kane 2010). Since Lambert (as cited in Wilson 2012) reviewed the current collaboration and made recommendations for this type of cooperation, universities are seen as an integral part of the supply chain to business. This supply chain has the capability to support business growth and thus, economic prosperity (Wilson 2012). For a successful collaboration it is important to know each other’s field of expertise or domain of specialization. These domains are defined by the business sector – for example: agriculture, creative sector or sport sector. Wilson (2012) explains that universities operate in a specific domain, meeting the needs of range of businesses. A business can have needs in different domains and therefore a successful business will collaborate with several universities to reach their goals. He further suggests that it is necessary to understand the entire landscape of collaboration in order to ensure that policy intended to improve performance in one domain does not adversely affect performance in another. Adding to that, Mead et al (as cited in Patel, Pettitt and Wilson 2012) identify more factors for success; shared goals, planning, mutual trust, effective communication, and large doses of patience and hard work.

3.4 Recruitment process
Recruitment in general has been defined by the Business Dictionary as the process of finding and hiring the best-qualified candidate for a job opening, in a timely and cost effective manner. Allen, Oلونde and Scotter (as cited in Kruize 2013) describe it as the applications of an organization whose primary purpose is to recognize potential employees, inform them about the properties of the function and organization, and to persuade them to be part of the organization. Thus the main purpose of
recruitment is to ensure a company of sufficient employees. According to Manolescu (2008) the HR department provides the link between employer and employee. The assurance of inflow and outflow of personnel is outlined by Manolescu (2008) as a process that starts with planning the activities within HR, analyzing and designing the job, recruiting and then selecting. As an employee is selected in the selection process, most organizations lay more emphasis on that last step. However, an efficient personnel selection cannot be realized without a successful recruitment strategy. Castelijns and Visser (as cited in Kruize 2013) published a recruitment process existing of three phases (1) preparation and function analysis, (2) recruitment and (3) application. Breaugh (2008) published a model of the recruitment process existing of four phases (1) recruitment objectives, (2) recruitment strategy, (3) recruitment activities, and (4) evaluating recruitment results.

Most remarkable is the difference of a selection filter in Breaugh’s model. The recruitment models mentioned above all agree that a preparation phase starts with preparing clear objectives. Clarity about the type of employee is needed; this is attained by a systematic function analysis and job description to clarify what is needed from the employee. Recruiting students for a work placement is comparable to the recruitment of employees, as students usually perform task in an organization as an employee. For the recruitment of students the steps of analyzing the requirements of a job, attracting students to the job, screening and selecting the applicants are all included in the process. So according to Manolescu’s and Breaugh’s models the recruitment of students should start with analyzing the internship tasks and describing them as clear as possible. Students can by this means evaluate if the internship requirements match their educational competences. The following steps should be to make students aware of the open internship, persuade them to apply, select the right students and from this selection recruit the most suitable ones for the internship.

Figure 3 A model of the employee recruitment process. Image by J. Breaugh (2008)
4. Methodology

This research was based on finding an answer to an open question and to understand a research problem from the perspectives of the local population it involved. Therefore the type of research that is conducted to find an answer to the main question and sub questions is a qualitative one. Through finding answers to the sub questions, the main question was answered.

The sub questions are:
1. What is the added value of students as interns to organizations of sport events in Eindhoven?
2. What is the added value of the internships offered by sportleerbedrijf to the students?
3. What are the possibilities for the cooperation with different studies other than the sport related ones?
4. What new cooperation possibilities with organizations that are able to place the students at their events, arise through the cooperation with other studies other than the sport related ones?
5. What is the most suitable recruitment process for all parties involved?

4.1 Data collection
Data was mainly collected through action research including indirect observation, meetings and In-depth interviews. Action research means that implementation already occurred during the research. Prior gathered data was used to implement certain things. Observations during and after these implementations, were used to develop next steps for the research. Firstly data was supposed to be collected through direct observations. This changed due to irregular registration of students at all events. In the end it was not possible to place all the three studies at one event, sometimes there weren’t even any registrations at all. The reason for this was mainly because the students were not obliged to complete a certain number of hours at the offered internships by Het Sportleerbedrijf, which has always been the case with the sport related studies. Indirect observations mean that reported observations that include direct observations from others, were used. This means that the clients observed the students and report their data to the researcher.

The indirect observations were used fully or partly for all of the sub questions to evaluate the present situation and organization. Their observations can be categorized as unstructured observations and were mainly used to find out what the added value of students to organizations of sport events in Eindhoven are. In this method the researcher was not obliged to preset items, whatever related to the evaluation questions was discussed and recorded. The client’s observations served as discussion items during the In-depth interviews and meetings.

1. What is the added value of students as interns to organizations of sport events in Eindhoven?
As mentioned above, the initial planning was to hold unstructured observations as a visitor at the events. As the circumstances didn’t allow to observe all the students at all events, the focus was shifted to the observations from the clients themselves. These clients decided to place the students at their events and to be able to decide if they would continue with these placements during their next events, they had to observe as well. The clients or the coordinators of the events were invited for interviews and meetings. During these meetings their observations and their thoughts on the added value of the students were evaluated and discussed. In the end it was important to know if an organization is satisfied with the students and if they see their expertise as necessary for their next event.

2. What is the added value of the internships offered by Sportleerbedrijf to the students?
In this sub question, the student’s opinion and experience are central. To determine the added value of the internship for them, the students that were placed at an event by Sportleerbedrijf were asked to fill in a questionnaire. These questionnaires exist of nine multiple choice questions that asked the
students to evaluate what they have experienced and learned during the internship and if and how they think this experience will be useful in their education. The tenth question was an open question that asked the students for their comment. See annex V for the complete questionnaires and results.

At first there was supposed to be one identical questionnaire for all the three studies. Later on it proved to be easier to approach the security study differently. As the coordinator of this study decided to place students from two different studies, existing of four classes, and making his own selections, it was better to send out questionnaires per event to the students that participated. So for example with one particular organization, security students were placed at every game. The students from the first three placements were asked to fill in a questionnaire about their experience at that organization. The reason for this choice was because the coordinator chose to make his own selections of students and place some students at almost every game, so it was unnecessary to send it to everyone. At the other studies there was only one class and everyone could apply for every event. In that case it was also interesting to know why they choose not to apply for any or a second internship offered by Het Sportleerbedrijf.

For the third and fourth sub questions, semi-structured interviews were held. Meaning that a list of questions or topics were covered, but the interviewee still had room to answer widely or add topics. This way of less structured interviewing was chosen because there is a greater interest in the interviewer’s point of view and rich and more detailed answers were preferred. This type of qualitative interviewing also allows the interviewee to be interviewed more than once.

Some initial contact with organizations however, occurred in the form of formal meetings. During these meetings more people from the board or management were present and the cooperation possibilities were already discussed. Notes from these meetings were also used to answer the questions.

3. What are the possibilities for the cooperation with different studies other than the sport related ones?

To find this out it was important to talk to the key informants of the studies that were interesting for Sportleerbedrijf to work with, these are the educations coordinators. Via John Heijster, contact was been made possible with the coordinators of the study programs leisure, hospitality and security from Summa College. They were already aware of Sportleerbedrijf’s new aim and through conversations have shown interest in a potential collaboration. All the coordinators of these were invited for several meetings or interviews. During the first meetings, the coordinators were asked what their thoughts on cooperation with Sportleerbedrijf are and how it would fit into their program. After that agreements where made for a trial period, which made it possible to observe and evaluate the process together through meetings that were focused on the opinions of the key informants.

4. What new cooperation possibilities with organizations that are able to place the students at their events, arise through the cooperation with other studies other than the sport related ones?

To know what organizations think of cooperation, key informants of already existing collaborations were interviewed to find out what they think of also placing these other students at their events. These interviewees were the coordinators of the event teams at Genneper Parken and Sportcomplex Eindhoven Noord. They already had experience with the cooperation of placing sport students at their events, but were they also willing to place students from other studies? Other potential partners, FC Eindhoven, Kemphanen and PSV did already show interest in cooperation in conversations with Sportleerbedrijf’s coordinator John Heijster. The key informants of these companies were invited for a meeting. During these meetings their interest in the cooperation was discussed and agreements were made for a trial period. After placement had taken place, evaluation interviews took place with the coordinators of the companies. The focus of these interviews was the evaluation of the proceedings and the willingness of the company to keep on collaborating with Sportleerbedrijf in the future.

An important thing to mention is the difference between this fourth and the first sub question. The fourth sub question arises through the implementation of sub question three. This means that sub
question 4 aims to find an answer to what new possibilities arise through the cooperation with other new studies. If there would be no new studies than no new organizations could be approached for collaboration. Thus for sub question four it is researched if students from sub question three can be placed. The results of to the fourth question will be a list of new organizations that are willing to collaborate with Het Sportleerbedrijf, because of the offer of other studies. Sub question one is a later stage of stub question four, which is what the organizations think that the students are actually adding to their event. From this they can for example, decide whether the placement of students is really still needed.

The access to the respondents of sub questions three and four were made possible by the personal contacts of John Heijster, the coordinator of Sportleerbedrijf. He had personal contact with these key informants and provided the details needed to make appointments with them.

5. What is the most suitable recruitment process for all parties involved?
More structured observations took place to find the answer to this question. The current recruitment process for the sport related studies exists of several steps which were observed and evaluated to see if this process is also suitable for the other studies or if it needs any improvements. Every current step in the recruitment of sports students was observed. Access to this information was made possible by two other interns at Sportleerbedrijf who were responsible for this process. The parts that in the end, were unclear, were discussed with John Heijster during a meeting.

The result after the observation and evaluation of each step was analyzed and used as a discussion topic at the evaluation interviews with the key informants of the organization and study programs, to see if this process is suitable for them. If so, the recruitment process would be implemented for the recruitment of the other studies as well and again observed to see if it is working out.

4.2 Data analysis
The process of analyzing qualitative data involves writing and the identification of themes, Taylor and Gibbs (2010). All interviews were fully transcribed and meetings were processed on paper, see annex A till U. Information from the observations and interviews was written down and organized into units or themes. After the data was structured in a raw way, the data was coded or labeled into themes. The collected and coded data was critically interpreted. Interviews were recorded and fully transcribed in a Microsoft Word format. The outcome of the surveys were analyzed in numerous ways and interpreted by the researcher, see annex V.

To ensure quality with valid and reliable answers, the method of triangulation has been used. This means that the questions have been analyzed from multiple perspectives. For the answering of sub question 1, for example, the teacher's opinions were also asked about the added value of the students. On the other hand, organization’s opinions were also important in analyzing the internship’s value for the students. The same was done for sub questions 3 and 4. For sub question 5, all the perspectives of the different parties were used as sources.

4.3 Ethics
This research was conducted in an utterly honest and objective fashion. Before taking part in the research, all the respondents were fully informed of the purpose of the research and the method used. Observations at events were not communicated beforehand, but no personal data of the respondents was used in the publication of the results. The respondents participated voluntarily and were not forced to answer questions which are seen as irrelevant to them or the research. The data of the respondents was processed in a confidential and if desired in an anonymous manner. No negative consequences resulted for the respondents through their participation in this research.
5. Results

5.1. The added value of students as interns to organizations of sport events in Eindhoven

After several initial meetings with different organizations, six of them have agreed to place students on a structural basis at their events. During evaluation meetings and interviews the added value of the interns has been identified and discussed. The identified added values prove to be similar for most of the companies, with slight differences as the interest of every company is different.

The Ice Hockey association Kemphanen, decided to place students from each study. According to the board, the overall added value of the placements is that it offers kemphanen the chance to make their games more special. The presence of the students allows the organization to add more tasks to the games; they call it “the small extras.” The adding of these new tasks increases the experience of the visitors. As Tom van Doorne (PR & Marketing manager) stated in an interview: “You expect an Ice Hockey game, but you get additional experience and that is the added value.” Besides the extra experience, the placement of security students in particular also adds to a more professional look and the feeling of safety. As the security students walk around in identical uniforms, visitors can recognize them and know that if something happens there are always people to solve it. The board stated that due to their current budget all of this would not be possible without interns.

The board of the soccer club FC Eindhoven identified the added value of hospitality and security students as an opportunity to focus more on their guests. Before the placements there was no hospitality or security among the regular public, mainly because of a deficiency in the budget. The placement of interns gives the club a chance to offer hospitality and security to the regular public as well. Other than that, the board thinks that interns act on a higher level than volunteers. According to them, the students have more knowledge about the tasks and receive a more intense guidance in their acts which results in better quality of their services.

PSV, another known soccer club in Eindhoven, explained that placing students at their games adds to their brand’s reputation. Ron Verkerk (Match Organization & Security manager) stated that for them it is important to give something back to the people of Eindhoven. By placing students they are creating a learning environment for them. FC Eindhoven and PSV both agree that the project adds a social aspect to their brand. The board of FC Eindhoven hopes to become an example for other companies and PSV said it could finally have an added value for the whole municipality as there is a lack of employees and volunteers at all kinds of events.

De Toeloop, a meeting center for people from the neighborhood, recognizes an added value with the placement of leisure students. Chantal Janssen (owner of the catering space and co-manager of the gym), says that because of these placement she can offer new activities for children. Till now only sport activities have been offered through the placement of sport students. Crafting activities have been offered and implemented by sport students, but the lack of knowledge and interest in that field made it impossible to continue. Such kind of activities belong, according to Chantal Janssen, to leisure students.

Sportleerbedrijf’s own event teams at Sportcomplex Noord, led by Cynthia van de Water, and Genneper parken, led by Luuk van Wijlick, recognized a similar added value as De Toeloop. For them the added value of having the possibility to place these students is the opportunity to create and offer new activities.
5.2. The added value of the internships offered by Sportleerbedrijf to the students

Students from the educations Leisure, Hospitality and Security from Summa College were asked to fill in a questionnaire. This questionnaire contained 10 questions about their experience during their internship placements from Het Sportleerbedrijf. The results per study can be seen below.

5.2.1 Summa Leisure

From a class of 13 students, all have responded to the questionnaire. All of the respondents were placed at an event via Het Sportleerbedrijf, except for one. To be more specific: 2 have been placed once, 6 of them have been placed twice at an event and 4 have been placed more times. Only 4 of the respondents think the role of Het Sportleerbedrijf was clear from the beginning on. However, 7 of them think the communication of the internship offer, was communicated clearly and 4 think it was vague. Only 1 thinks the communication was unclear.

The next question was whether the students think that without Het Sportleerbedrijf they cannot complete all their internship hours. From their answers it can be stated that the majority thinks that they don’t need Het Sportleerbedrijf to complete all their internship hours. Whether the students think if the internship offer fits in their study process, 4 of them answered positive. 5 of the students think it fits moderately in their study process and 2 think it doesn’t fit at all, see the pie chart below.

![Pie chart showing the responses to the question if the internship offer fits in their study process.](chart1)

[Translation: The internship offer fits well in my study process. Answers: Yes, Moderate, No]

Only 3 students find the experience they got from the internship, valuable for their learning process. 6 find the experience moderately valuable and the other 3 find it invaluable.

![Pie chart showing the responses to the question if the internship experience is valuable.](chart2)

[Translation: I find the internship experience valuable for my learning process. Answers: Yes, Moderate, No]
To the final multiple choice question, whether they are willing to do another internship via het Sportleerbedrijf, only one student answered with a yes. The rest is not willing to do any internship from Het Sportleerbedrijf anymore.

The final question of the questionnaire was an open one. In this question the students had to write down what they think of the internships. The reactions can be seen in appendix V, table 1.

5.2.2 Summa Hospitality

From a class of 21 students, 11 have responded to the questionnaire. In this class, all the students were placed at an event from het Sportleerbedrijf. 9 out of 11 have been placed once and 2 have been placed more than once. From the 11 respondents only 3 think that the role of Het Sportleerbedrijf was clear from the beginning on. 6 think the role was vague and 2 think the role was unclear. Only 5 think that the internship offer was communicated in a clear way, 3 found the communication vague and the other 3 unclear. None of the respondents think that they can’t complete all their internship hours without Het Sportleerbedrijf. Only one thinks that it is possible but with more effort than usual. The rest, 10 respondents, think that they can complete all their internship hours without Het Sportleerbedrijf.

To the question whether they think the internship offer fits in their study process, only 2 responded positively. 3 find it moderately fitting their study process and 6 do not agree and find it not fitting, see the pie chart below.

![Pie chart showing responses to the question whether the internship offer fits in the study process.]

[Translation: The internship offer fits well in my study process. Answers: Yes, Moderate, No]

In the following question, the students were asked whether they think the internship was valuable to their learning process. Only 2 think it was, 2 think it was moderately valuable and the majority of 7 students do not agree and find their internship experience invaluable to their learning process.

![Pie chart showing responses to the question whether the internship was valuable to the learning process.]

[Translation: I find the stage experience valuable for my learning process. Answers: Yes, Moderate, No]
From the 11 students only 1 is willing to do another internship via Het Sportleerbedrijf. 4 are not sure and responded with a maybe and the other six responded negatively with a no.

To the final question, the open one, only 5 students reacted. See the table 2, appendix V for their response.

5.2.3 Summa Security

The security study has a whole other structure than the other two studies. This study agreed to place first and second year students from the security and police study. The students from both studies are supposed to complete a set number of hours as security and are thus seen as one study during the placements. Another difference is that the coordinator, Wenly Lourens, selected the students for each placement himself. This resulted in the fact that during the first period of the collaboration with Het Sportleerbedrijf, not all of his students were placed. This was mainly because he selected the students according to their readiness to assist at certain events. According to Wenly, not all of his students are ready to assist at every event; some of them are more suitable than others. Because of this the questionnaire was not send out to all the students. It was chosen to send it to the students who were placed at the two largest clients, Kemphanen and FC Eindhoven. After three weeks of placements, the students were asked to fill in the questionnaire about their experience at Kemphanen and FC Eindhoven. The results of both the questionnaires are both displayed in the next part.

Security at Kemphanen

During the first three games at 29-12-2013, 11-01-2014 and 18-01-2014, there were 15 placements in total. From these 15 placements, 1 student has been placed at all three games and 2 students at 2 games, meaning that 12 students have been placed. From these 12 students, 10 have replied to the questionnaire.

9 of the 10 students agree that the internship offer was communicated in a clear way, only one thinks of it as being communicated vaguely. 7 of the students are satisfied with the company’s briefing beforehand, 2 think the briefing was vague and only 1 is unsatisfied about it. All of the respondents agree that for the biggest part, their promised tasks matched their tasks during the event.

The students were also asked whether they thought their presence contributed something to the event. The majority thinks that their presence did contribute to the event, only one answered with a maybe.

To the next question, whether they think that the internship adds a value to their study process, 8 think it does, 1 thinks it adds value but moderate and only one thinks it doesn’t add anything at all.

De stage voegt meerwaarde toe aan mijn studieproces

Ja 8 80%
Matig 1 10%
Nee 1 10%

[Translate: The internship adds value to my study process. Answers: Yes, Moderate, No]
The opinions whether the tasks were informative, so whether they learned something from them, are a bit divided. 6 of the respondents answered with a yes and do think they learned something from the tasks. 3 answered that the tasks were moderately informative and 1 doesn’t think he/she learned something from the tasks.

Compared to the leisure and Hospitality studies, the last multiple choice question was answered significantly positive. The question’s aim is to find out if the students are willing to apply for an internship at this organization in the future. 8 Answered with a yes, meaning that they do want to do another internship at Kemphanen. 2 answered with a maybe, which means that none of the respondents answered with a no.

![Ik sta ervoor open om in de toekomst weer stage te lopen bij deze organisatie](image)

[Translate: I am willing to again apply for an internship at this organization. Answers: Yes, Maybe, No]

The last question was again an open one in which the students could write down their opinion. The reactions to this question are displayed in table 3, appendix V.

**Security at FC Eindhoven**

The first three placements took place on 06-12-2013, 20-12-2013 and 24-01-2014. During these dates, 23 students have been placed. From these 23 students, 17 have responded to the questionnaire.

16 of these students find the communication of this internship offer clear, only 1 finds it moderately clear. The company’s briefing beforehand was clear for 11 of the respondents, moderately clear for 3 and not clear at all for the other 3. The promised tasks matched the tasks on the day itself for 13 of the respondents. 3 of them think that the biggest part of the promised tasks matched their final tasks and only one thinks that almost no promised tasks matched the tasks in the end.

Whether the students think that their presence contributed to the event, 13 replied with a yes. Only 2 answered with a maybe and a no.

Just like with Kemphanen, the majority thinks that an internship at FC Eindhoven adds value to their study process. 14 out of the 17 respondents think that the internship does at value to their study process and only 3 think it doesn’t.

![De stage voegt meerwaarde toe aan mijn studieproces](image)

[Translate: The internship adds value to my study]
Deriving from that question, it is not surprising that again the majority thinks that the tasks they had to perform were informative. To be more specific 13 students think the tasks were informative, 3 think the tasks were moderately informative and only 1 does not agree. In the future, 16 out of the 17 respondents are willing to do another internship at FC Eindhoven. Only 1 doubts and answered with a maybe.

The reactions to the last open question can be seen in table 4, appendix V.

For the complete questionaires and their responses, see appendix V.

5.3 New cooperation possibilities with different studies

At the beginning of the research, Sportleerbedrijf has decided to focus on three other studies from Summa College: Leisure, Hospitality and Security. During meetings with the coordinators of these studies, the cooperation possibilities have been discussed.

All the three studies agree that cooperation with Het Sportleerbedrijf is interesting, especially for their first year students. These students have to complete 120 internship hours in their first year and this collaboration offers more possibilities for the completion of these hours. The coordinators also agreed that the internships offer the students the chance to experience working with other target groups and in other circumstances. Annie Mulder, the leisure coordinator at that time stated that her students also have to be able to organize sport activities. With this collaboration they will be able to see examples of sport activities and learn how to give instructions. Mayke Beuming, the hospitality coordinator said that her students have to develop their professional attitude. “It doesn’t matter if they work on the airport or at a sport event, in the end it’s all about the professional attitude.”

To the question, what do you expect from this collaboration, the three education coordinators answered they expect more structural internships. A structural internship means that a placement of one or more interns at a certain event occurs more than once and preferably weekly or monthly. This does not mean however, that they don’t see a possibility for annual or onetime events. Exceptions for these can be made, as long as they add value to the learning process of the students. Furthermore, all three studies expect an overview of Sportleerbedrijf’s internship offer before the next school year. This way they can incorporate some internships in their schedule and students can apply on time.

The leisure study expects more placement possibilities on the Wednesday. The leisure students are scheduled off from school on this day to work at an internship place. Offering internships at other days is possible, but there will be no guarantee if students will apply. This is mainly because the other days
are regular schooldays.

The Hospitality students get off from school on the Fridays and therefore expect more internships on that day. The study is actually more based on aviation services with a focus on hospitality on the floor as well. Wil Nienhuis, a teacher at the education, mentioned that because the study’s focus is more on aviation services, the students might not see a direct link between their study and Sportleerbedrijf’s internship offer. But according to her and Mayke Beuming, the study coordinator, the students should practice their hospitality skills, whether it is on a plane or at an event.

The interest for cooperating with Het Sportleerbedrijf, for the security study lies in finding more internship places in the region. Right now the students are travelling a lot to accomplish all their internship hours. Wenly Lourens, the study coordinator said that it would be easier if they could do this in the region of Eindhoven. However, for the placement of security students, the internship place needs to meet certain criteria. First of all there has to professional guidance at the event, preferably a professional security company that is able to guide the students. Secondly, the organization needs to provide insurance for all the interns. The third criteria point is that the organization has to be able to compensate the student’s travel expenses and the last criterion is the handing out of certificates to the interns. It is expected that the organizations acknowledges the student's help through a certificate which is signed by the client. The students need these certificates for their final portfolio.

The leisure and hospitality studies have pointed out that placement during the weekends are less attractive. Many of the students have jobs or other activities or only want to make use of the free Wednesdays or Fridays for their internship. The security students, on the other hand, are more flexible and aware of the fact that most events take place during the weekends. As most of the internship offer of Het Sportleerbedrijf take place during the weekends and holidays, the collaboration with the security study is most effective.

It would be preferable if leisure and hospitality students could be placed more frequently. To make this more possible, contact has already been made with another school, De Rooi Pannen. This is an education institute focused on tourism and leisure as well. The coordinator of the leisure students has been approached by telephone and has shown some interest. Two of their students have completed 160 hours via Het Sportleerbedrijf and further cooperation could be a discussion point in the future.

5.4 What new cooperation possibilities with organizations

Several sport organizations have been invited for meetings to discuss the cooperation possibilities with Het Sportleerbedrijf. During these meetings the structural placements have been discussed. Other than that, annual events that were taking place in Eindhoven were also approached for the placements of students from Leisure, Hospitality or Security.

Kemphanen, an ice hockey association agreed on placing students from all three studies at all of their home matches. During the initial meeting, the board mentioned a lack of employees and volunteers as the initial reason for the cooperation. Currently they don’t have enough hands to cover all the work at the matches. Furthermore, the placement of students makes adding new tasks to the games possible. These new tasks are seen as small extra’s that are supposed to make the matches more special for the guests. The organization is willing to place 8 security students, 4 hospitality and 4 leisure students at every game. The first placements took place on December 12, 2013. During an interview with Tom van Doorne (PR & Marketing Manager) in February 2014, he stated to be very satisfied with the cooperation and looks forward for the continuation of it, next season.
FC Eindhoven, a soccer club identified the need of focusing more on their guests. Till now they did not have the resources to actually do this. With the placement of hospitality and security students, they see a way of realizing their plan. The board’s demand of this cooperation is to place 4 hospitality and 10 security students. Kees Lepelaars, the commercial director, prefers a set team for each game. He wants to be able to select the students; he thinks fits the organization as they will become the face of FC Eindhoven. The first placements took place on December 6, 2013. In March 2014, Kees Lepelaars, mentioned a dissatisfaction with the Hospitality study. The students were not able to be placed every weekend and therefore the placement of hospitality was cancelled. In the future the possibility of placing security students will continue. According to Kees Lepelaars, the board is very satisfied with these students.

PSV, the biggest soccer club of Eindhoven says to have had conversation about placing security students from Summa, two years ago. Back then the idea was to become a learning company together with Summa security. The project was never released as there were not enough investments. According to Marc van de Laar, security coordinator, the starting point for this cooperation is: ‘All extra hands are welcome.’ Rón Verkerk, manager match organization & security, sees the cooperation as beneficial for the club’s brand. The security board agrees that the number of interns per game should not exceed the 20. PSV wants to offer a real learning environment with good coaching so that students afterwards are able to say, I really learned something at PSV. At the moment, no need is identified for the placement of leisure and hospitality students.

PSV and FC Eindhoven initiated the women’s soccer in Eindhoven. The women’s soccer club is simply called, PSV/FC Eindhoven. Their matches also take place during the weekends. During the initial meeting, the organization has asked for the placement of 2 hospitality students during each game.

De Toeloop, a neighbourhood center, already cooperates with Het Sportleerbedrijf in the placement of sport students. Chantal Janssen, owner of the catering space and co-manager of the gym, explained that she would like to offer some leisure activities for children as well. At the moment she only offers after school sports activities for children. In the past there have been some crafting activities which were guided by sport students, but she noticed that they belong more to leisure students. As there are no activities on the Wednesdays, she would like to arrange some in the catering space. Her preference goes to crafting activities led by leisure students. An agreement has been made to offer sustainable crafting, two times a month and place 2 leisure students to manage these. The second reason for placing students is, according to her, that everything in De Toeloop runs on grants. There is no budget for employees and there are no volunteers. Placing students to manage these activities is a good solution.

Genneper Parken, a sports and nature accommodation places a set team of students each year under the name: event team. This Event team works for Sportleerbedrijf and organizes activities at the park during the holidays. Another Event team is placed at Sportcomplex Noord. Both these teams are able to place leisure, hospitality and security students during the holidays. For them the placement of leisure students is most interesting as it allows them to create side activities next to their own sport activities. It offers more variation for the children visiting the events.

Besides these structural placements, Het Sportleerbedrijf has also placed students from leisure, hospitality and security at one time or annual events. In appendix W, an overview can be seen of the annual events at which these students have been placed.

The first three organizations were approached by Het Sportleerbedrijf and agreed on placing students during their events. The other organizations however, have approached Sportleerbedrijf themselves.
via mail. They all had heard from Sportleerbedrijf’s activities from word to mouth information, except the last two. These two are organized by Sportformule. Each event that is organized by Sportformule, makes use of the placements of Het Sportleerbedrijf.

Through the cooperation with these new studies, all of the above mentioned organizations have agreed on collaboration with Het Sportleerbedrijf. Only Genneper Parken and Sportcomplex Noord are not new on the list. This is mainly because organizations like Kemphanen, FC Eindhoven, PSV and De Toeloop, have no use of sport students and therefore an earlier cooperation was not interesting. Now that Het Sportleerbedrijf can offer hospitality, leisure and security students, they can meet the demand of these organization.

5.5 The most suitable recruitment process
The students from Summa College that are placed at events are currently recruited via the school’s digital platform, Fronter. Het Sportleerbedrijf has access to this platform and the studies it is collaborating with. The current recruitment process exists of seven steps, see appendix X. At the end of a placement Het Sportleerbedrijf contacts the client for an evaluation via mail or orally, depending on the client’s wishes and availability.

The above mentioned recruitment concept has always been used with the sport related studies. This sub question will research if the concept is the most suitable one in the collaboration with the leisure, hospitality and security studies as well.

5.5.1 Summa Leisure
Before the recruitment on Fronter started, an interview was held with the coordinator at that time, Annie Mulder. During the first meetings she explained that the possibility for recruiting via Fronter exists but that the students still would need some active motivation. With active motivation she meant a person who would talk about the new internship offer in class. This person could be a teacher, the coordinator or the contact person from Het Sportleerbedrijf. In this case it was decided to let the teacher and coordinator be the motivator. This means that even when an event is uploaded on Fronter, the teacher still needed to be updated about this so he or she could tell the class to take a look on the page. This was mainly chosen because of the expectation that students would not visit Fronter regularly. The primary idea of recruiting via Fronter is that students can apply for events themselves. Annie Mulder stated that with these students, sometimes it is easier when the teacher appoints the most suitable students to an event.

From the observations her statements have proven to be true. In January and February a number of events were placed on Fronter. In a week time, no applications from students were registered. An appearance in class was made and students were asked to open Fronter and apply. Only then did the students see the internship offer. The same happened in March and April. No reactions were registered from the offer on Fronter. Only when the teacher was contacted and mentioned this in class, a change was observed.

5.5.2 Summa Hospitality
The observations with the hospitality class are similar to leisure. These students have the same non pro-active attitude towards Fronter. Each time events where placed, no applications were registered from students. Only when eventually the coordinator asked them to open Fronter and apply, students did so.

Another remarkable observation for both the studies was with the fourth step, the application of students. During a visit to the classes students were asked to open Fronter and apply for certain events. Students from both classes didn’t understand where they could find the form for applying. Even though this was explained in a previous presentation, students still emailed their interest in an event but without an application form.
These observations prove that the concept on Fronter is not suitable enough for these studies. First of all it is not active enough for them. Secondly, the concept demands for clicking around in different maps for the right application forms. This results in confusing and the lack of wanting to take time for it from the students.

5.5.3 Summa Security
During several meetings with the study’s coordinator, Wenly Lourens, it was decided that the use of Fronter is not suitable for this study. The main reason for this is that the study doesn’t think every student is suitable for each event. Because of special rules and competences, the study prefers to make own selections of suitable students per event. Also the coordinator has noticed that some students are not able to complete all their internship hours on time. Therefore he likes to have an overview of the coming events so he can “trigger” the certain students to apply more. Therefore no observation was needed for this study.

5.5.4 The organizations
Reactions from the organizations on the recruitment process were also observed. From the observations it can be stated that the recruitment process on Fronter is more suitable for one-time events than for organizations that offer structural internships. An organization that offers structural internships, like for example Kemphanen, organizes matches almost every weekend. To be able to place the internship offer on Fronter, an application form should be filled in for each game. From observations it is noticed that clients are willing to fill in the form only once, as the specifications for each game always stay the same. These organizations have also stated to expect students for each game. From February and onwards, each game of FC Eindhoven was filled in on a separate form and uploaded. As the students did not look on Fronter regularly, it occurred that forms where not seen on time and subsequently no applications were registered. As the company wanted students for each game, this recruitment process did not work out. The same happened with Kemphanen and De Toeloop, forms were not seen on time resulting in no or too late applications. Kees Leperlaars, the commercial director of FC Eindhoven, reacted on last minute registrations from students: “Well, that last minute story, we can’t work with that.” Also he stated that the organization prefers to place the same students as much as possible as they already know how everything works. With a concept like Fronter this is hard to achieve as students can apply per game, which means that for each game different students can apply. The application of different students for each game results in the organizations having to brief students every time again, which is also not preferable by the organizations.

From these observations and discussions with the coordinator of Het Sportleerbedrijf, the solution has been made to initiate another recruitment process. This new recruitment process would need to be more interactive and more controlled by Sportleerbedrijf itself. Internships at organizations that offer structural internships should be offered as one long placement instead of being divided into events. To accomplish this new recruitment strategy, it has been decided to set it up as an internship assignment for another intern.
6. Discussion

This chapter seeks to compare the results of the research with previous researches which are mentioned in the theoretical framework.

6.1 The added value of internships to students and organizations

In a previous research from Knouse, Tanner, Harris & Elizabeth (1999) it resulted that an internship should not only offer something to the student but also to the organization. From sub question one it resulted that all the organizations have experienced an added value from the placement of leisure, hospitality and security students. Kemphanen, FC Eindhoven and De Toeloop explicitly stated that they are not able to fulfill certain tasks due to the insufficiency in their budget. Placing students at their event offers a solution to this problem, which is exactly what Leslie (1991) stated. According to him, the potential benefit to the employer is the cost-effectiveness of the students. In addition to the effectiveness, FC Eindhoven also stated that they believe students act on a higher level than volunteers, which makes the performance of the tasks more effective.

For the students, the opportunity of experiential learning through the internship placement should be a benefit itself. Zopidis (2007) wrote in his research that students should be energetic, proactive and grasp every learning opportunity. The results from the questionnaires however, show that the majority of the leisure and hospitality students do not see any added value of the internships and are not grasping every learning opportunity whatsoever. Their teachers on the other hand, find the internships valuable and just like Dewey (1938) stress the importance of creating new knowledge by doing. The reactions from the security students show a significant difference from the other two studies. The majority of these students actually think that the internships do add value to their study process. These students did grasp every learning opportunity by applying for every internship Het Sportleerbedrijf offered them. How is it possible that these three studies react so differently while all of them have been approached in the same way? Chen & Shen (2012) recommend a role for schools in this internship process. Schools should be clearer about the objective for internship programs. Also they should conduct regular visits and consultations and offer timely support to students. As the students and teachers from leisure and hospitality do not agree on the added value and the benefit of the internships, it could be said that the objective of the internship program is not clear enough. According to Chen & Shen the involvement of the teachers is also important. The security coordinator has been more involved in the organization and support of the internships, which could be the reason for the significant difference of the student’s opinions and attitudes.

6.2 The cooperation possibilities with other studies and organizations

The first year students from the three approached studies, all have to complete a certain number of internship hours. Bernard (1991) mentioned this method in this research as an active rather than a passive learning process. The coordinators of these studies expect support from Het Sportleerbedrijf in this active learning process. In the previous part, it was mentioned that students did not see an added value of the internship to their study. The teachers mentioned the learning experience as another reason for cooperation with Het Sportleerbedrijf. According to them it is important for the students to get acquainted with different target groups and learn how to build up their professional attitude in several circumstances. This reason supports Dewey’s research from 1939 in which he states that through internships students create new knowledge and more important, transforms them through learning to perform new roles. Kolb (1984) introduced the *experiential learning cycle. This cycle contains four stages which all should be touched by the students during an internship. In this cooperation, Het Sportleerbedrijf is only able to offer the first stage which is the experiencing. Het Sportleerbedrijf offers internships from which the students can experience. The other three stages can be supported by Het Sportleerbedrijf but the teachers and the students are more responsible for the reflecting, thinking and acting, as this happens after the experience.
Before the cooperation with the organizations started, it was made clear why this would be beneficial for both parties. N. Mead et al (1999) mentioned several reasons for the forming of such collaboration. According to him, fulfilling the organization's educational mission is the first priority. Compared to the results of this research, the first priority seems doubtful. The results show that only one organization, PSV, was interested in fulfilling its educational mission. Hansen and Nohria (2004) stated that this varies to the type of company and education. Their reasons for such cooperation firstly include reduction in costs through sharing best practices, which is the case with most of the companies from this research. In the theoretical framework it is explained that one business can have needs in different domains and therefore will collaborate with different universities or in this case studies. This research proved this statement to be true. As Het Sportleerbedrijf offers students from three studies, some businesses decided to make use of all of them. In the case of Kemphanen all the studies were preferred. Other organizations like the one-time events mainly needed help in the security and hospitality domain to be able to reach their goals.

6.3 The recruitment process
From a previous research from Manolescu (2008) it resulted that the HR should provide the link between employer and employee. In the case of the collaboration between Het Sportleerbedrijf, the companies and studies, this link is fulfilled differently. Sportleerbedrijf's role is to act as an intermediary between the studies and organizations and thus fulfill this link and the recruitment process of students. According to Manolescu, the recruitment process should start with planning the activities, analyzing and designing the job, recruiting and then selecting. Breaugh's model shows four other phases: (1) recruitment objectives, (2) recruitment strategy, (3) recruitment activities, and (4) evaluating recruitment results. In the theoretical framework the recruitment of students is compared to the recruitment of employees. Sportleerbedrijf's recruitment process exists of more steps but still misses some of the ones mentioned by Manolescu and Breaugh. The first step is essential to any recruitment strategy and is therefore the same. In this step the tasks for the employee or students need to be made clear. In this case this happens with the application form from the client. The next step is the recruitment strategy, in this case making the students aware of the new internship offer. This is done by uploading it on Fronter and contacting the teacher to make the students aware of it. The third step, carrying out the recruitment strategy would mean to persuade the students to apply. Het Sportleerbedrijf can only persuade the students by contacting the teachers or mailing the students. The results from the research have proven that this form of persuasion is not strong enough. The next step would have to be selecting and recruiting the most suitable students. This last step is not clearly present in Sportleerbedrijf's recruitment process. A selection of the students is a missing step. Students that apply are automatically registered at an event and the client gets to see the students only then. It is questionable whether this missing step is crucial in the process. For some organizations it worked and others preferred to select students themselves. An option for this missing step is one that the client is able to influence during the first briefing by mail. As soon as a list of interns is known it is forwarded to the client. This client is supposed to contact the students and inform them about their event. Some organizations have chosen to only inform the students by mail and others, like FC Eindhoven, have chosen to invite the students for a face to face briefing before the event. As Sportleerbedrijf is only the intermediary, it is up to the client to decide whether to add a selection step or leave it out and trust the forwarded list.
7. Conclusion and recommendations

This chapter will display the answers and conclusions to the five sub questions. The sub questions will be discussed in paragraph 7.1. The next paragraph aims to answer the main research question: What is the best way for Het Sportleerbedrijf to expand their supply of students and their offer of internships? Paragraph 7.3 will contain the recommendations for Het Sportleerbedrijf and for possible further research.

7.1 The sub questions
What is the added value of students as interns to organizations of sport events in Eindhoven?
Six organizations that offer structural internships identified the added value of interns as following:

<table>
<thead>
<tr>
<th>Organization</th>
<th>Identified added value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kemphanen</td>
<td>Chance to add more tasks to the game</td>
</tr>
<tr>
<td></td>
<td>Increases visitor’s experience</td>
</tr>
<tr>
<td></td>
<td>More professional look</td>
</tr>
<tr>
<td>FC Eindhoven</td>
<td>Ability to focus more on the guests</td>
</tr>
<tr>
<td></td>
<td>Interns perform on a higher level = better quality</td>
</tr>
<tr>
<td>PSV</td>
<td>Adds a social and educational side to the brand</td>
</tr>
<tr>
<td>De Toeloop</td>
<td>Ability to offer new activities</td>
</tr>
<tr>
<td></td>
<td>More knowledge</td>
</tr>
<tr>
<td>Event team Genneper Parken &amp; SEN</td>
<td>Ability to create and offer new activities / side events</td>
</tr>
</tbody>
</table>

What is the added value of the internships offered by sportleerbedrijf to the students?
The majority of the leisure and hospitality students agree that the internships have no or insufficient added value for their study process. 89% of the leisure students think that they don’t need Het Sportleerbedrijf to complete their internship hours. The leisure students agree with 91%. From Leisure only 36% believe that the internships fit into their study process, from the hospitality class only 18%. Whether the internship is valuable for their learning process, only 25% from leisure and 18% from hospitality think so. From both classes only one student is willing to do another internship via Het Sportleerbedrijf again. The security study however, shows a whole other opinion. Here the majority do think that the internship fits in their learning process and that it is valuable for their study. From the security students no negative reply was registered to the question whether they are willing to do another internship from Het Sportleerbedrijf. This means that the leisure and hospitality students don’t see any added value from the internships. The security students do see an added value in means of learning experiences to their study progress.

What are the possibilities for the cooperation with different studies other than the sport related ones?
Studies that were approached and agreed on cooperation are: Leisure, Hospitality and Security from Het Summa College. Leisure and Hospitality agreed on starting this cooperation with their first year students. Security however offers the internships to their first and second year students from two different study directions. All three agreed on further cooperation in the future.

What new cooperation possibilities with organizations that are able to place the students at their events, arise through the cooperation with other studies other than the sport related ones?
As Sportleerbedrijf started to offer more than just Sport interns, more organizations became interested in cooperation. During 2013-2104 five new organizations were added to Sportleerbedrijf’s list of internship offers. These organizations offer structural internships, meaning that they are willing to
place students weekly. These organizations are: Kemphanen, FC Eindhoven, PSV, FC Eindhoven/PSV female soccer and De Toeloop. Their main reason is the cost effectiveness of placing students at their events. Other than these structural organizations, one time or annual events have approached Het Sportleerbedrijf with the interest of placing students from leisure, hospitality and/or security. To be more specific, nine new organizations of one time or annual events are added to Sportleerbedrijf’s list during 2013-2014.

What is the most suitable recruitment process for all parties involved?
The current recruitment process for the Summa students happens on their schools digital platform, Fronter. Observations have proven that this is not the most suitable way of recruiting students. The biggest problem with Fronter is that it depends on the student’s willingness to log in and take a look in the Sportleerbedrijf map. With this system, students constantly need to be reminded to take a look and apply. For organizations that offer structural internships it is also not a suitable way of recruiting. A suitable recruitment process for all parties involved would have to first of all be more interactive. This cannot be accomplished on Fronter, so Sportleerbedrijf should persuade to have an independent website for the recruiting. This website should be able to notify the students in their inbox when a new internship is placed. For organizations with structural internships it should be possible to offer long term internships instead of weekly placements. At last students should have the possibility to directly apply to the client so he or she can directly contact the students and make own selections.

7.2 Conclusion
First of all, from the research it is proven that it is possible for Het Sportleerbedrijf to expand their supply of students and their offer of internships. The remaining question is what is the best way to achieve this?

It is important to acknowledge that the supply and demand side, are two different groups and therefore need to be approached in different ways. With the expansion in mind, het Sportleerbedrijf should firstly talk to their existing organizations and identify their possible need for students from other studies. When a need is identified it should be clarified for what exact periods and tasks the need is. A list of the already existing internship offer should be drawn up so that this already can be presented to the new study in question. During the research it has proven to be a very important step that was missing. This resulted in the studies waiting and expecting for enough offer from the beginning of the cooperation, while Het Sportleerbedrijf still had to talk to organizations to see if they are interested. So it is important to be able to immediately offer an overview of internships to the study. The study coach should carefully analyze the offer and identify if it is valuable for the student’s learning process. The added value of the internship should be communicated to the students during a presentation.

When this first step is made and the study has agreed on cooperating, new organizations can be approached with a list of available studies and explanation of their expertise and internship program. It is of utmost importance to be clear about the way that students are placed. An important discussion item is about the frequency of the placements. If an organization expects to place a number of students every week, the possibility should first be discussed with the study. If this is not possible in the current period, it should be added to the list for the next school year. The reason for this is that when an organization starts offering internships in the middle or at the end of the school year, the possibility exists that students have already completed all their internships hours. This subsequently means that these students will not apply for this internship and the organization will be left without the expected help and becomes an unsatisfied client. The same goes for the onetime events. During their application process it should be made clear that the registration of students is not guaranteed. A deadline should be set so that the organizations are informed on time about the presence of intern.

To conclude the above, clear communication is a must for the expansion of Sportleerbedrijf’s network. All in all it should be an equally beneficial cooperation for the studies and the organizations. Both sides
should be able to identify an added value from each other, which can only be achieved through clear agreements and timely evaluations. During evaluations Het Sportleerbedrijf should identify dissatisfaction and solve it as the intermediary. Finally, no oral promises should be made whatsoever without the confirmation of all parties involved.

7.3 Recommendations

The following paragraph contains recommendations for Het Sportleerbedrijf. These recommendations are a result from the research and its conclusions.

Recommendation 1: Hand in a list of the internship offer before the beginning of the school year. The studies leisure, hospitality and security work on their yearly schedule and study guide during the summer holidays. When the school year starts the students receive the schedule and study guide in preparation for the year. When a study gets the internship list on time, they can incorporate this in the study guide so that students are informed about the offer. This increases the chance for applications as they immediately can apply for internships, without wasting time on looking for places themselves. The three studies have also acknowledged the possibility of obliging certain events as a regular school day. When an event adds a significant value to the study, the event can be placed on the schedule as an obligatory event. Of course for this to happen, it needs to be known before the schedule is made.

Recommendation 2: Opt for an obligatory number of internship hours in this cooperation. When students are obliged to complete a set number of hours with Het Sportleerbedrijf, there is a guarantee for applications. Right now students can choose to fulfill all their hours at one company they have found themselves. This means if all students do this, they won’t see a necessity in looking what Het Sportleerbedrijf has to offer. This non-committal cooperation is then only beneficial for the study, as they can choose what to do with the offer. This means that there is only benefit for the client when a student decides to apply. In such committal cooperation, the teachers can follow their students’ progress. Whenever they see that a student lacks hours they can appoint him or her to Het Sportleerbedrijf, which also gives them more control of the progress. So this way the client benefits of guaranteed placements, the study of more control of their student’s progress, and Het Sportleerbedrijf of a better reputation and stronger network.

Recommendation 3: Mention on the application form the added value of the internship. On the current application form, a new part about the value of the internship should be added. Right now Het Sportleerbedrijf has a hard time convincing the students about the value. All the sorts of internship placements and tasks should be discussed with the study coordinators. They should evaluate whether the internship fits in their program and why. This information should be added into the offer. Students mainly complain about certain tasks being boring or not suitable. When the value of the task is explained and confirmed by the coordinators on time, students will be more likely to recognize it.

Recommendation 4: Consider the studies catering and facility as well. Next to the studies leisure, hospitality and security from Het Summa College, other studies should be approached as well. In the past, clients offered catering tasks during their events. Students from hospitality and leisure did not apply for these as it didn’t fit their study. Catering is a known part of the event branch and would fit the offer. Also facility could be an interesting study to approach. Students from this study are educated broadly and are able to cover more different tasks than only one. A benefit from this study is that they can cover hospitality and catering tasks as well.

Recommendation 5: Consider other schools next to Het Summa College as well. At the moment Het Sportleerbedrijf has only expanded their network with studies from Het Summa College. The studies from this school only offer their first year students, which mostly only consist of one class. This means that the number of available students is not significantly large. As the focus is on studies that can add to the event branch, De Rooi Pannen should be seen as a potential school for cooperation. This is a school on the same level as het Summa College and offers leisure, tourism and catering educations. In the past two of their students have been placed via Het Sportleerbedrijf. The education’s representatives have already shown some interest in cooperation. By also working
together with this school, the supply of students gets bigger and with that also the chance for registrations of students.

**Recommendation 6: A new recruitment strategy.**

The recruitment of students should switch from Fronter to another website, more controlled by Het Sportleerbedrijf. This website should contain information on internship offers in a more interactive way. Pictures and videos from previous placements could be placed to give students a better impression of the event. This website should also offer internships as one time placements or structural placements.

Students should be able to directly apply for an internship by clicking on an apply button and then filling in their data. This way they don’t have to look for the form themselves and the form will be sent directly to the right person. With Fronter it is proven that students don’t look regularly on the page, which leads to missing out on uploaded events. Therefore, this new website should be able to send notifications to students when a new internship is uploaded. The students should be able to fill in their study direction so they will only receive notifications of internships that fit into their study program. A benefit with such an external website is that students from other institutions can apply as well, which broadens the supply of interns.
References


