



An Integral Approach to Sport Management Internships

ELIZABETH JOWDY, MARK McDONALD AND KIRSTY SPENCE

ELIZABETH JOWDY is a PhD candidate in the Isenberg School of Management, University of Massachusetts, Amherst, MA 01003, USA. (jowdy@sportmgt.umass.edu)

MARK McDONALD is an Associate Professor in the Isenberg School of Management, University of Massachusetts, Amherst, MA 01003, USA.

KIRSTY SPENCE is a lecturer in the Department of Sport Management, Brock University, St Catharines, Ontario, Canada.

Given the need for academia to develop students as knowledgeable professionals, experiential learning in the form of internships has become an important component of sport management curricula. Internships provide students opportunities to acquire an understanding of how theory is applied to practice as well as to experience personal growth and development. The purpose of this paper is to introduce how sport management programs can build upon current approaches to experiential learning by adopting the integral perspective of Ken Wilber (1995/2000a/2000b). It is suggested that an integral approach allows students to learn practical skills while correspondingly increasing the student's understanding and interpretation of the subjective elements (e.g. relationships, interactions, emotions) that lead to personal growth during the internship experience. A review of Wilber's Integral Approach is included followed by a review of concepts from relevant experiential learning theories and an example of an intern's experience to demonstrate the application of an integral approach to experiential learning and sport management internships. The article concludes with a list of recommendations, representative of an integral approach, that can be used to enhance the internship experience for students.

Given the need for academia to develop students as knowledgeable and skilled professionals, experiential learning in the form of internships has become an important component of sport management curricula. Through internships, students acquire an understanding of how theory is applied in the "real world", helping "students bridge the gap between classroom learning and practical application in sport settings (NASPE/NASSM 1993/2000). They (internships) allow students to explore career options, develop management skills, and gain a greater understanding of the total operation of sports organizations" (NASPE/NASSM, 1993/2000). According to Tovey (2001), environmental, social, and cultural conditions of the workplace during an internship can help students identify theory, personal strengths, weaknesses, interests and abilities. Additionally, it is believed that direct participation in the social culture and the work behaviors and systems inherent in sport organizations facilitates personal development (Cuneen & Sidwell, 1994; Verner 1996).



When participating in sport management internships, students are immersed in an experience that potentially provides extensive opportunities for professional and personal learning and development. However, transferring responsibility for student learning and development to practitioners and corporations operating under a philosophy much different than the university creates challenges (Ciafalo, 1992; Kolb, 1984; Tovey, 2001; Boyer, 1987). Problems arise when factors contributing to the success or failure of an internship experience are beyond the control of the student or faculty advisor. Organizations often do not fulfill the learning objectives proposed by the student and instead fulfill its own needs, using students as "free labor" to perform menial tasks. In this case, granting academic credit for the experience becomes controversial and assessment problematic. Therefore, in order for this form of experiential learning to contribute to the development of knowledgeable and skilled professionals it is important to examine ways to improve our understanding of the learning associated with internship experiences. Assessment, then, "should not be based on an evaluation of the experience itself but on the learning that comes from the experience" (Morton, 1996).

To date, sport management researchers have focused on intern and agency qualifications (Cuneen & Sidwell, 1994; Sutton, 1989), the roles, benefits and goals attributed to the three parties involved (student, institution/advisor, sport sponsor organization) (Cuneen & Sidwell, 1994; Sutton, 1989; Verner, 1996) and building structural components and guidelines to improve the quality of internship/practica experiences (Brassie, 1989; Chouinard, 1993; Cuneen & Sidwell, 1994; DeSensi, Kelley, Blanton & Beitel, 1990; Li, Cobb & Sawyer, 1994). The structural components and guidelines recommended for improvement have primarily included activities that assess a student's ability to link classroom theory to practice and to reflect on their individual experience. Learning inherent in internships, however, is not just about the student's ability to apply classroom theory and coursework to practice. Rather, internship experiences also provide opportunities for students to derive new theory from within practical work settings and interactions with others in the organizational environment (Ciafalo, 1992).

Experiential learning in higher education is historically rooted in the constructivist, pragmatic theoretical foundations of John Dewey who believed in learning by doing. Dewey demonstrated that through reflective thinking and experience, theory and practice could be united thus contributing to individual intellectual growth; he labeled this the Theory of Experience in Education (Dewey, 1938). Individual reflective thinking involves "a conscious and voluntary effort to establish a belief upon a firm basis of evidence and rationality" (Dewey, 1933). While Dewey's concept of learning through experience was a central influence, Jean Piaget (1951) and Kurt Lewin (1952) were also instrumental experiential learning. Similar to Dewey, Piaget came from the individual constructivist view of learning theorists. Piaget is most known for his cognitive developmental approach to learning in which individuals construct knowledge through interaction with the environment (Michelson, 1996). Lewin's 4-stage action-research model demonstrates the process by which data and observations are collected by the individual during a concrete experience, and then analyzed to modify future behavior and actions (Lewin, 1952). For Lewin, individual analysis begins with the situation as a whole at the time in which the behavior occurs; individual behavior is determined by the totality of an individual's situation (Smith, 2001).



One model of experiential learning used in management education to develop activities for assessing student learning in internships is that of David Kolb (1984). Kolb (1984) defines learning as "the process whereby knowledge is created through transformation of experience." Although Piaget and Lewin's work were instrumental, Dewey's concept of learning by doing was the central theory used in the development of Kolb's experiential learning model. The two differentiate, however, where for Dewey, learning is reinforced by experience, and for Kolb, learning begins with experience. According to Kolb (1984), learning occurs when individuals encounter an experience, deal with it through observation and reflection, ask questions and form generalizations, and seek to answer the questions or solve problems. At the time, Kolb's (1984) model was created in direct response to public concerns expressed in society that challenged the validity and value of traditional tests and diplomas as measures of a student's ability to perform in the workplace. Kolb's model has come to represent a practical way of understanding how the individual learns from experience through four elements: concrete experience; reflection observation; abstract conceptualization, and experimentation. Within the context of sport management internships, Kolb's cycle is incorporated into experiential learning activities that require students to reflect on and record observations that link and describe how concepts from coursework are applied in practical work settings.

Concentrating on the individual's creation of knowledge is consistent with other theories in experiential learning, including Schön's reflection-in and reflection-on action (1983), Mezirow's "Theory of Perspective Transformation" (1991), and Boud & Walker's reflection, action and reevaluation (1991). Similar to Kolb, Schön (1983), Mezirow (1991) and Boud and Walker (1991) represent a view of learning in which the individual constructs the meaning of the experience. Individually derived meanings are essential to a student's preparation as a sport management professional; however, individualized meanings only partially capture the potential for personal development inherent in experiential learning.

Recent positions (Argyris, 1991; Argyris & Schön, 1996; Fenwick, 2000/2001; Holman, Pavlica & Thorpe, 1997; Kayes, 2002; Sweitzer & King, 1999; Taylor 1998; Vince, 1998; Wilson & Hayes, 2002; Yorks & Kasl, 2002) state that learning does not take place independent of the cultural, historical, and social relationships between the person and the world in which the experience takes place. Equally as important to an individual's personal and professional development is a thorough understanding of the collective meanings that exist within the formal and informal organizational environment; including how students interpret and deal with the relationships, interactions, emotions and meanings (morals, values, etc.) during the internship experience. Thus, we should build upon present learning activities stemming from experiential learning theory that focus on individual creation of knowledge by incorporating learning activities that require both individual and collective inquiry.

The purpose of this paper is to introduce an integral approach to sport management internships; one that broadens our perspective through inquiry into all aspects of the internship experience, individual and collective, and builds on current approaches to experiential learning in sport management. It is proposed here that the Integral Approach proposed by Wilber (1995/2000a/2000b) is useful for deepening our understanding of the internship learning experience. Wilber's Theory of Everything (TOE) offers an approach to



problem solving and learning that seeks an integral understanding of the world from individual and collective, interior and exterior perspectives (2000b). The experiential learning theories (Argyris, 1991; Argyris & Schön, 1996; Boud & Walker, 1991; Fenwick, 2000/2001; Holman, Pavlica & Thorpe, 1997; Kayes, 2002; Kolb, 1984; Mezirow, 1991; Schön, 1983; Sweitzer & King, 1999; Taylor 1998; Vince, 1998; Wilson & Hayes, 2002; Yorks & Kasl, 2002) previously discussed are all represented within Wilber's Integral Approach. However, Wilber's integration of four different perspectives to investigate one experience provides a framework to create elements within sport management internships that challenge students to interpret and understand their experience from a more holistic perspective.

Moving forward, a general overview of Wilber's Integral Approach is provided next, followed by an analysis of how experiential learning theories fit within Wilber's Integral framework using an example of an internship experience. The paper concludes with a list of recommendations and learning activities representative of Wilber's Theory that can be implemented to enhance sport management internship curricula.

Wilber – Theory of Everything and the Integral Approach

Within the world of academia, Wilber (1995/2000a/2000b) notes theorists' tendency to organize methods of studying and approaching human and world development. The search for "truth" from one particular mode of inquiry/discipline (e.g. psychology, sociology, physics, and economics) thus is derived from a particularly isolated perspective, without consideration to the possible links between disciplines. Wilber (2000b) alternatively offers a "Theory of Everything" (TOE), a comprehensive approach to inquiry and problem solving which when utilized, seeks a more integral understanding of the world. Central to the theory is its orienting generalizations, that the world "really is one, undivided, whole, and related to itself in every way: a holistic philosophy for a holistic Kosmos" (p. 38). Aligned with an integral vision is integral practice, where individuals seek to utilize a more balanced approach to problem solving or learning acquisition, such as an all-quadrant, all-level transformative approach (See Figure 1). Wilber's extensive literature search has evolved to acknowledge four quadrants Upper Left (UL), Upper Right (UR), Lower Left (LL), Lower Right (LR) that represent inquiry linked to human development, where both the individual and the collective honor interior and exterior realities. Four different strands weave together, enabling examination of human behavior through four different perspectives, all equally important, all with correlating points to one another.

Wilber's "All Quadrant, All Level" (AQ/AL) Theory of Everything (TOE) addresses four very different methods of examining reality. Moreover, the four quadrants each possess a unique validity claim, centering the specific perspective of the individual quadrant. Thus, through Wilber's AQ/AL theory, human behavior can be examined from four different perspectives (i.e., behavioral, intentional, cultural, and social), which hold respective validity claims (i.e., objective truth, subjective truthfulness, intersubjective justness and interobjective functional fit). Wilber notes, "each quadrant is intimately correlated with, dependent upon, but not reducible to, the others" (Wilber, 2000a, p. 145). Just as none of the quadrants can be reduced to another, neither can each validity claim be dismissed. When integrated, Wilber argues, the four quadrants "...all cause and are caused by, the others, in concentric spheres of contexts within contexts indefinitely" (Wilber, 1995, p. 114).

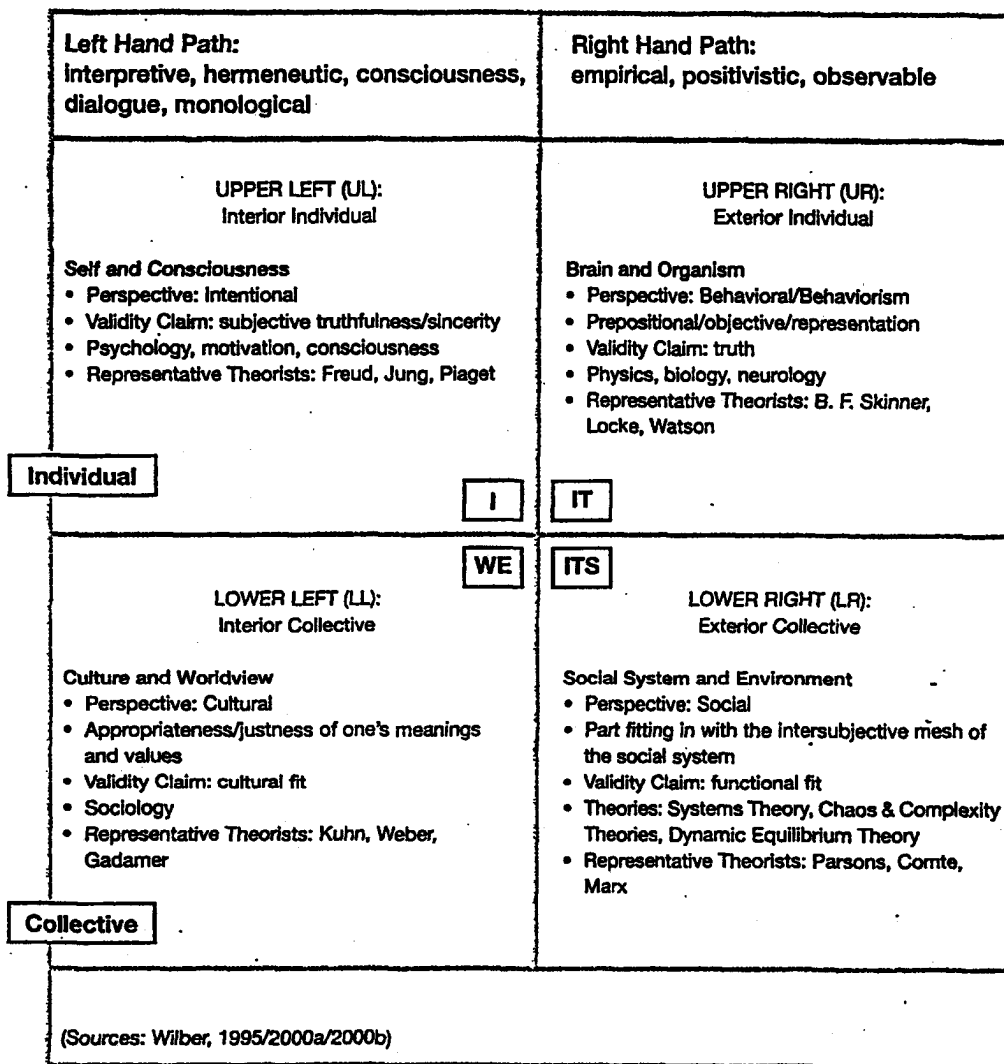


Figure 1. Wilber's AQ/AL Theory of Everything.

The upper half (UR and UL quadrants) represents development of the individual, whereas the lower half (LR and LL quadrants) reflects development of the social or collective. Similar to the individual quadrants, these two halves cannot be reduced or dismissed in relation to the other, owing to their different phenomenology (Wilber, 1995). Conversely, the right hand path (UR and LR quadrants) describes all exterior phenomena in "it" or objective language, concerning itself with asking the question, "what does 'it' do?". Reality is studied empirically, representing the observable. The left hand path (UL and LL quadrants) is described differently in "I" or "we" language, where meaning is subjectively interpreted. Thus, while surfaces are observed as to their functions (right hand path), the meaning within the shared world spaces of humans must be interpreted (left hand path).



The UL quadrant revolves around the interior development of the individual, whereby when a thought is provoked, it is experienced through immediate awareness of the thought itself and its subsequent interpretation for meaning through related symbols and imagery. The mind experiences thoughts intentionally and subjectively, and obtaining the real meaning of the perspective is through dialogue and interpretation. Thus, subjective truthfulness is the validity claim of this quadrant, as to whether the individual can truthfully communicate his or her own inner status. Correspondingly, the UR quadrant represents the exterior form of the individual, characterized by behaviorism in which meanings are representative of physical actions and physiological changes as seen and experienced by individuals. When an individual experiences a thought, physical changes occurring in the brain can be tracked and easily measured through objective or empirical observation of the brain's activities. Such physiological or sensorimotor changes could be an increase in dopamine, or changes in beta brainwave activities, or could be manifested through outward observable activities, such as a flushed face or a smile. The validity claim here is simply called "truth", since the propositions are empirical and observable.

The LL reflects the interior development of the collective, or "the intersubjective space of shared cultural contexts" (Wilber, 1995, p. 114). The perspective orienting this quadrant maintains that when a thought arises, it is made sense of within a specific cultural background. Indeed, one could not talk to him or herself and make meaning of his or her thoughts without being embedded within a community of individuals who share conversation. Its validity claims centre around the "cultural fit", or the appropriateness and justness of one's meanings and values within the culture that aids in producing them in the first place. Since all cultural events have social correlates, the LR reflects these social components. Different types of technology, forces of production, or concrete institutions define the social systems that house the shared cultural worldviews within which thoughts arise. The LR quadrant seeks to understand how all objects fit together as a functional whole or within a total process. Thus, the "functional fit", or how one person or part fits within the interobjective mesh of the social system, is this quadrant's validity claim.

Experiential Learning, Internships and the Quadrants

In order to help the reader more clearly understand the application of Wilber's framework to experiential learning and internships, each quadrant is explored separately followed by an example of a graduate student's summer internship experience as a member of the basketball competition staff for the 1996 Atlanta Committee for the Olympic Games (ACOG). The example used is based on actual past experiences of the first author. The internship scenarios are adopted to specifically highlight how the problems and successes often encountered by interns during the course of the internship experience are representative of the perspectives inherent in Wilber's four quadrants. When asked to examine the experience from the perspective of each quadrant, students can engage in learning activity and inquiry that leads to an increasing self-awareness and a broader understanding of the potential learning and meaning intrinsic to the internship experience.



Upper Left: Interior Individual

As experiential learning involves one's participation in, and interpretation of a particular experience, themes underlying the most popularized experiential learning theories (Kolb, 1984; Mezirow, 1991; Boud & Walker, 1991; Schön, 1983) are consistent with Wilber's Interior Individual quadrant (UL). Learning occurs primarily "within" the individual student; according to one's understanding and interpretation of interactions between the environment and the individuals within it, as well as the effect that these interpretations have on personal growth. The process of understanding and interpreting experience is through reflection, requiring one to step back from the experience to become aware of the events and interactions taking place.

Through reflection, individuals access previous knowledge (e.g. coursework, past work/personal experiences) to question facts, ideals, morals and feelings that surface during various interactions with the organizational environment such as staff meetings, group/team projects and working relationships with colleagues. As a result, any expectations related to desired outcomes associated with these interactions (e.g. positive working relationships, productive work environment) may be altered, resulting in new personal knowledge that guides future action and decision-making. Reflection also allows individuals to more deeply understand themselves and transform personal values that affect their perception of their role in the organization/environment. Essentially, reflection as a process in learning from experience is rooted in the "I", as a personal/individual dialogue: what it means to me, what I know, how I come to know and understand and interpret the experience. The answers to these questions then address how the individual chooses to interact and participate in the organization. For example, an employee may initially believe that the work they perform is viewed as invaluable to the overall productivity of the organization. Upon reflecting on a compliment received from an executive colleague regarding a project the employee completed, the employee changes his or her perspective, feels more attached to the organization and the work becomes more meaningful to that individual. Thus, although the environment/organization serves as a necessary context for reflection, the intent and act of learning and personal transformation and growth originates within the individual.

An Intern's Experience: UL

Beth was initially informed by the internship supervisor (Director of Basketball Competition for ACOG) that she would be assigned to help the assistant competition manager with volunteer training and management, training site operations and sports information operations. Two weeks after Beth began the internship she was abruptly reassigned by her internship supervisor to work on administrative projects, such as creating staff telephone directories, vehicle checkout procedures, supply lists and organizing the staff office at the Georgia Dome. The internship supervisor came to rely on Beth, thus she was less involved in volunteer management and training site and sports information operations and more involved with administrative projects.

Beth's supervisor never provided reasons, nor did Beth ask why she was reassigned the projects. Instead, Beth spent most of the three-month internship handling tasks unrelated



to the responsibilities she agreed to prior to arriving in Atlanta. Therefore, upon reflecting on this experience in her internship journal, Beth wondered if she misunderstood the role that ACOG and her supervisor originally committed to (*UL – understanding of role/access previous knowledge*), and was disappointed that she did not work more on projects that would enhance her skills in areas directly related to her professional aspirations (*UL – one's personal interpretation/what this now means to her*). Further, Beth questioned whether or not her supervisor valued her for her skills in competition management or simply as an intern that expediently completed various administrative tasks (*UL – changed perception of role in organization/environment*).

Beth explored this situation from within her own individual interpretation (*UL*), but had she communicated to the supervisor or academic advisor her feelings regarding her expectations during the experience, the disappointment she felt could have been alleviated.

Upper Right: Exterior Individual

While reflection requires one to subjectively interpret and understand personal experiences from "within" (*UL*), another important theme within the experiential learning process is one's objective observations of what is seen externally ("out there") in the organization/environment (*UR*). According to experiential learning theorists (Argyris & Schön, 1996; Kolb, 1984; Mezirow, 1991; Schön, 1983) after reflecting on experiences, individuals develop new knowledge that is put to use in future actions and decision making. In order to assess the value of this new knowledge and these actions, one must observe and take note of the reactions of others in the organization/environment.

An individual's use of observation as a method of confirming or disconfirming behavior within the context of experiential learning is in line with Wilber's Exterior Individual quadrant (*UR*). In essence, individuals analyze what they physically "see" (objectively and empirically) to determine how and if one's individual behavior works within the organizational structure, identifying what appears to be true or false; meaning either the particular behavior fits or does not fit the situation. For example, after reflecting on an encounter with a staff member, a department executive decides that it is important to more frequently stop to visit with the staff members. To test this new knowledge, the executive observes the reactions of the staff during random visits to their offices.

What is "seen" then is the exterior, the "it", the behavior and social actions within the individual's own experience. If the individual sees/observes that his or her actions during a particular experience helps in a positive manner (e.g. reach a goal, complete a particular task, and solve a problem), he or she will be more likely to engage in that behavior in the future. Likewise, if an individual's action results in negative reactions, he or she will modify future behavior accordingly.

An Intern's Experience: UR

After the conclusion of the first day of Olympic basketball competition, a general staff meeting was held to rectify a security problem at Morehouse College, one of two basketball



venues where Beth worked. Staff members from venue management and athlete services could not agree on a solution to prevent accredited media from approaching athletes sitting in the Olympic Family section. Beth attentively listened to both staff members and had a possible solution that she felt would please both departments. However, as a competition staff intern without specific responsibilities in venue management and athlete services, Beth was unsure if it was her place to interrupt with a suggestion.

Beth made the decision to raise her hand and speak if she was acknowledged. When she raised her hand, she noticed that the conversation slowed and she saw (*UR – objective observation*) that the Morehouse Venue Manager turned and looked in her direction. Although not acknowledging Beth directly by name, the manager pointed (*UR – exterior reaction*) toward Beth. After Beth finished speaking, she noticed that some of her fellow competition staff members were nodding in agreement with her suggestion (*UR – validation, what action/behavior works*). Although the solution she suggested was not used, Beth noticed that the venue manager smiled at her as the meeting was called to a close. Based on what Beth observed during this interaction/experience, she concluded that raising her hand and making a suggestion was acceptable behavior for interns to participate in staff meetings.

Lower Left: Interior Collective

Recent experiential learning discussions (Argyris, 1991; Argyris & Schön, 1996; Fenwick, 2000/2001; Holman, et al., 1997; Kayes, 2002; Vince, 1998; Yorks & Kasl, 2002) have called for a shift from individual's independent learning process, where students focus on recording experiences as they directly effect personal knowledge, to learning that involves broader cultural, historical and social knowledge encountered in the environment in which the experience takes place. Learning occurs through an understanding of the *shared* and/or differing meanings of encounters with others and the organization. For example, an individual that is new to a company may have a different understanding of the use of formal titles when addressing colleagues in the office. Therefore, learning and understanding the meaning behind the use of formal titles requires one to discuss, interpret and understand feelings, morals, values, symbols, rituals, sub-cultures, and cultural beliefs inherent in the sport organizational environment. This concern for "shared" meanings and collaboration/interaction in relation to learning from experience is indicative of concepts within Wilber's Interior Collective (LL) quadrant. In this quadrant the focus is on understanding the interior, intersubjective meanings of the "we", that is the mutual understandings that exist in the culture. In this approach to experiential learning (LL) knowledge is co-created through the collective understandings and involvement of both the individual and the organization (Argyris & Schön, 1978/1996; Fenwick, 2000/2001; Holman et al., 1997; Kayes, 2002; Vince, 1998; Yorks & Kasl, 2002). Thus collective inquiry (the "we") becomes an important source for any change in value and meaning structures within the individual (personal knowledge) as well as the organization (social knowledge). As a result, learning and personal transformation occur when the individual understands the appropriateness of one's values in relation to the values that are shared within the organization. The key is to seek a mutual understanding of individual and group values, allowing them both to learn and grow together. When mutual understanding exists, it becomes easier for the individual to adapt to the environment and more productively participate and meaningfully contribute with others in the organization.



An Intern's Experience: LL

On the second morning of basketball competition, officials from the International Basketball Federation (FIBA) were extremely disgruntled that its Technical Commission members were not included in ACOG's sports transportation plans and demanded that daily transportation to and from their hotel to the competition venue be arranged immediately. Beth was given the opportunity to solve this transportation problem, which she determined required sourcing vans and volunteer drivers, creating a transportation schedule, arranging a drop-off/pick-up location, and communicating the plan to FIBA Technical Commission members. After a great deal of organization, Beth was pleased that she was able to begin regularly scheduled transportation for FIBA Technical Commission members by the third day of competition.

That night, at the conclusion of the third day of competition, Beth touched base with the volunteer driver that made the initial evening run to ensure that everything went smoothly. The driver informed her that everything went smoothly, the van left on time but only three Technical Commission members had used the evening service (conclusion of the last daily Olympic session). After the demands that the Technical Commission made for this service, Beth did not understand why the van had transported only three people that night. Confident that all FIBA Technical Commission members had received the transportation schedule, Beth believed that the numbers would definitely increase for tomorrow's morning pick-up. This was not the case. Later that morning, the acting Secretary of FIBA approached Beth in the competition office. The Secretary explained that many of the Technical Commission members were still upset because there was no transportation, the drivers did not show up. Beth reassured the Secretary that in fact the drivers were at the designated areas as scheduled and that there had to be a misunderstanding (*LL - discussion, interaction and collaboration with others*).

The secretary asked Beth about the pick-up location and procedure at the hotel. Beth explained that the Technical Commission members were told that a van would be parked at the hotel taxi port in the morning and outside of the venue at the conclusion of each evening session. According to the Secretary, it is customary FIBA protocol (out of respect) that the driver meets the Technical Commission members inside of the hotel or venue and then escorts them to the vehicle (*LL - meaning of misunderstanding, behavior of group/organization*). Furthermore, this custom is valuable because it helps the Technical Commission members feel more comfortable with the driver when traveling internationally (*LL - understanding of appropriateness of one's values in relation to others*). Although Beth still had to ensure that the members made it to the venue on time, she revised the transportation procedure requiring drivers to greet the Technical Commission members inside the designated pick-up areas and wait for all members to arrive prior to escorting them to the van for departure (*LL - collective inquiry, source for change in individual and organizational meaning structures*).

Lower Right: Exterior Collective

Corresponding with one's understanding of the shared meanings is one's awareness of the interobjective aspects of the environment in which the experience takes place. By this, experiential learning theorists (Fenwick, 2000/2001; Holman, Pavlica & Thorpe, 1997;



Argyris & Schön, 1996; Kayes, 2002; Vince, 1998) refer to the role of various social systems, structures and processes that are present within the context of the experience that make functioning possible, both for the individual in the organization and the groups of individuals that comprise the organization. While theorists have recognized the role of organizational systems and/or processes, incorporation of these roles into the experiential learning process can be improved. Individuals should seek to understand external patterns, tools (e.g., company language, special technology, internal/external communication channels, and organizational charts) and/or activities (e.g., board meetings, formal company gatherings) that link individuals together during the experience.

In Wilber's LR quadrant, the individual seeks to objectively observe the "its", the collective parts, what each looks like from the outside and how each functionally fits within the particular interlocking system. When connecting the LR quadrant to experiential learning, what becomes relevant to individual learning and personal growth is one's ability to recognize the role and the effects of the various structures and processes within the context of the experience and the organizational environment. For example, the individual working for a large corporation must not only review the organizational chart that lists the thirty departments that comprise the organization; the individual must also observe how each department and individual within each department works independently and together, and how each of their respective duties contribute to the maintenance and success of the company. Answers to these questions, that stem from how one sees these systems and processes as negatively or positively influencing actions and behaviors, will help individuals learn how to more effectively participate and function within the organization.

An Intern's Experience: LR

Beth filled in for an absent volunteer during a morning session and assisted an athlete services manager with IOC Rule 61 enforcement. At the time, Beth did not have a copy of the policy in hand but she recalled reading about Rule 61 under the "clean venue" section of the competition staff manual. Rule 61 outlines the form, size and amount of commercial manufacturer identifications (logos, name, and trademarks) permitted to appear on team clothing or equipment on the "field of play". At first, Beth thought that this would position her courtside thus providing an opportunity for her to watch some of the basketball competition she previously missed out on. However, Beth was told to accompany the Athlete Services Manager to the locker rooms of the four teams competing in the morning session. Upon entering a team locker room, the Athlete Services Manager handed Beth a competition manual and Rule 61 report form and told Beth to stand directly next to her. Beth stood by and listened as the Athlete Services Manager explained the inspection procedure to the team liaison that then translated and communicated the procedure to the players and coaches. At that moment, players, coaches, athletic trainers, and team officials immediately formed a line. Beth realized that this process was much more serious and involved than what she had previously anticipated. She continued to observe as the Athlete Services Manager counted and then measured the size of each logo and trademark that appeared on every piece of clothing and equipment that would be seen on the basketball court (*LR – observation of a system/process*).

At one point, the Athlete Services Manager stopped, turned to Beth and told her to write down "2 centimeters over, athletic trainer equipment bag" under the size violation column



of the Rule 61 report. After pointing out the violation, the team liaison explained to the athletic trainer that she had two options, to leave the bag in the locker room or allow the Athlete Service Manager to cover the oversized logo with tape. If the trainer declined both options, the infraction would be reported to a FIBA Technical Commission Delegate resulting in the potential disqualification of that trainer from being on the court during competition (*LR – system that influences particular action/behavior*).

After the trainer elected to cover the logo with tape, the Athlete Services Manager took the Rule 61 report from Beth's hands, recorded the resolution and asked the team liaison and a team official to sign the bottom of the report. Once the fourth team had been inspected for infractions, Beth was instructed to file all of the reports in a binder for submission to the Security Command Center at the conclusion of the day's competition.

Upon filing the reports, Beth no longer was involved in Rule 61 enforcement procedures. However, through observations that morning Beth realized that the process was linked to others put in place to ensure a "clean venue" as well as a larger system and structure that ACOG developed to ensure the integrity of the Olympic Games (*LR – how parts function/fit with overall system*). As a result, Beth had a better understanding of how important her role was that day within the Olympic system.

Implementing an Integral Approach for Sport Management Internships

Upon reviewing the application of Wilber's four quadrants to internship experiences, it is clear how personal growth and transformation cannot be reduced to one quadrant (Wilber, 1995/2000a/2000b). Each quadrant is directly correlated with all of the others in relation to the development of knowledge. Individual reflection (UL), individual observation (UR), collective shared meanings (LL) and collective observed social systems (LR) are highly correlated and together form an integral approach (Wilber, 1995/2000a/2000b) that can be applied to internships.

If a desired outcome of experiential learning through internships is personal development as stated by Cuneen & Sidwell (1994) and Verner (1996), sport management students, as well as the academic institutions and the organizations for which sport management academia serve, will benefit from developing internship programs that are supported by an integral approach. Linking Wilber's Integral Approach to personal growth in internship programs requires incorporating components that offer students opportunities to explore themes representative of all four quadrants. Below is a set of recommendations (See Table 1), based on experiential learning themes (Argyris, 1991; Argyris & Schön, 1996; Boud & Walker, 1991; Fenwick, 2000/2001; Holman et al., 1997; Kayes, 2002; Kolb, 1984; Mezirow, 1991; Schön, 1983; Taylor 1998; Vince, 1998; Yorks & Kasl, 2002) and Wilber's Integral Approach that internship coordinators might consider when developing internship components and learning activities. In considering a more integral approach to internship programs, this list of recommendations is a starting point and is by no means exhaustive. Rather it serves as a supplement to activities that programs currently incorporate and a catalyst for exploring the use of themes representative of the Integral Approach in internship curricula. Each recommendation is complemented with a list of descriptors that links the recommendation to a corresponding quadrant or quadrants and possible learning activities.



An Integral Approach to Sport Management Internships

Table 1
Recommendations: Applying an Integral Approach to Internships

| Recommendation | Quadrant(s) | Learning Activity Example(s) |
|--|--|--|
| <p>Increase collaboration with the organization/site supervisor in the development of reflective and observational activities taking place prior to, during and at the conclusion of the internship.</p> | <p><i>Upper Left</i></p> <ul style="list-style-type: none"> • Individual reflection and dialogue • How "I" come to know and interpret the experience • Deeper self understanding • Transformation of personal values <p><i>Upper Flight</i></p> <ul style="list-style-type: none"> • Objective observations • Individual analyzes reactions physically "seen" • Determine how one's behavior fits or does not fit situation | <ul style="list-style-type: none"> • Student writes a journal entry after each staff meeting to explore and interpret his/her feelings and observations with respect to his/her role in the meetings, how this affects his/her perception of their work and future actions. • Site supervisor presents Intern with an existing problem within the organization. The intern is to observe, and then during and after the internship reflect on his/her personal understanding of why the problem exists and how they would interpret and potentially remedy the problem. (Argyris, 1991) |
| <p>Encourage students to share/communicate with Internship advisor what they wish to get out of the experience regarding personal development.</p> | <p><i>Upper Left</i></p> <ul style="list-style-type: none"> • Individual reflection and dialogue • How "I" come to know and interpret the experience • Deeper self understanding • Transformation of personal values | <ul style="list-style-type: none"> • Student creates a personal vision statement describing his/her needs, desires/expectations (of themselves, Intern advisor, and sponsor organization), and concerns for the Internship (Sweetzer & King, 1999). The student will also convey an understanding of his/her role within the organization, the role of the internship advisor and the meaning of the Internship. This vision statement can (should) be shared with the Intern advisor and site supervisor prior to commencing the Internship. • Student revisits the vision and writes a follow-up statement at the conclusion of the Internship to explore if and how the vision was or was not fulfilled, including any personal feelings/self understandings, problems experienced or change in values. |



| Recommendation | Quadrant(s) | Learning Activity Example(s) |
|--|---|--|
| <p>Focus activities not only on reporting/recording what particular behaviors, issues (e.g. power, leadership, communication) are observed but also how and if the behaviors practiced by individuals and groups match/fit with the formal systems adopted within the organization.</p> | <p>Lower Right</p> <ul style="list-style-type: none"> Objective observations of interlocking systems Functional fit of structures and processes How systems influence actions and behaviors | <ul style="list-style-type: none"> Student records examples of when observed behaviors did not match the desired behavior of the system. In doing so, the student describes the observed behavior and any positive or negative outcomes/consequences of that behavior. Intern advisor, or department member trained in area of organizational behavior/development theory, provides a list of guided questions that helps student address whether or not what was observed is good or better practice than the formal organizational system ("theory") (Cuneen & Sidwell, 1994). Is the behavior/practice a better fit in terms of organization effectiveness than the system/theory? What does this mean? |
| <p>Increase the student's awareness of their individual behavior and their behavioral responses/reactions to others in the organization.</p> | <p>Upper Right</p> <ul style="list-style-type: none"> Objective observations Individual analyzes reactions physically "seen" Determine how one's behavior fits or does not fit situation | <ul style="list-style-type: none"> Intern advisor, midway through internship, asks the site supervisor to comment on the "behavior" of the student observed in a certain setting (e.g., tight deadline, instructions from supervisor). The intern advisor informs the student of the particular behavior and students are asked to describe his/her behavior and observe the reactions of those involved. The student repeats this a couple of times and concludes by responding to questions: what did you learn about yourself from observing the reactions of others toward your behavior; and, how or would you change your behavior/actions to elicit different responses? |
| <p>Challenge students to verbally articulate their feelings to Intern advisor and site supervisor during the experience as a vehicle for communicating their understanding of unspoken/written practices, organizational goals and shared values, ethics/morals within the company and how it relates to their personal development.</p> | <p>Upper Left</p> <ul style="list-style-type: none"> Individual reflection and dialogue How "I" come to know and interpret the experience Deeper self understanding Transformation of personal values <p>Lower Left</p> <ul style="list-style-type: none"> Collective inquiry Mutual understandings that exist in a culture One's values in relation to those shared with the organization | <ul style="list-style-type: none"> Student and site supervisor (organization) participate in bi-weekly email correspondence to discuss what the student has learned and observed regarding unspoken practices/shared values within the company. The student uses this bi-weekly correspondence as a vehicle to ask questions and seek more insight regarding their interpretation and understanding of the unspoken practices and shared values (e.g., no one leaves office for lunch break) of the organization Student makes a presentation to Intern advisor and sport management department describing the differences between theory learned in coursework and practice as well as new understandings regarding unspoken practices within the company that helped or hindered his/her personal development. |



| Recommendation | Quadrant(s) | Learning Activity Example(s) |
|---|--|--|
| <p>Intern advisors take on more of active role in helping students recognize and make sense of the self-development and knowledge that can result from an internship.</p> | <p>Upper Left</p> <ul style="list-style-type: none"> • Individual reflection and dialogue • Deeper self understanding <p>Upper Right</p> <ul style="list-style-type: none"> • Individual analyzes reactions to behaviors physically "seen" • How one's behavior fits or does not fit situations <p>Lower Left</p> <ul style="list-style-type: none"> • Mutual understandings that exist in a culture • One's values related to those shared with the organization <p>Lower Right</p> <ul style="list-style-type: none"> • Functional fit of structures and processes • How systems influence actions and behaviors | <ul style="list-style-type: none"> • Engage in regular communication with the student and is accessible over the course of the internship to answer questions and help the student "help themselves" to sort out feelings of anxiety and confusion that arise. • Randomly provide a list of guided questions during the internship that encourage students to take note of and interpret relationships between theory and practice while encouraging students to seek to understand new theories and meanings derived from their encounters with his/her supervisor, colleagues and the organizational system. |



Conclusion

When participating in a sport management internship, there is no doubt that a student becomes a member of the organization and hopefully the student becomes a permanent member at the end of the experience. Whether his or her job role is small or large, or whether the experience does or does not meet student/faculty expectations, given the necessary tools the student's integration into the "real world" can stimulate personal growth and learning that is as beneficial as what is experienced in the classroom (Moore, 1992). Experiential learning theories, inclusive of individual construction of knowledge and collective (cultural, historical and social) knowledge, provide insight that contributes to our understanding of the learning associated with internship experiences. However, additional insight can be gained when each theory is synthesized into one approach. This may be achieved by implementing a more integral and holistic approach to understanding internships and the student's experience.

It is the authors' perspective that this will require sport management internship advisors to work more closely with practitioners over the course of the internship to incorporate experiential learning activities representative of Wilber's "All Quadrant" theory (such as those provided above) that foster greater opportunities for personal development. In working with organizations to guide students to a more integral understanding of the internship experience, faculty in turn can alleviate concerns regarding the transfer of responsibility for student learning and internship assessment to sport organizations. Furthermore, those in academia will have a more in-depth understanding of students' experiences, students will have greater opportunities to experience personal growth and to uncover new theory and meaning, and practitioners will have more knowledgeable and prepared sport management professionals to contribute to their organizations.

The primary purpose of this paper was to introduce an integral approach to sport management internships and to provide a list of recommendations representative of such an approach. While not comprehensive, the list of recommendations provided serves as an initial resource for present practice as well as discussion and research into ways we can expand upon our understanding of what students encounter during internship experiences. Future research should include empirical examinations into the contributions of an integral approach to student learning and personal development using a sampling of internship experiences. Additionally, investigation should continue into internship practices (current and future) that are complementary to an integral approach.



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