



**VUT**

Vaal University of Technology

# *Work Incorporated Learning: Logbook*

**Faculty:**

**MANAGEMENT  
SCIENCES**

**Department:**

**MARKETING AND SPORT  
MANAGEMENT**

**Course:**

**NATIONAL DIPLOMA IN SPORT  
MANAGEMENT**

**Title:**

**WORK INTEGRATED LEARNING**

**Compiled By:**

**DR S TESNEAR**

**Year:**

**Semester 2 - 2019**



**1966 - 2016**

*Your world to a better future*

# SPORT MANAGEMENT

## WORK INCORPORATED LEARNING

### LOGBOOK AND WORKBOOK

**Student Name and Surname:** \_\_\_\_\_

**Student Number:** \_\_\_\_\_

**Student Cell phone number:** \_\_\_\_\_

**Company's name:** \_\_\_\_\_

**Company's physical address:** \_\_\_\_\_  
\_\_\_\_\_

**Mentor Name and Surname**

**Mentor Designation:** \_\_\_\_\_

**Mentor Cell phone number:** \_\_\_\_\_

**Mentor e-mail address:** \_\_\_\_\_

**Commencement date of WIL:** \_\_\_\_\_

**Last day of WIL:** \_\_\_\_\_

## CHECK LIST

	<b>DATE OF COMPLETION</b>
1. Receive Logbook with questionnaire List of places to do internship Employer responsibilities Application form	
2. Submit application form with name and student number to Corporate Education N203	
3. Make photocopies of application form	
4. Draw up a detailed CV with a letter of application	
5. Send copies of your <ul style="list-style-type: none"> <li>• Application letter</li> <li>• CV</li> <li>• Application form from Vaal University of Technology</li> <li>• Employer responsibilities to all places identified for possible internship</li> </ul>	
6. If successful with application, bring name, address, telephone number of company and name of mentor to Corporate Education (N203)	
7. Start internship on date as agreed	
8. Submit logbook to mentor	
9. Submit portfolio assignments to Dr S Tesnear on date as agreed	
10. Phone Dr Tesnear to confirm receipt of report	
11. Ensure completion of the monthly evaluations	
12. Questionnaire at the back of the logbook to be filled in by you and your mentor for submission to lecturer on date of visit	
13. Ensure completion of the final evaluation	
14. Post your logbook to Dr S Tesnear Vaal University of Technology Faculty of Management Sciences Department of Marketing and Sport Management Private Bag X021 VANDERBIJLPARK 1900	
15. Phone / email Dr S Tesnear to confirm receipt of the logbook	
16. Apply for Diploma at examination office if all subjects have been passed	

# PREFACE

Sport's role in different societies is gaining increasing importance, and in many countries sport still plays an important role in strengthening educational and social values. Sport has developed tremendously during the last two decades and there are big challenges that need to be addressed.

Along these lines, the role of sports management is becoming increasingly important as sports organisations need to handle sensitive challenges facing the world of sport today.

The sport environment today prescribes for the establishment of new dynamics and the development of partnerships in all related disciplines.

The Vaal University of Technology is dedicated to providing a quality education to students in their chosen careers. A crucial element in this commitment to quality is education that is relevant to the needs of prospective employers. This implies that course curricula must be of such a nature that knowledge gained can be effectively applied in the job market. Experiential training or internship is an effective mechanism to further entrench theory learnt in the classroom. In addition it forges closer links with employers, allowing for continuous assessment of the course content, relevant to the needs of employers. Prospective employers also benefit, notably in the employee search process. Internship therefore represents a "win-win" situation for employer, student and the educational institution.

Opportunities will always exceed the prescribed and offered programmes of the Sport Management diploma. Students are therefore encouraged to maximise the opportunities that come their way. This would mean that students should seek out courses and practical training, in addition to that which is prescribed, and to always give their best. Employers in the sport industry are in turn requested to become partners with the Vaal University of Technology in the educative process of our youth.

Should there be any queries or if further information is needed please do not hesitate to call the Department of Sport Management at telephone (016) 950 7566 or e-mail: [sumarit@vut.ac.za](mailto:sumarit@vut.ac.za).

Dr Sumari Tesnear

Senior lecturer: Sport Management & WIL Coordinator  
Department of Marketing and Sport Management

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We would sincerely like to thank Port Elizabeth Technikon (Sport administration) for the permission granted to use their work and log book as example.

# **SPORT MANAGEMENT**

## **1. INTRODUCTION**

The aim of this document is to prepare the student and prospective employer for internship. Internship aims to provide students with relevant practical experience in their chosen field of study and ensures that the curriculum for the National Diploma in Sport Management remains applicable to the needs of employers. Also referred to as co-operative education, it is a three-way partnership between the Vaal University of Technology, student and employer. **There are a number of benefits to employers.** These are:

- a regular source of productive workers;
- the opportunity of observing an employee's performance prior to making a permanent job offer, which lowers staff recruiting and training costs;
- fresh and innovative ideas are brought to the workplace;
- a large pool of students to select from for job interviews;
- facilitates regular feedback to the Vaal University of Technology which helps keep academic programmes relevant and assists in the development of a highly trained workforce.

**In addition to the benefits for employers, students also stand to gain from the work integrated learning (WIL) programme:**

- they obtain practical career related experiences which extends the learning process beyond the limitations of the classroom;
- students can evaluate and assess the suitability of their career choice before entering the workforce on a full time basis;
- it is an opportunity to establish themselves in the workplace, building work experience and employment references and provides a head start in salary and a position for employment after graduation;
- a possible source of income;
- enhancement of total personal, educational and career development;
- out of town co-operative education work experiences allow students to live in new geographical locations on a trial basis.

**Finally, WIL also has advantages for the Vaal University, namely:**

- educators are in an advantageous position to maintain a closer relationship with the business world and are kept up to date on the latest developments in their field;

- the institution becomes an active partner in the community and enhances the visibility and reputation of the educational institution. These factors facilitate graduate employment which is a key measure of the educational institution's contribution to the community;
- ensures that the course curriculum remains relevant to the needs of the business sector.

## 2. TERMINOLOGY

### 2.1 WORK INTEGRATED LEARNING (WIL)

A specific period in which a student's academic education is integrated with active and practical work experience at an appropriate workstation. For our purposes work integrated learning is seen as:

- **Formal experiential training** which refers to the *compulsory* five month training period or minimum of 720 hours (see 6.2 for the complete criteria) completed by students in the second semester of their final year of study.

### 2.2 MENTOR

An individual with the necessary qualifications and/or experience in a sport-related environment. Students will receive experiential training under the direct supervision of this person.

### 2.3 WORKSTATION

Any sport related business, business using sport to achieve organisational objectives, or sport organisation with the necessary facilities, infrastructure and staff will serve as the workstation.

### 2.4 LOGBOOK

A document that details and ratifies all practical work done at an approved workstation. It is important that the logbook is kept up to date **by the student** and that all work is ratified and evaluated by the mentor. Staff at the Vaal University of Technology will also evaluate the activities completed by the student, as indicated in the logbook. Students are responsible for the safekeeping of all records and submission of all logbook reports at the stipulated time to the relevant staff member in the Sport Management department.

### 3. WHAT IS EXPECTED OF CONCERNED PARTIES

#### 3.1 EMPLOYER RESPONSIBILITIES

- provide students with meaningful employment in their field of study;
- provide supervision by individuals who understand and are interested in co-operative education;
- assist the Vaal University of Technology in evaluating the student by keeping academic staff informed of the student's progress;
- allow where possible student-monitoring visits by academic staff;
- provide an increasing degree of challenging duties, according to the student's capabilities;
- administer an orientation programme at the beginning of the work term to help the student become familiar with employer expectations and the working environment.

#### 3.2 MENTOR RESPONSIBILITIES

- Read the information given in this document to ensure that they know what is expected of them.
- Students are to perform tasks during their experiential training **under the supervision of the mentor** responsible for guidance in the respective field of study for which the student is registered.
- Complete the performance appraisal and sign the monthly reports to confirm that prescribed tasks were performed to satisfaction.
- Rate the work done by the student on the monthly report
- **Complete the final evaluation** at the end of the student's training period.
- Orientate the student during the first day of the work integrated learning programme. Orientation is seen as an important start to the successful completion of the work integrated learning programme. The role of the mentor in this is of critical importance. Orientation means providing students with basic details about the employer and information they would need to perform their jobs satisfactorily.

#### **Aims of Orientation**

- \* to ensure that the student can start his/her work integrated learning programme without delay;
- \* to reassure the student;
- \* to create a realistic training expectancy.



## **Orientation Programme**

The following should be included in the orientation programme:

- \* information and policies;
- \* remuneration, if applicable;
- \* benefits;
- \* safety;
- \* facilities;
- \* labour relations;
- \* tasks and responsibilities,
- \* introduction to personnel.

### **3.3 STUDENT RESPONSIBILITIES**

- This document is of such a nature that it will instruct the student as to what is expected during the work integrated learning programme period. Students are welcome to contact staff at the Vaal University of Technology for guidance, should problems arise regarding the specific content. Furthermore student responsibilities include:
- opportunities to gain experiential training, remains the responsibility of students;
- honour acceptance of place in experiential training as a contractual agreement with the employer;
- if necessary relocate at own expense to within commuting distance of their work for the employment period;
- conduct themselves in a professional, responsible manner as a representative of the Vaal University of Technology and the Department of Sport Management;
- make a productive contribution to the employer;
- ensure that logbooks are regularly checked and signed;
- commit themselves to the full period of employment as required by the Vaal University of Technology and employer;
- assume responsibility for the safekeeping of all records and ensure that these and any work assignments are handed in at the stipulated time
- communicate on a regular basis with the Department of Sport Management.



### 3.4 VAAL UNIVERSITY RESPONSIBILITIES

- develop and maintain a relevant curriculum reflecting the needs of employers;
- liaise with the employers, educational institution staff and students;
- work with employers, assisting in the development of suitable work experiences and evaluation techniques and instruments;
- monitor student's progress during the work integrated learning programme.

## 4. STUDENT SKILLS

Listed below is useable knowledge, which students have gained from their theoretical courses. It represents the types of activities expected from the students, and which they should be able to assist the employer with. **Please Note:** *It must be remembered that students are not full time practitioners and should therefore initially be used as assistants under the guidance of experienced mentors. At the discretion of the employer, and in time, students can be assigned work that carries greater individual responsibility.*

### 4.1 SPORT ADMINISTRATION

- Establishing sporting disciplines in a sport club
- Member recruitment
- Meeting responsibilities and procedures (taking minutes, sending notices, etc.)
- Evaluating and drafting constitutions
- Club financial management
  - \* Analysis and interpretation of financial statements
  - \* Petty cash
  - \* Budget preparation
  - \* Salary and wage journals
  - \* Bank reconciliation
- Management roles and functions
- Business administration
  - \* Insurance
  - \* Credit policy
  - \* Correspondence
  - \* Filing and indexing
- Basic purchasing procedures
- Inventory management
- Planning and preparing fund raising and sponsorship proposals
- Function as part of a team in event planning, organisation, staffing, catering, controlling
- Read and evaluate the contents of contracts
- Management of tournaments
- Apply the Liquor Act's prescription to sports clubs

- Apply the provisions of the Labour Relations Act, Workmen's' Compensation Act, Unemployment Insurance Act and Wage Act
- Turf and facility management - grounds, buildings, stadiums, playing surfaces
- Administer and manage safety rules and regulations for the above
- Planning and organising tours
- Club management

#### 4.2 **SPORT AND PHYSICAL RECREATION**

- Understands the function of the sportsman's body - both physically and psychologically
- Present recreational programmes to different age groups as well as to the disabled
- Advise sportsmen on diet, weight control and the influence of drugs on their performance
- Basic sport coaching and officiating
- First aid assistants

#### 4.3 **MARKETING**

- Basic marketing research
- Plan and implement functions of a marketing campaign
- Do sales promotions

#### 4.4 **PERSONAL SELLING**

- Conduct a sale
- Demonstration of sales presentation
- Qualifying prospects

#### 4.5 **CONSUMER BEHAVIOUR**

- Draw up an advertisement campaign
- Consumer decision making process
- Stages in consumer buying process

## 4.6 PUBLIC RELATIONS

- News releases, media releases, writing reports, booklet texts, radio and TV copy, speeches, magazine articles, product information, and technical material.
- **Editing** - employee publications, newsletters, shareholder reports, and other communications directed to both internal and external groups.
- **Placement** - contacts with the press, radio and TV, editors of magazines, and trade publications to enlist their interest in publishing the organisation's news and features.
- **Promotion** - special events, such as informal press conferences, exhibits, open house days, new facilities, and anniversary celebrations, contest and award programmes, press relations, institutional movies, visual aids, exhibitions.
- **Speaking** - preparation of speeches for others, finding appropriate platforms.
- **Production** - knowledge of art and layout for the development of brochures, booklets, special reports, photographic communications, and house periodicals.
- **Programming** - the determination of need definition of goals and recommended steps in carrying out the project; this is the highest-level job in public relations, one requiring maturity and counselling management - the application of communication by objectives (CBO).
- **Institutional advertising** - advertising a company's name and reputation through purchased space or time - close preparation of financial reports.
- **Marketing services** - here the student should be involved in the planning programme - merely waiting for stories to break, or adopting an opportunist attitude would be wasteful. The student should be helpful in:
  - \* appreciation of the situation;
  - \* definition of objectives;
  - \* definition of publics;
  - \* choice of media and techniques;
  - \* budget; and
  - \* evaluation of results.
- **Opinion research** - probing attitudes and reactions (What's our problem?), planning (What can we do?), communication (Here's what we did and why), and evaluation (How did we do?).
- **Fund raising campaigns**
- **Membership drives**

#### 4.7 **COMMUNICATION: ENGLISH**

- Communication skills used in the course include:
  - \* public speaking / oral presentations
  - \* business correspondence (letters/memos)
  - \* report writing
  - \* writing articles for in-house journals (style and content)
  - \* interviewing skills and meeting procedures
  - \* verbal and non-verbal communication

#### 4.8 **COMPUTER APPLICATIONS**

- Workable knowledge of the following word and spreadsheet programmes:
  - \* Windows Excel operating system
  - \* MSWord
  - \* Excel
  - \* MS Powerpoint

## 5. **WORK ASSIGNMENT**

The following portfolio assignments must be completed by third year students during their work integrated learning programme. (Objectives are attached to each of these portfolio assignments):

### 5.1 **PORTFOLIO ASSIGNMENTS**

Complete and submit these portfolio assignments by the end of each month during your WIL programme. (**ONLY HARD COPIES AND TYPED ASSIGNMENTS IN THE CORRECT FORMAT WILL BE ACCEPTED. DO NOT EMAIL THE ASSIGNMENT**)

#### 1. **Portfolio A**

**Objective:**

Identify the services of the organisation/club/company (profit or non-profit)

Compile a report on the following: introduction of company/organisation; background of company/organisation; demographics, core business, aims and objectives of company; company/organisation's physical address and contact information; SWOT analyses where you evaluate the sports- organisation, club/ institutions' strong points, weak points, opportunities and constraints. Also state the advantages and disadvantages of this profit or non-profit organisation.

Submit portfolio A by the **end of July** or by the end of the first completed month during your WIL programme.

#### 2. **Portfolio B**

**Objective:**

*Demonstrate* how to compile a budget for a tournament

Compile a budget for a tournament which was planned by you. Include also an elementary financial statement of a sports club/organisation/company (for a month) which was compiled by you. Introduce the tournament which you planned and which the budget is compiled for. Do not just start at the budget: introduction and explanation of items on budget are also required. Provide detailed information of items on the budget, e.g.:

Transport	Busses
	Mini-Taxis
	Motor vehicles

Include also what processes / procedures the sports institution/organisation/club use to manage their records and the inventory of equipment and goods. Evaluate also the purchasing of equipment and goods by using the purchasing cycle.

Submit portfolio B by the **end of August** or by the end of the second completed month during your WIL programme

### 3. Portfolio C

**Objective:**

Have adequate knowledge about the legal aspects involved in a sports club/organisation/company.

Compile a report about the legal contracts between the sports club/organisation/company and the employees and athletes; procedures which the sports club/organisation/company follow when terminating contracts with employees and athletes; the duties of the employer; the employee's obligations; special requirements for legal sales contracts; and the procedures which are followed when a disciplinary actions is taken.

Submit portfolio C by the **end of September** or by the end of the third completed month during your internship programme

### 4. Portfolio D (end of Oct)

**Objective:**

Practise different managerial decision making skills

Compile a report where you evaluate the managerial decision making skills of the managers at the sports club/organisation/company. Include in your report: which techniques were used, why was it used, was the techniques used successful in reaching a decision; factors like certainty, risk and uncertainty in decisions made in and by the sports club/organisation/company; which problems did you experience and how you identifying possible solutions to solve this problem situations; and your experience when you were part of a group decision making process where techniques such as brainstorming, nominal group technique, the Delphi –groups technique and the interacting group were used.

Also report on examples (which actually happened) where you as a WIL student had to make decisions. What decision did you make?; What was the outcome?; Was it programmed / non-programmed?; Which techniques did you use during the group decision making process? Interpret the *steps of the decision making process* in terms of your place of WIL.

Submit portfolio D by the **end of October** or by the end of the fourth completed month during your WIL programme

### 5. Portfolio E (end of Nov)

**Objectives:**

1. Demonstrate the procedures which need to be followed in preparation of a meeting, during the meeting and after a meeting; and when a new sports club is formed.
2. Coach a variety of sporting codes;

Write a report on the procedures followed during the sports club/organisation/company meetings and the procedure which was followed when a new sports club is formed. Include also in this report how athletes safety are assessed and a completed accident report.

Submit portfolio E by the **end of November** or by the end of the fifth completed month during your WIL programme

## 6. **Portfolio F (1<sup>st</sup> Dec)**

### **Objective:**

Illustrate how the human resource management department of a sport company/organisation/club is working

Write a report on how the sports company/organisation/club is managing HIV/AIDS in the workplace and on the sports field.

Submit portfolio F by the **15<sup>th</sup> of December** or by the 15<sup>th</sup> of the sixth completed month during your WIL programme

## 5.2 **SPECIFICATIONS**

The report must be ±5 typed pages (excluding the cover page, list of content and reference list), 1.5 spaced and including a cover page (with initials, surname and student number), list of content, reference list and page numbers.

No pictures or sketches.

When using diagrams and figures it must supplement the 5 typed pages.

## 6. GENERAL REGULATIONS

### 6.1 MINIMUM REQUIREMENTS TO QUALIFY FOR WORK INTEGRATED LEARNING PROGRAMME

**Students must have written examinations** (at the end of each semester) **in both major subjects for the National Diploma: Sport Management before access is allowed to the formal work integrated learning programme.** If any modules of minor subjects (**only 1 module is allowed**) must still be completed it has to be completed when the student finish his/her WIL-programme. In this regard a student must do WIL in close proximity of the Vaal University of Technology to attend evening classes. This **does not** pardon a student in any way from not completing his full quota of formal hours required for his/her WIL- programme.

### 6.2 DURATION OF INTERNSHIP

Students must complete five months of work integrated learning programme  
Formal employment: 1 July to 30 November = Average of 100 days  
Average of 8 working hours per day = 800 hours  
Provision for 60 hours overtime (20 Saturdays at 3 hours per day)  
A minimum of 720 hours to be completed

### 6.3 VISITS TO STUDENTS BY VAAL UNIVERSITY OF TECHNOLOGY STAFF

A Vaal University of Technology staff member will where possible visit both student and mentor at the respective workstations. Should any problems or questions arise, students and mentors are encouraged to discuss this during such a visit or otherwise contact may be made with the Department of Sport Management by email: [sumarit@vut.ac.za](mailto:sumarit@vut.ac.za). Enquiries in written form are much easier to follow up as staff is often away visiting workstations off-campus.

### 6.4 MISCONDUCT BY STUDENTS AT WORKSTATIONS

It is a **privilege** for students to do work integrated learning - training. **It is not their right.** Vaal University of Technology realises that the presentation of work integrated learning for students at workstations places a financial burden on the business sector and is grateful to companies and organisations willing to receive our students. Should any of our students be guilty of misconduct, the Department of Sport Management should immediately be informed. **Whilst at the workstation, students fall under the same conditions of conduct as other employees of the specific company/organisation.**

### 6.5 REMUNERATION OF STUDENTS

Although the Department of Sport Management believes that students should be paid for their services, the formal work integrated learning period is a compulsory component of the diploma and must be completed should remuneration not be available. All financial decisions (e.g. salary if granted, allowances, tax etc.) are entirely the responsibility of the employer.

## 6.6 GRADUATION

Successful completion of the minimum requirements for work integrated learning – programme is a pre-requisite for the awarding of the diploma: **National Diploma: Sport Management**. Confirmation on the completion of the work integrated learning-programme will officially be given to the Examination Department of the Vaal University of Technology, which will then inform the student in writing.

## 7. HOW TO COMPLETE THE LOGBOOK

### 7.1 INTRODUCTION

This document serves as a record and evaluation of practical training performed by students during their work integrated learning – programme as part of their studies at Vaal University of Technology.

### 7.2 COMPLETION OF THE LOGBOOK

#### Logbook Report Writing

7.2.1 Students busy with their formal work integrated learning – programme must complete a logbook report form once a month.

7.2.2 It is essential that report writing should contain *details of all tasks allocated to the student during the specific month*. Reports should contain enough data to place academic staff in a position to evaluate the experiential training done, as either acceptable or unsatisfactory for the specific period.

7.2.3 Reports must either be typed or completed in black ink.

7.2.4 Mentors are required to

- ratify and
- evaluate

the work performed by the student each month and at the end of the training period.

7.2.5 Courses, which the student attends during his/her period of the work integrated learning - programme, must be recorded on the appropriate form contained in the logbook. The course leader/organiser must ratify the recorded details. Certified copies of certificates (if applicable) must be attached to the report form.

7.2.6 Under NO circumstances should report forms be removed from the logbook.

7.2.7 Students are responsible for the safekeeping of the logbook and all relevant information pertaining to the work integrated learning-programme.

### 7.3 SUBMISSION OF LOGBOOKS

Students are required to hand in the logbook and any other relevant information regarding the work integrated learning – programme not later than **15 December**. It is important that logbooks are fully and properly completed.

Logbooks must either be handed in personally to the Sport Management lecturers or must be posted to the address provided in the checklist. Please follow up to check whether the logbook has been received.

### 7.4 EVALUATION

#### 7.4.1 Internal Examiners

In order to maintain a high standard of evaluation throughout, internal **examiners** will be appointed for the evaluation of logbooks. Should the work integrated learning – programme be of an unsatisfactory standard, the student and mentor will be interviewed in order to resolve the matter to the satisfaction of all parties concerned.

#### 7.4.2 Employer Evaluation of Students

Employers are requested to ratify and evaluate all work done by the student, as described in the logbook reports. Mentors must confirm the nature of the tasks completed and evaluate students by completing the logbook report form contained in the logbook.

One report form per month needs to be completed as well as the final report and evaluation at the end of the training period.

#### 7.4.3 Calculation of Course Mark

The students' course mark for internship will be based on:

- Monthly employer evaluation
- Final employer evaluation
- Monitoring by academic staff
- Assignment handed in by students
- Final calculation by academic staff

#### 7.4.4 Pass Requirements for Internship

To successfully complete the work integrated learning – programme students must:

- Obtain a minimum of 50% for the nature of the training received
- Obtain an average of 50% for all compulsory assignments submitted during the formal internship

- Obtain satisfactory performance analysis from the relevant mentors.
- Complete a minimum of 720 hours internship



## MONTHLY EMPLOYER EVALUATION

**Rating Scale: 5 = Excellent 4 = Good 3 = Satisfactory 2 = Poor 1 = Very Poor**

QUALITY OF WORK		MENTOR:																											
QUANTITY OR WORK		RANK:																											
RESPONSIBILITY		TELEPHONE:																											
THEORETICAL KNOWLEDGE		FAX:																											
PRACTICAL SKILLS		DATE:																											
MOTIVATION		COMPANY'S OFFICIAL STAMP																											
COMMUNICATION SKILLS																													
HUMAN RELATIONS																													
PUNCTUALITY																													
INITIATIVE/PROBLEM SOLVING																													
REPORT WRITING																													
<b>REASONS FOR UNSATISFACTORY WORK PERFORMED BY STUDENT</b>																													
<p>If in your opinion, work is unsatisfactory, is it due to:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; border-right: 1px solid black; padding: 5px;">• a negative attitude towards employment generally?</td> <td style="width: 10%; text-align: center; border-right: 1px solid black; padding: 5px;">Yes</td> <td style="width: 20%; text-align: center; padding: 5px;">No</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">• a lack of interest in a specific task?</td> <td style="text-align: center; border-right: 1px solid black; padding: 5px;">Yes</td> <td style="text-align: center; padding: 5px;">No</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">• a lack of self-confidence?</td> <td style="text-align: center; border-right: 1px solid black; padding: 5px;">Yes</td> <td style="text-align: center; padding: 5px;">No</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">• uncertainty as to choice of correct career path?</td> <td style="text-align: center; border-right: 1px solid black; padding: 5px;">Yes</td> <td style="text-align: center; padding: 5px;">No</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">• a lack of career-orientated motivation?</td> <td style="text-align: center; border-right: 1px solid black; padding: 5px;">Yes</td> <td style="text-align: center; padding: 5px;">No</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">• the employee being lazy?</td> <td style="text-align: center; border-right: 1px solid black; padding: 5px;">Yes</td> <td style="text-align: center; padding: 5px;">No</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">• the degree of difficulty of the task allocated to the employee?</td> <td style="text-align: center; border-right: 1px solid black; padding: 5px;">Yes</td> <td style="text-align: center; padding: 5px;">No</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">• employee being incorrectly placed within the firm?</td> <td style="text-align: center; border-right: 1px solid black; padding: 5px;">Yes</td> <td style="text-align: center; padding: 5px;">No</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;">• Other (please define) _____</td> <td style="border-right: 1px solid black;"></td> <td></td> </tr> </table>			• a negative attitude towards employment generally?	Yes	No	• a lack of interest in a specific task?	Yes	No	• a lack of self-confidence?	Yes	No	• uncertainty as to choice of correct career path?	Yes	No	• a lack of career-orientated motivation?	Yes	No	• the employee being lazy?	Yes	No	• the degree of difficulty of the task allocated to the employee?	Yes	No	• employee being incorrectly placed within the firm?	Yes	No	• Other (please define) _____		
• a negative attitude towards employment generally?	Yes	No																											
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FORMAL INTERNSHIP: FINAL EMPLOYER EVALUATION OF STUDENT

**NB: To be completed at the END of the students compulsory training period**

NAME OF STUDENT \_\_\_\_\_ STUDENT NO: \_\_\_\_\_

NAME OF MENTOR \_\_\_\_\_ RANK \_\_\_\_\_

WORKSTATION \_\_\_\_\_ TEL \_\_\_\_\_ FAX \_\_\_\_\_

**Rating Scale: 5 = Excellent 4 = Good 3 = Satisfactory 2 = Poor 1 = Very Poor**

- |     |  |                                     |
|-----|--|-------------------------------------|
| 1.  | What degree of interest does the student show in the work?                   | 5 4 3 2 1                           |
| 2.  | How successful is the student in adjusting to the work station?              | 5 4 3 2 1                           |
| 3.  | What degree of initiative does the student display?                          | 5 4 3 2 1                           |
| 4.  | What degree of originality does the student display?                         | 5 4 3 2 1                           |
| 5.  | If in a group, how does the student get along with others?                   | 5 4 3 2 1                           |
| 6.  | Does the student show qualities of leadership?                               | 5 4 3 2 1                           |
| 7.  | How do you rate the student's power of communication                         | Oral 5 4 3 2 1<br>Written 5 4 3 2 1 |
| 8.  | How do you rate the student's theoretical knowledge?                         | 5 4 3 2 1                           |
| 9.  | How do you rate the student's practical skills?                              | 5 4 3 2 1                           |
| 10. | How do you rate the student's reliability?                                   | 5 4 3 2 1                           |
| 11. | Rate the student's work capacity under stress.                               | 5 4 3 2 1                           |
| 12. | Rate the student's attitude.   | 5 4 3 2 1                           |
| 13. | Rate the student's personal grooming   | 5 4 3 2 1                           |
| 14. | Rate the student's negotiation abilities in a situation of conflict.         | 5 4 3 2 1                           |
| 15. | Rate the student's judgement.  | 5 4 3 2 1                           |
| 16. | What is the student's ability to learn?                                      | 5 4 3 2 1                           |
| 17. | Do subordinates willingly perform tasks given to them by the student?        | 5 4 3 2 1                           |
| 18. | Does the student take responsibility for his/her actions?                    | 5 4 3 2 1                           |
| 19. | Does the student understand tasks given to him/her by the mentor and others? | 5 4 3 2 1                           |
| 20. | Can the student work on his/her own?   | 5 4 3 2 1                           |

Summary of tasks that the student has performed:

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Does the student display the qualities you would look for in an employee?      Yes    No

If no, what are the deficiencies?

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Briefly discuss the leadership style of the student:

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General comments:

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Signature - Mentor: \_\_\_\_\_ Date: \_\_\_\_\_

**FINAL VAAL UNIVERSITY EVALUATION**

<b>CRITERIA</b>	<b>SCORE</b>	<b>%</b>
ASSIGNMENT:		
EMPLOYER EVALUATION:	EXCELLENT	<b>FINAL RESULT</b>
SIGNATURE:	SATISFACTORY	
DATE:	UNSATISFACTORY	PASS                  FAIL





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|-----|--|-------------------------------------|
| 1.  | What degree of interest does the student show in the work?                   | 5 4 3 2 1                           |
| 2.  | How successful is the student in adjusting to the work station?              | 5 4 3 2 1                           |
| 3.  | What degree of initiative does the student display?                          | 5 4 3 2 1                           |
| 4.  | What degree of originality does the student display?                         | 5 4 3 2 1                           |
| 5.  | If in a group, how does the student get along with others?                   | 5 4 3 2 1                           |
| 6.  | Does the student show qualities of leadership?                               | 5 4 3 2 1                           |
| 7.  | How do you rate the student's power of communication                         | Oral 5 4 3 2 1<br>Written 5 4 3 2 1 |
| 8.  | How do you rate the student's theoretical knowledge?                         | 5 4 3 2 1                           |
| 9.  | How do you rate the student's practical skills?                              | 5 4 3 2 1                           |
| 10. | How do you rate the student's reliability?                                   | 5 4 3 2 1                           |
| 11. | Rate the student's work capacity under stress.                               | 5 4 3 2 1                           |
| 12. | Rate the student's attitude.   | 5 4 3 2 1                           |
| 13. | Rate the student's personal grooming   | 5 4 3 2 1                           |
| 14. | Rate the student's negotiation abilities in a situation of conflict.         | 5 4 3 2 1                           |
| 15. | Rate the student's judgement.  | 5 4 3 2 1                           |
| 16. | What is the student's ability to learn?                                      | 5 4 3 2 1                           |
| 17. | Do subordinates willingly perform tasks given to them by the student?        | 5 4 3 2 1                           |
| 18. | Does the student take responsibility for his/her actions?                    | 5 4 3 2 1                           |
| 19. | Does the student understand tasks given to him/her by the mentor and others? | 5 4 3 2 1                           |
| 20. | Can the student work on his/her own?   | 5 4 3 2 1                           |

Summary of tasks that the student has performed:

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Does the student display the qualities you would look for in an employee?      Yes    No

If no, what are the deficiencies?

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Briefly discuss the leadership style of the student:

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General comments:

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Signature - Mentor: \_\_\_\_\_ Date: \_\_\_\_\_

**FINAL VAAL UNIVERSITY EVALUATION**

<b>CRITERIA</b>	<b>SCORE</b>	<b>%</b>
ASSIGNMENT:		
EMPLOYER EVALUATION:	EXCELLENT	<b>FINAL RESULT</b>
SIGNATURE:	SATISFACTORY	
DATE:	UNSATISFACTORY	PASS                  FAIL



**2. EMPLOYER**

2.1 Experience of mentor in Sport Management

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2.2 Does the student receive sufficient training in the Sport Management field?

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2.3 Is the employer satisfied with the product that we train? If not, how could we improve?

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.....

2.4 Any specific inputs of the employer on how the Vaal University image could be improved.

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2.5 Is it essential that contact should be made with students in the workplace either through visits or through telephonic conversations? (Please motivate your answer)

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2.6 Suggestions how to improve the internship component of the Sport Management Diploma.

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2.7 Suggestions to improve the academic component of the diploma.

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2.8 Placement procedures

a) Preferred method of referring students to you as employer (*Indicate 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> choice*):

Full CV .....

Condensed (1 page) CV .....

Fax with names and contact telephone numbers .....

Students apply individually (as at present) .....

b) Your overall impression of the service with regard to the placement procedure:

*Not applicable...../Excellent...../Very Good...../Good...../Fair...../Poor.....*

c) Your impression of the log book:

*Not applicable...../Excellent...../Very Good...../Good...../Fair...../Poor.....*

d) Your impression of the method of evaluation:

*Not applicable...../Excellent...../Very Good...../Good...../Fair...../Poor.....*

2.9 Would it be possible to accommodate students in the future? If possible, how many?

.....

2.10 Any additional comments

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**THANK YOU FOR YOUR TIME**

**3. STUDENT**

3.1 Do you feel that the mentor is providing the necessary guidance?

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3.2 Are you satisfied with the experience gained in this particular organisation?

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3.3 Suggestions towards improving the internship programme in this particular organisation.

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3.4 a) Do you enjoy the internship?

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b) Do you feel part of a team?

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c) Does the organisation grant you a certain amount of responsibility when completing tasks?

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3.5 Any comments concerning your theoretical training at the Vaal University? (Subject content, lecturers, practical, additional courses, general matters).

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3.6 Any comments concerning the administration of the internship from Vaal University's side?

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3.7 Suggestions how the Vaal University could improve the internship programme?

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