

COURSE OUTLINE COUNSELLING IN INTERNSHIP - TRAINING AND HUMAN RESOURCES DEVELOPMENT

1. GENERAL

SCHOOL	PHYSICAL EDUCATION, SPORT SCIENCE AND OCCUPATIONAL THERAPY		
DEPARTMENT	PHYSICAL EDUCATION AND SPORT SCIENCE		
LEVEL OF STUDIES	ISCED level 6 – Bachelor's or equivalent level		
COURSE CODE	C096	SEMESTER	7 th & 8 th
COURSE TITLE	Counselling in Internship - Training and Human Resources Development		
TEACHING ACTIVITIES <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>		TEACHING HOURS PER WEEK	ECTS CREDITS
		2	6
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Skill Development		
PREREQUISITES:	No		
TEACHING & EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUS STUDENTS:	No		
COURSE URL:	https://eclass.duth.gr/courses/208/		

2. LEARNING OUTCOMES

Learning Outcomes <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>
<p>The learning outcomes for this subject are:</p> <ol style="list-style-type: none"> <i>Transforming Knowledge into Business Innovation</i> <ul style="list-style-type: none"> <i>Learning Outcome: Development of skills in creating and implementing innovative practices and linking them to entrepreneurship.</i> <i>Focus: Converting theoretical knowledge into practical innovations to support organizational and workforce development.</i> <i>Mentoring</i> <ul style="list-style-type: none"> <i>Learning Outcome: Development of mentoring and professional development support skills (Mentoring & Coaching).</i> <i>Focus: Providing guidance and support to employees, encouraging personal growth and skill enhancement.</i> <i>Digitisation and recruitment-related applications</i> <ul style="list-style-type: none"> <i>Learning Outcome: Understanding the impact of technology on recruitment processes and the role of digitization in the modern workplace.</i> <i>Focus: Exploring digital tools and practices in recruitment and human resource management.</i> <i>Learning Outcomes</i>

- *Learning Outcome: Ability to design and evaluate educational and developmental programs.*
- *Focus: Linking educational objectives to practical outcomes and applying evaluation methods.*
- 5. **Efficiency**
 - *Learning Outcome: Development of critical thinking and skills to enhance workplace efficiency.*
 - *Focus: Identifying best practices for improving productivity and performance.*
- 6. **Emotional Commitment**
 - *Learning Outcome: Understanding the psychological factors that enhance employees' emotional engagement.*
 - *Focus: Examining the impact of emotional commitment on motivation and productivity.*
- 7. **Satisfaction**
 - *Learning Outcome: Application of skills to enhance workplace satisfaction.*
 - *Focus: Methods for assessing employee satisfaction and strategies to improve it.*
- 8. **Participation**
 - *Learning Outcome: Promotion of teamwork and active involvement.*
 - *Focus: Motivating employees toward collaboration and active participation in workplace projects.*
- 9. **Empowerment**
 - *Learning Outcome: Development of skills to empower and foster autonomy among staff.*
 - *Focus: Strategies for building confidence and encouraging initiative.*
- 10. **Role Ambiguity**
 - *Learning Outcome: Ability to manage role ambiguity and responsibilities in the workplace.*
 - *Focus: Defining clear expectations and setting boundaries to reduce uncertainty.*
- 11. **Role Conflict**
 - *Learning Outcome: Application of conflict management skills.*
 - *Focus: Identifying and resolving role conflicts to minimize workplace tension.*
- 12. **Supervisor**
 - *Learning Outcome: Development of leadership and supervisory skills.*
 - *Focus: The supervisor's role in monitoring employee growth and performance.*
- 13. **Cooperation**
 - *Learning Outcome: Development of teamwork and collaboration skills.*
 - *Focus: Promoting cooperation and cohesion within the team to achieve organizational goals.*

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,

ICT Use

Adaptation to new situations

Project design and management

Equity and Inclusion

Respect for the natural environment

Decision making	Sustainability
Autonomous work	Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Teamwork	Critical thinking
Working in an international environment	Promoting free, creative and inductive reasoning
Working in an interdisciplinary environment	
Production of new research ideas	

General Competencies:

1. **Critical and Analytical Thinking**
 - Students will develop the ability to think critically and analytically, essential for understanding and addressing complex problems in consulting and human resource management.
2. **Decision-Making and Problem-Solving**
 - They will be able to make well-informed decisions on professional matters related to employee training and development, utilizing theoretical knowledge and consulting tools.
3. **Communication and Interpersonal Skills**
 - They will enhance their ability to communicate effectively, both in writing and orally, as well as their empathy and active listening skills, which are crucial for managing human relationships and providing consulting support.
4. **Collaboration and Teamwork Skills**
 - They will strengthen their capacity to work effectively in teams and contribute to creating a collaborative environment, fostering participation and teamwork in the workplace.
5. **Adaptability and Change Management**
 - Students will develop adaptability skills for dynamic professional environments and will be able to support and guide organizational changes, enhancing the organization's resilience.
6. **Promotion of Ethics and Professionalism**
 - They will cultivate a sense of responsibility, ethics, and professionalism, understanding the importance of confidentiality and ethical practices in consulting.
7. **Self-Awareness and Self-Improvement**
 - Students will acquire tools and skills for self-improvement, fostering lifelong learning and personal growth by recognizing their strengths and weaknesses.
8. **Use of Digital Technology and Tools**
 - They will become familiar with digital technology and tools essential for the assessment, management, and training of human resources, thereby developing skills for a modern, technologically equipped workplace.

3. COURSE CONTENT

1. Transforming knowledge into business innovation
2. Mentoring
3. Digitisation and recruitment-related applications
4. Learning Outcomes
5. Efficiency
6. Emotional Commitment
7. Satisfaction
8. Participation

9. Empowerment
10. Role Ambiguity
11. Role Conflict
12. Supervisor
13. Cooperation

4. LEARNING & TEACHING METHODS - EVALUATION

<p>TEACHING METHOD <i>Face to face, Distance learning, etc.</i></p>	<p>Theoretical classroom teaching and practical application in the host organization.</p>
<p>USE OF INFORMATION & COMMUNICATION TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Use of ICT in Teaching and communication with students</p>
<p>TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	<ul style="list-style-type: none"> ➤ 13 two-hour lectures = 26 hours ➤ And an additional 160 hours of Internship in a host organization in the subject of the specialty: Implementation Period: The implementation periods will be 3 (three) of which the 3rd cycle will be implemented in July - August, while the first two will be determined depending on Easter holidays and possible funding. Duration: 2 months (4 hours of work on a 5-day basis) ➤ Final report of the internship: 2 hours
<p>STUDENT EVALUATION <i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p>There are no final examinations in the course associated with the internship, but in order to be graded students must submit a final report on the internship. The internship course supervisor evaluates the students under his/her responsibility with a grade on a scale of ten (1-10).</p> <p>Deliverables required for the completion of the physical object: certificate of completion from the host organization.</p>

5. SUGGESTED BIBLIOGRAPHY

- Theodorakis N. (2021). *Sports Industry. Organizations, Enterprises and Services*. Broken Hill Publishers LTD.
- Ioannidou, E. (2015). *Marketing management and camping leisure*. [electric book] Athens: Association of Greek Academic Libraries. Available at: <http://hdl.handle.net/11419/4162>
- Alexandris, K. (2016). *Principles of Management and Marketing of Sports and Recreation Organizations and Businesses*. Kyriakidis Bros. PUBLICATIONS SA Book Code in Eudoxus: 59395210

- Nikitaras, N. (2004). *Outdoor Life. Ecology, Mountain Hiking, Camping*. Ion Publications: Athens. Book Code in Eudoxus: 41958888
- Lytras, P.N. (2002). *The society of recreation. the use of free time on vacation* (ed.) Interbooks: Athens.
- Pedersen, P. M. (2013). *Reflections on communication and sport: On strategic communication and management*. *Communication & Sport*, 1(1-2), 55-67.
<https://doi.org/10.1177/2167479512466655>
- Wenner, L. A. (2021). *Playing on the Communication and Sport Field: Dispositions, Challenges, and Priorities*. *Handbook of communication and sport*. Berlin: Mouton de Gruyter Publishers. In press.
https://digitalcommons.lmu.edu/comm_fac/11/
- Tsitskari, E., Goudas, M., Tsalouchou, E., & Michalopoulou, M. (2017). *Employers' expectations of the employability skills needed in the sport and recreation environment*. *Journal of hospitality, leisure, sport & tourism education*, 20, 1-9.
https://www.sciencedirect.com/science/article/pii/S1473837616301009?casa_token=eMXMWF_AWqUAAAAA:6JQoHVva9vGOECx0cj1F39Jtipc1oa556v2ZZhkH34-yJC9aHgJk3Ar9NmEeDMKxIKmFxBGXR
- Dragos, P. F., Lucaciu, G., Trifa, I. P., Stef Gavris, M., Szabo-Alexi, P., & Buhas, S. D. (2018). *Aspects Regarding the Influence of Communication on the Motivation of Employees in Some Sports Organizations. The impact of Sport and Physical Education Science on Today's Society*, 72.
https://www.researchgate.net/profile/Oana_Rusu3/publication/339942269_Where_and_Who_are_We_and_Could_Be_Case_Study_-_Romanian_Sports_Tourism/links/5ea66bfa92851c1a90734197/Where-and-Who-are-We-and-Could-Be-Case-Study-Romanian-Sports-Tourism.pdf#page=72
- Archer, A. (2016). *On sporting integrity*. *Sport, ethics and philosophy*, 10(2), 117-131.
<https://doi.org/10.1080/17511321.2016.1140223>
<https://www.tandfonline.com/doi/pdf/10.1080/17511321.2016.1140223>
- Book Jr, R. T., Henriksen, K., & Stambulova, N. (2020). *Oatmeal is better than no meal: the career pathways of African American male professional athletes from underserved communities in the United States*. *International Journal of Sport and Exercise Psychology*, 1-20.
<https://doi.org/10.1080/1612197X.2020.1735258>
https://www.tandfonline.com/doi/pdf/10.1080/1612197X.2020.1735258?casa_token=CsN-tZGcgPUAAAAA:tSMP4IIUMoV97H-NS6QWVX7gA3UvUjmv4G8UBalaYe18DBVafRQqtnvfyel_mA_CeZ3zZx_mR4GA
- Chroni, S. A., & Dieffenbach, K. (2020). *Facilitating and Supporting the Elite Athlete-to-Coach Transition: Lessons Learned from Norwegian Coaches and Federations*. *Journal of Sport Psychology in Action*, 1-13. <https://doi.org/10.1080/21520704.2020.1861145>
<https://www.tandfonline.com/doi/pdf/10.1080/21520704.2020.1861145>
- Loyens, K., Claringbould, I., Rossem, L. H. V., & van Eekeren, F. (2021). *The social construction of integrity: a qualitative case study in Dutch Football*. *Sport in Society*, 1-20.
<https://doi.org/10.1080/17430437.2021.1877661>
<https://www.tandfonline.com/doi/pdf/10.1080/17430437.2021.1877661>
- Stambulova, N. B., Ryba, T. V., & Henriksen, K. (2020). *Career development and transitions of athletes: The international society of sport psychology position stand revisited*. *International Journal of Sport and Exercise Psychology*, 1-27. <https://doi.org/10.1080/1612197X.2020.1737836>
<https://www.tandfonline.com/doi/pdf/10.1080/1612197X.2020.1737836>
- McManus, J. (2019). *Ethical Considerations & the Practice of Tanking in Sport Management*. *Sport, Ethics and Philosophy*, 13(2), 145-160.
<https://www.tandfonline.com/doi/pdf/10.1080/17511321.2018.1483418?needAccess=true>
- Fraleigh, W. P. (2003). *Intentional rules violations—one more time*. *Journal of the Philosophy of Sport*, 30(2), 166-176.
https://www.tandfonline.com/doi/pdf/10.1080/00948705.2003.9714642?casa_token=6Ea59RHLr6QAAAAA:lnktdz86wvd6V7ZeWEStGXJTo-3lbhda4GIJtGJKXmKszBbPnYolaA2HsH74ussWzuHwupM9azpc
- Guidice, R. M., Alder, G. S., & Phelan, S. E. (2009). *Competitive bluffing: An examination of a common practice and its relationship with performance*. *Journal of Business Ethics*, 87(4), 535-553.
<https://link.springer.com/article/10.1007/s10551-008-9957-z>
- Harvey, A. (2015). *Match-fixing: Working towards an ethical framework*. *Journal of the Philosophy of Sport*, 42(3), 393-407.

<https://www.tandfonline.com/doi/pdf/10.1080/00948705.2015.1037767?needAccess=true>

- Akomaning, E., Voogt, J. M., & Pieters, J. M. (2011). Internship in vocational education and training: stakeholders' perceptions of its organisation. *Journal of Vocational Education & Training*, 63(4), 575-592.
- Crnković-Pozaić, S. (2006). *Transition from school to work: Internships and first entry to the labour market in Croatia*. Bureau of Labour Statistics.
- Επιτροπάκη, Ο., & Γερακάρη, Ε. (2014). Μελέτη / οδηγός εφαρμογής και ανάλυσης δεικτών ανθρώπινου δυναμικού. Τμήμα Εφαρμοσμένης Έρευνας και Καινοτομίας, Υπουργείο Εργασίας, Κοινωνικής Ασφάλισης και Πρόνοιας, Επιχειρησιακό Πρόγραμμα «Ανάπτυξη Ανθρώπινου Δυναμικού» ΕΣΠΑ 2007-2013. Ανακτήθηκε στις 21/08/2019 από <http://www.olba.acg.edu/media/1642/odigos-efarmogis.pdf>
- Θερίου, Γ. (2009). Η επίδραση των πρακτικών της Διοίκησης Ανθρώπινων Πόρων στην λειτουργική επίδοση της παραγωγικής διαδικασίας και στην ικανότητα δημιουργίας και χρήσης της γνώσης. Διδακτορική διατριβή. Τμήμα Μηχανικών Παραγωγής και Διοίκησης, Δημοκρίτειο Πανεπιστήμιο Θράκης.
- Floyd, S.W. & Lane, P.J. (2000). Strategizing throughout the organization: managing role conflict in strategic renewal. *Academy of Management Review*, 25, 154-177.
- Garavan, T.N. (1997). 'Training, development, education and learning: different or the same?', *Journal of European Industrial Training*, 21 (2), 39-50.
- Crnković-Pozaić, S. (2009). *Transition from school to work: Internships and first entry to the labour market in Croatia*. ETF.
- Jackson, S. E., & Schuler, R. S. (1995). Understanding human resource management in the context of organizations and their environments. *Annual review of psychology*, 46(1), 237-264.
- Johnston, H. (2008). *Internships for high school students. The Principal Partnership: A Program of Union Pacific Foundation*. University of South Florida.
- Kliknaite, S. (2009). How symbiotic industry–university collaboration contributes to the knowledge economy. Paper presented at the Summer Conference 2009, June 17, CBS, Denmark.
- Λαλούμης, Δ. (2015). Διοίκηση ανθρώπινου δυναμικού τουριστικών επιχειρήσεων [Προπτυχιακό εγχειρίδιο]. Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις. <https://dx.doi.org/10.57713/kallipos-507>
- Lam, T., & Ching, L. (2007). An exploratory study of an internship program: The case of Hong Kong students. *International Journal of Hospitality Management*, 26(2), 336-351.
- Levesque, K., D. Lauen, P. Teitelbaum, M. Alt, & S. Librera. (2000). *Vocational education in the United States: Toward the Year 2000*. NCES 2000–029, Washington, DC: US Department of Education. National Center for Education Statistics.
- Lord, K.R.; Sumrall, D.; Sambandam, R. Satisfaction determinants in business internships. *Interdiscip. J. Contemp. Res. Bus.* 2011, 2, 11–22.
- Malone, D. (2002). Knowledge management: A model for organizational learning. *International Journal of Accounting Information Systems*, 3(2), 111-123.
- Mavridou, E. (2017). *Training and development of employees: the case of graduates*. Master in Business Administration. School of Social Sciences. Hellenic Open University.
- Mihail, D. M. (2006). Internships at Greek universities: an exploratory study. *Journal of Workplace Learning*, 18(1), 28-41.
- Μπουραντά, Μ. (2017). Ο ρόλος της πρακτικής άσκησης στις ξενοδοχειακές μονάδες πολυτελείας. Πτυχιακή Εργασία. Τμήμα Διοίκησης Επιχειρήσεων Αγίου Νικολάου, ΤΕΙ Κρήτης.
- Ξηροτύρη-Κουφίδου, Σ. (2010). Διοίκηση Ανθρώπινων Πόρων: Κτίζοντας τα θεμέλια για τη στρατηγική διοίκηση των ανθρώπων (4η Εμπλουτισμένη Έκδοση). Θεσσαλονίκη: Εκδόσεις Ανικούλα.
- Odio, M. A. (2013). *The role of the internship in career decision-making for TRSM students*. Dissertation thesis. University of Florida. UMI 3586629
- Parveen, S., & Mirza, N. (2012). Internship program in education: effectiveness, problems and prospects. *International Journal of Learning & Development*, 2(1), 487-498.era
- Παπακωνσταντίνου, Μ. (2013). Η ανάπτυξη ανθρώπινου δυναμικού προϋπόθεση για την απόκτηση ανταγωνιστικού πλεονεκτήματος στις επιχειρήσεις. Διδακτορική διατριβή. Τμήμα Εκπαιδευτικής και Κοινωνικής Πολιτικής, Πανεπιστήμιο Μακεδονίας.
- Παπαλεξανδρή, Ν., & Μπουραντάς, Δ. (2003). Διοίκηση ανθρώπινων πόρων. Αθήνα: Εκδόσεις Γ. Μπένου.
- Rothman, M. (2007). Lessons learned: Advice to employers from interns. *Journal of Education for business*, 82(3), 140-144.

Youndt, M. A., Snell, S. A., Dean Jr, J. W., & Lepak, D. P. (1996). *Human resource management, manufacturing strategy, and firm performance*. *Academy of management Journal*, 39(4), 836-866.

Zidan, S.S. (2001). *The Role of HRD in Economic Development*. *Human Resource Development Quarterly*, 12(4), 437-443.

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	Erasmia Giannakou, Assistant Professor
Contact details:	egiannak@phyed.duth.gr / 2531039733
Supervisors:	Supervision by teacher through teams
Evaluation methods:	The monitoring and supervision of the student is carried out by the course supervisor through cooperation with representatives of organizations where the practice takes place (coaches, managers of organizations, presidents of clubs, managers/supervisors of sports programmes of various companies etc.).
Implementation Instructions:	There are no final examinations for the Internship course, but in order to be graded, students must submit a final report on the internship and hand in the certificate of completion of the internship from the host organization. The specialty internship course instructor evaluates the students under his/her responsibility with a grade on a scale of ten (1-10).