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ENHANCING PGA GOLF MANAGEMENT INTERNSHIPS:

A SOCIAL PERSPECTIVE

A Thesis in

Recreation, Park and Tourism Management

by

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ABSTRACT

The internship experience is a critical component that is necessary for one to be successful in industry. Employers in the service sector want to see work experience attached to individuals they hire and have stated that they view their internship programs as the best path to hiring qualified entry-level candidates. To date, however, research on internships in the golf industry has been limited. In addition, research is needed to determine the critical components that can lead to a positive attitude one has towards their internship experience. Given the social nature of the golf industry, which includes constant communication and interactions between employees and customers, this study examined the role of social variables (i.e., coworker socializing, supervisor instrumental support, supervisor emotional support, fun activities, networking and job challenge) on job satisfaction, emotional exhaustion and commitment to the industry. A sample of 268 PGA Golf Management interns were surveyed to determine the extent these social factors relate to a successful internship experience. The results demonstrated that networking and coworker socializing had a significant impact on job satisfaction, emotional exhaustion, and commitment to the industry. In addition, job challenge was found to have a significant impact on job satisfaction and commitment to the industry; and supervisor instrumental support was found to have a significant negative relationship with commitment to the industry. In the future, golf internship sites should consider networking and socializing opportunities as a means to improve the internship experience.

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CHAPTER 1

The Incorporation of Internships in the PGA Golf Management Curriculum

The sport of golf is considered by many to be one of the most popular leisure activities. A person can begin to play the sport of golf as a youth and continue playing that sports for the majority of their life, even into old age. On an international level golf is one of the fastest growing sports on the Asian continent due to the rise in standard of living and the ability for more citizens to afford the game (Jiménez, Moncada, Crow, & Alfaro-Barrantes, 2016). The golf industry generates 75.9 billon dollars of revenue, is comprised of over 2 million jobs, and has total wage income of 61 billion dollars each year. The total yearly economic impact in the United States is roughly 195 billion dollars (B. Cioffoletti, personal communication, July 2015). Because of the high revenue stream and the popularity of the sport among many people, many facilities are constantly looking for employees, interns, and various individuals to meet the needs of the industry.

While entrance into this field can be accomplished with little education or experience, rise in job status and salary are limited without formal education and training. In order for a person to improve rank in this field and achieve the title of *PGA Golf Professional,* they must complete an extensive training program accredited or sanctioned by the PGA of America. Upon completion of the program students attain the rank of class A PGA professional signifying their successful fulfillment of the program requirements set forth by the PGA. One of the unique aspects of this career program is the large amount of career tracks that a student has the option of pursuing once they have completed their degree. Many of these graduates work at private

facilities as assistant or head professionals in the Northeast and Southeast where membership fees alone can exceed 1 million dollars. Others become teaching professionals throughout the country instructing both new and seasoned golfers. Golf students also pursue careers in the merchandising industry, the administrative field, or tournament operations.

The curriculum students follow focuses on specific aspects of the industry and trains students to become experts in these areas. For example, the PGA has created three levels of teaching material that aids in the students' preparation to teach the game of golf to those who want to learn or improve on their game. Additional areas that the program focuses on are educational courses in merchandising and tournament operations. Units in golf operations, the ability to manage the administrative aspects of the field, as well as detailed seminars on golf cart fleet operations, club repair, and the rules of the game are also taught. The curriculum also focuses on enhancing students' career paths with resume building, cover letter writing, and interview preparation. Along with these core building blocks, students also have the opportunity to travel to various golf facilities around the country and see first hand the details that go into a major operation.

What is PGA Golf Management?

The PGA of America is the leading education body in the golf industry and prepares students to excel in careers specific to all aspects that make up the sport of golf. The PGA partners with major academic institutions to create a balanced education program to prepare students for a career in the golf industry. Along with a full academic course load in a given university major, students are also responsible for completing a curriculum designed by the PGA of America.

PGA Golf Management is a four and one half year undergraduate program in which students receive a bachelor's degree, and complete all requirements of becoming a Class "A" PGA Professional and member of the PGA. There are 19 accredited universities in the United States that report having such programs (B. Cioffoletti, personal communication, July 2015) Approximately eight additional universities and colleges have golf management programs that are not accredited by the PGA of America and are not required to follow the curriculum guidelines set-forth by industry standards. In addition to a PGA core curriculum, the golf management program has a strong business focus and is drawn from several academic disciplines on college campuses. Classes are taken in Business; Hospitality Management; Recreation, Park and Tourism Management; Agriculture; Sport Management; and other general education departments.

Students are also required to attend seminars throughout the year on topics related to key jobs in the industry. For example, students attend six days worth of teaching seminars from top professionals to expand their knowledge on teaching the game of golf. Along with having a well-rounded education, students are also required to play the game of golf at a high level determined by the PGA of America. Students must pass a playing ability test before they are allowed to graduate from the program. The PGA Playing Ability Test (PAT) is a playing simulation that an individual must pass before becoming a PGA member. The PAT requires a player to shoot a score equal to or lower than fifteen strokes higher than two times the course rating in two rounds of golf (B. Cioffoletti personal communication, July 2015). Each year more than 550 students graduate from Professional Golf Association of America (PGA) Golf Management Programs at major universities and enter into careers in the golf industry. Upon graduation students enter the

golf industry with extensive knowledge of all areas of the game providing them with a diverse skill set and the ability to choose from a wide range of employment positions.

One key part of the education curriculum that is of particular importance in the training of a PGA Professional is the internship experience. The PGA has explicitly recognized that the purpose of a golf management program is to provide students, "…the opportunity to acquire the knowledge and skills necessary for success in the golf industry through extensive classroom studies and internship experience" (B. Cioffoletti personal communication, July 2015).

Golf Management Internship Structure

An internship refers to a temporary position with an emphasis on on-the-job training rather than simple employment. It can be paid or unpaid. Internships at the collegiate level offer a variety of benefits to students. Internships can lead to improved performance while in college as well as increasing the opportunity for finding a job upon graduation (Knouse, Tanner, & Harris, 1999). For most college students, an internship will take place during the summer months of an academic year or at the conclusion of a four-year classroom program before graduation takes place. During most internships, students will work at a business for around 15 weeks completing a wide variety of tasks that are designed to develop professional working habits. As students move into their junior and senior years of school, it is not uncommon to find them taking a semester off to complete an internship with a high level company.

A key component of the education from the PGA of America is the installation of internships in the curriculum. PGA Golf Management Students are required to complete internships as specified by the PGA of America's Education Plan. The PGA's education plan requires that students complete a minimum 67 weeks of internship experience to gain on-site

experience and to better prepare for full time careers in the golf industry. The internship requirement is divided over the course of 5 separate internships. Students typically will begin an internship experience at the start of the summer break. That experience lasts between 15-17 weeks throughout the summer and ends just before the start of the fall semester. In addition, students will complete one internship that will extend beyond the summer months and into the fall semester. That internship normally takes places during a student's junior year. These internships take place at a wide variety of settings including, but not limited to, private golf courses, public golf courses, resorts, merchandising companies, and teaching academies. With students completing over a year of internship requirements, it is important that these internship experiences are structured in a manner that allows for effective and progressive development of their career skills.

Current Issues with Internship Structure

PGA Golf Management internships are diverse and challenging opportunities for the students of the program. Each student is assigned to a different internship location, which leaves many programs with students spread out across the United States at a variety of golf facilities. At each location the managing style, customer interactions, and daily operations are unique, making some elements of standardization difficult. However, because of the core standardization in the golf industry including networking, management structure, and job complexity similar events take place for all students. Therefore, it is possible to determine which key elements are involved in a particular internship that will lead to the highest rates of student success and student retention.

Many students who withdraw from the program cite issues or concerns with internship experiences as a main reason for leaving the industry (B. Soule, personal communication, July 2014). Universities, as well as the PGA of America, are concerned with assessing three main internship issues. First, quantitative support is needed for the common themes and management practices that occur during these internships that lead to high job satisfaction. This will lead to greater support for those key elements the PGA believes should be part of all internships, or determine which elements are limiting students in their internship success. Second, knowledge is needed about approaches to lessen the emotional burnout that occurs due to the nature of the industry. The golf industry by nature is a difficult industry. Hours are long, days off on weekends are rare, and employees are asked to provide a high level of customer service, which takes a tremendous amount of energy. This leads to interns overextending themselves emotionally, which can lead to emotional exhaustion occurring during the internship. Finally, the industry would like to determine how to limit students from leaving golf management programs and the golf industry because of poor internship experiences, in which they were not being provided with the necessary education and support.

Although it may not be possible to create an internship structure that all students will succeed in, it is important to understand the factors that influence a high job satisfaction on internship, lessen the emotional burnout that comes with the industry, and provide ways to encourage continuation in the golf industry. In order to do this one must look at how the industry is structured. The golf industry is, by nature, a social industry. The term, *social industry,* refers to an industry where one's primary job responsibilities depend on interaction through communication with fellow employees and customers (Casper, 2001). An employee who works in the golf industry relies heavily on their ability to communicate with customers and provide a

positive experience. Job tasks such as sales, golf instruction and merchandising all have roots in social communication and are some of most common job task one would be asked to perform. It is also necessary for employees to be in constant communication with each other in order for daily tasks to be completed. More so, the golf industry is also one where employees spend large amounts of time with each other. It is not uncommon for employees to spend over eight hours together working and communicating in the same area and repeating this process over several days. Social interactions that take place during this time shape one's thought on the golf industry.

Because of these conditions and the structure of the golf industry, this study will examine variables that are social in nature. These social interactions or components could be strongly related to or predictors of one's attitude towards the internship experience. In general, this study will look as key social parts of an internship experience and determine if those parts do have a significant impact on one's attitude towards their internship experience.

CHAPTER 2

Literature Review

Internships can provide both a good and bad experience for students. More than a decade of research has provided the basic elements that make up a successful internship. Strong socialization, good interactions with supervisors, learning opportunities in challenging job situations, and organizational satisfaction have all shown to be good indicators of a successful internship (D'abate, Youndt, & Wenzel, 2009). The results are also consistent with what employees find satisfying in a permanent position, following the job characteristics model: skill and task variety, autonomy, and the work itself (Rothman, 2003). These findings suggest that more attention should be paid to the way the internship experience is designed.

Many believe that the core of a successful internship experience is whether students were satisfied with their internships (Clark, 2003). Results for the most part have been mixed. Beard and Morton (1999) and Cho (2006) found a high level of satisfaction among students, while Perlmutter and Fletch (1996) noted a high failure rate associated with satisfaction. Rothman (2007) found several factors that related to satisfaction with internship experiences: clear tasks, challenging assignments, ongoing feedback, exposure to different parts of the business, and being treated with respect. In addition, Narayanan, Olk and Fukami (2006) found that internships were more satisfying when students had a voice in project selection. Cook, Parker, and Pettijohn (2004) showed a relatively stable trend of satisfaction with internships over a 10-year period. However, Bass (2002) found higher job satisfaction among women and individuals on the job for less than 1 year, when the internship experiences were congruent with the job.

Recent research has also made strides in considering the stress and emotional exhaustion that occurs during an internship, and has provided solutions to cope with that stress. Wang, Cai, Yang, and Qu (2015) summarized that "coping refers to conscious cognitive and behavioral efforts to manage a situation that has been appraised as stressful" (p. 1184). In terms of a practical approach to lessen this stress burden on interns, schools should cooperate with facilities to provide student training, meetings, or workshops before internships take place. This can be done to lessen the initial stress that occurs during first few weeks of an internship when stress levels tend to be high.

Internship Benefits for Students

Internships can help students develop immediate skills that can improve course performance, increase time management skills, provide better communication skills, better self-discipline, heightened initiative, and an overall better self-concept (Denis, 1996; Healy & Mourton, 1987; Kane, Healy, & Henson, 1992; Taylor, 1988). Therefore, this should lead to a more confident and qualified student with enhanced academic skills. It also should allow measurable items, such as grade point average, to increase for those students who have had an internship (Healy & Mourton, 1987). Internship experiences help students to focus on their career choices, develop their job skills, personally focus their work values, and decrease their anxiety about the job search (Hall, 1976; Kane et al., 1992).

Internships also aid in softening the transition from the academic world to the working world. Students with internships find more common ground between what they have learned in school and what they will actually being doing in the workplace (Kane et al., 1992; Taylor, 1998). In most fields the most important role that an internship serves is to improve the students' chances at obtaining a better job upon graduation (Super, 1957). Students who had a realistic

understanding of the workplace environment had more success in their internships (Frederickson, 2000). Gault et al. (2000) also found that interns could demand higher salaries and experienced higher job satisfaction in their subsequent jobs.

Internships also provide students with direct access to job openings, an opportunity to impress potential employers, build confidence in their job search, hone their work value, and build social skills that are useful in the employment interview (French, 1998; Smith, 1996; Taylor, 1988). Many students view internships as the best and most credible way to learn how to behave in the work environment and how to interact with fellow coworkers (Scott, 1992). Colleges recognize this belief, highlighted by surveys that indicated 96% of business schools have some form of internship program in place as part of their curriculum (Gioia & Corley, 2002).

One of the primary benefits of internships is the advantage students gain in the job market, which can translate into full time employment upon completion of graduation. Students who have successfully completed internships are offered jobs more quickly than those who have chosen not to pursue an internship opportunity (Knouse, Tanner, & Harris, 1999). One study found that students who had internships found jobs more quickly upon graduation than students who did not have an internship (Henry, 1979). Additionally, even if a particular company did not immediately hire an intern, that company would tend to keep them in the employment pool longer than applicants without internships (Roever, 2000).

Internship Benefits for Employers

Internships are not only useful for college students, but for employers as well. Internships provide companies with a means of screening and recruiting potential hires (Gabris & Mitchell, 1989). Results have shown that completion of an internship assignment with a company was

linked with finding career-oriented employees for future employment (Knouse, Tanner, & Harris, 1999). Another advantage of internships is that they simulate the working environment that students will find in the business and golf world. Hall, Stiles, Kuzma, and Elliott (1996) found that employers were more concerned than students about creating a realistic picture of the working environment. Students and employers differed on several key aspects and knowledge of the working world. Examples included appropriate dress, turning internships into full time positions, work place conduct, and time management.

Educational Benefits

The idea of including internships in a curriculum to address the gap between the classroom and practice has a long history in all parts of education (Miles, Biggs, & Schubert, 1986). Education professionals recognize the importance of internships and the many benefits they provide. Work-based learning is a central component of the school-to-work strategy (Bailey, Hughes, & Barr, 2000). For decades, professors have seen the connections between classroom knowledge and the realities of the business world. In general, research has described internships as a positive developmental experience for college students, having found linkages with a number of favorable outcomes. This includes helping students to find jobs in their respective fields, providing a transition from the academic world to the professional world, creating experiences that help, motivating students to continue along a career path, and aiding in the creation and highlighting of realistic experiences of the working world (Clark, 1994; Divine, 2003; Linrud, Miller, & Wilson, 2007). Many PGA Professionals and PGA Faculty Members have viewed internships as highly beneficial experiences that aid in moving into the business world. Along with that high standard, all 19 accredited PGA Golf Management Programs have

an internship program in place as a requirement for student graduation (B. Cuffolettie, personal

communication, 2015).

Purpose of this Study

The purpose of this study was to examine the components of a PGA Golf Management

internship from a social perspective and determine what influences a high level of job

satisfaction for the student, limits emotional exhaustion, as well as what can lead to a positive

attitude on continuation in a career path in the golf industry. In general, research has described

internships as a positive development experience for college student, and has found a linkage

with a number of favorable outcomes. Therefore, it would only make sense for the PGA of

America to want to incorporate internships into their curriculum.

However, internships can differ based on location, employees, management style, and

several other factors. With Golf Management placing a large emphasis on the internship program

it is important that they are structured in a manner that leads to student success. At this present

moment there is a lack of data on the elements that make up a successful internship in the golf

industry. Variables that are specific to this industry have not been examined. The field of

business has looked at the internship program and asked the question whether internships lead to

an advantage for students in the job market, which can translate into full time employment upon

completion of graduation. Students who have successfully completed internships are offered jobs

more quickly than those who have not chosen to pursue an internship opportunity (Knouse,

Tanner, & Harris, 2009). We have seen this same trend of success in the golf industry for

students who have completed internships prior to graduation. Nevertheless, it is important to

break down the internship structure and determine what is working, what is not working, and

what elements we can add or remove from the internship to improve students' overall

satisfaction, lessen emotional exhaustion, and improve students commitment to the golf industry.

This study examines the role of various social components across these internship outcomes.

Research Hypotheses

Job Challenge

Challenging jobs provide an opportunity to strengthen, develop, and learn skills

applicable to the work world. Job challenge refers to the difficulty or complexity of the job

(Holmes & Srivastava, 2002). Common themes in research literature refer to findings that

employees desire work experiences that include challenging jobs, and that on-the-job learning is

most likely to occur when employees are faced with these challenging job situations (Brelew &

Hall, 1996; Bray & Howard, 1983, Davis & Easterby-Smith, 1984; Wick, 1989). McCauley,

Lombardo, and Morrison (1988) and Davies and Easterby-Smith (1984) found that job

experiences, contributed more considerably to one's development than classroom training

programs. Hackman and Oldham (1980), using a sample of 658 employees who worked on 62

different jobs in seven organizations, demonstrated that job challenge is significantly related to

how positively a person will respond to their job and their attitude towards work. Building off of

this research McCauley (1994), using a sample 692 employees, demonstrated that job challenge

is significantly related to on-the-job learning, job transitions, and one's attitude towards work. In

addition, Brown and Wallace (2004), using a sample of 82 workplace counselors, demonstrated

that job challenge was a significant predictor of burnout and job satisfaction levels. Previous

research has also shown that the level of challenge of an initial job in an organization was

predicative of one effectiveness and success (McCauley, 1994).

In general, job challenge is important because an employee's attitude towards their work can sometimes be based on whether that employee has been able to grow in their job and hold one's interest in their work. In the context of the present study, job challenge is important because internships are primarily about growth and development. Interns need to have the ability to grow on a professional level in order develop knowledge and skills and secure employment opportunities upon graduation. The internships may, at times, be filled with many repetitive tasks, which lacks challenge. Therefore, job challenge is necessary for a favorable experience.

Hypothesis 1: Job challenge will be positively related to job satisfaction, negatively related to emotional exhaustion, and positively related to commitment to the industry.

Coworker Socializing

Coworker socializing is defined as coworkers being friendly, outgoing and social (Tews, Michel, & Allen, 2014). Coworker socializing also refers to the time coworkers spend interacting and spending time with each other in and outside of work (McDowell, 2004). Coworkers are central to most employees' experiences on the job and can affect a person's attitude towards that job (Chiaburu & Harrison 2008). Tews et al. (2014), using a sample of 262 servers from 20 units of a national restaurant chain, demonstrated that coworker socializing was significantly related to turnover. In addition, Fluegge (2008), using a sample of 205 working undergraduate students and their immediate supervisors, determined that coworker socializing was significantly related to positive affect, work engagement, organizational citizenship behavior and creative performance. Finally McDowell (2004), using a sample of oil company employees, was able to demonstrate that coworker socializing was significantly related to job satisfaction, organizational commitment and turnover intensions.

In general, coworker socializing is important because coworkers are central to most employees' experiences on the job. Tews et al. (2012) argued that coworker socializing is important for individuals, especially those who were born in the millennial age, and who expect a social working environment at most jobs. In the context of the present study, coworker socializing is of particular importance for interns because most interns are considered millennials, those born after 1980. Alsop (2008) has shown that millennials have greater expectations of their employers and will quickly leave their place of employment if their needs are not met. Costanza et al. (2012) demonstrated that millennials tend to be less satisfied with their jobs and report higher levels of turnover intentions than their older counterparts. Entry-level employees appear to particularly value coworkers who are friendly, outgoing, and who socialize with one another (Tews et. al 2014). Friends and relationships are also important to younger individuals in this stage of their career. Due to the nature of most internships being short in duration, social aspects are desired to develop these friendships (Tews, Michel & Ellingson, 2013).

Hypothesis 2: Coworker socializing will be positively related to job satisfaction, negatively related to emotional exhaustion, and positively related to commitment to the industry.

Supervisor Instrumental and Emotional Support

Supervisor support refers to the care, consideration, and assistance given to employees by their supervisor. Supervisors can affect the attitude and experiences one has during employment. Forsberg (1990), using a sample of college writing students, identified the importance of the work supervisor for internship effectiveness. Maertz, Griffeth, Campbell and Allen (2007), using a sample of 225 social services workers, demonstrated that a significant relationship is present between low supervisor support and high employee turnover. D'abate Youndt & Wenzel (2009),

using a sample of 303 students enrolled in 21 non-introductory level business classes, demonstrated a significant relationship between supervisor support and job satisfaction. In addition, Kossek et al (2014), using a sample of IT computer workers, found a significant relationship was present between supervisor support and employee turnover. A significant relationship was also present between supervisor support and employee stress.

In general, supervisor support is important because a supervisor can have a major effect on an intern in positive or negative way. They can, in fact, effect the job satisfaction of that intern during their work experience (Rhoades & Eisenberger, 2002). Previous research has viewed supervisor support both as one variable and as made up of several constructs. This present study will focus separating that variable into on two types of supervisor support; emotional support and instrumental support, in an attempt to determine if the type of support given can have a significant effect on one's attitude. Supervisor emotional support refers to behaviors showing that an employee's feelings and opinions are being considered (Kossek et. al, 2014). Supervisor emotional support is warranted because employees want a better work environment. They want to feel valued and appreciated and have a mindset that makes them feel more than just a number at a particular place of employment. Supervisor instrumental support refers to assisting employees with work related issues. Supervisor instrumental support is necessary because people many not always fully understand all of their required job tasks, or manage their time correctly; therefore guidance and assistances from a supervisor is necessary.

In the context of the present study, supervisor support is important because of the amount of time an interaction a supervisor has with interns. Interns are relatively new to the industry and do not possess the same skillset as a more experienced employee. Therefore, supervisors need to generally monitor their progress and job tasks. In addition interns are, at times, ask to perform

tasks at the same level of someone with experience. Supervisors will in turn need to provide more guidance and monitor an intern's job performance more often to make sure they are completing the task at the desired level.

Hypothesis 3: Supervisor instrumental support will be positively related to job satisfaction, negatively related to emotional exhaustion, and positively related to commitment to the industry.

Hypothesis 4: Supervisor emotional support will be positively related to job satisfaction, negatively related to emotional exhaustion, and positively related to commitment to the industry.

Fun Activities

Fun activities refer to opportunities that promote play and humor in the workplace. Fun in the workplace is defined as "any social, interpersonal, or task activities at work of a play or humorous nature which provide an individual with amusement, enjoyment of pleasure (p. 22)". (Fluegge, 2008). Fun activities have received mixed results in the literature, therefore future research in needed in this area. For example, Van Maanen (1991), Ford el at (2003), McDowell (2004), Stromberg and Karlsson (2009), and Tews et. Al. (2012), have demonstrated significant results when fun has been promoted in the workplace. While at the same time Redman and Mathews (2002), Taylor and Bain (2003), Fleming (2005), Fleming and Sturdy (2009), Warren and Fineman (2007), and Baptiste (2009), have viewed fun as a negative addition to the work environment. Although fun could be beneficial to the work environment, these studies have demonstrated that implementing fun in the workplace is not a simple straightforward task.

Current workplace fun has roots in the writings of Deal and Kennedy (1982) and Peters and Waterman (1982) in which they encouraged the development of corporate cultures that promoted fun, humor and play (Tews et. al. 2014). Van Maanen (1991) has shown that fun

activities were a central feature of the employment experience that enhanced bonding among college age employees. Ford et al. (2003), using a sample of 572 human resource managers, demonstrated that human resource managers strongly favor promoting a fun work environment. McDowell (2004), using a sample of oil company employees, demonstrated that fun was significantly related to job satisfaction, organizational commitment, and turnover intentions. Fluegge (2008), using a sample of 205 working undergraduate students and their immediate supervisors, demonstrated that fun was significantly related to positive affect, work engagement, organizational citizenship behavior and creative performance. Stromberg and Karlsson (2009), in a study with female meatpackers, demonstrated that work environments characterized by fun, humor and laughter promoted group cohesion and enhanced the quality of work life in an environment that might otherwise be perceived as "greasy, monotonous, and repetitive (p. 4)". Tews et. al (2012), using a sample of 374 undergraduate students from two large universities who were in their final semester of school, demonstrated that workplace fun was a stronger predictor of applicant attraction than compensation and opportunities for advancement. In addition, the results demonstrated that fun coworker interactions and fun job responsibilities were stronger predictors of applicant attraction than formal fun activities.

In addition, other studies have viewed fun as more of a negative addition to the work environment. Some employees enjoy and appreciate fun initiatives, while other were resistant and skeptical. Taylor and Bain (2003), using multiple workplace studies, concluded that supervisor efforts to promote fun may at times be counterproductive. Redman and Mathews (2002), Fleming (2005), Warren and Fineman (2007), and Fleming and Sturdy (2009) have all discovered mixed results for different organizationally sponsored fun initiatives that encompassed elements such as social events, play and freedom for personal expression. Baptiste

(2009), using a sample of senior managers, found that managers could be resistant to participating in fun as such actions would "intrude on their already busy schedule (p. 8)".

In an internship context fun activities are thought to have a positive impact. In general, fun activities are important because employees in the hospitality industry want to have an enjoyable job experience. Most internships take place during the summer months and generally, are completed by younger individuals. These individuals may view their time in the summer as time for additional enjoyment since they are not attending college classes or following busy schedules. In addition, most internships require long hours over the course of several months and fun activities provide a way to lessen the burned of those long workdays. Also fun activities have been known to promote social bonding among interns, which is desired among this age group.

Hypothesis 5: Fun activities will be positively related to job satisfaction, negatively related to emotional exhaustion, and positively related to commitment to the industry.

Networking

Networking has become an almost required practice in most jobs. Networking refers to the cultivation of productive relationships that are specific to one's employment or business. Networking opportunities consist of times when one is able to meet and converse with individuals who can have a positive effect on their career. Previous research has shown mixed results on the topic of networking. Chell, Elizabeth, and Baines (2000), using a sample of 104 owner-managers and qualitative data from 34 critical incident interviews from a study of microbusinesses, concluded that networking will enhance business performance. However, they have also argued that it is difficult to demonstrate the presence of networking in a survey instrument. Kusluvan, Salih, and Zeynep (2000), using a sample of 397 four-year tourism and hotel management school students in Turkey, determined that it was very difficult to conclude

that students have a strong commitment to working in the tourism industry after networking opportunities were introduced.

In general, networking is important because of the increase in difficulty that one may experience obtaining a position upon graduating. Networking also provides opportunities to allow individuals to feel that their job is more than basic tasks. At times, networking also allows younger individuals the opportunity to develop their interpersonal skills that will be necessary for future careers. In the context of the present study, networking is a key component of the internship experience, and one that is stressed as important by career advisors and internship coordinators due to its ability to improve one's career. In addition, networking opportunities that consist of travel may be viewed as small vacations for those on internships who are working during summer months; a time when vacations are popular. Also, due to the fact that most interns are in the early stages of their careers, it is important for those individuals to gather additional information about the field they are looking to enter. Most interns only understand how their particular job works and networking provides an opportunity to expand one's knowledge of a given field.

Hypothesis 6: Networking will be positively related to job satisfaction, negatively related to emotional exhaustion, and positively related to commitment to the industry.

CHAPTER 3

Methods

This study was designed to determine if a positive relationship existed between job satisfaction and commitment to the golf industry and a negative relationship existed between emotional exhaustion to the following variables: job challenge, coworker socializing, supervisor instrumental support, supervisor emotional support, fun activities, and networking. Internship literature, as mentioned in the previous chapter, has valued job satisfaction, emotional exhaustion, and commitment to the industry as key outcomes for overall success in a particular field. Several of the studies have found that these key independent variables are linked to a positive overall success in an industry. This chapter describes the methods used for this study.

Sample and Procedures

PGA Golf Management students who were actively completing a degree at an accredited program were recruited for this study. All students were in the process of completing their summer internship. All of these students were entering their sophomore, junior, or senior year of college academics, or were entering into the golf industry by the fall of 2014. Participants selected for this study had to be: (a) at least 18 years old, (b) current completing an internship for an accredited PGA Golf Management Program, and (c) willing to take part in the study. Surveys were distributed during the month of July to students through internship coordinators via an online email and link.

Survey Instrumentation

An online survey was used in this study and was approved by Penn State's Institutional Review Board. The survey used was created using the online program Qualtrics® (See Appendix A). The students received a link to an online survey created using the Qualtrics® program, which contained information about the study and an assurance of confidentiality. Students completed the survey during non-working hours.

The survey consisted of nine sections in the following order: coworker socialization, networking, job challenge, supervisor support, fun activities, job satisfaction, emotional exhaustion, and commitment to the golf industry. Additional information that was measured was the amount of hours per week the interns worked and the student's year in school (e.g., freshman). Also, information on the intern's golf handicap and passing of a playing ability test was asked in an open-ended format. This survey was distributed to 8 PGA Golf Management internship coordinators who in turn supplied the link to their current students on internships. Reminders were sent out on a weekly basis over a six-week period.

Measures

All measures used a five-point response scale ranging from 1 = *strongly disagree* to 5 = *strongly agree*, unless otherwise noted.

Job challenge. Job challenge is designed to measure the complexity of a given task that one is asked to perform in the workplace. In general, the job challenge scale is designed to measure the level of challenge one facing in the workplace (McCauley, 1994). This ten-item challenging assignments scale was based on the job development challenge profile and was adapted from McCauley's (1994) multiple domain measures of job development. Sample items included: *Your responsibilities are very different from what you've done previously* and *The*

scope of your internship is large with a diverse set of responsibilities. The internal consistency

reliability for the scale in this study was .96.

   Coworker socializing. Coworker socializing is the amount of socializing that takes places

among employees in their working environment. Such examples include time coworkers spend

conversing during working hours and if coworkers consider themselves friends (McDowell,

2004). The four-item coworker socializing scale was based on McDowell's (2004) measure.

Sample items included: *My coworkers and I socialize outside of work* and *My coworkers and I*

joke around with each other. The internal consistency reliability estimate for the scale in this

study was .93.

   Supervisor characteristics. A question preceding this scale asked interns to indicate who

their direct supervisor was, and to answer any of the following questions based on that

individual. This scale was comprised of two forms of support a supervisor can provide to interns

in the workplace, emotional and instrumental support. Supervisor emotional support was

designed to measure the emotional support a supervisor provides an employee during their time

at work such as showing concern about how an employee is feeling and listening to problems an

employee is having with their job (Settoon & Mossholder, 2002). Supervisor emotional support

contained six items that were based on Settoon and Mossholder's (2002) measure. Sample items

included: *My supervisor listens to me when I have to get something off my chest a*nd *My*

supervisor treats me as one of them. The internal consistency reliability estimate for the scale

was .91. Supervisor instrumental support was designed to measure the amount of instrumental

tasks one is given during their time at work. Times when supervisors assist with busy periods

during working hours and assist with daily job responsibilities when tasks get too demanding are

examples of this type of support. Instrumental support contained five items that were also based

on Settoon and Mossholder's (2002) measure. Sample items included: *My supervisor helps me out when things get demanding* and *My supervisor goes out of their way to help me with work-related problems.* The internal consistency reliability estimate for the scale in this study was .89.

Fun activities. Fun activities are designed to promote play and humor in the workplace. This scale was comprised of five activities based on the work of Ford et al. (2003). The scale was refined through discussion with graduate faculty members to ensure that the activities and corresponding item wording were appropriate for the organizational context. The five activities included: 1) social events (e.g., holiday parties and picnics); 2) team building activities (e.g., company-sponsored athletic teams and golf outings); 3) competitions (e.g., sales and productivity contests); 4) public celebrations of work achievements (e.g., public recognition for outstanding results); and 5) recognition of personal milestones (e.g., public recognition for outstanding results, "employee of the month" programs). The interns indicated how frequently each activity occurred with a five-point scale ranging from 1 = *never* to 5 = *all the time.* The internal consistency reliability estimate for the scale in this study was .83.

Networking. Networking refers to the cultivation of productive relationships that are specific to one's employment or business. Networking opportunities consist of times when one is able to meet and converse with individuals who can have a positive effect on their career. The networking scale was developed specifically for this study. Interns were asked to what extent do you agree with the statements regarding your opportunities to network during your internship. The scale, in its entirety, contained the following five items: *I have the opportunity to network in this job, I get to meet influential people in this job, I have the opportunity to make valuable connections in this job, I have the opportunity to meet people in this job that will help my future*

career, and *I have the opportunity to travel to meet new people in this job.* The internal consistency reliability estimate for the scale in this study was .97.

       Job Satisfaction. Job satisfaction is the extent to which a person's hopes, desires, and expectations about the employment they engaged in are fulfilled. In its most basic form it is understood to be how a person feels about and the degree to which a person likes, his or her job (Agho, Mueller, & Price, 1993; Gilsson & Durick, 1988; Knoop, 1994, Spector, 1997). The job satisfaction scale was comprised of three items based on Cammann, Fichman, Jenkins, and Kelsh's (1979) measures. Sample items include: *All in all I am satisfied with my job* and *In general, I like working here.* The internal consistency reliability estimate for the scale was 85.

       Emotional Exhaustion. Emotional exhaustion is feelings of being emotionally overextended and exhausted by one's work. The emotional exhaustion scale was comprised of four items based on Wharton's (1993) measures of the affective consequences of service work. Sample items included: *I feel emotionally drained from my work* and *I feel burnt out from my work.* The internal consistency reliability estimate for the scale in this study was .81.

       Commitment to the Industry. Commitment to the industry is the psychological attachment one has to the organization when dealing with employment. The commitment to the industry scale was comprised of five items based on Kusluvan and Kusluvan's (2000) measures on industry commitment. Sample items included: *I do not plan to work in another industry other than the golf industry* and *I will recommend a job in the golf industry to my friends and relatives because it is very nice to be part of this industry.* The internal consistency reliability estimate for the scale in this study was .92

CHAPTER 4

Results

The purpose of this chapter is to provide information about the results of this study, which examined the relationships between job satisfaction, emotional exhaustion, and commitment to the industry to various key internship variables. This chapter will examine the hypotheses presented in Chapter 3.

Sample Description

The sample for this study includes 268 PGA Golf Management students located at multiple internship sites throughout the United States. Eight hundred and twelve students were initially invited to participate in the study. Of the 812 students invited, 304 completed the survey with useable data, yielding an initial participation rate of 37%. Thirty-six participants of the initial 304 were excluded from the study as for having incomplete data, resulting in a final sample of 268. The students were from 8 PGA Golf Management Universities, which encompasses about 42% of the universities that include this type of program. The sample was 93% Male and 7% Female, and the average age was 19.93 years old. Each student was on internship for at least three months before completing the survey. Table 1 presents the study variable means and standard deviations while table 2 presents the descriptive statistics and correlations among study variables.

Table 1
Means and Standard Deviation of Variables

Variable*	*N*	Mean	Std. Dev.
Social Component Domain			
Job Challenge	268	3.36	0.97
Coworker Socializing	268	3.73	0.93
Supervisor Instrumental Support	268	3.82	0.82
Supervisor Emotional Support	268	3.77	0.82
Fun Activities**	268	2.56	0.86
Networking***	268	4.44	0.97
Internship Experience Outcome			
Job Satisfaction	268	3.77	0.97
Emotional Exhaustion	268	2.36	1.12
Commitment to the Industry	268	3.70	0.97

*Measured on a Five-Point Scale where 1=not at all to 5=to a great extent
** Measured on a Five-Point Scale where 1=never to 5=all of the time
*** Measured on a Five-Point Scale where 1=strongly disagree to 5=strongly agree

Table 2
Descriptive Statistics and Correlations among Study Variables

	Mean	SD	1	2	3	4	5	6	7	8	9
1. Job Challenge	3.36	.97	(.96)								
2. Coworker Socializing	3.73	.93	.30**	(.93)							
3. Supervisor Instrumental Support	3.82	.82	.00	.05	(.89)						
4. Supervisor Emotional Support	3.77	.82	.08	.14*	.89**	(.91)					
5. Fun Activities	2.56	.86	.28**	.33**	-.32**	-.40**	(.83)				
6. Networking	4.44	.97	.52**	.60**	-.07	-.08	.51**	(.97)			
7. Job Satisfaction	3.77	.97	.49**	.64**	-.06	-.04	.40**	.73**	(.85)		
8. Emotional Exhaustion	2.36	1.12	-.41**	-.53**	.07	.00	-.35**	-.63**	-.82**	(.81)	
9. Commitment to the Industry	3.70	.97	.49**	.49**	-.25**	-.21**	.47**	.68**	.85**	-.80**	(.92)

Note. $n = 268$. * $p < .05$, ** $p < .01$. Internal consistency reliability estimates are presented in parentheses on the diagonal.

The regression results for job satisfaction, emotional exhaustion, and commitment to the industry are presented in Table 3 In total, 62% of the variance in job satisfaction was explained in the regression model ($F = 71.21$, $p < .01$). In total, 45% of the variance of emotional exhaustion was explained in the regression model ($F = 35.66$, $p < .01$). In total, 55% of the variance in commitment to the industry was explained in the regression model ($F = 53.01$, $p < .01$).

Table 3
Ordinary Least Squares Regression Results for Study Variables

Index	Job Satisfaction	Emotional Exhaustion	Commitment to the Industry
Job Challenge	.17**	-.10	.19**
Coworker Socializing	.35**	-.26**	.17**
Supervisor Instrumental Support	.03	.19*	-.25*
Supervisor Emotional Support	-.11	-.24	.01
Fun Activities	-.02	-.05	.1
Networking	.45**	-.51**	.42**
R^2	.62	.45	.55

Note. $n = 268$. Unstandardized regression coefficients are reported.
    * $p < .05$ ** $p < .01$.

Hypothesis 1, which proposed that job challenge would be positively related to job satisfaction, negatively related to emotional exhaustion, and positively related to commitment to the industry, was partially supported. Job challenge was significantly related to job satisfaction ($B = .17$, $p < .01$) and commitment to the industry ($B = .19$, $p < .01$). However, job challenge was not demonstrated to be significantly related to emotional exhaustion ($B = -.10$).

Hypothesis 2, which proposed that coworker socializing would be positively related to job satisfaction, negatively related to emotional exhaustion, and positively related to commitment to the industry, was supported. Coworker socializing was significantly related to job satisfaction ($B = .35$, $p < .01$), emotional exhaustion ($B = -.26$, $p < .01$) and commitment to the industry ($B = .17$, $p < .01$).

Hypothesis 3, which proposed that supervisor instrumental support would be positively related to job satisfaction, negatively related to emotional exhaustion, and positively related to commitment to the industry, was partially supported. Supervisor instrumental support was not significantly related to job satisfaction ($B = .03$). However, supervisor instrumental support was significantly related to emotional exhaustion ($B = .19$, $p < .05$), yet with a positive relationship that was not hypothesized. Commitment to the industry ($B = -.25$, $p < .05$), was significantly related in line with the direction that was hypothesized.

Hypothesis 4, which proposed that supervisor emotional support would be positively related to job satisfaction, negatively related to emotional exhaustion, and positively related to commitment to the industry, was not supported. Supervisor

emotional support was not significantly related to job satisfaction ($B = -.11$), emotional exhaustion ($B = -.24$), or commitment to the industry ($B = .01$).

Hypothesis 5, which proposed that fun activities would be positively related to job satisfaction, negatively related to emotional exhaustion, and positively related to commitment to the industry, was not supported. Fun activities were not significantly related to job satisfaction ($B = -.02$), emotional exhaustion ($B = -.05$), or commitment to the industry ($B = .10$).

Hypothesis 6, which proposed that networking would be positively related to job satisfaction, negatively related to emotional exhaustion, and positively related to commitment to the industry, was supported. Networking was significantly related to job satisfaction ($B = .45$ $p < .01$), emotional exhaustion ($B = -.51$ $p < .01$), and commitment to the industry ($B = .42$, $p < .01$).

CHAPTER 5

Discussion

The goal of this study was to assess the contributions of social constructs that lead to a successful internship experience for PGA Golf Management Students. Many of the studies on internships attempt to predict the ability to obtain a job after the completion of a college curriculum or have examined benefits that employers or students received through the internship experience. However, few studies consider the value of individual social elements, which make an internship a valuable stage in one's career. Studies on internships using a golf context are particularly limited. Considering the global impact of the golf industry and the amount of educational resources being used to train golf professionals, it is necessary to provide evidence on the characteristics of successful internships in this industry.

This research contributed to the internship literature by examining a variety of factors including level of challenge with the job, coworker socialization, supervisor support at the emotional and instrumental level, the existence of fun activities in the workplace, and networking. These particular variables were chosen in part because of the social nature of the golf industry. The outcome variables measured were job satisfaction, emotional exhaustion, and commitment to the industry. Based on previous research, these outcomes are some of the major factors that determine the successfulness of an internship (D'abate, Youndt, & Wenzel, 2009). Interestingly, some of these variables had a significant impact on the chosen outcomes while others were not significant.

Of the variables examined in this study, networking was reported to have the strongest influence on the outcomes of job satisfaction, emotional exhaustion, and commitment to the industry. There has been limited research on the impact of networking as it pertains to internships. Bartol and Zhang (2007) identified the importance of networking for the development of leaders. The job of a PGA Professional for years has centered on the idea of being a leader in both the work setting and the industry. In order to develop quality leaders, networking must be included during the student's internship process because of its importance in future development (Pearce, 2007). To succeed in the golf industry you must continually connect with new people, build relationships and improve your network. Many of the top jobs in the industry are not advertised, making networking a necessary option for upward mobility. By networking with other PGA Professionals an intern can improve their future job potential. Results from this study indicate networking was positively related to job satisfaction, negatively related to emotional exhaustion, and positively related to commitment to the industry. It was significantly related to all three outcomes and had the largest effect size. With respect to job satisfaction, having the ability to communicate with other professionals helps with improving and judging the consistency of internships. Job satisfaction is used to determine if one's hopes, desires, and expectations about the employment they engaged in are fulfilled. By networking, one is able to widen their understanding of the golf industry and help to narrow down what they expect to their career to entail. An intern is better able to provide an accurate expectation of the industry be seeking information from multiple individuals. One is also more inclined to be satisfied with their internship experience if they are under the perception that their experience is similar to fellow students. With respect to emotional exhaustion, having the opportunity to travel to another location to play a game of golf helps with lessening the stress placed on an intern who

works long hours for several days in a row. A networking opportunity acts as a small vacation and lessens the overextension that one naturally experiences in this industry. Also, this allows the intern to be viewed as a member for the day at a specific golf course and not as an intern. With respect to commitment to the industry, networking allows a person to see upward mobility in the industry and the continued opportunity to play golf at several locations once full time employment is obtained. It should be noted that previous internship studies have not looked at this variable. A key part of internships is developing relationships. Internships are not just about learning the task, but also about developing meaningful relationships with others in your field. Interns value the opportunity to meet influential people and make valuable connections that will aid in future career opportunities.

Coworker socializing also demonstrated a significant relationship with internship effectiveness outcomes. It was significantly related to all three outcomes and had the second strongest impact on job satisfaction and emotional exhaustion. This adds to the body of internship literature and demonstrates that socializing has a positive effect on job satisfaction, negatively effects emotional exhaustion, and has a positive relationship with commitment to the industry. As expressed previously, coworker socializing is the ability one has to communicate with others who are also working at the same location. Coworker socializing is not the staff of a facility providing an employee with an introduction to the workplace, but rather the opportunity to spend time with coworkers in and outside the workplace, joke around with fellow employees, and communicate about non job-related information (Tews, Michel, & Bartlett, 2012). The importance of coworker socializing is consistent with the growing body of workplace fun literature (Karl & Peluchette, 2006, Karl, Peluchette, & Hartland, 2007; McDowell, 2004). Mossholder and colleagues (2005) argue that the social aspect of work is very important.

Individuals who are able to work in a social environment have a more satisfying experience with their job (Mossholder et al., 2005). This may be due to the possibility that many of the jobs an intern is required to do are repetitive and this allows for individuals to lessen the burden of repeated tasks.

Individuals who socialize feel less stressed and less overextended when they are able to confide issues with their fellow coworkers or communicate with them about job problems (Tews, Michel & Ellingson, 2015). This may also lead to lowering the barrier of communicating difficult issues with a fellow intern because of the social bond that has been established. Interns are traditionally younger individuals who need a social environment (Kim & Park, 2013). Interns view an environment that they can be social in as one they would like to work in for a prolonged period of time; or an environment they would like to begin their career in post-graduation. Meaningful and desirable social experiences during an internship can lead to a change in how the student views the field they are going to be working in upon graduation. Students who have a negative perception about an internship may see a change take place due in part to their interaction with fellow coworkers. Therefore, coworker socialization may decrease negative perceptions a student may have on a specific field and improved student opinion and better enjoyment of that field may occur (Kim & Park, 2013).

Job challenge demonstrated a strong influence on job satisfaction and commitment to the industry. Job challenge has been a common variable examined in previous internship studies. Because of the consistency of job challenge as a predictor of several outcomes, it was necessary to include the variable in this study. As such, this study highlights the importance of complexity in an internship experience. Internships are normally on the low job challenge level as they are temporary in nature and designed for an individual to learn about the industry rather than

contribute to the industry. For example, many golf internships consist of students working a bag drop area. In this setting, students are only transporting golf clubs from a player's car to the driving range. There is little difficultly in this assignment and it lacks any challenging or stimulating thought process. Students may be required to complete this assignment for more than eight hours a day, which may be viewed as a less complex experience.

Students, unfortunately, are rarely given complex projects at the beginning of an internship. A key implication of this finding deals with the likelihood that internships need to have some form of complexity in order for them to be satisfying, and for the intern to want to remain in that industry. While it may not be feasible to provide challenge during all parts of an internship experience, there still needs to be some form of complexity in the internship. For example, providing students with responsibilities they have not previously held, starting a new or major project, having influence over others, and having tasks that require a large investment of time and energy (McCauley, 1994).

Perhaps one of the most interesting findings in this study was the negative relationship that supervisor instrumental support had with commitment to the industry. It was hypothesized that supervisor instrumental support would be positively related to commitment to the industry. However, this was not the case. One interpretation may be that when people receive too much involvement from their supervisors they want to leave the industry. Having a supervisor who micromanages your daily tasks and is critical about all aspects of your job can have a negative effect on your willingness to stay at that position. In general students do not respond well to having their entire day scheduled and managed. They need to be able to have some control over their job or they will begin to develop negative feelings towards that position or field (Chandrasekar, 2011). Another interpretation is that the relationship may not be linear

relationship. Some supervision may be useful, but beyond a certain point there may be issues. An additional alternative is that those who are lower in commitment to the industry are receiving less support from their managers. A manager may not want to invest any time or energy in someone who they perceive has no desire to work in their field. In simple terms, you do not want to waste your time with someone who is not going to be a long-term asset to your organization.

Another notable finding was that fun activities were not found to be significant to any of the outcomes. Despite the fact that fun activities were prevalent throughout many of the students' internship experiences, they were not found to be significant correlates to job satisfaction, emotional exhaustion, or commitment to the industry. This finding demonstrates that fun activities are not necessarily a key component to make internships meaningful. Previous research has shown that fun activities do not always make a meaningful impact in job experiences (Tews, Michel, & Stafford, 2013). The variable was examined in this study because of the population that was observed. The population consisted of younger students who typically perceive fun activities to be a key part of internship experience. These students have come to expect fun activities in most jobs. These individuals may also value fun when making job choice decision (Tews, Michel & Bartlett, 2012). One explanation for this finding is that participation in these activities is more enjoyable and meaningful when the activities are more voluntary and not mandatory. Mandatory activities limit an individual's ability to be their authentic self and are perceived as formal work obligations that must be attended. An example of this would be attendance at a Head professional's birthday party, whereby an intern would not only feel obligated to attend but behave in a manner that is similar if not identical to how they behave at work. Fun activities should not be viewed as unnecessary parts of internship experiences and

future research should look at the type of activities that are involved and if the activities are mandatory. These issues were not examined in this study.

Supervisor emotional support also did not have an impact on any of the outcomes. Other studies have shown that supervisor emotional support does have a meaningful impact on job satisfaction (Halbesleben, & Bowler, 2007; Porath, & Erez 2007; Settoon & Mossholder, 2002). One explanation of this finding deals with the nature of the golf industry. Generally, in the golf industry it may not be common for supervisors to listen to interns when they have to get something off their chest, listen to concerns, take a personal interest, try and cheer up someone who is having a bad day, and make someone feel welcome in the work group or team. While these actions sometimes occur, it is more likely that interns may be viewed as seasonal additions to a facility, easily replaceable and gone in three to six months. An additional explanation of this finding is a gender effect. As noted pervious in this study, the golf industry is a male dominated industry and therefore emotional support may not necessarily be expected or valued. What is interesting is that interns want support from their peers as noted in the significant findings in coworker socializing. However, it appears that interns might not want that same support from their supervisor. This may be due to the possibility that they view peers as being in the same situation and view supervisors as those who do not understand the issues the intern may be having even if they have been in a similar job situation in the past.

Limitations

The findings from this study should be interpreted in the context of two primary limitations. The first limitation is that data were collected only at one time during the internship as date was collected between the beginning of July, 2014 until the middle of August, 2014.

Typically, this time period was during the midpoint of student internships. Future research should look at collecting data at multiple periods during the internship experience to further support findings. Opinions of an internship can change over time, and it is important to examine trends throughout the experience, or to highlight key points in time where opinions of an internship experience tend to change. The second limitation was that data were only obtained from students at eight PGA Golf Management Universities. While this did encompass 40% of PGA Golf Management students, future research should encompass more individuals that are in the PGA Golf Management Program.

Future Research

It should be noted that of the three outcomes examined in this study, the independent variables explained the least amount of variance in emotional exhaustion. Therefore, one opportunity for additional research is to examine what additional factors might explain emotional exhaustion, or lack thereof, among those employed in the golf profession. A key area to look to is the research on customer interactions. Literature has shown that employees can experience emotional exhaustion when dealing with difficult customers over a long period of time (Wharton, 1993). In the golf industry is it common for interns to deal with a large number of negative interactions due to the nature of their job. They are the first line of communication at any facility and tend to hear the majority of complaints. Those who hold a higher position may not hear as many complaints since most of the issues are solved at the lower level.

Several avenues of research are also worth pursuing. One such opportunity is the moderating role of gender and the relationship between internship characteristics and developmental outcomes. This study reported a response rate of 94% male, clearly showing a

gender dominated industry. Future research should examine if there is a different value placed on certain aspects of the industry between males and females. For example, are there gender differences present in management styles, golf lessons, merchandising, or supervising; all key job tasks in this industry. Studies have shown that females have significantly larger emotional support networks than men, and are more satisfied with their support networks (Cahill & Sias, 1997). This could also be true in the golf industry and may be a significant factor in internship satisfaction among females but not males.

Another opportunity for future research is to look at additional factors that may influence the quality of an internship experience. Mentoring is a key factor that occurs during an internship. Yet, due to its complexity, the mentor variable needs to be applied differently in the golf industry than it has previously been applied in the business field. Mentoring takes place in wide variety of ways in the industry and many of those "mentoring experiences" take place outside the working environment. In the golf industry many interns tend to live on or in close proximity to the golf course. They also tend to live with assistant professional and senior level staff that can provide mentoring experiences to their housemates. This is difficult to account for in research as most mentoring studies that involve the workplace look at how mentoring is done during working hours. As demonstrated in this study, the golf industry is different than most business industries with mentoring occurring during times that have not yet been studied.

A final opportunity for future research is examining the effect of playing ability on the quality of an internship. Attractiveness bias states that attractive individuals were found to fare better than unattractive individual with the extent of the bias being generally smaller for the most experienced managers, although less attractive female applicants were routinely at a disadvantage regardless of managerial experience (Tews, Stafford & Zhu, 2009). Therefore,

attractive people get more favorable workplace benefits such as better hiring and job

opportunities, front line exposure to customers, more complex tasks, and upward mobility in the

organization. By extension those with greater playing ability me be perceived as "more

attractive" and therefore may receive better support, better assignments, and better networking

opportunities.

Playing ability is valued at a variety of levels in the golf industry. Some professionals

view playing ability as the most important skill for success in the industry while others have

playing ability ranked lower than other necessary qualities. However, what is constant for all

professionals is the fact that a high level of playing ability is a considering factor in employment.

Interns who begin a job come with little information about their work ethic and abilities. It takes

a long period of time to measure those qualities, while playing ability is easily measureable in

the first few days of an internship. Those with good playing ability may be perceived as more

competent individuals in other aspects of the job merely because of their skill on the golf course.

They may also receive better opportunities, which in turn, raises their level of job competency

and provides them with better opportunities in networking with other professionals; variables this

study has shown lead to successful job satisfaction for an internship.

Conclusion

Internships are a critical component in the development of college students in the PGA Golf Management Program. To date, research has been limited on the role of social characteristics on internship attitudes. This study provides information that can lead to the improvement of the internship experience in the golf industry, specifically, on the attitudes towards job satisfaction, emotional exhaustion, and commitment to the industry. Studies have demonstrated that networking and coworker socializing have the most significant impacts on job satisfaction, emotional exhaustion, and commitment to the industry. In addition, job challenge was found to have a significant impact on job satisfaction and commitment to the industry. Overall the results from this study provide a better picture as to what constitutes a successful internship experience for PGA Golf management interns. Golf professionals working with interns will be able to use this study when outlining and reorganizing their internship program. Future communication between golf professionals and internship coordinators who reference this study should see some form of success and improvement in their internship programs.

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Appendix

Internship Workplace Experiences Study

Socializing with Coworkers

	Not at all	To a limited extent	To some extent	To a considerable extent	To a great extent
1. My coworkers and I consider each other friends	1	2	3	4	5
2. My coworkers and I socialize at work	1	2	3	4	5
3. My coworkers and I socialize after work	1	2	3	4	5
4. My coworkers and I joke around with each other	1	2	3	4	5

Supervisor Characteristics

To what extent do the following characteristics describe your supervisors?

My supervisors …	Not at all	To a limited extent	To some extent	To a considerable extent	To a great extent
1. take a personal interest in me	1	2	3	4	5
2. help me when I'm running behind my in work	1	2	3	4	5
3. treat me as one of the team	1	2	3	4	5
4. encourage us to have fun on the job	1	2	3	4	5
5. go out of their way to help me with work-related problems	1	2	3	4	5
6. help me with difficult assignments, even when I don't directly ask for help	1	2	3	4	5
7. take time to listen to my concerns	1	2	3	4	5
8. try to cheer me up when I'm having a bad day	1	2	3	4	5
9. break promises they make	1	2	3	4	5
10. listen to me when I have to get something off my chest	1	2	3	4	5
11. help me out when things get demanding	1	2	3	4	5
12. make negative comments about me to others	1	2	3	4	5
13. give me the silent treatment	1	2	3	4	5
14. express anger at me when they are mad for another reason	1	2	3	4	5
15. try to make work fun	1	2	3	4	5
16. put me down in front of others	1	2	3	4	5

17. make an effort to make me feel welcome in the work group	1	2	3	4	5
18. are rude to me	1	2	3	4	5
19. assist me with heavy workloads	1	2	3	4	5
20. allow employees to have fun on the job	1	2	3	4	5
21. joke around with us	1	2	3	4	5

Fun at Work

How often do the following activities happen during your internship?

	Never	Rarely	Sometimes	Frequently	All the time
1. Public celebrations of work achievements (e.g., public recognition for outstanding results, "employee of the month" program)	1	2	3	4	5
2. Teambuilding activities (e.g., company-sponsored athletic teams, golf outings)	1	2	3	4	5
3. Recognition of personal milestones (e.g., recognition of birthdays, weddings, anniversaries of employment)	1	2	3	4	5
4. Work competitions (e.g., sales and productivity contests)	1	2	3	4	5
5. Social events (e.g., holiday parties, picnics)	1	2	3	4	5

Networking

To what extent to you agree with the statements regarding your opportunities to network during your internship?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. I have the opportunity to network in this job	1	2	3	4	5
2. I get to meet influential people in this job	1	2	3	4	5
3. I have the opportunity to make valuable connections in this job	1	2	3	4	5
4. I have the opportunity to meet people in this job that will help my future career	1	2	3	4	5
5. I have the opportunity to travel to meet new people in this job	1	2	3	4	5

Challenging Assignments

To what extent are you involved in the following types of assignments in your internship?

	Not at all	To a limited extent	To some extent	To a considerable extent	To a great extent
1. Your responsibilities are very different from what you've done previously	1	2	3	4	5
2. You have pressure to prove to others that you can handle this internship	1	2	3	4	5
3. You are responsible for starting something new or making major changes in your department	1	2	3	4	5
4. You have to fix problems that occurred before you started your internship	1	2	3	4	5
5. You are involved in decisions about shutting down operations or making reductions in employee staffing levels	1	2	3	4	5
6. You are involved with managing employees are used to doing things one way and are reluctant to change	1	2	3	4	5
7. Senior management has given you responsibility for making highly visible and important decisions.	1	2	3	4	5
8. Your job responsibilities require a large investment of time and energy	1	2	3	4	5
9. Your responsibilities involve working with important people outside the organization, such as vendors and suppliers	1	2	3	4	5
10. Your job requires influencing people over whom you have no direct authority	1	2	3	4	5
11. The scope of your internship is large with a diverse set of responsibilities	1	2	3	4	5
12. Your responsibilities are very different from what you've done previously	1	2	3	4	5

Background Information

Please provide some background about yourself. This information will be used to aid in the statistical analysis of the data. In no way will this information be used to personally identify you.

Gender
☐ Female
☐ Male

Hours per Week

How many hours do you work per week?

_____

Ethnicity
☐ Caucasian
☐ Hispanic
☐ African American
☐ Asian
☐ American Indian
☐ Other

Year in School
☐ Freshman
☐ Sophomore
☐ Junior
☐ Senior

Handicap_____

Pass PAT
☐ YES
☐ NO

Highest Tournament Finish _____