

**Internet Appendix A228: Accounting Internships**  
**Illustrative Reverse Engineered Pitch Template Example (Pitch Sparring Exercise)**

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<b>(A) Full Reference</b>	Albu, N., Calu, D.A. & Guse, G.R. (2016) "The role of accounting internships in preparing students' transition from school to active life", Journal of Accounting and Management Information Systems, vol 15, no. 1: 131-153				
<b>(B) Basic Research Question</b>	To what extent do accounting internships contribute to forming and developing students' competencies, practical abilities, professional and ethical values and understanding of the accounting profession?				
<b>(C) Key paper(s)</b>	<p>Deloitte (2013) <i>First steps into the labour market</i>, Deloitte Central Europe, available online at <a href="http://www2.deloitte.com/content/dam/Deloitte/global/Documents/About-Deloitte/dttl-cei-firststeps2013-web-v03.pdf">http://www2.deloitte.com/content/dam/Deloitte/global/Documents/About-Deloitte/dttl-cei-firststeps2013-web-v03.pdf</a></p> <p>Martin, D.R., Wilkerson, J.E. (2006) "An examination of the impact of accounting internships on student attitudes and perceptions", The Accounting Educators' Journal, vol. XVI: 129-138</p> <p>Saemann, G.P. &amp; Crooker, K.J. (1999) "Student perceptions of the profession and its effect on decisions to major in accounting", Journal of Accounting Education, vol. 17: 1-22</p>				
<b>(D) Motivation/Puzzle</b>	<p>Universities facilitate partnerships with the business environment to create and enhance benefits for students through opportunities. Accounting students are pushed by their universities to undertake accounting internships in order to ensure students have not only developed the appropriate competencies from their education but also from practical experience, drawing a connection between education and the labour market. Despite the rich existing literature on the consequences of internships, additional studies are needed to expand past education studies performed in the Anglo-Saxon environment, and reduce diverse and sometimes contradictory results, eg. Martin and Wilkerson (2006) did not find that internships improved academic motivation.</p> <p>Previous research investigates the need of the accounting market or the role of stereotypes about the profession held by students, there is a lack of research on the consequence of internships on students' competencies and image about the accounting profession.</p>				

<b>THREE</b>	<b>Three</b> core aspects of any empirical research project i.e. the “ <b>IDioTs</b> ” guide
<b>(E) Idea?</b>	<p>By examining the appropriate competencies of accounting university students, it should be possible to determine the extent to which internships have a positive effect on the competencies. To explore the impact of accounting internships on student’s competencies, demographics among respondents (independent variables), including gender, previous internship experience and if the student studied economics in secondary school, are recognised in this study. Dependent variables in this study include the development of competencies that students achieved as a result of internship experience. Competencies are technical and soft, such as understanding the role of accounting; applying in practice theoretical knowledge; teamwork; written and oral communication; critical thinking; analysis and synthesis; research and professional development; problem solving and decision making; time management, ethics, initiative and professional maturity.</p> <p>The literature review identified conflicting papers stating that there is an expectation that internships lead to a closer relationship between the theoretical and technical knowledge and practice, while other research states that internship experience more so leads to the development of personal skills, known as soft skills. Furthermore, existing research on the consequences of internships, the diversity of results often leads to contradictory findings.</p>
<b>(F) Data?</b>	<p><b>Country:</b> Romania  <b>Unit of analysis:</b> Second year students completing a bachelor degree of the Bucharest University of Economics Studies, Faculty of Accounting and Management Information Systems and tutors employed at the host organisation in which students partook internships  <b>Sample period:</b> October and November 2015  <b>Time interval:</b> The beginning and end of the internship  <b>Data sources:</b> Authors conducted a survey of the students and tutors and analysed the content of students essays that described their internship experience  <b>Sample size:</b> 159 students and 11 tutors  <b>Data limitations:</b></p> <ul style="list-style-type: none"> <li>• The study was conducted using only one cohort of students from one university</li> <li>• Students had contact with their business environment for a short period - changes in their perceptions occur as they are more exposed to a practice.</li> </ul> <p><b>Data obstacles:</b></p> <ul style="list-style-type: none"> <li>• Data is based on students and tutors estimates and perception of competencies</li> </ul>
<b>(G) Tools?</b>	<ul style="list-style-type: none"> <li>• 5-point Likert scale survey of students and tutors. Descriptive statistics are used to analyse survey results.</li> <li>• Principal component analysis (PCA) with varimax rotation is used to explain a large number of variables using a few factors and helped clustering objects into categories. Factor loadings are inspected in order to discuss the impact of the internship on the overall competencies held by students.</li> <li>• Student responses are triangulated with content analysis of student essays describing the internship experience.</li> <li>• The methodology developed by Saemann &amp; Crooker (1999) is utilised analyse students’ perception of accounting. The perception is measured on a scale of 1 to 5 with antonyms placed on each end of the scale.</li> </ul>

TWO	Two key questions
<b>(H) What's New?</b>	<p>Although there are a lot of papers which investigate consequences of internships, this is the first study in the Romanian context to explicitly recognise the extent to which accounting internships contribute to students' competencies, practical abilities, professional and ethical values and understanding of the profession, achieved through comparing skills prior to and after the internship. Furthermore, it is the first time that findings related to Romanian students</p> <div data-bbox="1160 391 1724 925" data-label="Diagram"> </div> <p>having a bias towards positive self-perception has been investigated.</p>
<b>(I) So What?</b>	<p>Findings are of high value to stakeholders, which includes not only students, but also universities and host organisations such as accounting firms. Universities will use findings to determine if the promotion and encouragement (cost involved) towards students completing internships is worth the level of competencies achieved from such experience (perceived benefits). Students will use findings to determine if they need such skills and abilities to increase their employability. Accounting firms will use the data from this study to recognise student competencies and needs, tailoring internship programs accordingly to increase benefits from the experience.</p>

<b>ONE</b>	<b>One bottom line</b>
<b>(J) Contribution?</b>	This study enhances current literature on the consequence of internships on students' competencies and image about accounting, identifying a range of competencies and the extent they are influenced by accounting internships.
<b>(K) 3 Key Findings</b>	<ul style="list-style-type: none"> <li>• The internship contributed to the development of students' competencies, and that the expectations generally associated with internships were met. Internships are perceived to have significant benefits for students in terms of career analysis and planning, understanding the role of accounting within an organisation and integrating into a professional network.</li> <li>• Internships represent an instrument allowing to bridge theoretical and practical knowledge, in line with the students' expectations and those from the business environment in the Romanian environment.</li> <li>• Takeaways from papers - interaction between students, supervisors and tutors is essential; professional counselling maximises students' benefits; for students, the internship is a self-knowledge/awareness tool; and, the internship is an opportunity for the students to become familiar with the accounting profession and to choose their future careers.</li> </ul>