

## Performance today – Importance tomorrow?

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AEHESIS Sport Management  
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## Standard Occupations (SO)

- “Standard Occupation” means a set of tasks and duties characterised by a high degree of similarity.
1. Local Sport Manager or Director in a city or municipality,
  2. Sport Club Manager or Director
  3. Manager or Director in National Sport Federation and
  4. Manager in Fitness Club

## Activities

### Example: Local Sport Manager or Director in a city or municipality

- 1. Human Resource Management
- 2. Sport Facility Management
- 3. Planning
- 4. Problem Solving
- 5. Financial Management

## Competences (C)

- According to the instructions from AEHESIS Management Group SMRG adapted and used the “Tuning Methodology” when defining and evaluating the core and specific competences in the field at the moment and competences required in the area of sport management in the future.

## Examples of competences related to defined activities

1. Human Resource Management
  - Competences: human relations networks, leadership, personnel management, leadership, communication skills
2. Sport Facility Management
  - Competences: strategic planning and development, leadership, decision making skills, planning, sport infrastructure construction, environmental control, sport events

## Examples of competences related to defined activities

3. Planning
  - Competences: planning skills, community life in general, the significance of sport and physical activity in the society, knowledge of the changing trends in society, knowledge in welfare politics, project design, capacity for generating new ideas
4. Problem Solving
  - Competences: Capacity for analysis and synthesis, basic general knowledge, communication skills, decision making skills, interpersonal skills

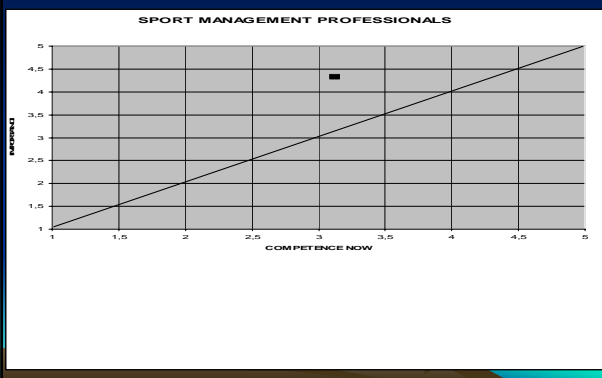
## Competences (C)

- The research material has already partly been collected from 6 European countries (Finland, France, Germany, Greece, Lithuania and Norway), by questionnaires targeted to persons in earlier mentioned standard occupations.
- The method, which will be used when analysing the research findings is Importance-Performance Analysis

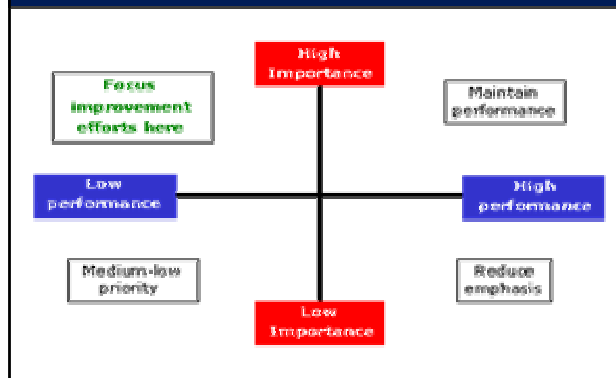
## Importance- Performance Analysis

- The Importance-Performance Analysis can be used to manage quality improvement of education and to improve field-education connections
- first measuring sport management area competence performance and then
- measuring the professionals' perceptions of the importance of each attribute in the future
- Then each attribute would be plotted on a matrix in terms of its performance score and its importance score to highlight where improvement efforts should be focused.

## Importance-Performance Matrix



## Importance-Performance Matrix



## Importance- Performance Matrix

- By combined measures of importance with the performance scores in the area of sport management competences, we can create an Importance-Performance Matrix which highlights core competences as well as those areas offering greatest leverage to performance improvement

## Research material

- Case Finland
- N = 86 specialists
- 33 from public sector
- 22 from private sector
- 31 from voluntary ("third") sector

## Special Research material

### Sport directors

- 3 men, one woman
- Average age 51 years
- University education

### Managers in sport clubs

- 3 men
- Average age 50 years
- University education

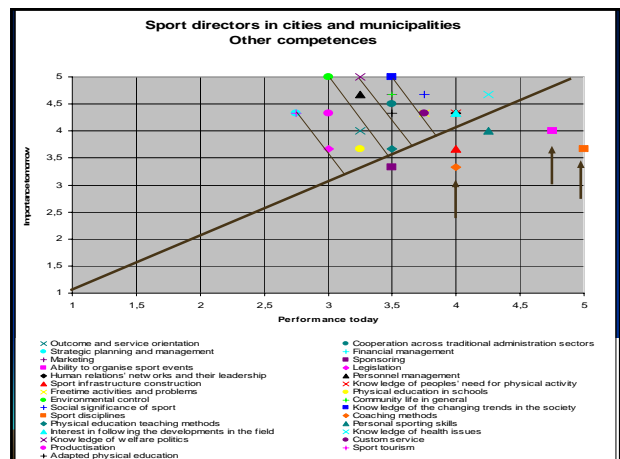
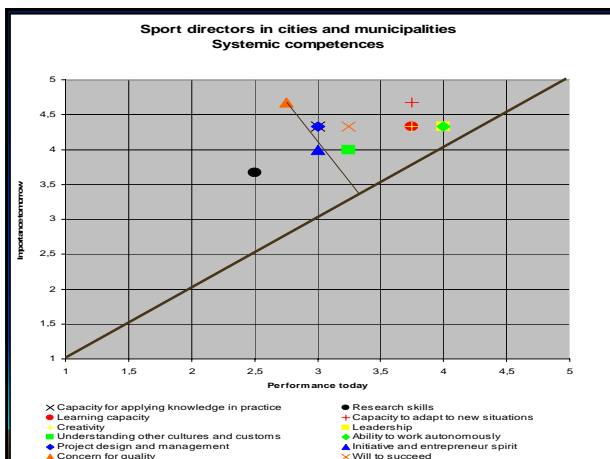
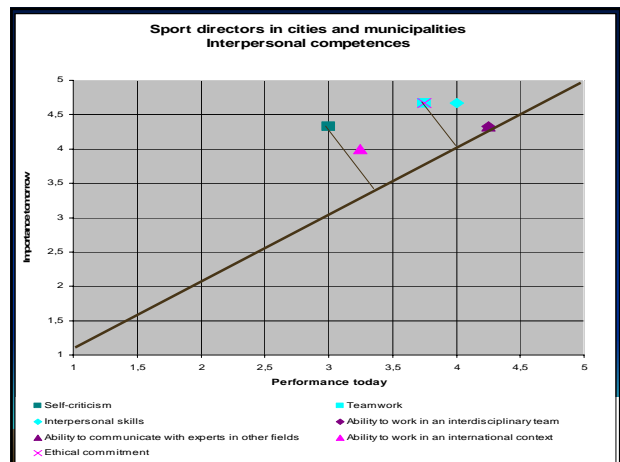
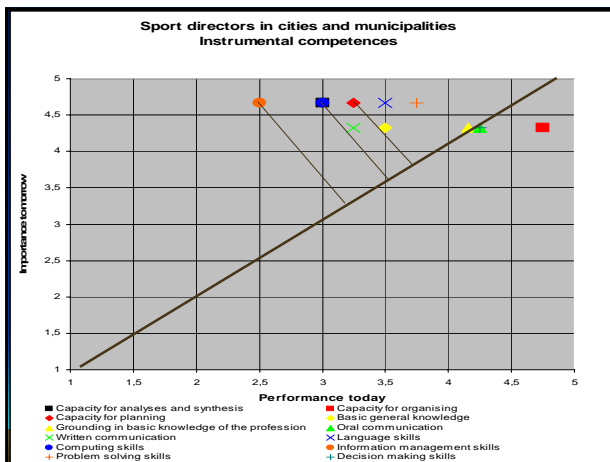
## Research material

### Managers in National Sport Federations

- 7 men, 2 women
- Average age 49 years
- University education

### Managers in Fitness Clubs

- 2 men, one woman
- Average age 56 years
- University education



## 5. Learning Outcomes (LO)

- Competences from the training point of view and the competences needed in a specific occupation should be the same as the learning outcomes of the programmes
- The desired learning outcomes will be defined after data collection and analysis - next

## 6. Curriculum Models (CM)

- We try to collect relevant information from different sources for curriculum development and create as well as build up curriculum models based on the requirements of the field and expertise of professional curriculum developers
- One other target is also to help universities, institutions and other teaching organisations to find partners with similar interests and future curriculum development plans.

## Process

Standard occupation: Sport Director in a City  
Activities: Example HRM  
Competences: Communication skills (CS), leadership, personnel mgt, interpersonal skills  
PI-matrix: Core competences, preferences (CS)  
Learning outcomes: Communications skills (CS)  
Curriculum: Communication skills (CS), project mgt, groupwork, special HRM-courses...

## Summary

