

Towards European Standards of Sport Management Programs. A General Survey and Content Analysis of the European Market.



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Introduction and Significance

- interest in sport activities is at all time high
- sport is an expanding multi-billion euro industry
- information in sport has become more complex

competent people who are able to manage at every level in all types of sport organisations are needed

increase of sport management programs worldwide

Introduction and Significance

- While in North America the National Association for Sport and Physical Education (NASPE) and North American Society for Sport Management (NASSM) have already developed **guidelines** for educational programs in Sport Management
- In Europe a **lack of information** about sport management programs exists
- We don't know much about
 - How many programs do exist
 - What should be the content of the programs

Methodical Design

1. Analysis of the relevant general **conditions** of educational programs
2. Analysis of the **situation of competition** in the education market
3. Analysis of the **contents** of sport management programs
4. Analysis of the **demand** side

Theoretical Framework

- No all-embracing theoretical approach for the composition of sport management programs exists
- Consequently this presentation is based on an integrative approach:
 1. **Education** service perspective → employability, logic of the competency-based-approach-to-curriculum-development
 2. **Profession** perspective: establishment of a new profession of 'sport management' should be reflected
 3. **Competitive** analysis: situation for the suppliers of sport management programs are to analyse
 4. **Globalisation** theory: potentials for homogenisation process should be identified

Findings: European Policies of Education

For the establishment of standards for sport management programs it has to be considered ...

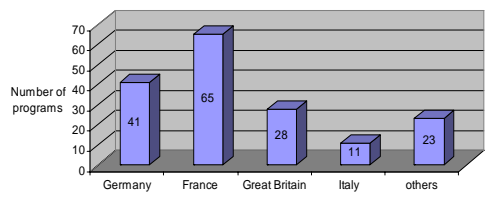
- comparability can be improved with 'diploma supplements'
- SMP should be designed in two phases (Bachelor- and Master-Degrees)
- SMP should have credit and transfer systems
- SMP should be constructed in modules (improvement of flexibility and profilisation for students)
- Quality management and evaluation processes should be implemented for SMP
- SMP should support lifelong learning

Market of Sport Management Programs

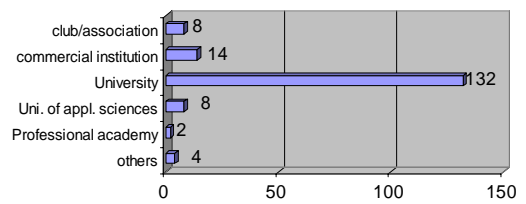
Four research languages:

German: Sportmanagement
 English: Sport Management
 French: Management du Sport
 Italian: Management dello sport

Distribution of sport management programs in 2003
 n = 168



Type of institution
 n = 168



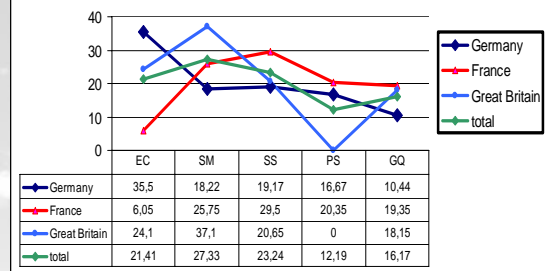
Analysis of the Course Structure

In order to identify a general structure, the course-modules were grouped into five main types:

1. Courses in general economics
2. Courses in sport management
3. Courses in sport science
4. Courses in practical sports
5. Courses teaching general skills

Restriction: Only Level 4 and 5 Programs in Great Britain, Germany and France are analysed

Country profiles of sport management contents
 n=58, in%



Information about the demand side: Competencies of sport managers (not only Europe)

- Competencies studies: Jamieson 1987, Lambrecht 1987, DeSensi et al. 1990, Cuskelly and Auld 1991, Cuneen 1992, Taks and Hebbrecht 1996, Quartermann 1998, Danylchuk/ Chelladurai 1999, Horch/Niessen/Schütte 1999, Horch/ Schütte 2001, Horch/Tokarski 2000, Lohmar 2001, Hovemann/Kaiser/Schuette 2003 etc. ...

→ We know relatively much about the competencies needed for sport managers

Fig. 1: Activities in an intersectoral perspective

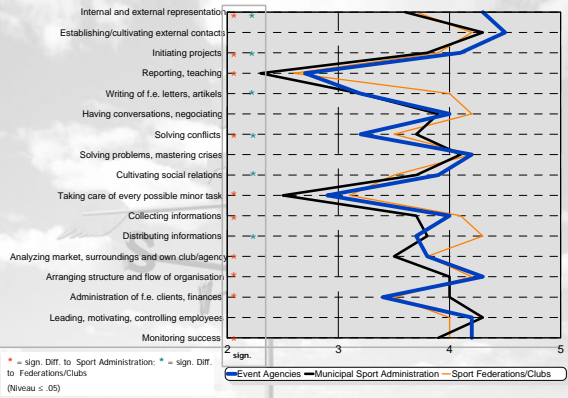


Fig. 2a: Qualifications in an intersectoral perspective

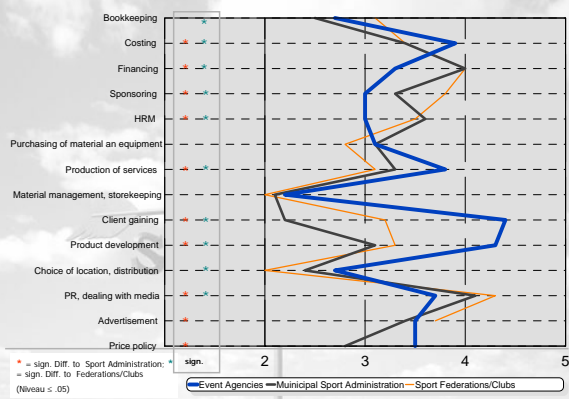
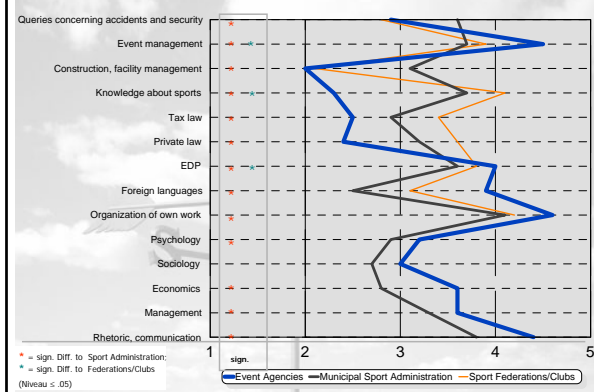
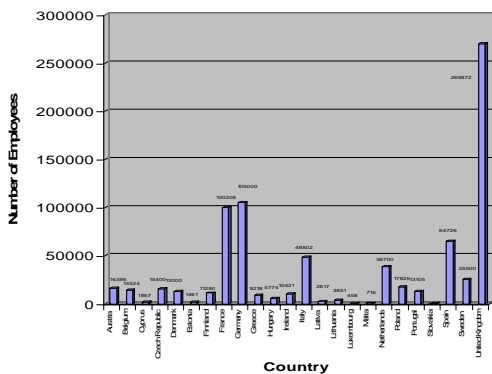


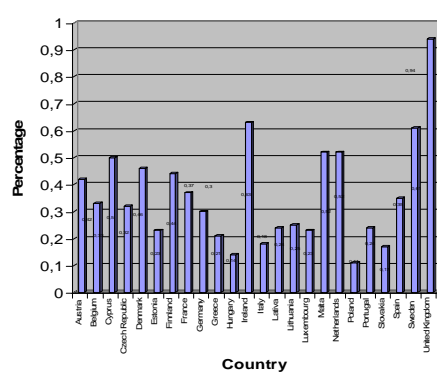
Fig. 2b: Qualifications in an intersectoral perspective



Number of Employees in the Sport Sector (NACE 92.6, Source: Vocasport 2004)



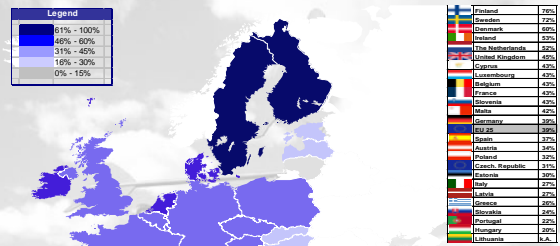
Proportion of Active Population (NACE 92.6, Source: Vocasport 2004)



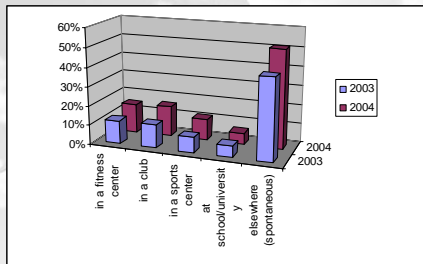
Harmonize methodical designs of tracking studies of sport graduates

Studies	Date	Number of return	Returns in %	Country
AURELLI et al. (1997)	-	2170	55	Italy
BAILLORD-MOOR (1997)	1994-1995	628	-	Switzerland
BILZ/VOLK (1996)	1995	59	53.8	Germany
BUCHHEIMER/ZIESCHANG (1992)	1988	90	87.4	Germany
BUCHHEIMER/ZIESCHANG (1995)	1993	106	82	Germany
DEZIN (1999)	1998	897	-	France
EMRICH (1988)	1987	70	53.4	Germany
GILFEDDER (1998)	1988	75	45	Australia
HANSON et al. (1998)	1996-1997	251	47	Great Britain
HARTMANN-TEWS/SBRAZER (2002)	1998	731	46.3	Germany
HARTMANN-TEWS/SBRAZER (1994)	1991-1992	763	42.5	Germany
HEINEMANN/SCHREIBER (1989)	-	1348	64.2	Germany
KUCK/JACOB (1995)	1994	-	-	Germany
LE ROY (1988)	1986	381	62.1	Belgium
NEMESCH (1988)	1988	197	57	Germany
PARKS/PARRA (1994)	-	118	46.4	USA
THEILE/TIMMERMANN (1997)	1995-1996	130	86.4	Germany
THEISE/ KREMPKOW (2002)	2000	28	14	Germany
TZSCHOPPE (2006)	-	-	-	Germany

How often do you exercise or play sport? Answer: At least once a week (Source: Eurobarometer 2004)



Where do you exercise/play sport that you do most often? (Source: Eurobarometer 2004)



Consequences for establishment of European standards

- 168 Sport Management Programs in Europe demonstrate the growing importance of Sport management
→ senseful to think about standards
- European sport management programs are at the moment heterogeneous, not only if different countries are compared but even within the single countries
→ standards should harmonise and not equalize, concept of modules

Future Research

- Research has to be **expanded**, more different European countries have to be considered
- Research has to be more **integrative**, the following areas have to be considered:
 1. content analysis of sport management programs
 2. analysis of the structural and political framework in Europe
 3. professional field analyses of sport managers

Thank you for your attention