

# **AEHESIS AREA REPORT**

## **Sport Management**

### **Introduction**

Sport Management Research Group (SMRG) applied the 6-steps-model as follows: SMRG started with analysing the existing curricula (information e.g. from the 1st and 2nd questionnaire). After studying the up-to-date situation, the group defined the standard occupations (1st step) with main activities (2nd and 3rd step). SMRG used 60 different competences, prepared a questionnaire (and some translations) and already collected some information from different countries about the combination of up-to-date situation and future requirements of core competences as well as special competences required in sport management area. The information about competences was collected (4th step) or will soon be collected from the people working in the defined sport management areas as well as from persons who are responsible for curriculum development (competences today). Also the future requirements (importance) were or will be analysed. Finally and during the following months SMRG tries to convert the research results and those future requirements into desired learning outcomes (5th step) with the help of curriculum development work (6th step).

In general and according to Sport Management Research Group (SMRG) 6-step-model is an applicable tool. SMRG has tried to follow the instructions of AEHESIS Management Group (e.g. "Adapting and using the Tuning Methodology for sport science, especially 1 and 2 – competences" as well as terminology in general; definition of competences - furthermore we've added some sport management specific competences into our draft of a questionnaire).

### **1. Professional Area (PA)**

#### **Sport management occupations**

During Sport Management Research Group (SMRG) meeting in London on January 2005, 14 typical sport management occupations from public, private and voluntary sectors were listed. During Project Management Group meeting in Brussels and after consultation with

“Health and Fitness Research Group” Manager in Fitness Club was added into this list. The typical 15 sport management occupations normally after sport management education in different European countries are as follows:

1. Municipal Sport Director
2. Director of the National Sport Federation
3. Sport Journalist
4. Sport Manager
5. Project Manager in Sports
6. Event Manager
7. Managing Director in Sports
8. Sport Consultant
9. Sport Researcher
10. Sport Animateur
11. Sport Marketing Director
12. Sales Manager of Sport Products and Services
13. Sport Instructor
14. Sport Club Manager
15. Fitness Manager or Manager in Fitness Club

Especially on university level there are 2 main ways to educate people for sport management professions; first to get the basic education from "Sport Sciences" and then in the end of the studies specialize on more or less sport management related management, financing, economics etc. or special sport management. The second way has been to start with general management, economics, financing etc. and then specialize in the end on sport management or closely sport management related subjects. The general problem here and in sport management area in general is, that educators and institutions are dealing with more or less conflicting but at least increasing demands coming from public, private and voluntary sectors.

There is too much information for one general "sport manager" to handle and too much to learn. Nowadays students are specialising earlier and earlier and that is also the case in sport management. If we want to develop curricula and create some models, we need information not only from academics in universities but also from the professionals in the

field Curricula in this area are very diverse and that's probably the way it will be also in the future. However the difficult target of this project is try to create recommendations for the core content of sport management studies.

## **2. Standard Occupation (SO)**

As defined in International Standard Classification of Occupations "Standard Occupation" means a set of tasks and duties characterised by a high degree of similarity. Taking into the consideration that sport managers operate in various tasks and in various organisations, Sport Management Research Group (SMRG) defined finally for additional collection of research material 4 relevant and as standard occupations as possible for the sport management area to be better able to define the special and occupation-related future requirements of education. The standard occupations of sport management area are as follows:

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

There is one standard occupation from public sector, two from voluntary sector and one from private sector. These occupations are covered in general AEHESIS Questionnaire 2005.

## **3. Activities (A)**

The main activities related to standard occupations are compromises. They have been defined according to the research and specialist information from 6 different countries (Lithuania, Greece, France, Germany, Norway and Finland). For more detailed data collection the main activities have been divided in detailed competences in Chapter 4. Competences.

### **3.1. 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

### **3.2. Sport Club Manager or Director**

1. Human Resource Management
2. Event Management
3. Marketing Management
4. Problem Solving
5. Financial Management

### **3.3. Manager or Director in National Sport Federation**

1. Human Resource Management
2. Event Management
3. Marketing Management
4. Decision-making
5. Financial Management

### **3.4. Manager in Fitness Club**

1. Human Resource Management
2. Quality Management
3. Marketing Management
4. Organisational Management
5. Financial Management

## **4. Competences (C)**

According to the instructions from AEHESIS Management Group

(<http://www.aehesis.de/HTML/03.htm>), 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. The added research material will be collected from 5-6 European countries by questionnaires targeted to persons in earlier mentioned standard occupations. The method, which will be used when analysing the research findings will be Importance-Performance Matrix (See Chapter 4.5.).

### **4.1. Local Sport Manager or Director in a city or municipality**

#### 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

#### 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

#### 5. Financial Management

Competences: financial management, budgeting, accounting, financial analysis

### **4.2. Sport Club Manager or Director**

#### 1. Human Resource Management

Competences: human relations networks, leadership, personnel management, leadership, communication skills, teamwork, interpersonal skills

## 2. Event Management

Competences: planning, communication skills, teamwork, ability to communicate with experts in other fields, capacity to adapt to new situations, creativity, organisation of sport events, knowledge of changing trends in the society, different sport events, productisation

## 3. Marketing Management

Competences: marketing, service willingness, the significance of sport and physical activity in society, communication skills, knowledge of peoples' needs for physical activity and factors related to it, sponsoring, creativity, information management skills, research skills

## 4. Problem Solving

Competences: Capacity for analysis and synthesis, basic general knowledge, communication skills, decision making skills, interpersonal skills

## 5. Financial Management

Competences: financial management, budgeting, accounting, financial analysis

### **4.3. Manager or Director in National Sport Federation**

#### 1. Human Resource Management

Competences: human relations networks, leadership, personnel management, leadership, communication skills, teamwork, interpersonal skills

#### 2. Event Management

Competences: planning, communication skills, teamwork, ability to communicate with experts in other fields, capacity to adapt to new situations, creativity, organisation of sport events, knowledge of changing trends in the society, different sport events

#### 3. Marketing Management

Competences: marketing, service willingness, the significance of sport and physical activity in society, communication skills, knowledge of peoples' needs for physical activity and factors related to it, sponsoring, creativity, information management skills, research skills

#### 4. Decision-making

Competences: Capacity for analysis and synthesis, basic general knowledge, communication skills, decision making skills, interpersonal skills

#### 5. Financial Management

Competences: financial management, budgeting, accounting, financial analysis

#### **4.4. Manager in Fitness Club**

1. Human Resource Management

Competences: human relations networks, leadership, personnel management, leadership, communication skills, teamwork, interpersonal skills

2. Quality Management

Competences: concern for quality, capacity for analyses and synthesis, ability to work in an interdisciplinary team, ability to communicate with experts in other fields, research skills, creativity, initiative and entrepreneur spirit, outcome and service orientation, service willingness, will to succeed

3. Marketing Management

Competences: marketing, service willingness, the significance of sport and physical activity in society, communication skills, knowledge of peoples' needs for physical activity and factors related to it, sponsoring, creativity, information management skills, research skills, knowledge of changing trends in society

4. Organisational Management

Competences: strategic planning and development, capacity for analysis and synthesis, communication skills, human networks

5. Financial Management

Competences: financial management, budgeting, accounting, financial analysis

#### **4.5. Importance- Performance Matrix**

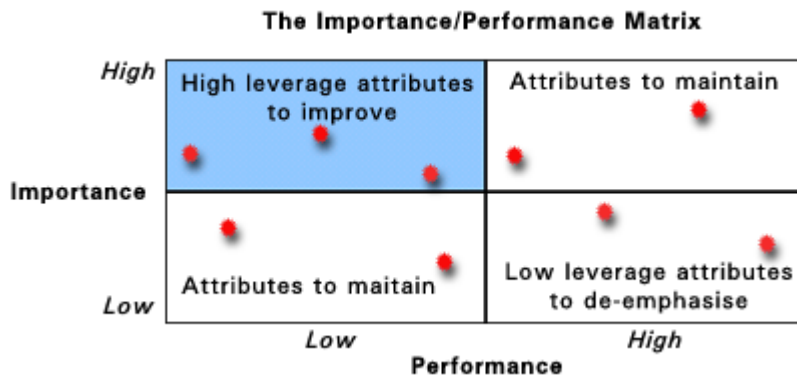
The Importance-Performance Analysis can be used to manage quality improvement of education and to improve field-education connections. This would involve first measuring sport management area competence performance perceptions using a scale that taps whatever pertinent dimensions have been identified for the given context and 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.

The divisions between the four quadrants are determined using the overall mean importance rating and the overall mean performance score of the data obtained in the survey. The method helps to identify aspects, which are important and need improvement.

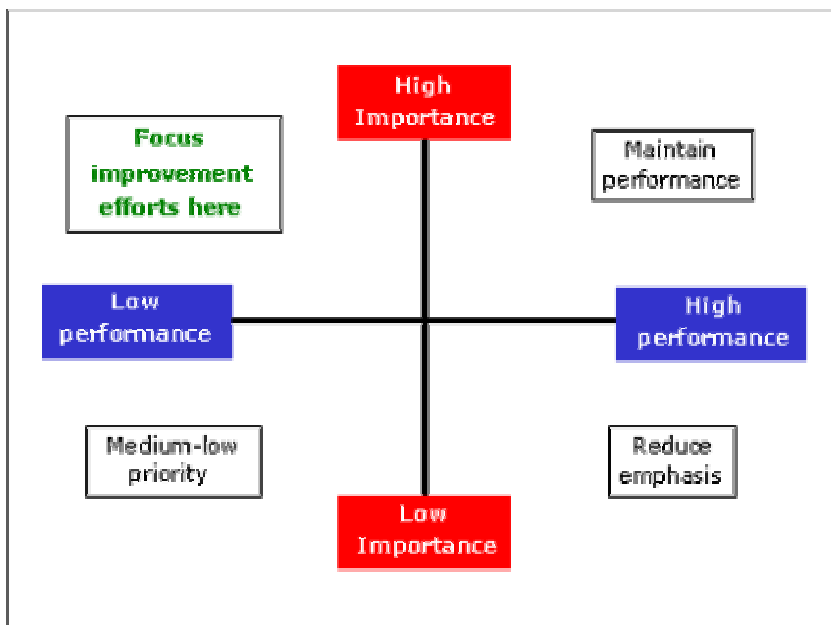
Also the attributes (here competences) not so important in the future but good performance at the moment might be identified so, that fewer resources could be devoted to the development of these competences. By combined measures of importance with the performance scores in the area of sport management competences, we can create a Importance-Performance Matrix which highlights clearly those areas offering greatest leverage to performance improvement – that is, those questions having significant importance on critical outcomes whose performance scores are low. These are the areas that should be the focus of attention, the areas where the return on effort will be the greatest.

Obviously, if competences are seen as having low importance, they are not worth doing. Improvements of importance to the professionals in the area of sport management are often issues that have been seen as problems for some time, but for some reason or other have not been satisfactorily addressed. The fact, that professionals are now saying improvement is needed, provides a strong case for their resolution, even if the solution is hard to find or implement. The benefits of obtaining importance-performance feedback and conducting a gap analysis become clear at the improvement planning stage. Without a clear sense of priorities, it is impossible to select where improvement efforts should be directed, especially if many opportunities for improvement are indicated. In fact, if the gap analysis shows areas of 'over servicing', that is, where performance exceeds expectations, then resources can possibly be redirected to areas that need them more.

Plotting professional feedback on Importance-Performance Matrix, shown below, can help guide improvement work. Those service elements that are seen as of high importance but rate low on service performance should be singled out for improvement.



Source: <http://www.adm.monash.edu.au/cheq/support/matrix.html>



Source: <http://www.johnrobertson.co.nz/higherlevelanalysis/performance-importance-matrix.html>

## 5. Learning Outcomes (LO)

The learning outcomes can be defined as “the set of knowledge, skills and/or competences and individual acquired and/or is able to demonstrate after completion of a learning process”.(Cedefop 2003). They are 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.

## **6. Curriculum Models (CM)**

From the sport management education point of view the final aim of this project is to collect relevant information from different sources for curriculum development, create and build up curriculum models based on the requirements of the field and expertise of professional curriculum developers. One of the targets is also to help universities, institutions and other teaching organisations to find partners with similar interests and future curriculum development plans.

## **7. Feedback on the feasibility of the 6-step-model**

During the last SMRG-meeting we discussed quite a lot about this question in general and pointed out some questions related to this issue; do we have a data collection good enough for this purpose, how much can we in general rely on the expertise of ourselves if we are going to evaluate e.g. the competences in the future, what is a suitable sample size, who are the best experts etc... There must also be a possibility to get and use relevant information from national levels to keep the SMRG motivated and that's why we finally decided to collect some more material from national sources.

## **8. The Composition of the Sport Management Research Group (SMRG)**

Vilma Cingiene and Kari Puronaho (leaders), Berit Skirstad, Georges Costa, Gerard Barreau and Gregor Hovemann (members). Sport Management Research Group (SMRG) will use e-mail and telephone calls and will meet next time in Limeric Forum.

## **9. The Responsibility Assignments**

Vilma Cingiene & Kari Puronaho: AEHESIS/Sport Management –project, Gregor Hovemann: Towards European Sport Management Programs, Berit Skirstad: European Trends Affecting Sport Management - National and European Perspectives, Gerard Barreau: Important Competences in the Area of Sport Management, Kari Puronaho: Performance - Importance Matrix, George Costa: Sport Management Curriculum Development/Fitness Centres

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