

**AEHESIS** Aligning a European Higher Education Structure in Sport Science

## Thematic Network Project Aligning a European Higher Education Structure In Sport Science

### AEHESIS

Third Annual Conference 2006  
Prague / Czech Republic

**AEHESIS** Aligning a European Higher Education Structure in Sport Science

## Networking in European Sport Education

### Sport Management

Gerard Barreau, Vilma Cingiene, George  
Costa, Gregor Hovemann, Kari Puronaho and  
Berit Skirstad

**AEHESIS** **Curriculum Model**

### Bachelor in Sport Management

- A three-year-program
- One hundred and eighty (180) ECTS credits
- Thirty (30) ECTS credits per semester
- Each module/course normally worth six (6) ECTS credits
- The first sixty (60) credits (two semesters) are general education classes
- The next ninety (90) ECTS credits (three semesters) are sport management classes and the last thirty (30) ECTS credits (one semester) someone can specialize (e.g. 4 areas) or go abroad (student exchange programs) and study there 30 ECTS credits

**AEHESIS** **B.Sc. -structure**

Sport management-related motivation

**AEHESIS** **Curriculum Model**

### Master in Sport Management

- A two-year-program
- One hundred and twenty (120) ECTS credits
- Thirty (30) ECTS credits per semester
- Each module/course normally worth six (6) ECTS credits
- Sixty (60) ECTS credits (two semesters) are sport management classes
- The next thirty (30) ECTS credits (one semester) someone can specialize (e.g. 4 areas) or go abroad.
- During the last semester all students have Master Thesis (30 ECTS credits).

**AEHESIS** **M.Sc. -structure**

Sport management-related motivation

**AEHESIS Introduction**

- 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

**AEHESIS Introduction**

- 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

**AEHESIS Introduction**

**Our target was**

- Well justified
- Based on more research material than normally
- Based on not only academics' but also employers' expertise
- Better reasoning than normally

**AEHESIS** Aligning a European Higher Education Structure in Sport Science

## Model Curricula & Principles of Best Practice Curriculum Models

### Sport Management

Gerard Barreau, Vilma Cingiene, George Costa, Gregor Hovemann, Kari Puronaho and Berit Skirstad

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**Sport Management Research Group**

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### Six-Step-Model (Gilles Klein)

<b>Step I</b>	<b>Professional Area</b> Action: The first task will be to define in one sentence the area.
<b>Step II</b>	<b>Standard Occupations</b> Action: To define in one generic sentence the 3 major occupations.
<b>Step III</b>	<b>Activities</b> Action: To define the 4/5 main activities for three of these occupations.
<b>Step IV</b>	<b>Competences</b> Action: To define corresponding competences for each activity listed in step 3.
<b>Step V</b>	<b>Learning Outcomes</b> Action: To specify learning outcomes students will have to be integrated at the end of the program related to the agreed competences for the 3 relevant occupations.
<b>Step VI</b>	<b>Curriculum Models</b> For one occupation, the last step will be to produce a curriculum model.

**AEHESIS** Introduction

**Sport Management**  
 "A field concerned with the coordination of limited human and material resources, relevant technologies, and situational contingencies for the efficient production and exchange of sport services" (Chelladurai, 1994:15)


**Sport manager**  
 "A person, who coordinates limited human and material resources, relevant technologies, and situational contingencies for the efficient production and exchange of sport services"

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**AEHESIS** Introduction

**Aims for Sport Management**

- Know the institutional structures in sport, knowledge on volunteers, boards, members of sport organizations, media, the sport law, public institutions dealing with sport, sponsors and other organizations and be able to place this into a social context.
- To have knowledge and skills to work out and implement sport politics, prepare about financial and sponsor aid, make short and long term as well as strategic plans, make budgets and run the economy, seek advice by members, owners and managers.
- To be able to coordinate activities, services, facilities and events
- To have sound understanding of the scientific prerequisites for human movement and coaching in sport which they mostly acquire the first year of study in sport.

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**AEHESIS** Brief history


**There are 2 main ways to educate people for sport management professions;**

- The first way is 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

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**AEHESIS** Brief history

- 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 and combination of up-to-date situation and future requirements to analyse the core competences as well as special competences required in sport management area


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**AEHESIS** **4. Competences**  
 Action: To define corresponding competences for each activity listed in step 3

**Ability to apply knowledge, know-how and skills in a habitual and/or changing work situation**

SMRG adapted and used the "Tuning Methodology" when defining and evaluating

1. the core and specific competences in the field at the moment and
2. competences required in the area of sport management in the future

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**AEHESIS** **4. Competences**  
 Action: To define corresponding competences for each activity listed in step 3

- The added research material has been collected from Finland, France, Germany, Greece, Lithuania and Norway by questionnaires targeted to persons (120 altogether) in earlier mentioned standard occupations
- SMRG used 60 different competences and combination of up-to-date situation and future requirements to analyse the core competences as well as special competences required in sport management area
- The method, which was used when analysing the research findings was Importance-Performance Matrix

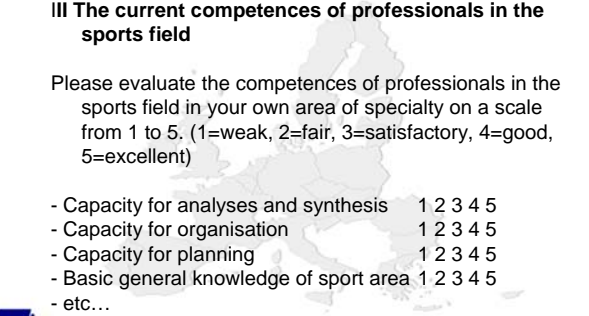
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## AEHESIS Questionnaire

### III The current competences of professionals in the sports field

Please evaluate the competences of professionals in the sports field in your own area of specialty on a scale from 1 to 5. (1=weak, 2=fair, 3=satisfactory, 4=good, 5=excellent)

- Capacity for analyses and synthesis 1 2 3 4 5
- Capacity for organisation 1 2 3 4 5
- Capacity for planning 1 2 3 4 5
- Basic general knowledge of sport area 1 2 3 4 5
- etc...




## AEHESIS Questionnaire

### III The competences of professionals in the sports field in the future

Evaluate the competences of professionals in the sports field concerning your own area of specialty on a scale from 1 to 5. (1=not at all important, 2=not really important, 3=quite important, 4=important, 5=very important)

- Service orientation 1 2 3 4 5
- Cooperation across 1 2 3 4 5
- Strategic planning 1 2 3 4 5
- Financial management 1 2 3 4 5
- etc...

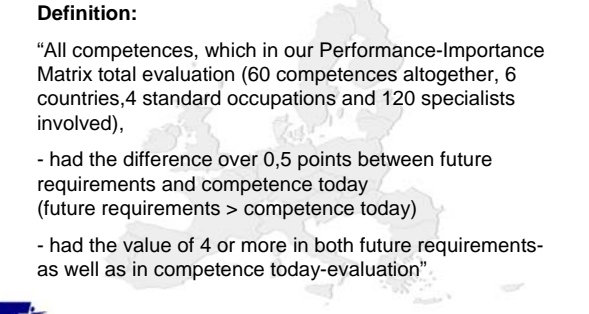
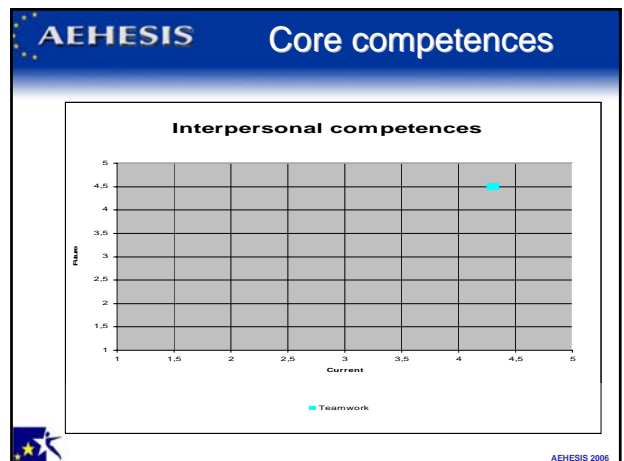
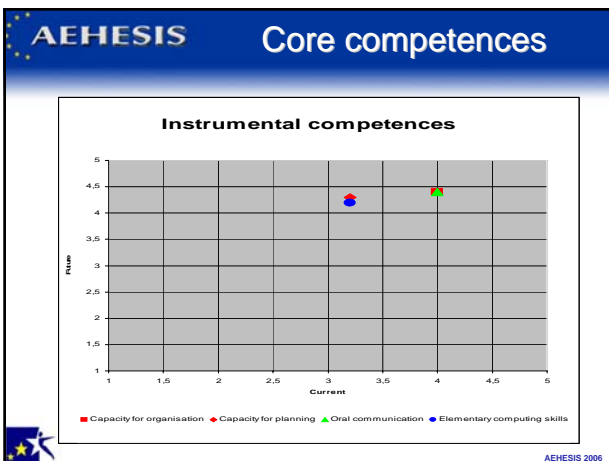
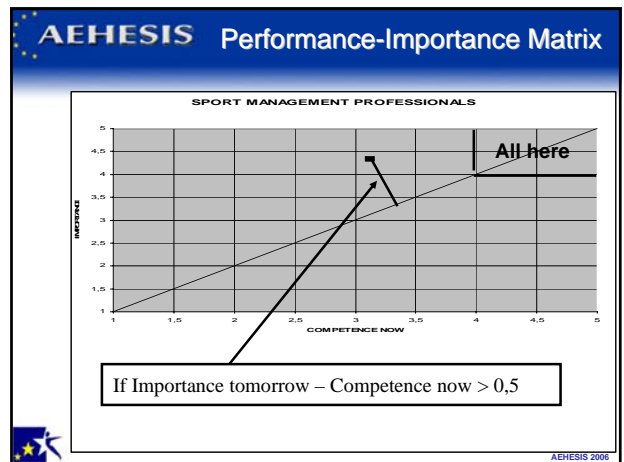


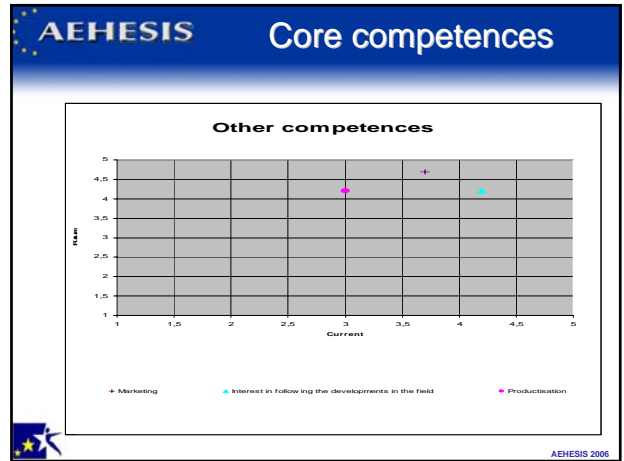
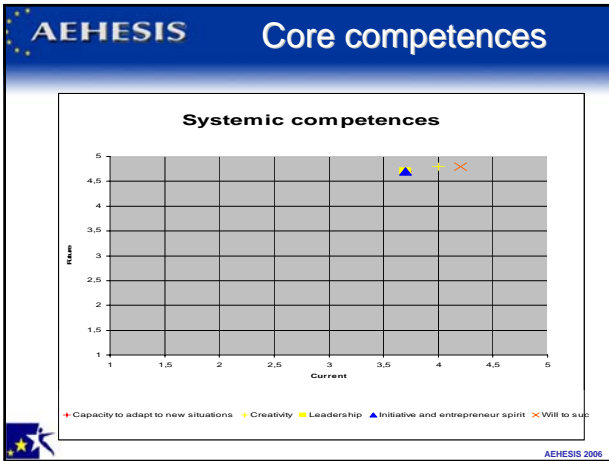
## AEHESIS Core competences

**Definition:**

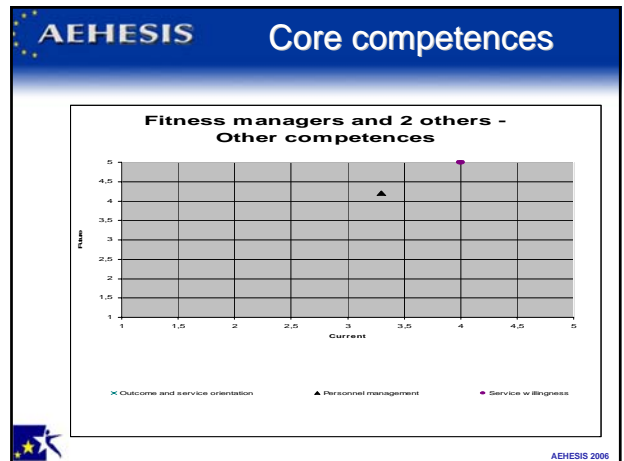
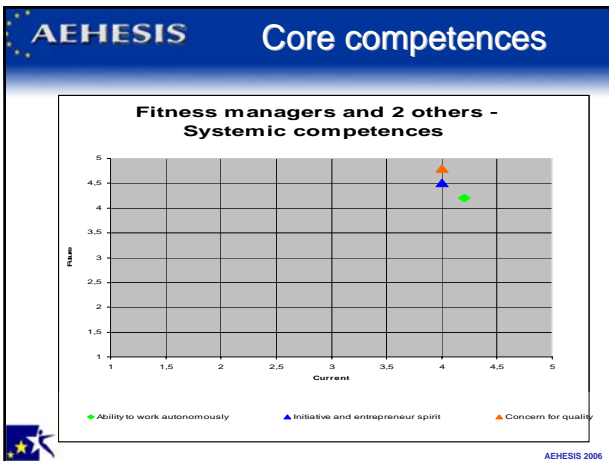
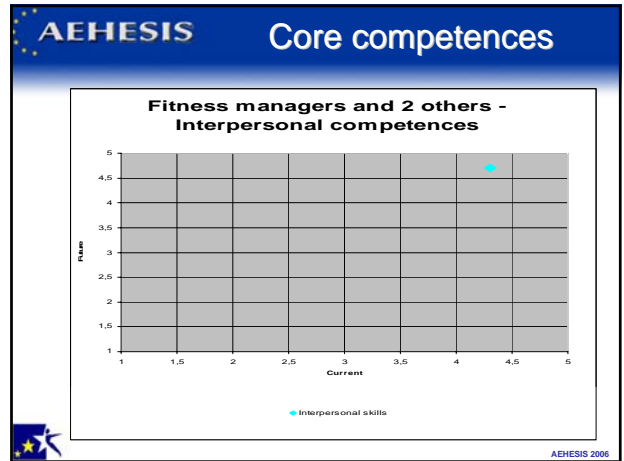
“All competences, which in our Performance-Importance Matrix total evaluation (60 competences altogether, 6 countries, 4 standard occupations and 120 specialists involved),

- had the difference over 0,5 points between future requirements and competence today (future requirements > competence today)
- had the value of 4 or more in both future requirements- as well as in competence today-evaluation”



- ### AEHESIS 4. Competences
- Action: To define corresponding competences for each activity listed in step 3
- #### Core Competences (all 4 areas)
- Will to succeed (Motivation)
  - Leadership
  - Capacity for planning and organising
  - Marketing (commercialisation)
  - Capacity to adapt to new situations (Internationalisation)
  - Creativity (Demand, commercialisation)
  - Productisation (commercialisation)
  - Teamwork
  - Oral communication
  - Computing skills
  - Interest in following the developments in the field (life-long-learning)
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**AEHESIS** 4. Competences Action: To define corresponding competences for each activity listed in step 3

**Core Competences (fitness managers + 2 others)**

- Custom service
- **Concern for quality**
- Initiative and entrepreneur spirit
- Decision making skills
- **Interpersonal skills**
- Personnel management
- Ability to work autonomously



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**AEHESIS** 4. Competences Action: To define corresponding competences for each activity listed in step 3

**Core Competences (not fitness managers)**

- Strategic planning and management
- Project design and management
- Financial management
- Language skills
- Ability to work in an international context
- Research skills
- Problem solving skills
- Capacity for analyses and synthesis
- Information management skills
- Written communication
- Capacity for applying knowledge in practice




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**CORE COMPETENCES +**

<b>Fitness managers</b>	<b>Other managers</b>
<ul style="list-style-type: none"> <li>• SQ</li> <li>• Custom service</li> <li>• HRM</li> <li>• Oral communication</li> <li>• Interpersonal skills</li> <li>• Creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Project design and mgt</li> <li>• Strategic planning and mgt</li> <li>• Financial mgt</li> <li>• Research-analysis-problem-solving</li> <li>• Information mgt</li> <li>• Language skills</li> </ul>



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**AEHESIS** **Top-9**

**Sport Club Manager**

- Will to succeed
- Capacity to adapt to new situations
- Interpersonal skills
- Marketing
- Leadership
- Initiative and entrepreneur spirit
- Teamwork
- Creativity
- Decision making skills



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**AEHESIS** „No future-3“

**Sport Club Manager (< 3,5)**

- Sport tourism
- Adapted physical education
- Freetime activities and problems

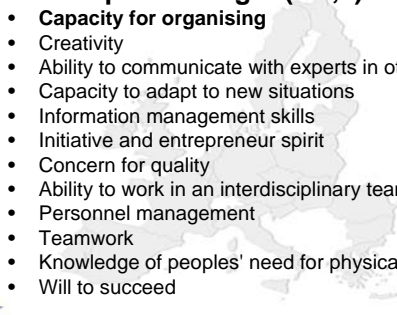


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**AEHESIS** **Top-12**

**Local Sport Manager (< 4,5)**

- Capacity for organising
- Creativity
- Ability to communicate with experts in other fields
- Capacity to adapt to new situations
- Information management skills
- Initiative and entrepreneur spirit
- Concern for quality
- Ability to work in an interdisciplinary team
- Personnel management
- Teamwork
- Knowledge of peoples' need for physical activity
- Will to succeed



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**AEHESIS** „No future-0“

**Local Sport Manager (< 3,5)**

- No competences



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**AEHESIS** Top-14

**Manager in NSF (> 4,5)**

- Capacity for analyses and synthesis
- Capacity for planning
- Marketing, sponsoring
- Leadership
- Decision making skills
- Information management skills
- Oral communication
- Capacity for organising
- Strategic planning and management
- Capacity for applying knowledge in practice
- Capacity to adapt to new situations
- Creativity
- Will to succeed



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**AEHESIS** „No future-4“

**Manager in NSF (< 3,5)**

- Environmental control
- Physical education teaching methods
- Adapted physical education
- Personal sporting skills



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**AEHESIS** Top-12

**Manager in Fitness Club (> 4,5)**

- Custom service (5!!!)
- Concern for quality
- Oral communication
- Creativity
- Will to succeed
- Interpersonal skills
- Capacity for planning
- Leadership
- Decision making skills
- Initiative and entrepreneur spirit
- Capacity to adapt to new situations
- Teamwork




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**AEHESIS** „No future-7“

**Manager in Fitness Club (< 3,5)**

- Sport infrastructure construction
- Environmental control
- Knowledge of welfare politics
- Personal sporting skills
- Adapted physical education
- Physical education teaching methods
- Freetime activities and problems

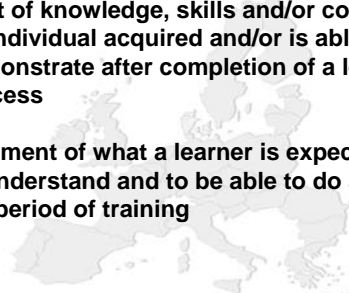


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**AEHESIS** 5. Learning Outcomes  
Action: To specify learning outcomes students will have to be integrated at the end of the program related to the agreed competences for relevant occupations

**The set of knowledge, skills and/or competences an individual acquired and/or is able to demonstrate after completion of a learning process**

**A statement of what a learner is expected to know, to understand and to be able to do at the end of the period of training**




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**AEHESIS Learning Outcomes**


**Bachelor versus Master**

- The employee training level expected is above all related to the size and the economic and financial importance of the sport organisation (employer). For example a small local club would need a bachelor's degree, whereas a large sport federation would need a master's degree
- Another distinction can be made: a master's degree can be justified by the level of specialization required. For example the manager of a local sport department could have a master's degree just like the manager of a large sport facility (nautical centre, stadium...)

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**AEHESIS Learning Outcomes**


- For students the learning outcomes must be informative about the job
- For employers the learning outcomes must be clear and useful to help them to recruit employees
- For the programme training director and teachers the learning outcomes must be useful to define contents and programs easily, to distribute and balance easily credits (ECTS) for each content and programme, to choose the best learning method, to choose the best assessment method and to organise the prior learning recognition.

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**AEHESIS Learning Outcomes**

Learning outcomes must be described and written as a set of vocational competences and expressed in terms of vocational competences. Each line of learning outcomes can begin with: To be able to ...


- To be able to know and understand (theoretical knowledge of an academic field)
- To be able to act... (practical and operational application of knowledge to certain situations)
- To be able to be... (values as an integral element of the way of perceiving and living with others and in a social context)

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**AEHESIS 5. GENERAL LEARNING OUTCOMES**

**Sport manager (Bachelor's degree) is able to:**

- analyse and to understand the situation of a sport organisation
- define programmes, projects, events and actions
- coordinate and use the different resources to implement programmes projects events and actions
- analyse results, report to the principal and... back to the begin

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**AEHESIS 5. GENERAL LEARNING OUTCOMES**


**Sport manager (Master's degree) is able to:**

Analyse and understand, the strengths, the weakness, the constraints and the opportunities and improve the situation of the sport organisation

- Micro level: internal situation
- Meso level: network and partnership
- Macro level: political, social, economic environment

Define strategies, policies and projects

- To set objectives
- To give the way to follow
- To plan programmes and actions

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**AEHESIS 5. GENERAL LEARNING OUTCOMES**


**Sport manager (Master's degree) is able to:**

Communicate, promote and sell programs, projects, products and events of the sport organisation

Find, coordinate and use efficiently the different resources to implement strategies, programs, projects and actions

- Organisational, human, financial and material resources


Analyse results, report to the principal, the sponsors or stakeholders, and... back to the begin

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**AEHESIS** 5. SPECIFIC LEARNING OURCOMES

**Local Sport Manager or Director in a small city or municipality (bachelor's degree) is able to:**

- prove the "sport manager's generic competences" (bachelor's level)
- plan the use of community sport facilities, and control their good and safety conditions
- take into account the needs of local sport clubs, schools and other users
- work with the other actors of local sport and to coordinate them
- organise or to help sport clubs to organise local sport events

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**AEHESIS** 5. SPECIFIC LEARNING OURCOMES

**Local Sport Manager or Director in a city or municipality (master's degree) is able to:**

- prove the "sport manager's generic competences" (master's level)
- plan the use of community sport facilities, and control their good and safety conditions
- take into account the needs of local sport clubs, schools and other users
- manage the local sport department staff
- organise local sport events

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**AEHESIS** 5. SPECIFIC LEARNING OURCOMES

**Sport Club Manager (bachelor's degree) is able to:**


- prove the "sport manager's generic competences" (bachelor's degree)
- run the club and set up the meetings of executive authority (general assembly, executive committee, board)
- coordinate the technical (coaches) and administrative staff
- welcome and give information to the customers (sportsmen)
- organise sport events and social events
- organise or take in charge sport activities

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**AEHESIS** 5. SPECIFIC LEARNING OURCOMES

**Sport Club Manager (master's degree) is able to:**

- prove the "sport manager's generic competences" (master's degree)
- run an important or a professional club
- set up the meetings of executive authority (general assembly, executive committee, board)
- lead the technical (coaches) and administrative staff
- set up a marketing and a communication programme for the customers (sportsmen )
- organise and take in charge, sport activities and sport competitions and events

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**AEHESIS** 5. SPECIFIC LEARNING OURCOMES

**Manager in Fitness Club (bachelor's degree) is able to:**


- prove the "sport manager's generic competences" (bachelor's degree)
- run the fitness club
- coordinate the technical (coaches) and administrative staff
- welcome and give information to the customers
- organise or to take in charge sport activities
- organise sport events and social events

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**AEHESIS** 5. SPECIFIC LEARNING OURCOMES

**Manager in Fitness Club (master's degree) is able to:**

- prove the "sport manager's generic competences" (master's degree)
- run an important fitness club or a group of several fitness clubs
- lead the technical and administrative staff
- set up a marketing and a communication programme for the customers
- welcome and give information to the customers
- control the safety condition of sport facilities and equipment
- organise and take in charge, sport activities sport or social events

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**AEHESIS** 5. SPECIFIC LEARNING OURCOMES

**Manager in National Sport Federation (bachelor's degree) is able to:**

- prove the "sport manager's generic competences" (bachelor's degree)
- contribute to the good organisation of national and small international sport events
- contribute to the training programme for coaches and referees
- take in charge a project or a department of the sport federation



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**AEHESIS** 5. SPECIFIC LEARNING OURCOMES

**Manager in National Sport Federation (master's degree) is able to:**

- prove the "sport manager's generic competences" (master's degree)
- check the good organisation of national and international sport events
- set up the training programme for coaches and referees
- set up the meetings of executive authority (general assembly, executive committee, board)
- run the federation and lead permanent staff



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**AEHESIS** 6. Curriculum Model  
For one occupation, the last step will be to produce a curriculum model

**A set of actions followed when setting up a training course: it includes defining training goals, methods (including assessment) and material, as well as arrangements for training teachers and trainers**



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**AEHESIS** Sport Management Curriculum


**General Principles**

**Bachelor in Sport Management**

- 120 ECTS credits out of 180 ECTS credits must be sport management studies or closely sport management related studies/subjects

**Master in Sport Management**

- Bachelor in Sport Management or equivalent studies or other studies with bridge studies
- 120 ECTS credits sport management studies

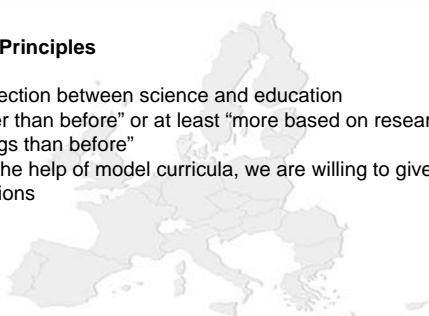


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**AEHESIS** Curriculum Model

**General Principles**

1. Connection between science and education
2. "Better than before" or at least "more based on research findings than before"
3. With the help of model curricula, we are willing to give directions




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**AEHESIS** Curriculum Model

**General Principles**

4. Directions are on line with the data we've collected
5. The data has been collected from sport managers in
  - sport clubs,
  - local sport organisations,
  - national sport federations and
  - fitness clubs




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**AEHESIS Curriculum Model**

**General Principles**

6. Outcome – job market; must correspond each other
7. Employability (consultation process with the stakeholders)
8. Staff involvement in overall planning
9. Up-to-dateness of the content (latest research findings from the field)
10. International elements
11. Individualisation of curricula

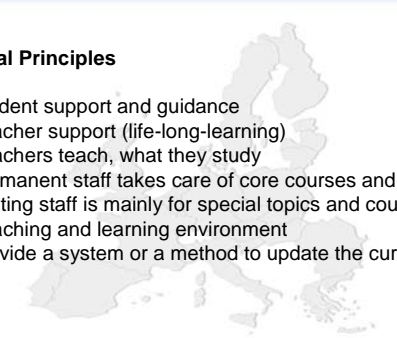


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**AEHESIS Curriculum Model**

**General Principles**

12. Student support and guidance
13. Teacher support (life-long-learning)
14. Teachers teach, what they study
15. Permanent staff takes care of core courses and modules
16. Visiting staff is mainly for special topics and courses
17. Teaching and learning environment
18. Provide a system or a method to update the curriculum




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**AEHESIS Curriculum Model**

**Programme Design**

- Horizontal flexibility (variety of courses available – increasing variety through the process)
- Vertical flexibility (possibility for life-long-learning)
- Semesters for core courses/modules/content
- Semesters for student exchange abroad and optional courses in home institutions
- 30 credits must be available and gained during the period abroad – those credits must be fully accepted in home institutions

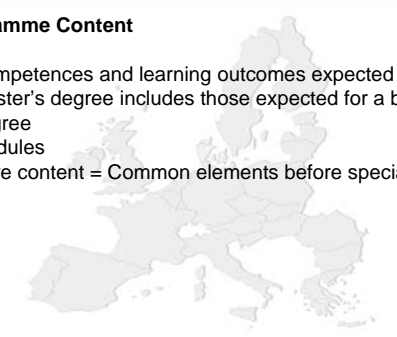


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**AEHESIS Curriculum Model**

**Programme Content**

- Competences and learning outcomes expected for a master's degree includes those expected for a bachelor's degree
- Modules
- Core content = Common elements before specialisation

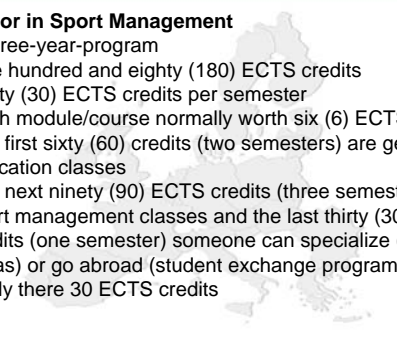


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**AEHESIS Curriculum Model**

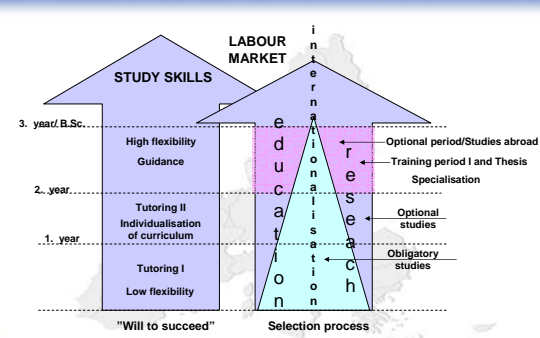
**Bachelor in Sport Management**

- A three-year-program
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- Each module/course normally worth six (6) ECTS credits
- The first sixty (60) credits (two semesters) are general education classes
- The next ninety (90) ECTS credits (three semesters) are sport management classes and the last thirty (30) ECTS credits (one semester) someone can specialize (e.g. 4 areas) or go abroad (student exchange programs) and study there 30 ECTS credits



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**AEHESIS B.Sc. -structure**



**STUDY SKILLS**

**LABOUR MARKET**

3. year/ B.Sc. High flexibility Guidance Training period I and Thesis Optional period/Studies abroad Specialisation

2. year Tutoring II Individualisation of curriculum Tutoring I Optional studies

1. year Tutoring I Low flexibility Obligatory studies

"Will to succeed" Selection process

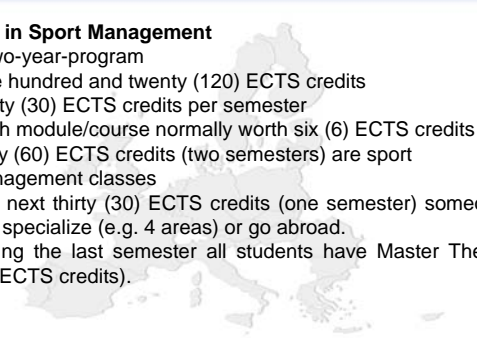
**Sport management-related motivation**

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## AEHESIS Curriculum Model

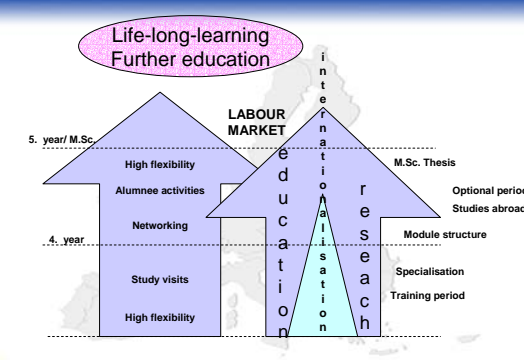
### Master in Sport Management

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- The next thirty (30) ECTS credits (one semester) someone can specialize (e.g. 4 areas) or go abroad.
- During the last semester all students have Master Thesis (30 ECTS credits).



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## AEHESIS M.Sc. -structure



Life-long-learning  
Further education

LABOUR MARKET

5. year/ M.Sc.

High flexibility

Alumnee activities

Networking

Study visits

High flexibility

M.Sc. Thesis

Optional period/  
Studies abroad

Module structure

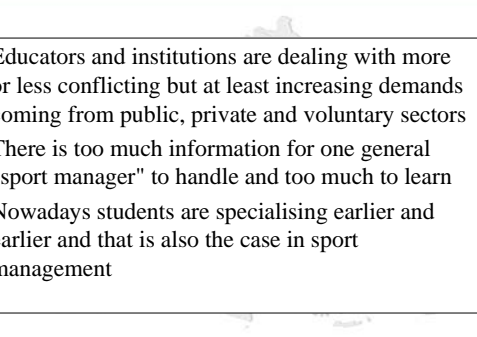
Specialisation  
Training period

Sport management-related motivation

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## AEHESIS In the end

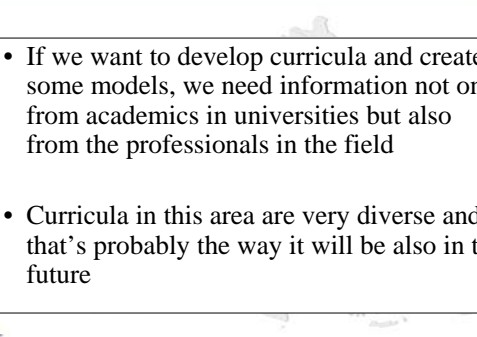
- Educators and institutions are dealing with more or less conflicting but at least increasing demands coming from public, private and voluntary sectors
- There is too much information for one general "sport manager" to handle and too much to learn
- Nowadays students are specialising earlier and earlier and that is also the case in sport management



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## AEHESIS In the end

- 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

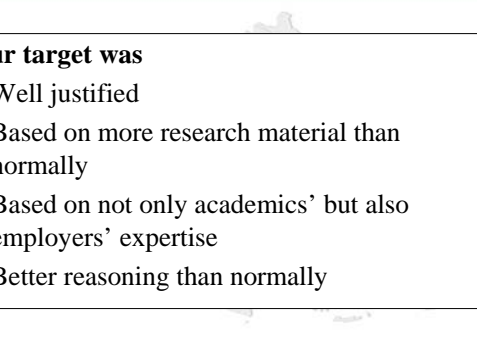


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## AEHESIS In the end

### Our target was

- Well justified
- Based on more research material than normally
- Based on not only academics' but also employers' expertise
- Better reasoning than normally



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## AEHESIS Evaluation

### Sport Management

- Process
- Model curricula

### Internal Evaluators


- AEHESIS Project management group
- AEHESIS Research group leaders
- SMRG

### External evaluators

- Berend Rubingh & Hans Westerbeek
- 14<sup>th</sup> EASM Congress participants

### Real Evaluators

Students, teachers and employers – end-users



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**AEHESIS** Aligning a European Higher Education Structure in Sport Science

## Model Curricula & Principles of Best Practice Curriculum Models – Future perspectives

### Sport Management

Gerard Barreau, Vilma Cingiene, George Costa, Gregor Hovemann, Kari Purohaho and Berit Skirstad




**AEHESIS** **Trends and Future**

### Commercialization

- Competition gets harder
- New working habits and rules
- Economic growth for service providers
- New competencies required
- More professionalism required
- More entrepreneurial spirit required >>>

Research: "Will to succeed", creativity, productisation, initiative and entrepreneur spirit



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**AEHESIS** **Trends and Future**

### Commercialization

- Importance of professional marketing
- More marketing research
- Privatisation of sport services
- More sport-related jobs
- Higher quality requirements
- Effect on voluntarism is problematic
- More discussion about moral and ethics >>>

Research: Marketing, concern for quality, custom service



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**AEHESIS** **Trends and Future**

### Internationalisation

- No big effects (+/- possible)
- International market chains > lower prices?
- Bigger markets and broader opportunities for profit generation
- Loose of control
- Language requirements >>>

Research: Language skills, capacity to adapt to new situations, financial management



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**AEHESIS** **Trends and Future**

### Internationalisation

- Possibility to learn from others
- Larger projects, more cooperation
- Time-consuming work
- Federations; no big effects, international already
- International instead of national? >>>

Research: Ability to work in an international context, strategic planning, interpersonal skills



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**AEHESIS** **Trends and Future**

### Internationalisation

- Mobility of labour
- International supply of new trends, products and services
- International education, projects and processes
- "more talk than real activities" >>>

Research: Interest in following the developments in the field, ability to work in an international context



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**AEHESIS Trends and Future**

**Information technology**

- Internet; bigger and faster access for several people
- Analysis of customer-related data
- More demands from users
- New marketing practices >>>

Research: Capacity for analysis and synthesis, research skills, Information management skills, computing skills




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**AEHESIS Trends and Future**

**Information technology**

- More effective distribution
- Less meetings and travelling
- Less to do, but also less time available
- More problems will be solved outside the central organisation >>>

Research: Marketing, problem solving skills, ability to work autonomously




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**AEHESIS Trends and Future**

**Gender equality**

- Slow increase and development >>>

Research: Strategic planning and management, personnel management




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**AEHESIS Trends and Future**

**Growing areas**

- Commercial area; marketing, accounting, finance, law, consultation
- Management, HRM
- Completely new (private?/university?) sport management related programs
- Health-related areas ("personal trainers")




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**AEHESIS Trends and Future**

**New professions**

- Need for several competences
- "Health-related professions", "health coaches"
- Sport sciences professions (in the sport federations!)
- Project managers, media consultants
- IT-specialists, "networkers"




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**AEHESIS Trends and Future**

**Disappearing professions**

- Mainly from public sector
- Mainly from rural areas
- Instead of disappearance, work descriptions will change




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**AEHESIS Trends and Future**

**Competition**

- Getting harder with persons coming from other areas like commercial and financial sector, tourism, adventure and programme services as well as from communication, IT or media area




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**AEHESIS Trends and Future**

**Partners**

- Local authorities, other federations /associations, ministries, district organisations
- Health area
- Media
- Sponsors, equipment providers
- Private companies >>>



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