

Session: **Workshop: Improving university teaching in sport management I.**
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Professional competencies in university sport management graduates

P. Love¹, D. Kluka²

¹*Grambling State University, Kinesiology Sport and Leisure Studies, Ruston Louisiana, USA*

²*Barry University, Sport and Exercise Sciences, Miami Shores Florida, USA*

drloveclass@yahoo.com

Aim: As globalization becomes an increasingly potent force in the business world, imperatives of global competition and growth also become imbedded in societal fabric. At the core is the need to do more effectively and efficiently, and become more "professional" in theory and practice. In sport management, this has also become the case (Stier, 2003). This presentation will provide discussion of globalization, its effects on professional preparation programs in sport management as well as make a case for international standards in and accreditation of sport management degree program curricula as in other disciplines (e.g., business and accounting) for future professionals to compete and grow globally. COSMA (Commission on Sport Management Accreditation) Standards will be presented as a model for discussion. Instructional design based upon experiential and service learning and outcomes-based assessment will also be included. **Content:** There has been increasing discussion about professional preparation appropriate for those who graduate from universities that grant degrees in sport management. These discussions have been occurring at professional meetings in the United States, Canada, Venezuela, Portugal, and Australia (Kluka, 2010). COSMA Standards have been established to provide a model to guide the professionalization process. Several competencies have been identified: critical thinking; communication; teamwork; change management. Kerr (2003) found the following to be additional competencies when field-based professionals were surveyed: communication skills and making decisions; organizing or managing time; developing long- and short-term goals; computer skills; and hiring and supervising staff or personnel. Additionally, excellence in sport management education (COSMA, 2008) has been found to display: a strategic plan in touch with realities of sport management education and the marketplace; a developed outcomes assessment process that promotes continuous improvement in the programs and operations; student personal and professional well-educated, ethical competent sport management professional development; operation in an environment that encourages and promulgates innovation and creativity in sport management education; meaningful and effective linkages between classroom and practitioners in the sport management community, thereby providing assurance of relevancy and currency in the academic programs; faculty in the program who model ethical character and integrate ethical viewpoints and principles in their teaching; faculty who are effective teachers current in their fields and active in their professional contributions to their institution and discipline; a mix of academic and professional credentials of the sport management faculty worthy of the respect of the academic and sport marketplace communities; the curricula reflect the mission of the institution and its academic unit and are consistent with current, acceptable practices and principles of professionals in the academic and sport marketplace communities; content of course delivery in a manner that is appropriate, effective and stimulates learning; the role of practical and experiential learning as a relevant component of sport management curricula; and institution's organizational structure support of excellence in

sport management education. **Educational issues, experiences:** Numerous sport management degree programs have moved toward practical and operational investment approaches to curriculum content, while others have proceeded in a more academic and theoretically-based approach to content. An outcomes-based approach to learning will be featured as well as service learning as preferred methods of instruction for adult learners (Kerr, 2003). This presentation will provide specific strategies through which sport management educators can structure coursework to meet COSMA standards and facilitate the development of future generations for employment in the global sport management marketplace. **References:** COSMA principles manual. (2008). Retrieved on April 1, 2010 from <http://www.cosmaweb.org/>; COSMA accreditation process manual. (2008). Retrieved on April 1, 2010 from <http://www.cosmaweb.org/>; COSMA accreditation guideline manual. (2009). Retrieved on April 1, 2010 from <http://www.cosmaweb.org/>; Kerr, M. D. (2003). Implementation of a sport management major within undergraduate exercise and sport science departments. Retrieved on April 1, 2010 from <http://www.thesportjournal.org/>. Kluka, D. Personal interview, March 1, 2010. Siter, W. (2003). *Perspectives: the business of sport*. Berlin: ICSSPE/Hoffman Verlag.