

New Age of Sport Management Education in Europe

Convenors: Jens Peter Sørensen and Kari Puronaho

New Age of Sport Management Education in Europe Project. Results from Spain

Gallardo, Leonor¹; García-Unanue, Jorge²; Sánchez-Sánchez, Javier²; Cabello, David³; Colino, Enrique¹; León-Jiménez, Manuel¹ and Felipe, José Luis²

1: Universidad de Castilla-La Mancha, IGOID Research Group, Spain; 2: Universidad Europea de Madrid, Faculty of Sport Sciences, Spain; 3: University of Granada, Department of Physical Education and Sport, Spain
joseluis.felipe@universidadeuropea.es

Aim

This study is part of the European Project named New Age of Sport Management Education in Europe (NASME). The main objective of NASME is to develop and adapt a labor-market-driven Sport Management curriculum, designed to reduce the gap between sport education institutions and the demands of the labor market. Within this context, the objective of the present study as part of the Project is to know the current and future situation of the labor market in the field of sports management in Spain, relating it to the competencies necessary for its current and future development.

Theoretical Background

Demands of the labour market of sports management are increasingly demanding and professional. However, high education programs in this area are not clearly defined in Spain, being very difficult to define a competence profile of the sports manager (Gallardo, García-Tascón, Burillo, & Salinero, 2008). Only two universities have specific studies of Sports Management, while the rest of training available comes from heterogeneous degrees of Sports Science with different loads of Sports Management subjects (from 24 to 90 ECTS) or general business education and master's programs in Sports Management (Spanish Ministry of Education, Culture and Sports, 2018). In comparison, other countries such as Germany have 27 bachelor's degrees in Sports Management/Economics.

Methods

Since this research is part of the NASME project, it uses the same instruments and methodology. Specifically, the study is in line with Data Collection II. In this phase of the project an ad-hoc questionnaire was designed, which was reviewed and validated in several rounds by experts belonging to each of the 9 universities and countries that make up the consortium. The final instrument was a questionnaire with 5 sociodemographic questions, 17 open questions on current and future expectations, and finally an IPA (Importance-Performance Analysis) scale to compare a selection of 72 current competences and their importance in the future using a Likert scale of 1 to 5 (Organizational skills, Research skills or Teamwork, among others).

A total of 62 sports managers answered the questionnaire, belonging to sports clubs, sports federations, municipal sports services or private consultancies. The questionnaire was

developed with the Webropol 2.0 tool (Finland, Helsinki), using its text mining tool for the analysis of open questions. The IPA scale was analysed with SPSS 20.0 (SPSS Inc, Chicago, IL, USA) through pairwise non-parametric comparisons between current competences assessment and its future importance. Effect size was calculated to identify the magnitude of changes (ES; Cohen's d). The ES was evaluated following the next criteria: 0 to 0.2 = trivial, 0.2 to 0.5 = small, 0.5 to 0.8 = moderate, and >0.8 = large (Cohen, 1992). The level of significance was established at $p < 0.05$. It can be seen how the effect size indicates that the magnitude of the differences is large in all cases.

Results and Discussion

Analysing and counting of the most repeated words (grounded) in the open questions revealed that the words technology and connectivity are the most recognized as areas of development within Sports Management. In the same way, comparisons between current assessment and future importance of each competence strongly support this finding. Competencies requiring the greatest development are "Knowledge of a second language" (+1.3; $p < 0.001$; ES: 2.27), "Ability to utilize big data" (+1.12; $p < 0.001$; ES: 1.01), "Digital marketing" (+1.09; $p < 0.001$; ES: 1.24), "Data management Skills" (+0.89; $p < 0.001$; ES: 1.16), "Use of social media" (+0.85, $p < 0.001$; ES: 1.07), "Use of virtual media platforms" (+0.83, $p < 0.001$; ES: 1.06) and "Ability to make conclusions from research data" (+0.74, $p < 0.001$; ES: 0.91).

Conclusions

The competencies and skills of the sports managers demanded by the sector have changed in the last 30 years. Martens (1987) pointed out that the most appropriate skills for a sports manager were imagery, psychic energy management, stress management, self-confidence, goal-setting, and attentional skills. Currently, the skills have been transformed due to social and business changes that society has undergone, evolving towards most specific skills and competences aimed at increasing productivity and mastering specific jobs. According to the results of the data collection in Spain for the NASME project, a change of mentality is needed on the competences that must be developed in these subjects, reducing importance of classic management competences and strengthening other skills related to analytics and technological development and connectivity in sports industry.

References

- Cohen, J. (1992). Quantitative methods in psychology: A power primer. *Psychological Bulletin*, 112(1), 155–159.
- Gallardo, L., García-Tascón, M., Burillo, P., & Salinero, J. J. (2009). Differences of needs and problematics between managers in public and private sports organisations in Spain. Paper presented at the The 16th EASM Conference, Heidelberg.
- Martens, R. (1987). *Coaches guide to sport psychology: A publication for the American Coaching Effectiveness Program: Level 2 sport science curriculum*. Human Kinetics Book: Champaign, IL.
- Martilla, J.A., & James, J.C. (1977). Importance-Performance Analysis. *Journal of Marketing*, 41, 77-79.
- Spanish Ministry of Education, Culture and Sports (2018). What to study and where in the university. <https://www.educacion.gob.es/notasdecorte/compBdDo>