

How can the future market demand of personal competences be implemented in the Sport Management education?

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Introduction

Sports in Denmark is a very young business and labor market area. The history is only four decades. So, we are dealing with a labor market without many business traditions but a legacy from the days of amateur sport. The focus will be on the personal competences since most of the business of sport is based on this. The relevance of the topics investigated in the Erasmus+ project *New Age of Sport Management Education in Europe (NASME)* is the missing link between the education and business in Denmark. The unemployment rate is significantly higher than most areas.

How do we change the curriculum, so we educate to relevant jobs in the business?

In the Danish education tradition, the learning skills have been the new trend since the start of the century. The bottom line is that the candidates must be able to transform *knowledge to practice*. This has been a large challenge to transform teaching into learning. The *AEHESIS analyses* (Petry et al, 2006), established the fundamental for the sport management education in Denmark after 2009. In the last ten years the business area has changed significantly. All stakeholders in the business must reformulate the objectives and competences the candidates must possess to be attractive for the world of sports. How do you organize a business intelligent educational process which can match the ever- changing world of the sport? How can we develop a systematic and efficient way to solve this problem? At the 2018 EASM conference the issue was discussed by Wohlfart et. al.

Method

The study is based the NASME-projects mix method (Frederiksen, 2015). 60 respondents have in a quantitative online questionnaire identified the most important competences in the future. The findings and future trends have been discussed in eight qualitative expert interviews with decision makers in the sport management business. From the quantitative and qualitative data, the authors have identified the results and presented the findings to the responsible for the bachelor's degree in sport management in Denmark.

Results and discussing

Our data reflects opinions from the labor market in sports in Denmark. The most important results besides the internationalization, digitalization and commercialization are the personal competences related to future jobs in the sporting world. This paves the way for a discussion of how to develop the these in a learning context.

Possessing personal impact with relational competences: A general trend is an increased focus on the relational competences, where it is important to be able to work with a diversity of personalities. The relational competences are the ability professionally to join various communities with different stakeholders. The personal impact, which is characterized enthusiasm and the will to succeed, is important, because the industry is very much driven by commitment and passion:

Understanding practice: This shows the importance of the ability to convert visions based on data and conclusions into concrete initiatives. The results must be optimized through an evaluation of results, whereby an ambition of high-quality work will be developed.

Possessing an entrepreneurial mindset: The ability to combine existing elements to new ways of thinking which results in better solutions will be in high demand in a future. As the traditional ways of commercializing spread to all, the need for unique solutions arises. Here, being enterprising means a “never-ending” search for new simple and profitable practice models. An eternal search for moving boundaries is fundamental.

Being able to handle situations of pressure: The sport and event industry is an experience economy where you continuously work with the factors or incidents that can affect the results. Success requires a great awareness of the whole as well as the details. The process is an ongoing impact analysis and making new decisions under pressure. Communication is vital. The employee must possess rational and analytical skills in a world guided by emotion and many different stakeholders.

Working project-oriented: The work of many companies is organized as projects handled by the permanent staff and ad hoc employees. It is important to implement the project work form during the studies including the variety of stakeholders.

Conclusions

The highest score on the future personal competences are *teamwork* and *networking*, but also the *capacity for applying knowledge in practice*, *desire to succeed* and *ability to work autonomously* are of interest. This supports the *21st Century Learning Skills*, in which the critical thinking, communication, cooperation and creativity as core competences in the 21st century. (OECD, 2015; 21st Century Skills, 2002).

This can only be obtained in a close cooperation with the business and situated in a business context.

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