



Developing Sports Managers & Leaders
Across Europe

Transnational Meeting

Strasbourg October 2022

October 2022



Day 1 Agenda – 4th October 2022

Times CET

13.00 - 13:45

Welcome & Introductions

With Lunch Provided

19.30

Evening Activity

13.45- 15:15

WP3 E-Survey Student Data – [PORTAL LINK](#)

Discussion about the key themes to explore in multiplier events

15:15 – 15.30

Comfort Break

15.30 - 17:00

WP3 E-Survey Management Data – [PORTAL LINK](#)

Discussion about the key themes to explore in multiplier events



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Day 2 Agenda – 5th October 2022

Times CET

9:30 - 10:00

Welcome & Day 2 Objectives

12.45 - 14:00

Policy & Recommendations

Consultation and framing of final reporting

10:00 - 11:30

WP3 Interview Life History Feedback

Each partner to summarise and present the key issues in their interview data

Finish

11:30 - 12:00

Comfort Break

12:00 - 12:45

[Multiplier Event Planning & Toolkit Review](#)

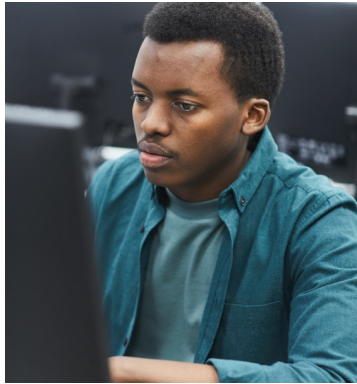
Key universal themes to explore across all events and confirmation of other specific national themes.

[Toolkit Portal](#) Key Themes and Resources needed for next steps consultation.

Agreed - Sport Management Career & Development Personas



Bachelors 1st
Year Student



Bachelors 2nd
Year Student



Bachelors 3rd
Year Student



Masters
Student



Entry
Manager



Middle
Manager



Senior
Manager



Final Discussion - Student Data Questions for Multiplier Events

Prevailing Career Mindsets between levels
Career Mindsets are more significant than levels

How do we support students to think about their futures
How build in realisation that today's choices shape future job prospects
How do we build awareness of the sector and influence career thinking
How do we start to prepare students for the future
How do we support career planning and maximise their potential interest in Entrepreneurship
How do we encourage a proactive mindset
How to support Investigating options development of curiosity

Role of the Lecturers in influencing the careers thinking and mindset of students and young people
Role of curriculum at all levels in influencing the careers thinking and mindset of students and young people
Role of Industry organisations and leaders in influencing and supporting education systems
Role of careers and entrepreneurship professional services

How do we tackle any disconnect from sector needs – Is there a clear engagement and research agenda?
How do we develop confidence in cognitive, practical/ professional and behavioural skills of emerging professionals?

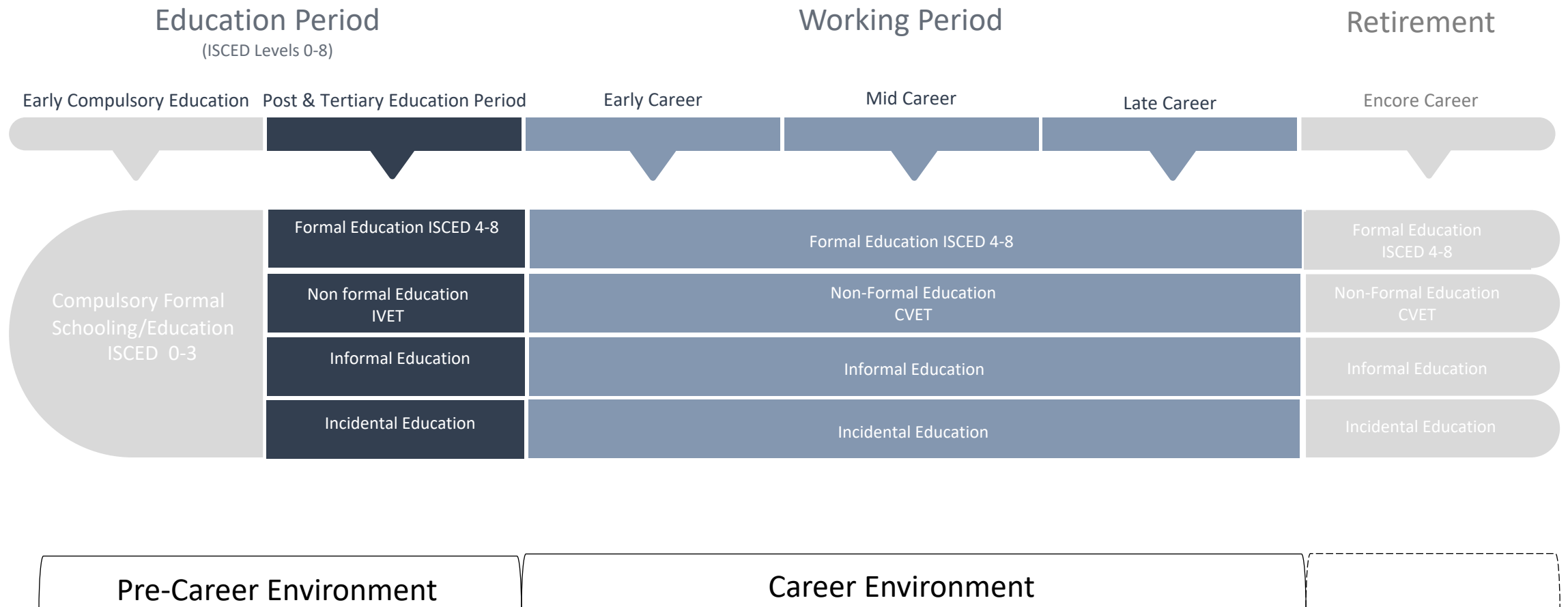
Final Discussion –Managers Data Questions for Multiplier Events

- Data has a more balanced sample in management levels and sectoral areas.
- Sport Managers at all levels are self directed in their careers.
- Sport Managers are generally satisfied in their careers but this differs across managerial levels.
- Sport Managers at all levels need further training but sectoral location may influence the skills needed/wanted.
- Sport Managers at will consider all forms of training but prefer structured informal and will invest in training.

- Is there sensitivity in the data if we combine managerial level with sectoral influence?
- How are we defining sport managers in each country – What is the policy context for each sector?
- Can managers transfer between sectors and managerial levels easily – Is there support for talent mobility?
- Do Sport Managers need a holistic career/life long learning system beyond the tertiary phase of education?
 - Perceived costs of training are still a barrier to skills development
 - Education and training providers are not always meeting employers' needs

- How do we develop accessible high quality career long holistic training ecosystems - Who provides it?
- Do managers need career support and advice beyond employers - Who provides it?
- How do we ensure higher level formal education is accessible - are micro-credentials a feasible solution?
- Should Individualistic Labour Market Intelligence (LMI) be considered alongside traditional LMI data?
- How do we develop sustainable partnerships between employers and universities/training providers for all types of training?

Sport Management Workforce Development System





Student E-Survey



I am Concerned about my Career & Exploring My Options

Bachelors 1st Year

Sport Management Student

Europe

18+

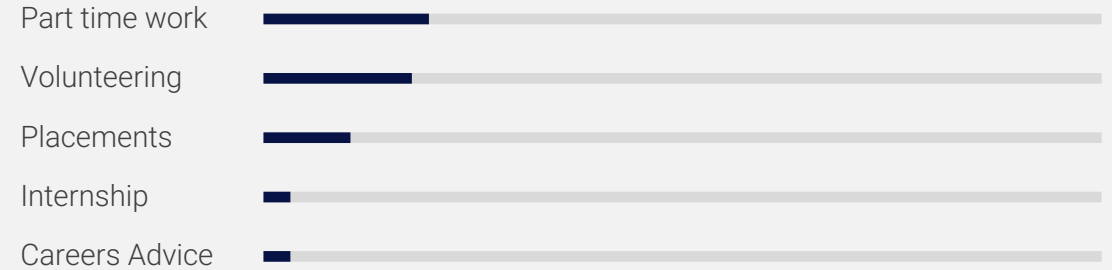
Career Aspirations

- I am open to becoming an Entrepreneur

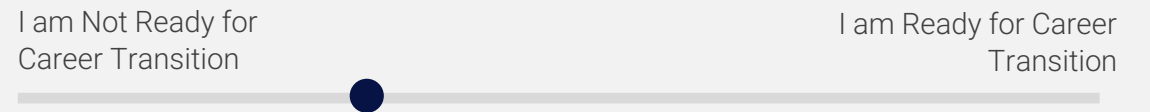
I would like to work for:

- Global & International Sport Organisations.
- National & Regional Organisations like Professional Sports Clubs.

Top Employability Enhancing Behaviours

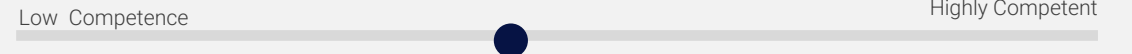


Career Adaptability

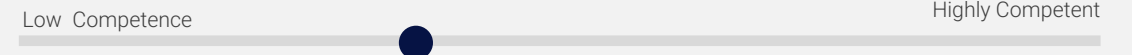


Perceived Competence

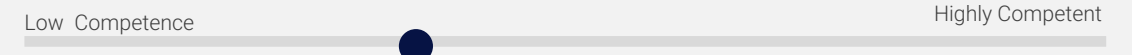
Transversal Skills



Sport Management Knowledge

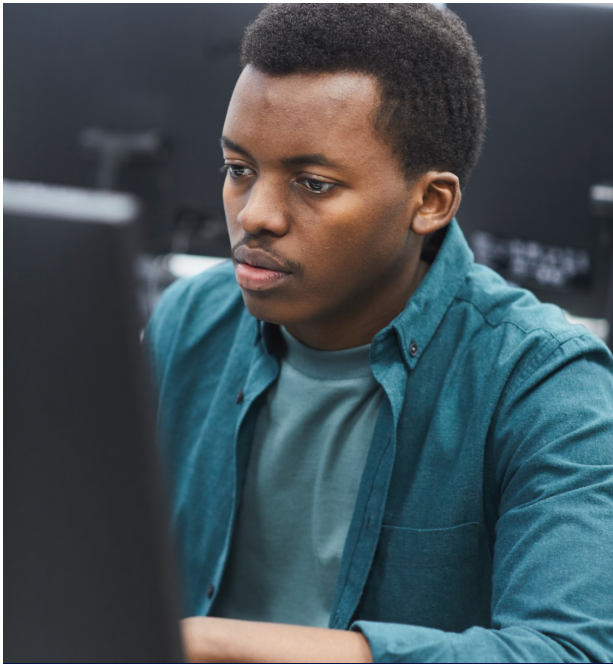


Sport Management Skills



Biggest Influences on my Career Thinking

- The Content of My Course
- My Immediate Academic Lecturers
- The Experiences I have.



I am Concerned about my Career & have Starting Planning my next steps

Bachelors 2nd Year

Sport Management Student

Europe

18+

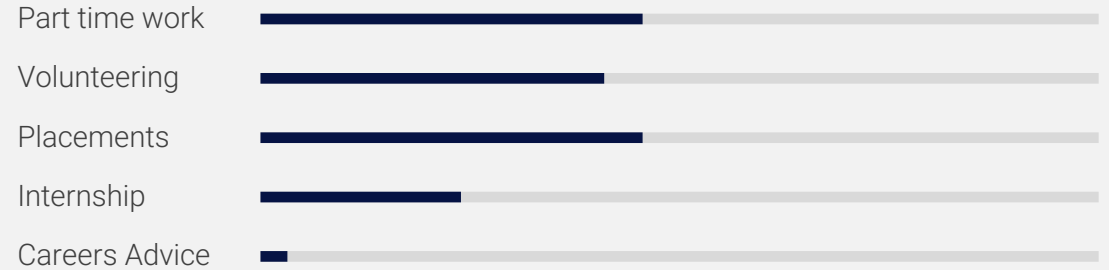
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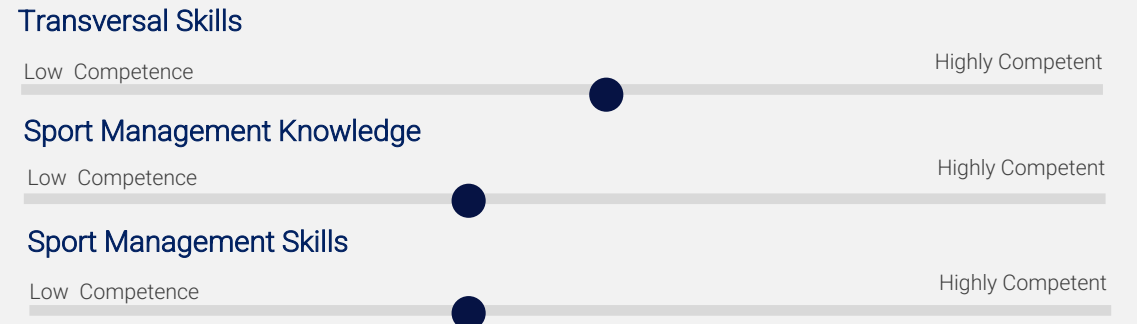
Top Employability Enhancing Behaviours



Career Adaptability



Perceived Competence



Biggest Influences on my Career Thinking

- The Content of My Course
- My Immediate Academic Lecturers
- The Experiences I have.



I am Concerned about my Career & ready to start compete for professional roles and consider further study.

Bachelors 3rd Year

Sport Management Student

Europe

18+

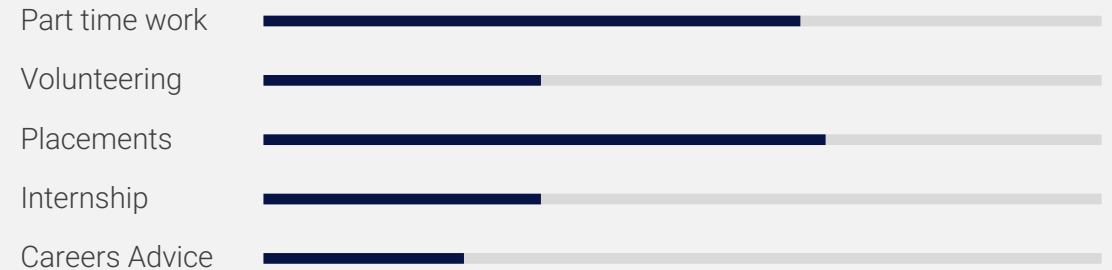
Career Aspirations

- I am less inclined to becoming an Entrepreneur

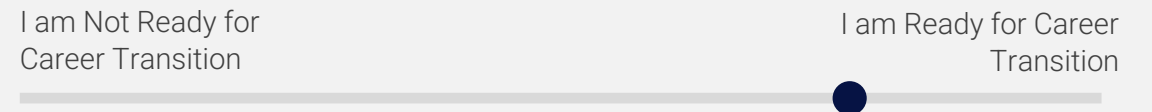
I would like to work for:

- National & Regional Organisations like Professional Sports Clubs.
- Local employers.

Top Employability Enhancing Behaviours

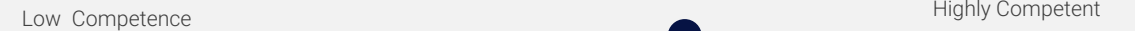


Career Adaptability

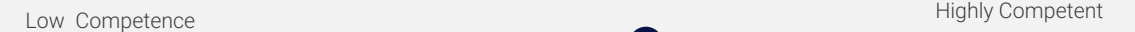


Perceived Competence

Transversal Skills



Sport Management Knowledge



Sport Management Skills



Biggest Influences on my Career Thinking

- The Content of My Course
- My Immediate Academic Lecturers
- The Experiences I have.



I am Concerned about my Career & can be in multiple career mindsets.

Masters Student

Sport Management Student

Europe

18+

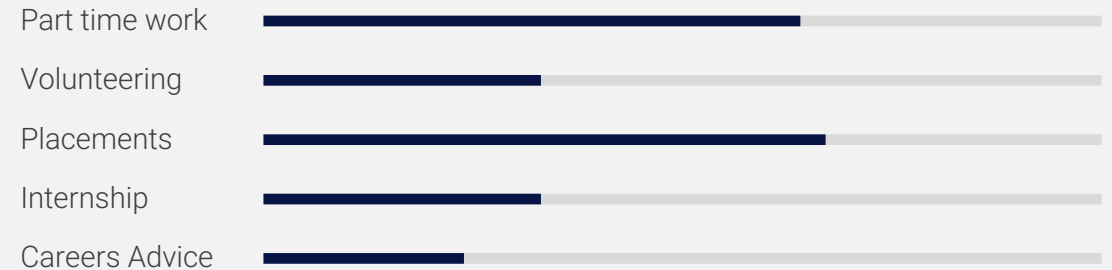
Career Aspirations

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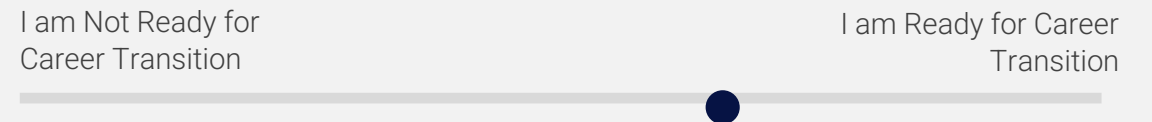
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Top Employability Enhancing Behaviours

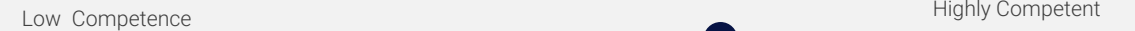


Career Adaptability

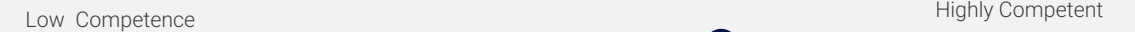


Perceived Competence

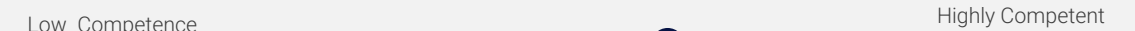
Transversal Skills



Sport Management Knowledge



Sport Management Skills



Biggest Influences on my Career Thinking

- The Content of My Course
- My Immediate Academic Lecturers
- The Experiences I have.

Student E-Survey Descriptive Data

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SAMPLE DEMOGRAPHIC DATA (N=428)

AGE PROFILE

Figure: Overall Sample Percentage Profile

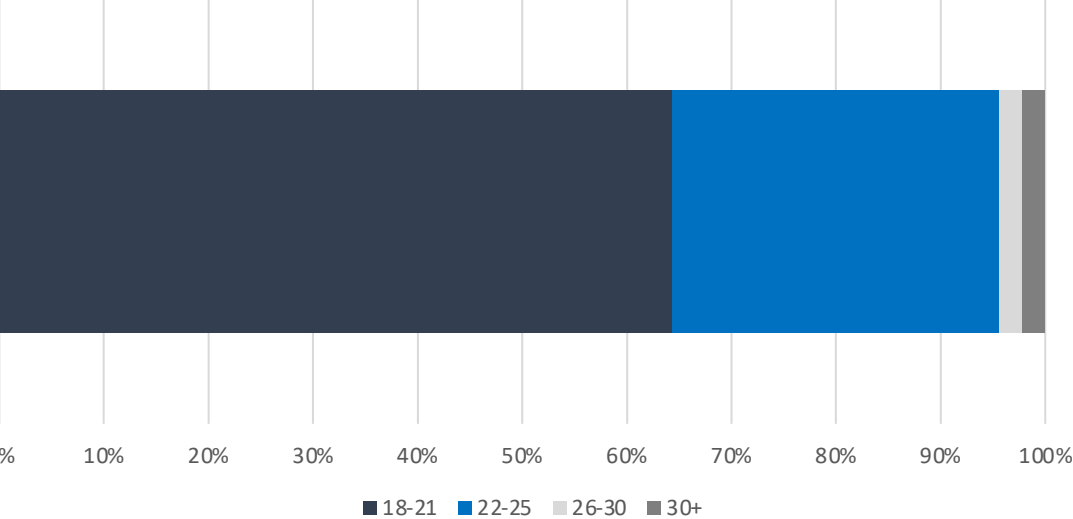


Figure: Overall Sample Profile

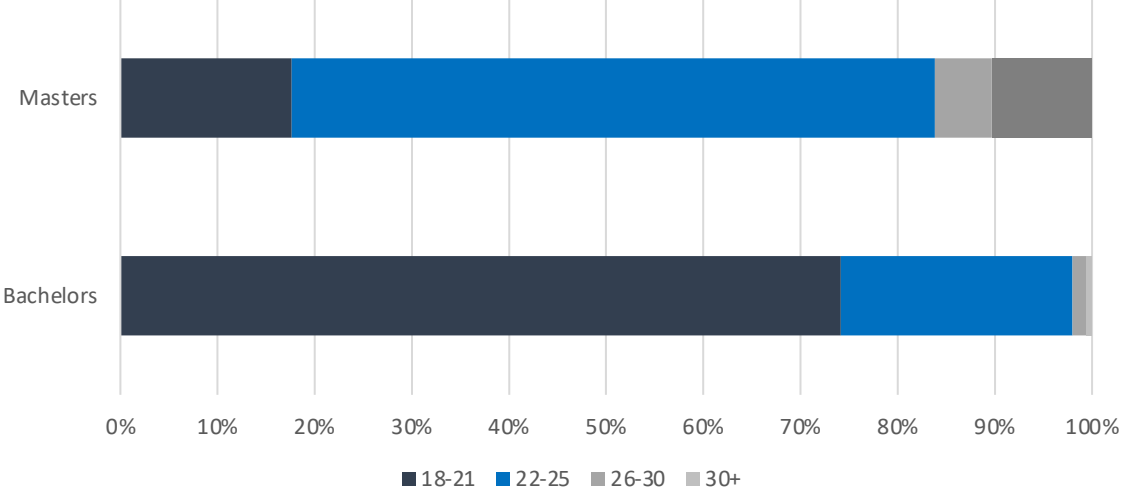


Figure: Age Totals

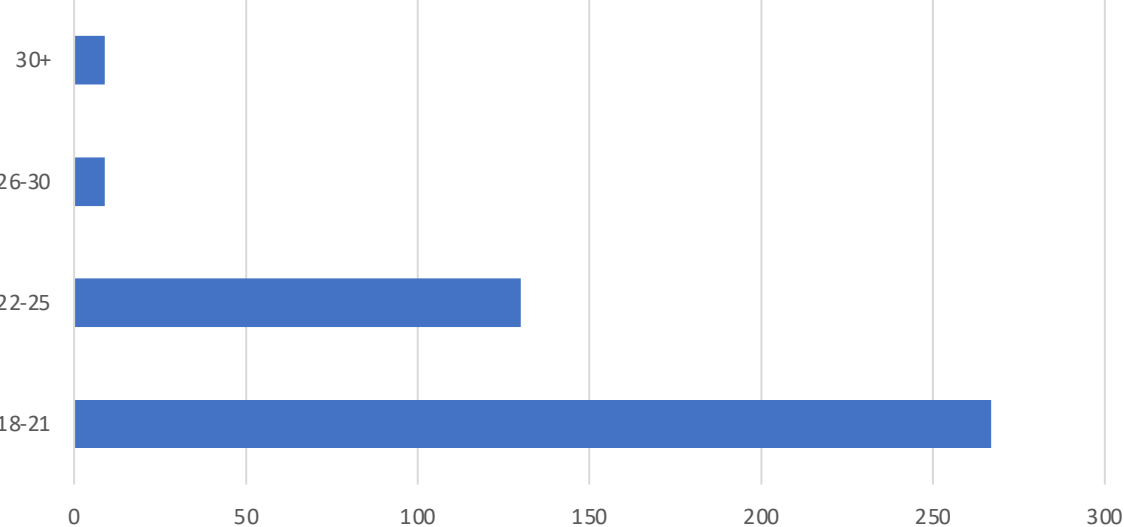
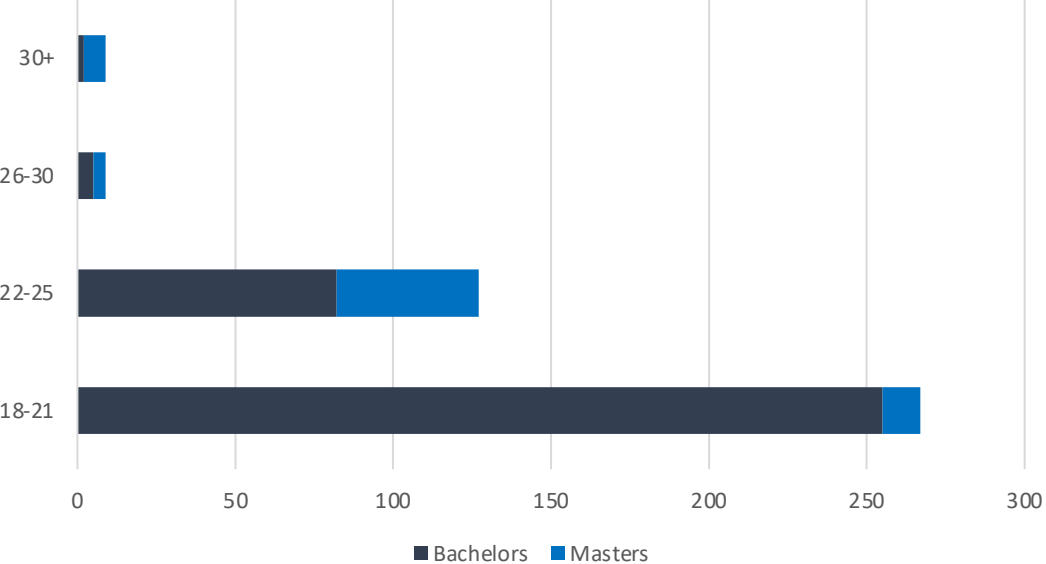


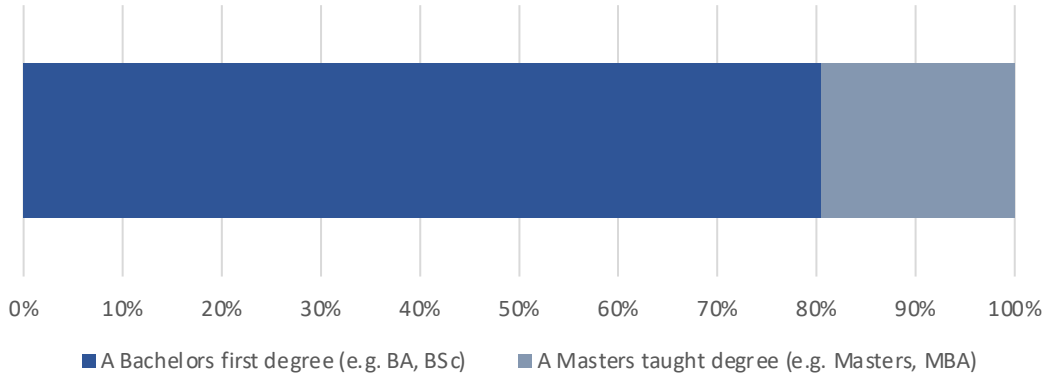
Figure: Age Totals



SAMPLE DEMOGRAPHIC DATA

Level Profile

Figure: Overall Sample Profile



Geographical Profile

Figure: Overall Sample Profile

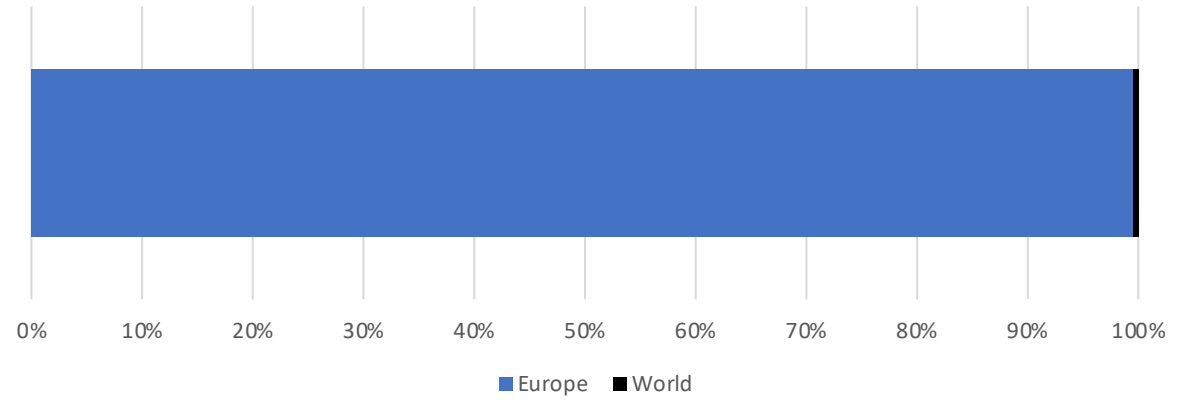


Figure: Level Totals

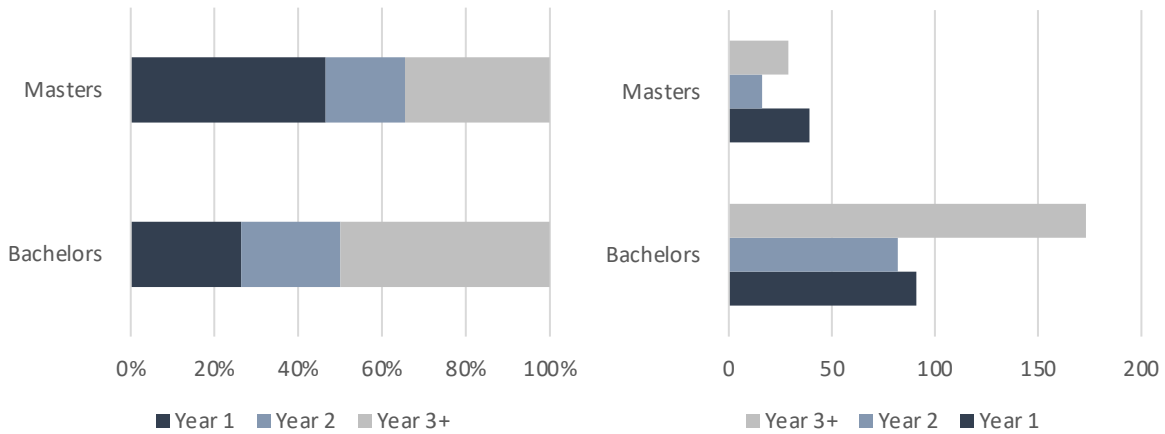
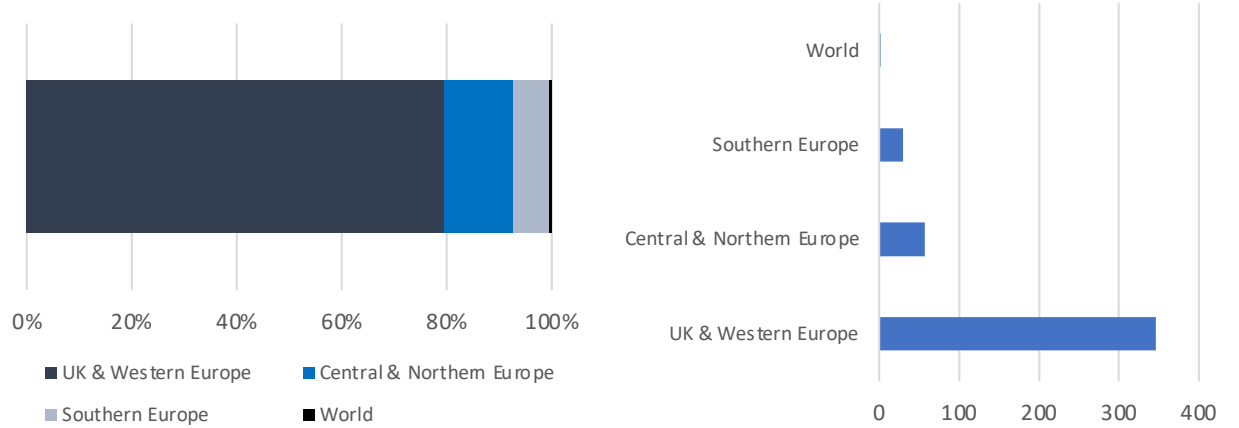


Figure: National Returns



SAMPLE DEMOGRAPHIC DATA (N=428)

GENDER PROFILE

Figure: Overall Sample Percentage Profile

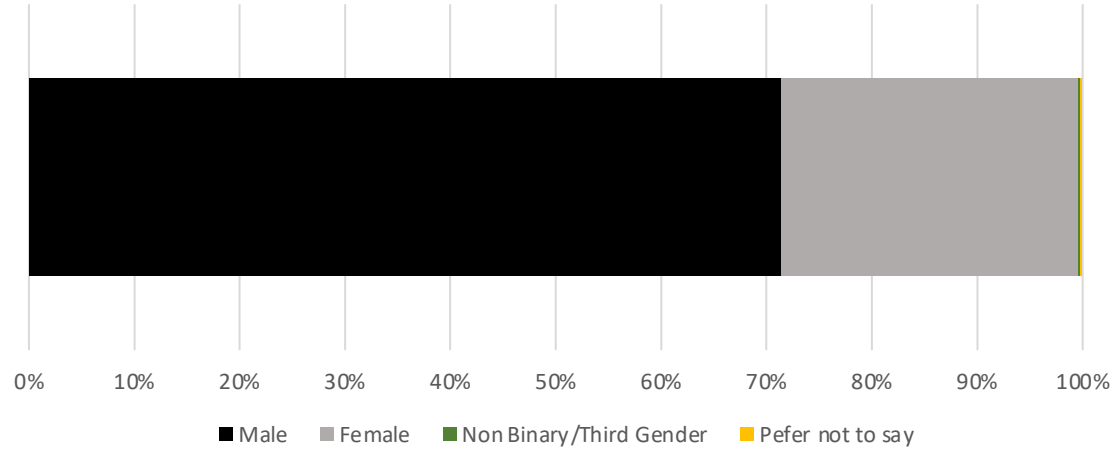


Figure: Overall Sample Profile

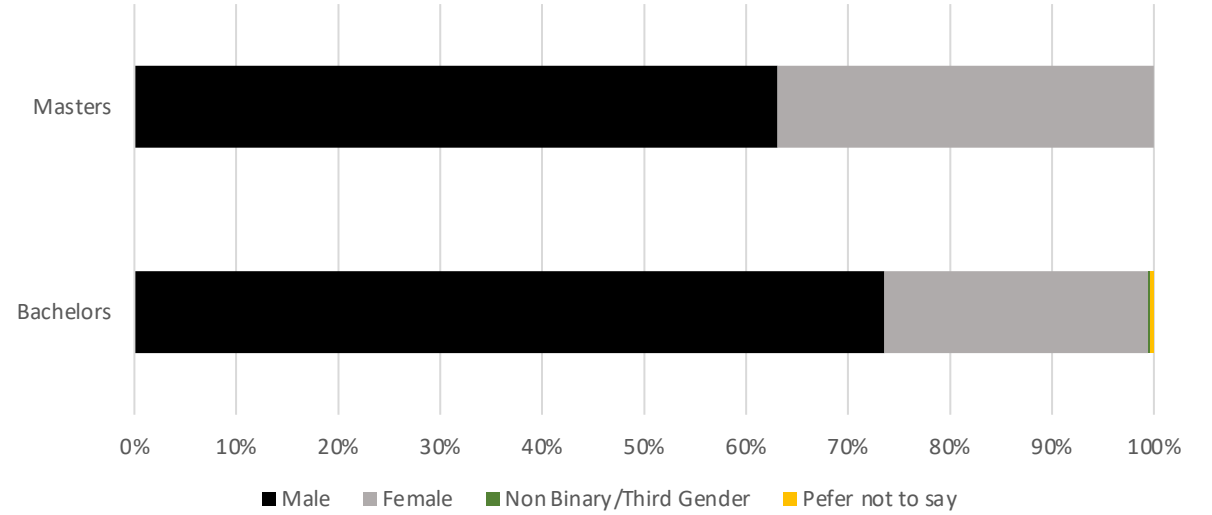


Figure: Gender Totals

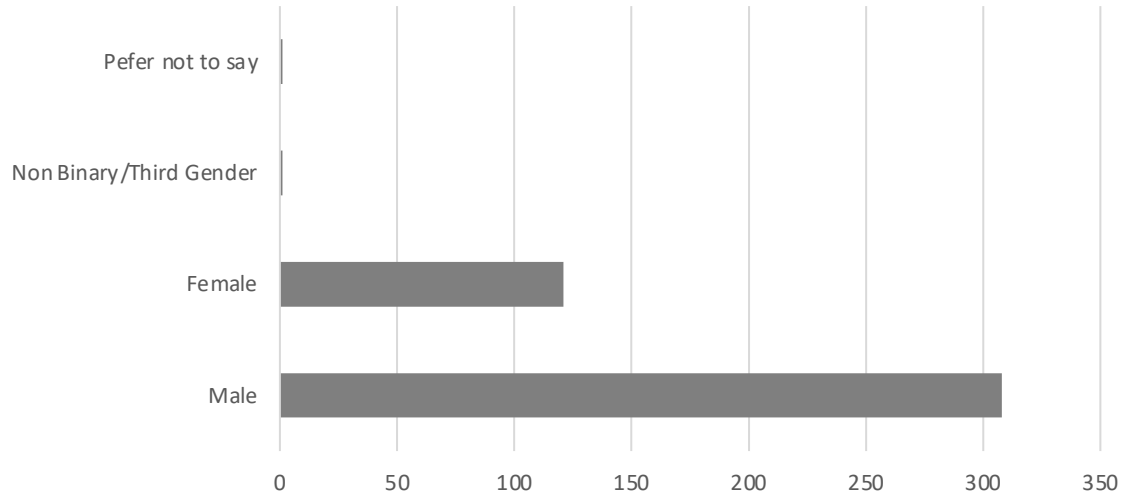
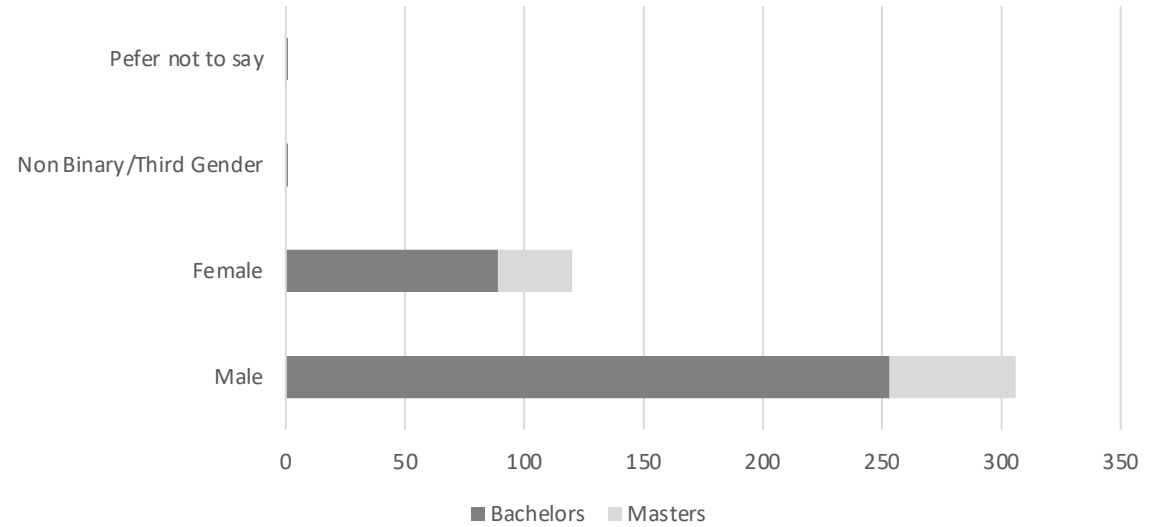


Figure: Gender by Level



Career Readiness & Employability Enhancing Experiences

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CAREER REGISTRATION

Career Readiness

Phase	Question
Exploring	I am not ready to start thinking about my preferred career
	I have no career ideas yet but want to start thinking
	I have some ideas about my career and I am ready to start planning
Planning	I have a career in mind and intend to gain relevant work experience
	I know what I want to do but I am not sure how to get there
	I want to spend a year gaining experience
Compete	I am ready to apply for graduate level / professional opportunities
	I am ready to apply for further study
	I have been applying for opportunities and so far I have not been successful
Progressing	I have a job, further study or my own business plan confirmed

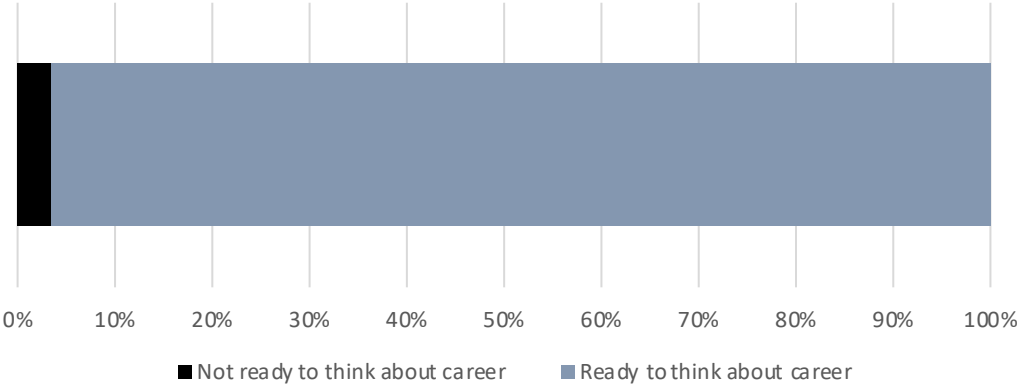
Employability-enhancing experience

Phase	Experience Statements
Exploring	I have no work experience
	Volunteering alongside my studies that is related to my career plans
	Volunteering alongside my studies that is not related to my career plans.
Planning	I have position of responsibility in a student club or society
	Work shadowing
	A work-based placement as part of my degree (organised by my institution or self sourced)
	Unpaid internship (organised by my institution or self sourced)
	Paid internship (organised by my institution or self sourced)
	Accessed career guidance online
	Accessed career guidance through an advisor
	I have been a mentee
	I am a member of a professional organisation
Compete & Progress	Self-employed/running my own business
	Part time work alongside my studies that is related to my career plans
	Part time work alongside my studies that is not related to my career plans.
	I have been a mentor

CAREER READINESS (N=433)

Interest in Thinking About Careers

Figure: Overall Sample Profile



Career Registration

Figure: Overall Sample Profile

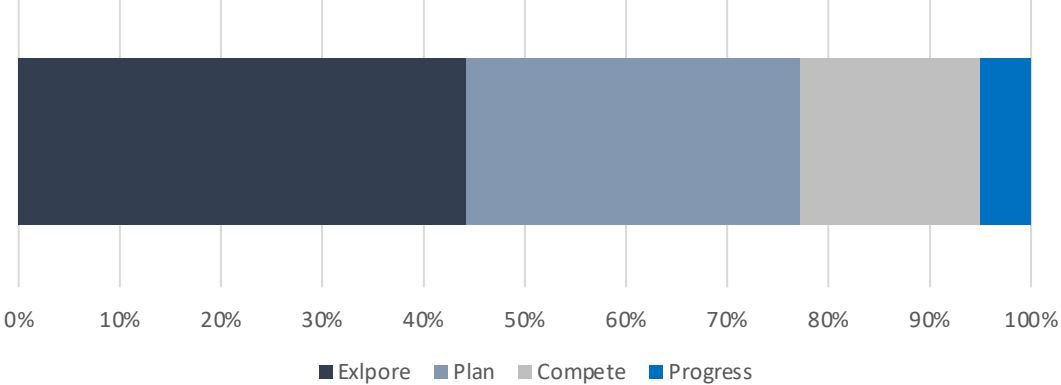


Figure: Degree Level Totals

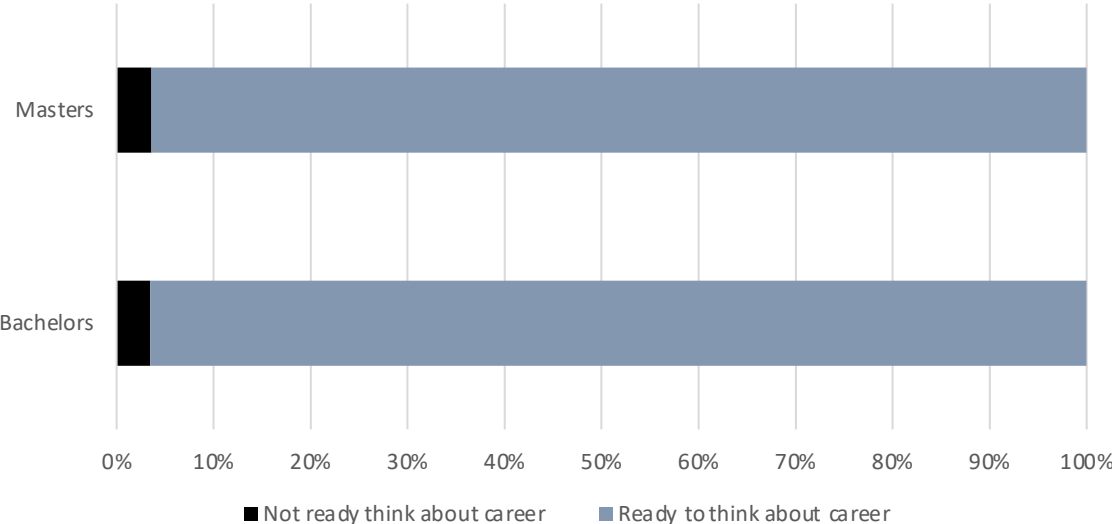
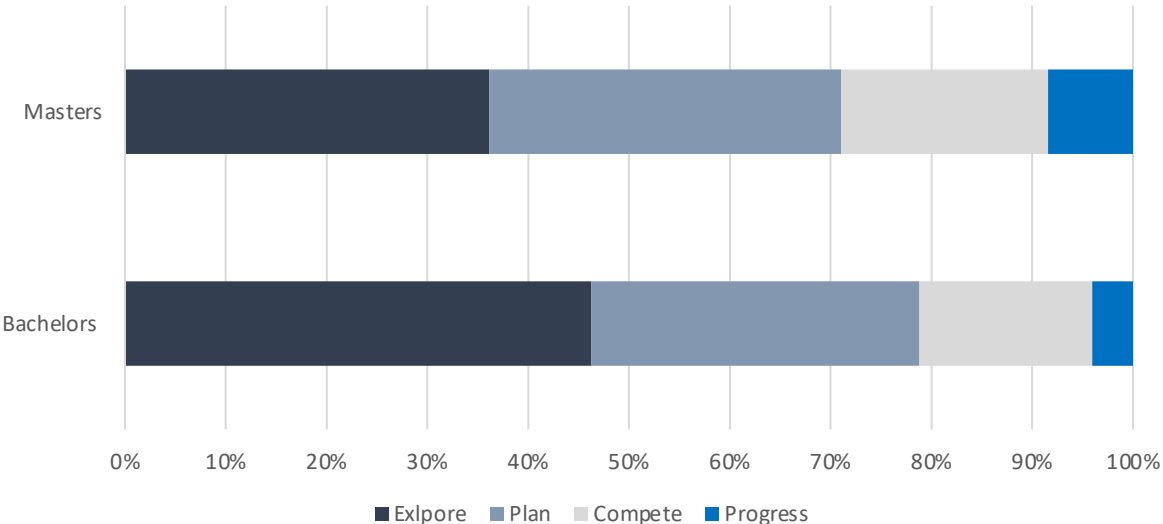


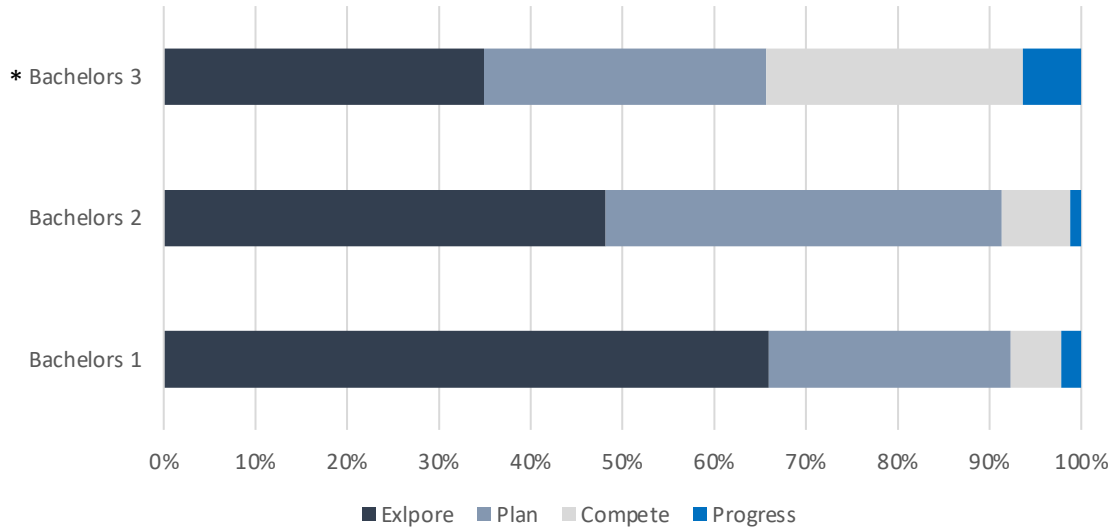
Figure: Degree Level Totals



CAREER READINESS (N=433)

Bachelors (N=344)

Figure: Overall Sample Profile



Masters (N=83)

Figure: Overall Sample Profile

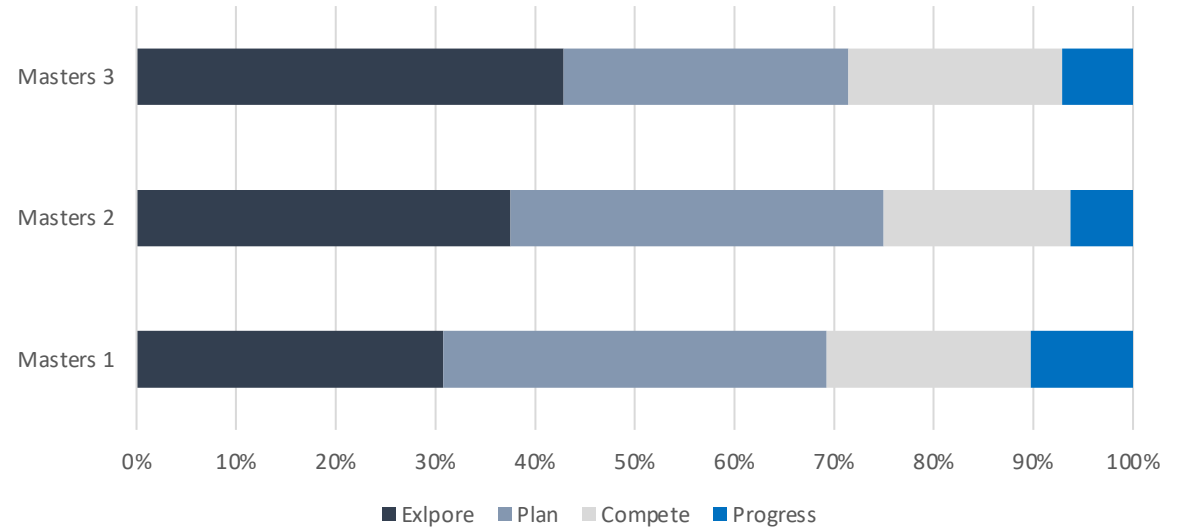


Figure: Degree Level Totals

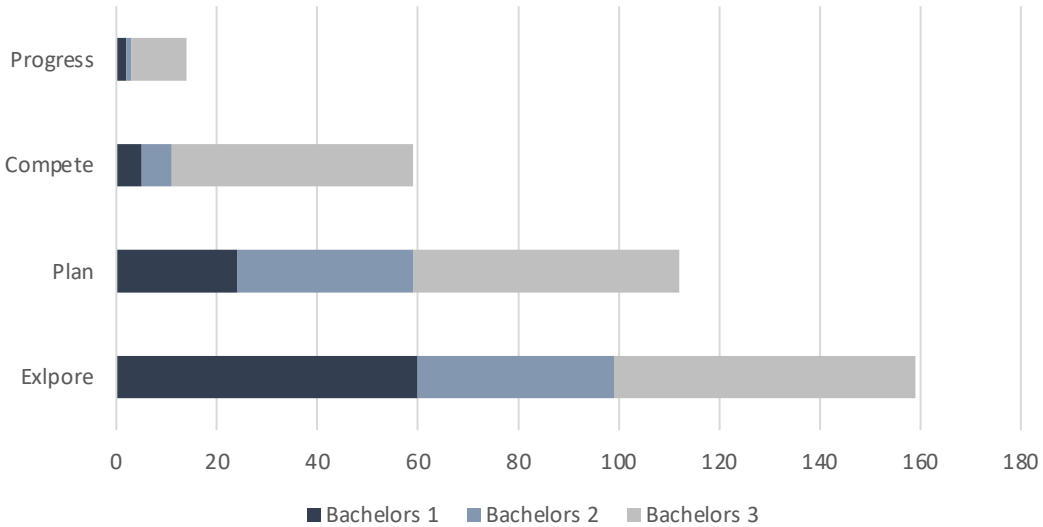
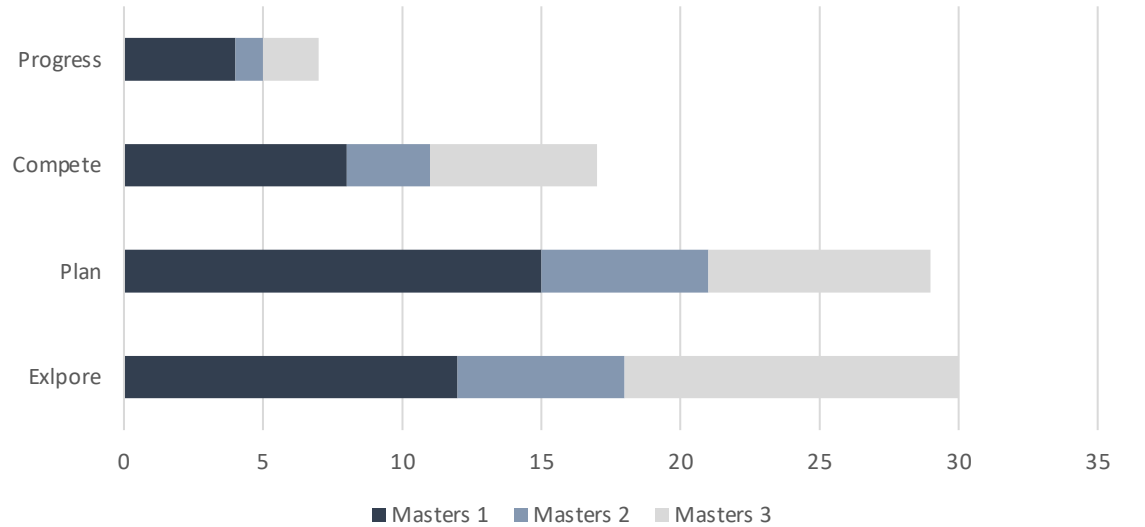
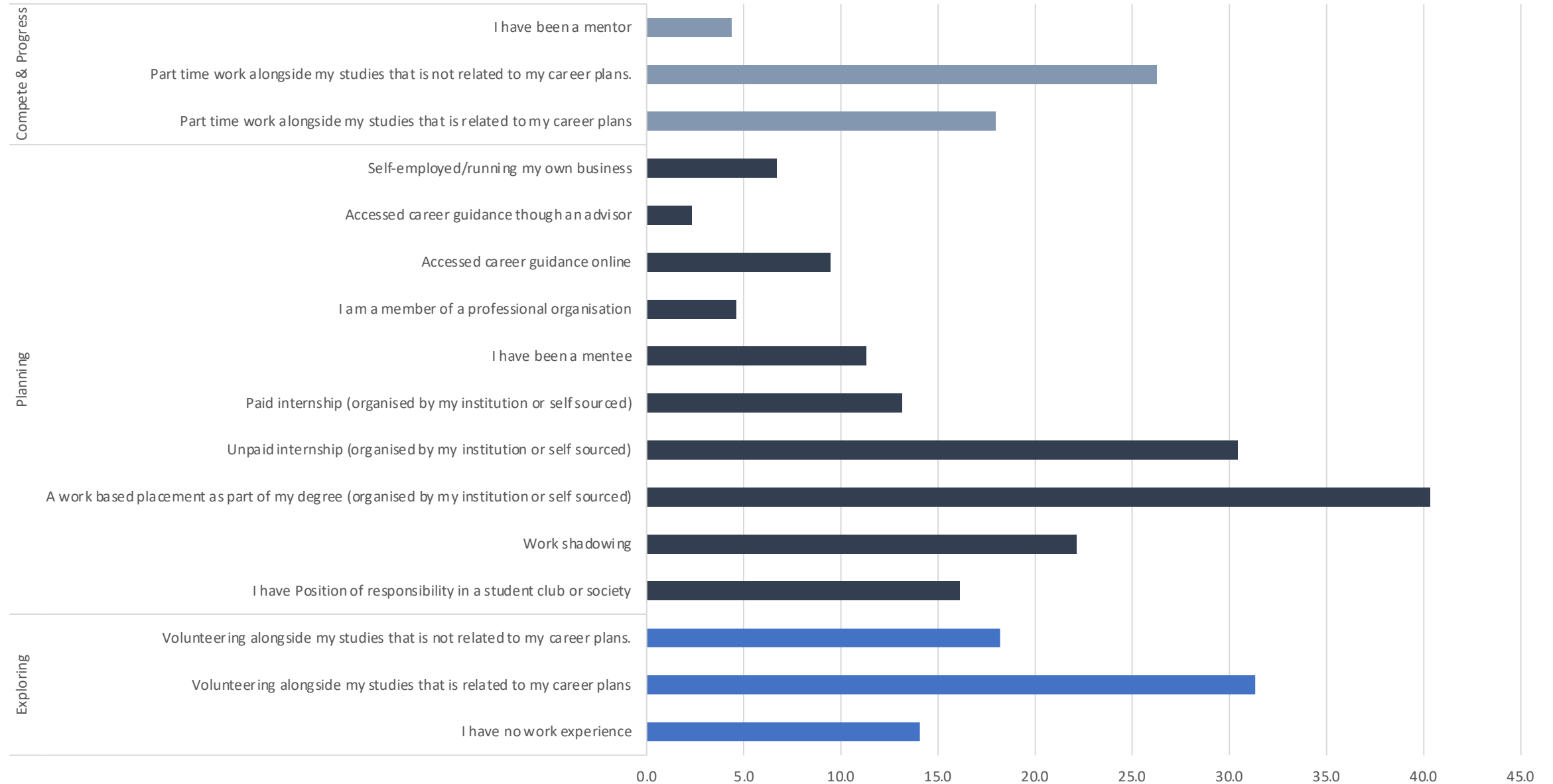


Figure: Degree Level Totals



EMPLOYABILITY ENHANCING BEHAVIOURS (N=434)

Figure: Percentage of Sample that indicated they engaged in Employability Enhancing Behaviours



Career Aspiration

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CAREER ASPIRATION

- The emerging adult population has **very high expectations** for work especially after graduating from college.
- **In this exploration phase** they desire jobs that allow them to explore and express their identities.
- **As they move** from jobs for money only to jobs leading to an adult life their choices become more serious and more, stressful as the perceived stakes are higher.
- **There is a danger** of being overly optimistic or naive about the availability of career opportunities.

- **Career development** refers to the many jobs a person holds, and it should represent progress, whether through increased recognition or salary, or the respect one receives from colleagues.
- **Career aspirations** represent an individual's orientation toward a desired career goal under ideal conditions.
- **Individual's interests and hopes**, unfettered by reality (Hellenga, Aber, & Rhodes, 2002)
- **Expectations** based life experiences and personal characteristics (Woods, 1993).
- **Positive experience** is likely when expectations of employees and supervisors are aligned.
- **If expectations are not met**, may consider other career options.
- **Expectations** must be understood, communicated, and measured.
- When work experience is aligned with career expectation, employees tended to be satisfied with their jobs and careers. (Igbaria, Greenhaus, and Parasuraman, 1991)

ENTREPRENEURIAL INTENSIONS

Entrepreneurial Intentions

Figure: Overall Sample Profile

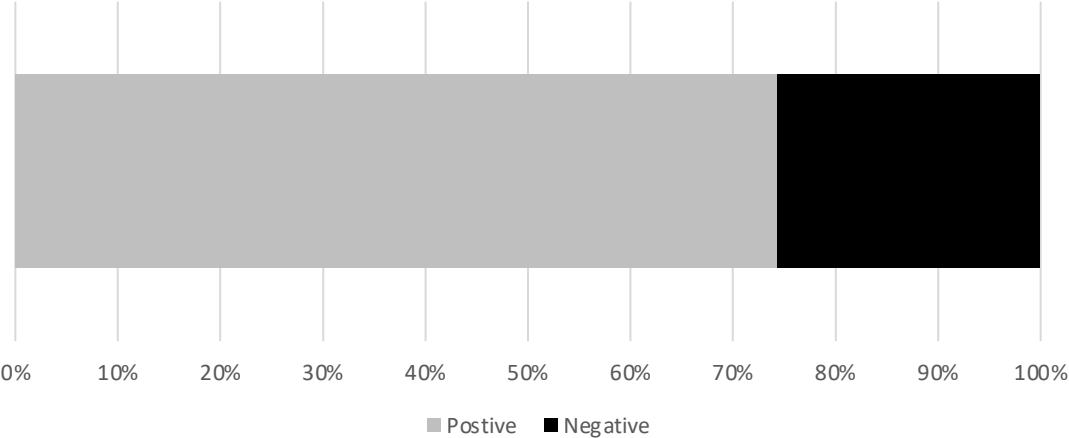


Figure: Bachelor Sample Profile

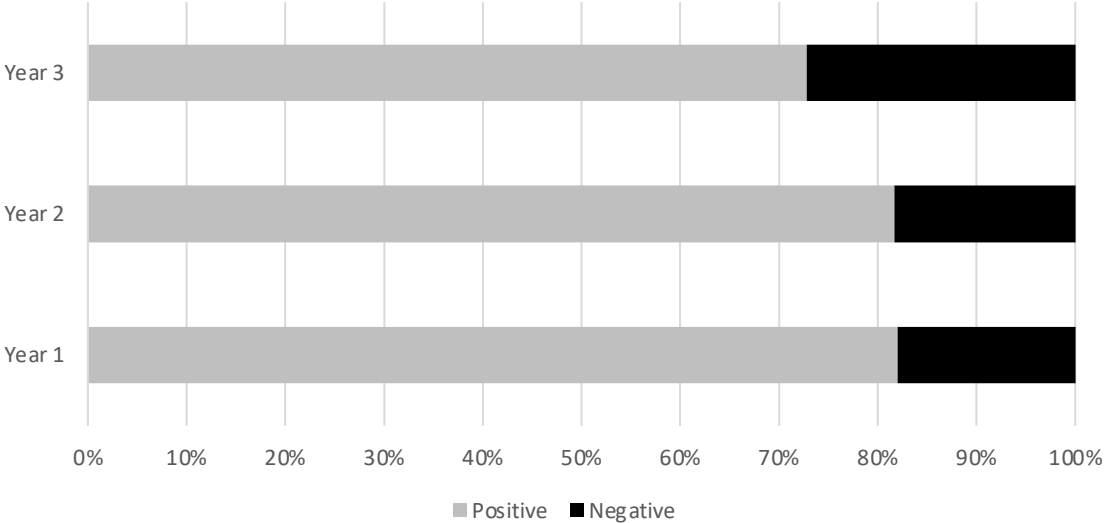


Figure: Responses to Question Options

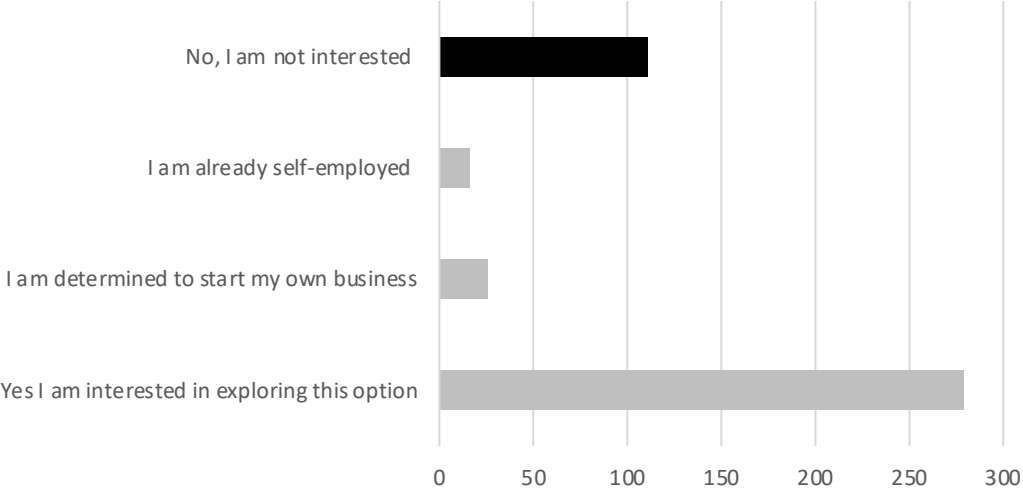
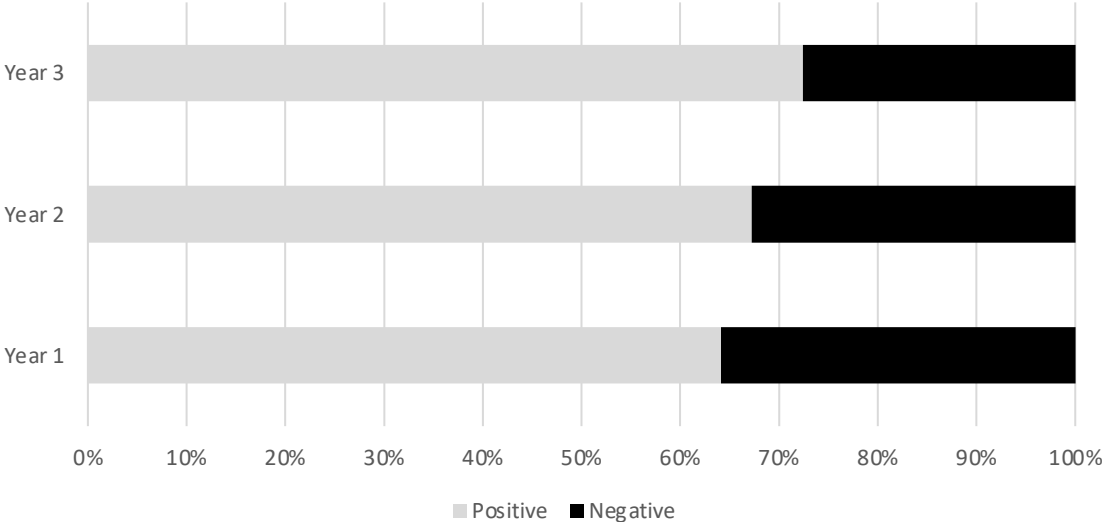


Figure: Master Sample Profile



PREFERRED SPORT EMPLOYMENT

Employment Aspirations

Figure: Overall Sample Profile

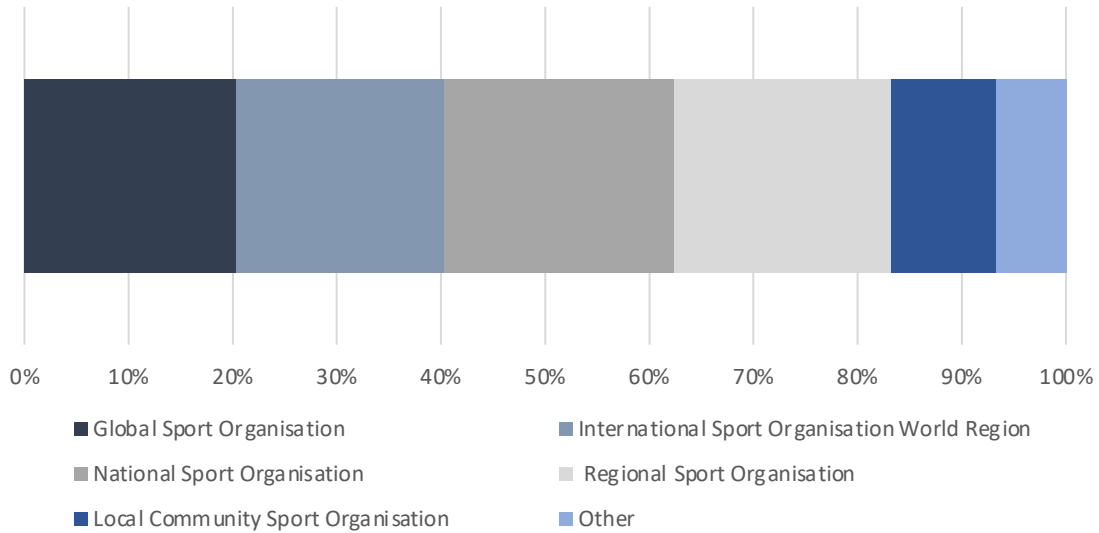


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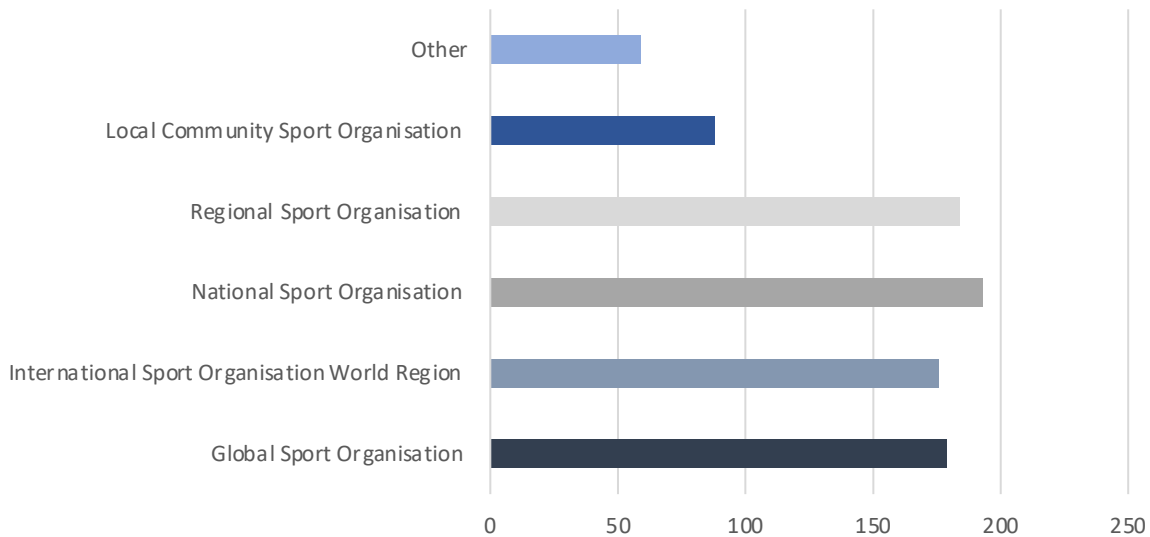


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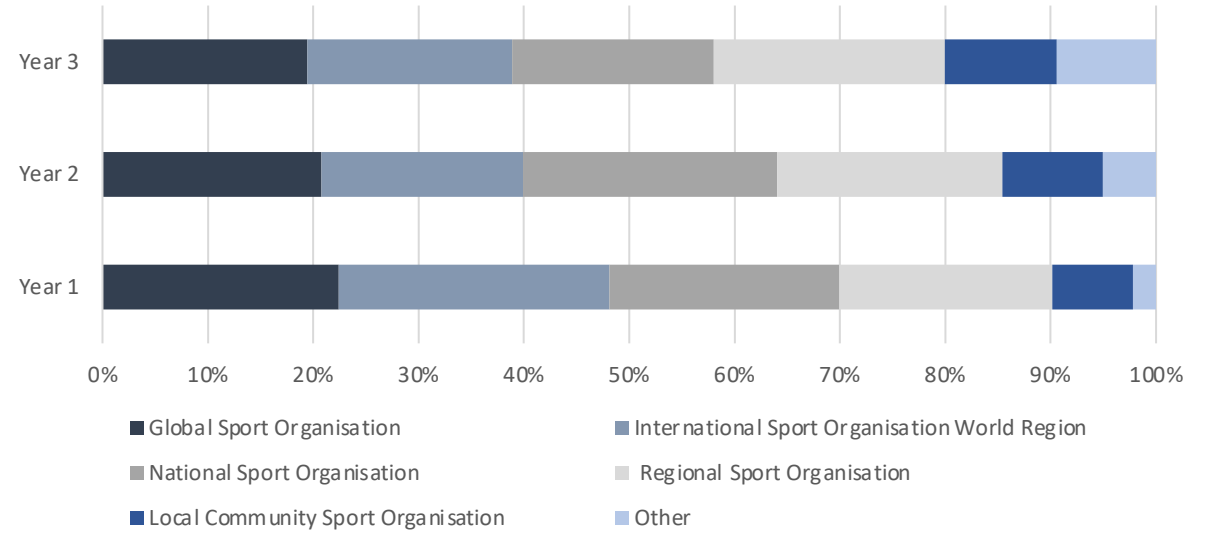
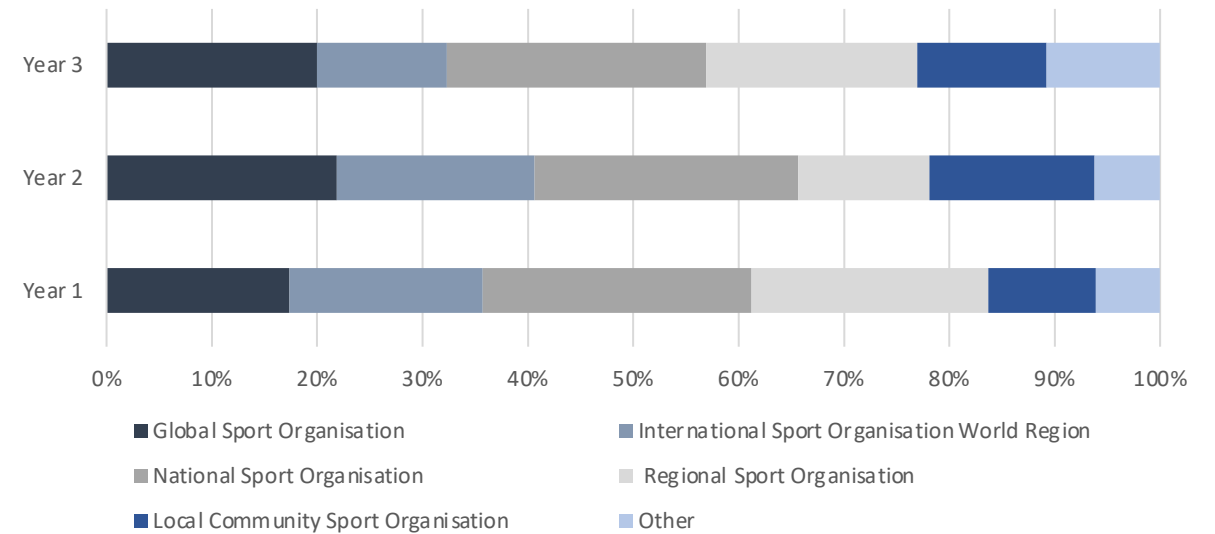


Figure: Master Sample Profile



Career Adaptability

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CAREER ADAPTABILITY

According to Savickas (1997), 'Career Adaptability' refers to "the readiness to cope with the predictable tasks of preparing for and participating in the work role and with the unpredictable adjustments prompted by changes in work and working conditions" (p. 254). The literature suggests that individuals can use their CA to navigate career role transitions, and match themselves to jobs that fit them (Tolentino et al., 2013). An individual's CA may influence their attraction to an organisation and their intention to leave the organization.

Career adaptability is a multidimensional construct that, according to Savickas' (2013) model, consists of four aspects: concern, control, curiosity, and confidence. In the existing research, studies have used a variable-centered approach to explore the relationship between career adaptability dimensions and a range of antecedents, correlates, and outcomes. A variable-centered approach allows an examination of the extent to which each adaptability dimension is related on average to other variables within a given sample. However, this approach does not take into account that within a population, several distinct subpopulations might exist that show different profiles of career adaptability. Exploring such subgroups can provide insights into the extent to which different adaptability profiles are related to antecedent and outcome variables (Vondracek & Porfeli, 2002).

- High levels of career adaptability have been positively linked to a sense of self-control, social support, self-esteem, career optimism general and professional well-being employability skills and openness (Murphy et al., 2010).
- Career adaptability is predicted when emerging adults exhibit hope, resilience and optimism (Buyukgoze- Kavas. 2016).
- Students who are able to reflect on and prepare for various potential career futures and take on the risks and responsibilities of making their own career choices, are better able to cope with difficulty and remain flexible in an ever-changing working world.

Career Adaptability is multidimensional construct with 4 aspects:

Concern

- Looking ahead to and planning for one's future
- Planning for the necessity of a future vocational path

Control

- Knowing what career to pursue and being decisive
- Subjective feeling of self-governing in planning a future career path

Curiosity

- Looking around at options, exploring and being inquisitive

Confidence

- Having the self-efficacy to solve problems,
- Undertake activities needed to achieve career goals,
- Overcome career-related obstacles or difficulties

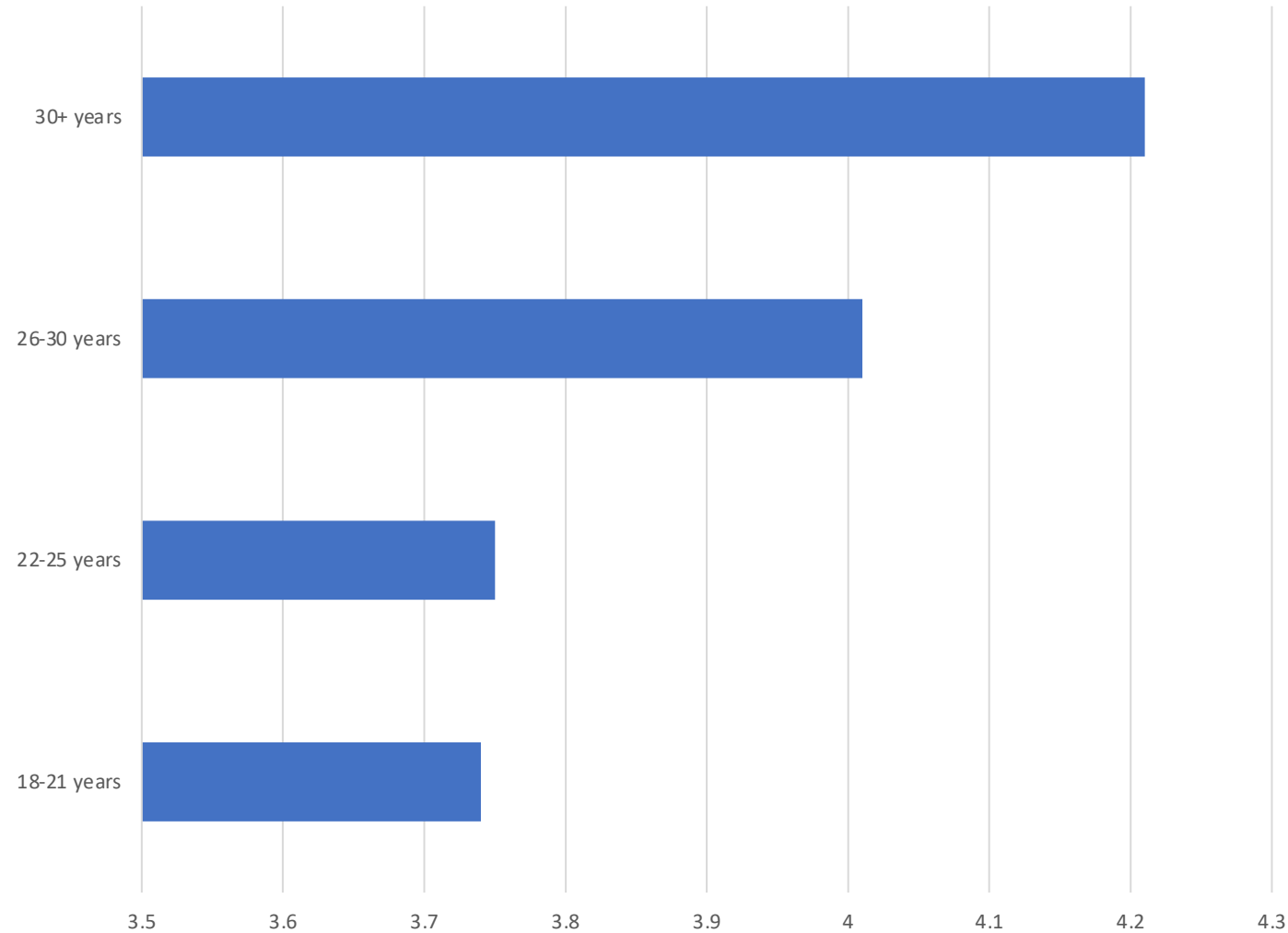
People with higher career adaptability should be able to

- Efficiently plan their vocational future,
- Explore and consider career alternatives,
- Make informed and confident career choices,
- Solve problems and overcome obstacles to pursue career aspirations, Adapt to changing career-related circumstances

(Savickas, 2005, 2013).

CAREER ADAPTABILITY (N=434)

Figure: Student Career Adaptability Scores by Age Group



Non-Traditional Students 25+

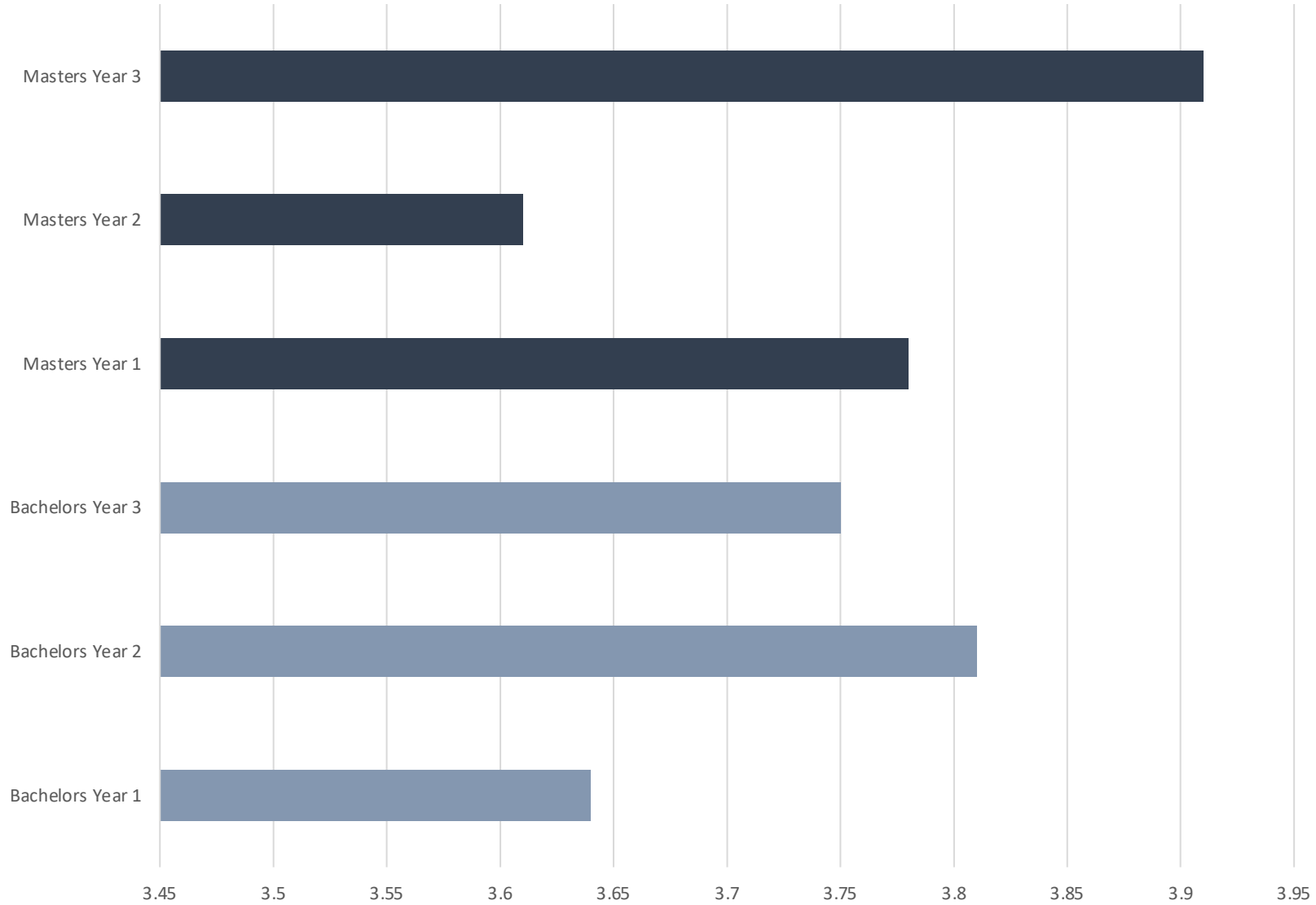
- Are more positive about what career to pursue and being decisive
- Are more positive about solving problems needed to achieve career goals,
- Are more positive about overcoming career-related obstacles or difficulties
- Are generally looking around at options, exploring and being inquisitive
- Are generally looking ahead to and planning for one's future

Traditional Students Emerging Adults

- A greater need to efficiently plan their vocational future,
- A greater need to explore and consider career alternatives,
- A greater need to inform and be confident career choices,
- A greater to adapt to changing career-related circumstances

CAREER ADAPTABILITY (N=434)

Figure: Student Career Adaptability Scores by Level



CAREER ADAPTABILITY – WHOLE SAMPLE (N=434)

Figure: Concern Average Score by Age Group

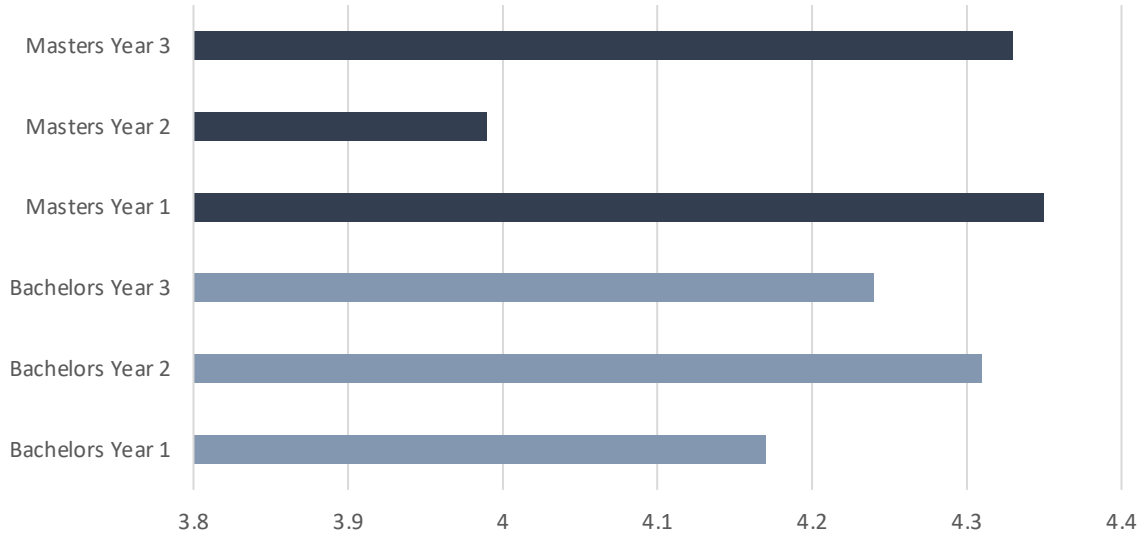


Figure: Curiosity Average Score by Age Group %

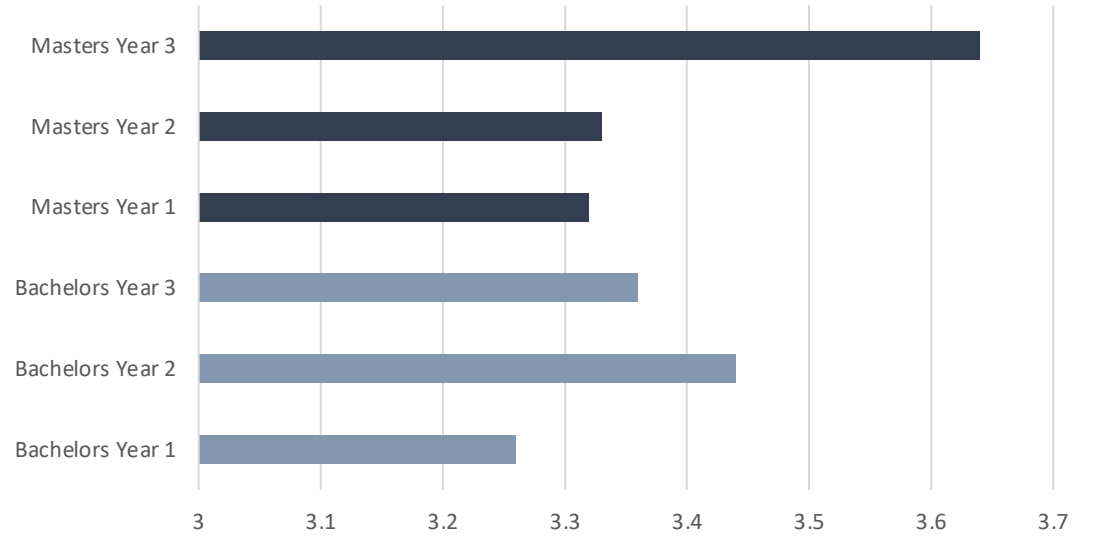


Figure: Control Average Score by Age Group %

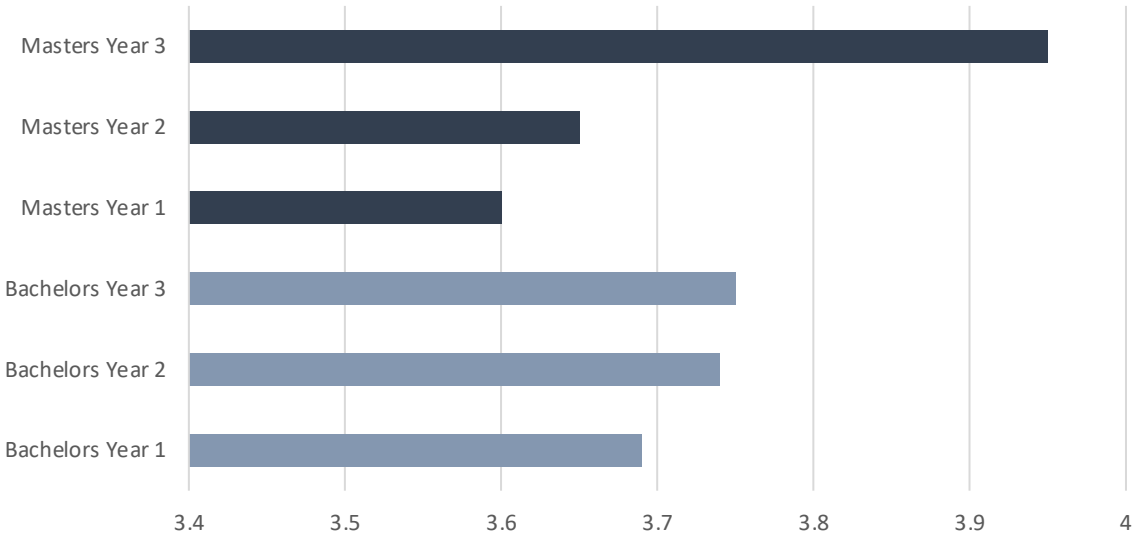
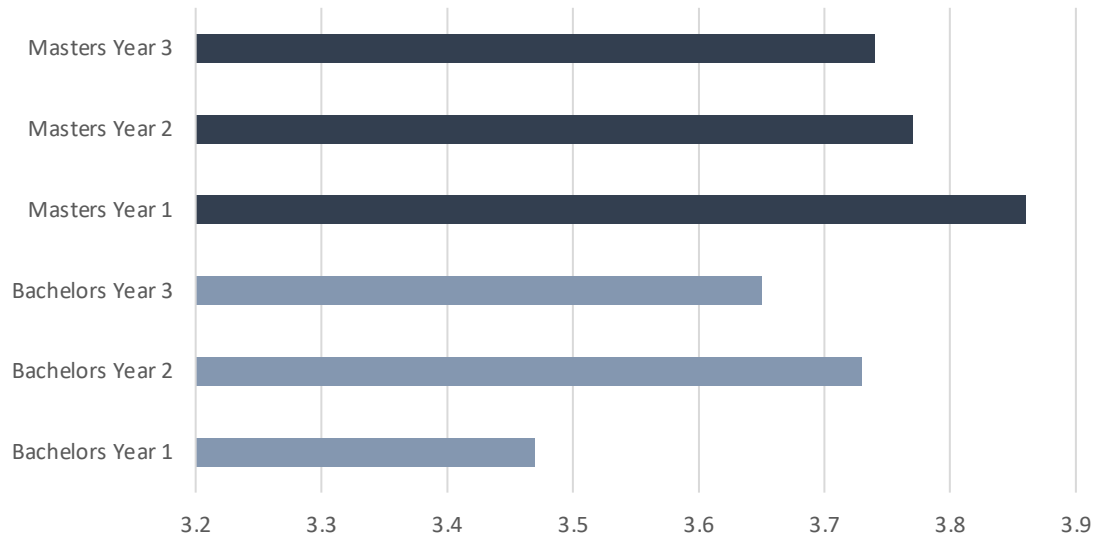


Figure: Confidence Average Score by Age Group %



CAREER ADAPTABILITY BY CAREER REGISTRATION CATEGORY

Null Hypothesis	Sig.a,b	Pairwise Comparisons
Thinking about what my future will be like is NOT the same	<.001	Explorers lower than all others
Realising that today's choices shape my future is NOT the same	<.001	Explorers lower than all others
Preparing for the future is NOT the same	<.001	Explorers lower than Plan & Compete
Becoming aware of the educational and vocational choices that I must make is NOT the same	0.002	Explorers lower than Plan & Compete
Planning how to achieve my goals is NOT the same	<.001	Explorers lower than Plan & Compete
Looking for opportunities to grow as a person is NOT the same	0.015	Explorers lower than Plan
Investigating options before making a choice is NOT the same	0.016	Explorers lower than Plan
Probing deeply into questions I have is NOT the same	0.004	Explorers lower than Plan
Becoming curious about new opportunities is NOT the same	0.002	Explorers lower than Plan & Compete
Making decisions by myself is NOT the same	0.01	Explorers lower than Plan
Taking responsibility for my actions is NOT the same	0.02	Explorers lower than Plan
Sticking up for my beliefs is NOT the same	0.045	Explorers lower than all others
Doing what's right for me is NOT the same	0.031	Explorers lower than all others
Learning new skills is NOT the same	0.026	Explorers lower than all others
Overcoming obstacles is NOT the same	0.002	Explorers lower than Plan

CONCERN- BACHELORS SAMPLE (N=344)

Figure: Thinking about what my future will be like %

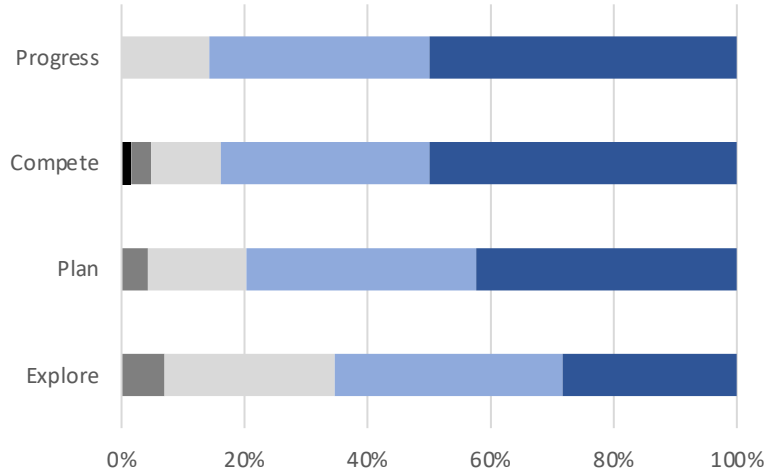


Figure: Realising that today's choices shape my future %

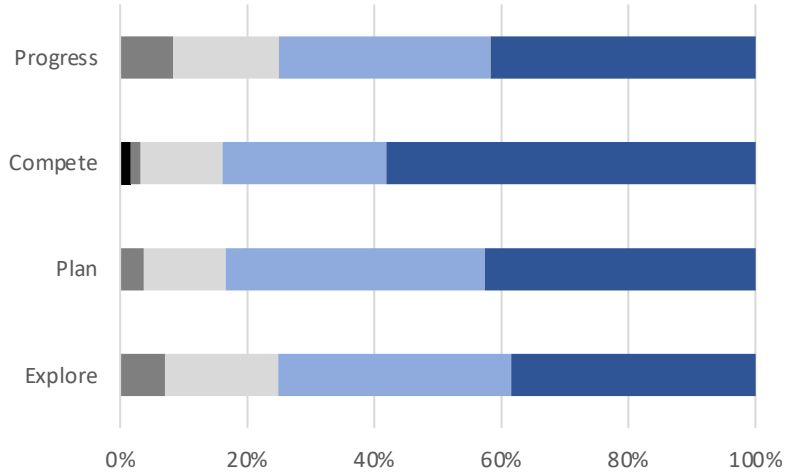


Figure: Preparing for the future %

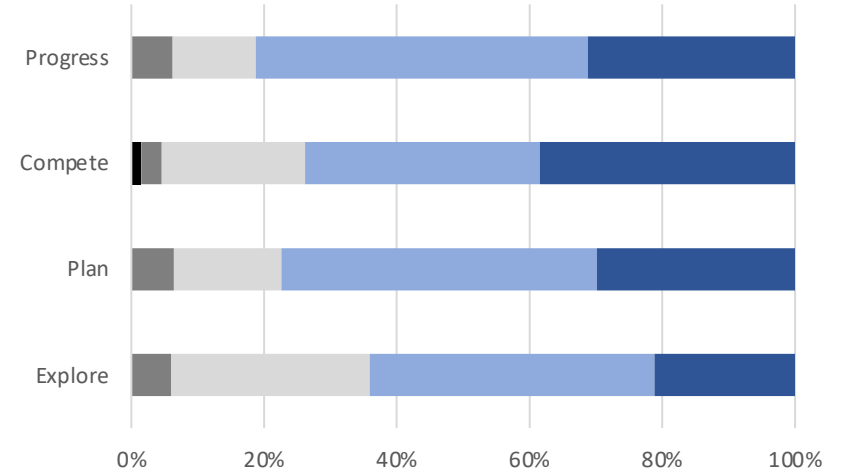


Figure: Becoming aware of educational and vocational choices %

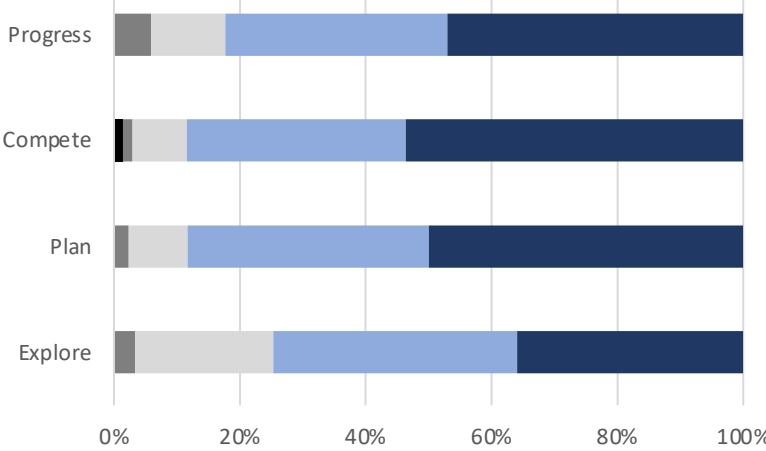


Figure: Planning how to achieve my goals %

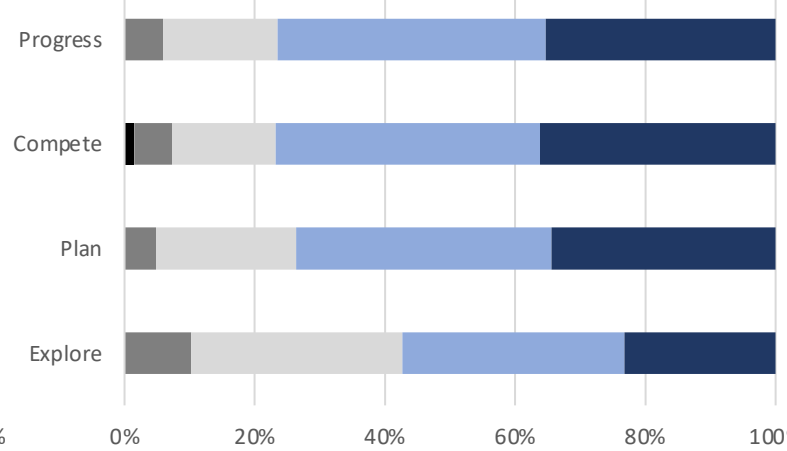
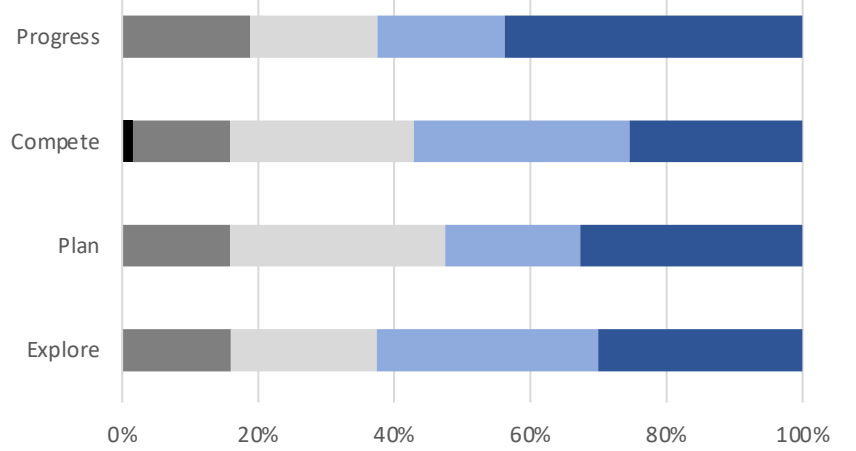


Figure: Concerned about my career %



■ Not Strong ■ Weak ■ Neutral ■ Somewhat Strong ■ Extremely Strong

■ Not Strong ■ Weak ■ Neutral ■ Somewhat Strong ■ Extremely Strong

■ Not Strong ■ Weak ■ Neutral ■ Somewhat Strong ■ Extremely Strong

■ Not Strong ■ Weak ■ Neutral ■ Somewhat Strong ■ Extremely Strong

■ Not Strong ■ Weak ■ Neutral ■ Somewhat Strong ■ Extremely Strong

■ Not Strong ■ Weak ■ Neutral ■ Somewhat Strong ■ Extremely Strong

Perceived Competency

Developing Sport Management & Leadership Across Europe

PERCEIVED COMPETENCIES TESTED

Knowledge

The historical development of the sport industry
Legal aspects of working in the sport industry
Ethical aspects of working in the sport industry
The National sport organisations and structures in my country
International sport organisations and structures
National and International Sport Policies
The Governance of Sport Organisations
Use of technology in sport
Management and Leadership principles in sporting contexts

Transversal Skills

Written Communication
Spoken Communication
Information Technology/Digital Literacy
Mathematics
Research Skills
Information/Data Analysis Skills
Being Creative/Innovative
Solving Problems
Decision Making
Planning & Managing my own work
Evaluation and Reflection of my or others work.
Motivating and leading other people
Working with other people on tasks
Supervising other peoples work
Planning my Career
Entrepreneurial Skills

Sport Management

Develop and implement sport marketing and sales
Plan, coordinate and deliver sport programmes, services or products
Recruit and select sport staff
Plan and lead the work of a sport team
Train sport and leisure staff
Plan and implement sport facility maintenance programmes
Purchase sport equipment and supplies
Develop and manage budgets
Maintain financial records
Monitor and evaluate sport and leisure service provision
Research and develop new sport and leisure services
Manage change in a sport and leisure organisation
Manage sport and leisure customer service
Maintain health, safety and environmental requirements in sport and leisure
Provide first aid
Safeguard the welfare of children, young people and vulnerable adults
Facilitate the inclusion of people with disabilities and other specific needs
Plan and organise sport and leisure community activities
Recruit and manage sport and leisure volunteers
Plan and manage sport and leisure events
Work effectively as a member of a sport and leisure management team
Develop and implement sport and leisure business strategies and plans
Develop and implement sport and leisure operational policies and procedure
Develop relationships with external stakeholders
Be an advocate for sport & leisure organisation
Support the governance of a sport and leisure organisation

PERCEIVED COMPETENCIES

Figure: Average Perceived Overall Competency Scores by Student Age

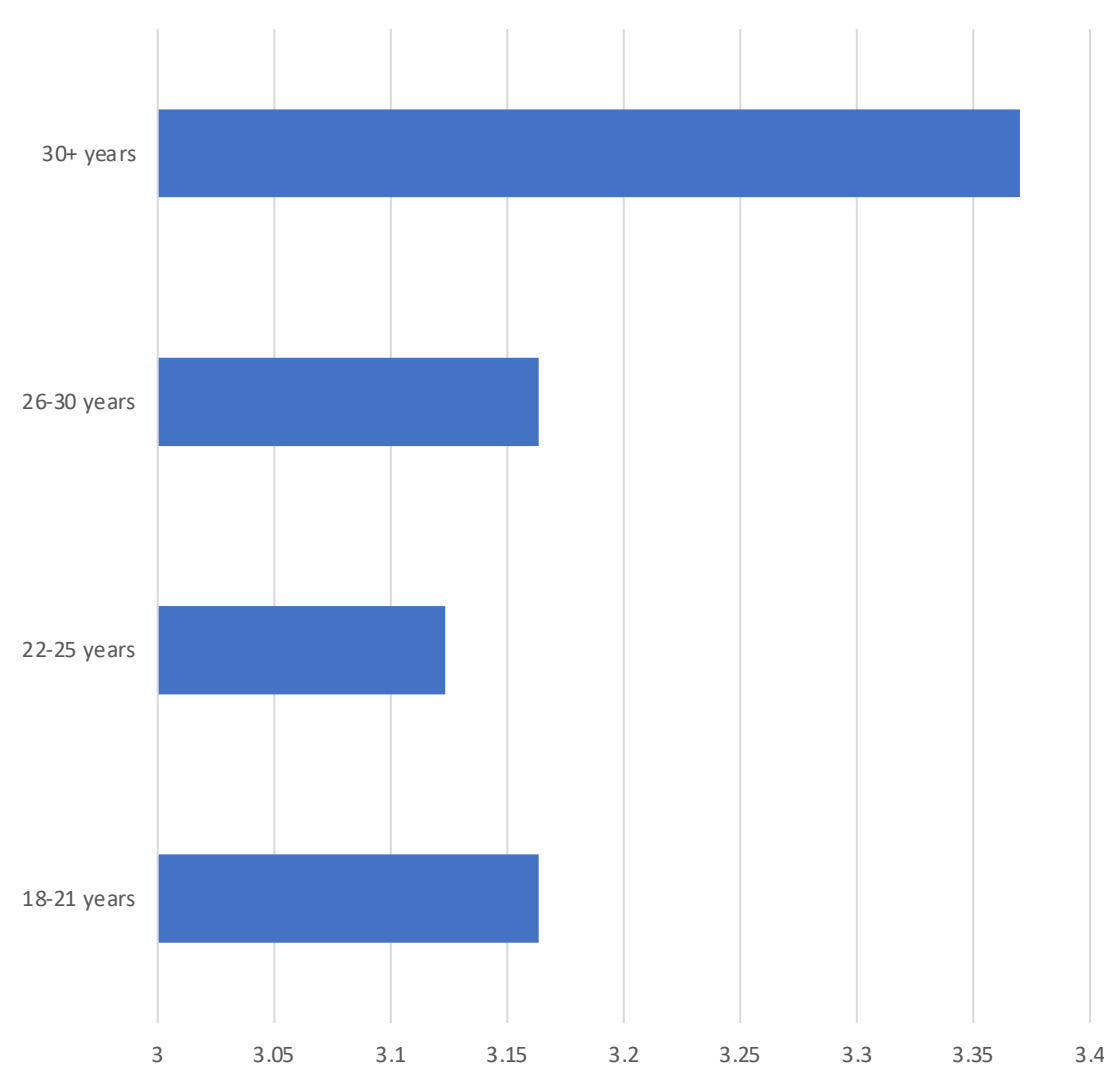
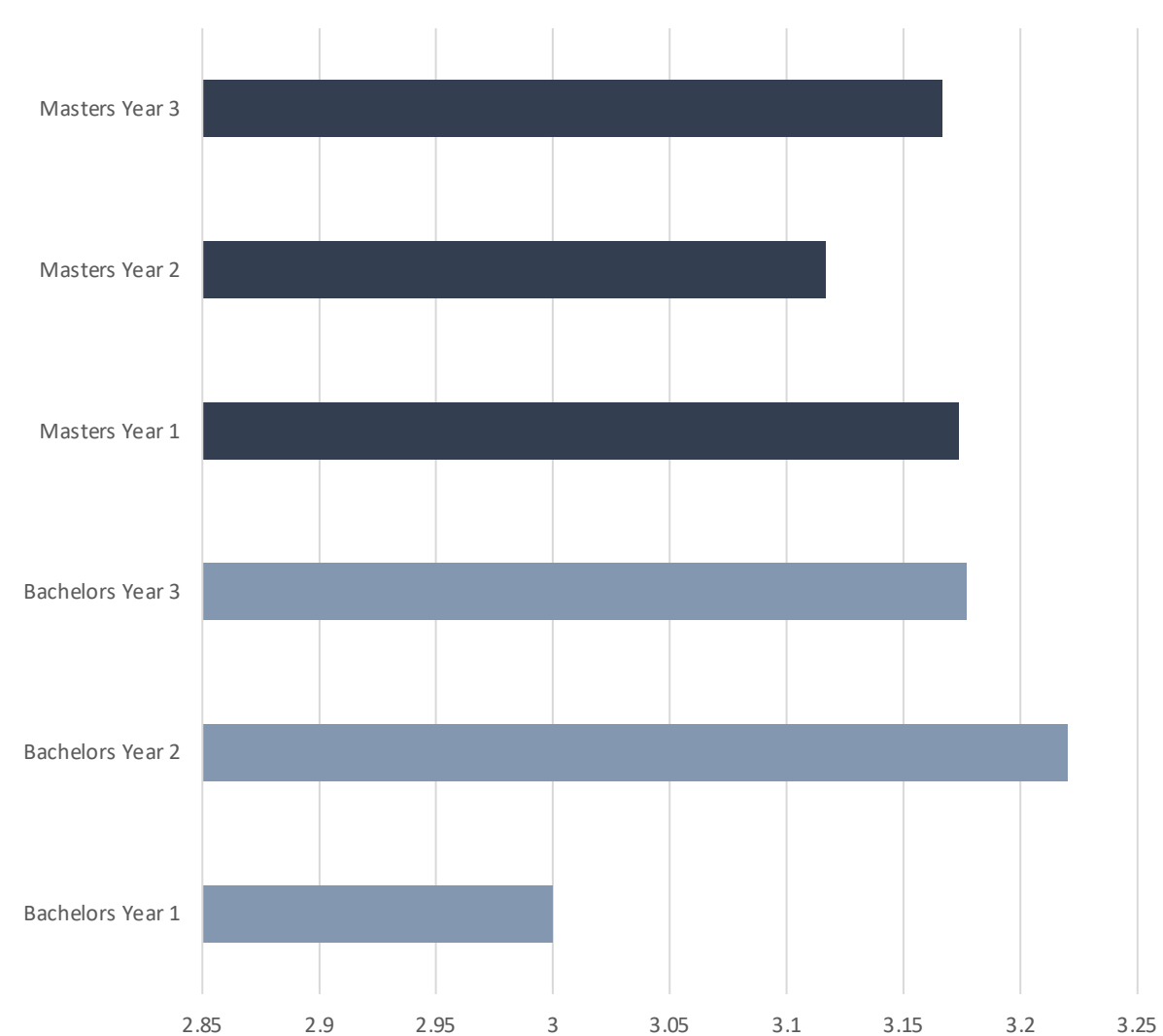


Figure: Average Overall Perceived Competency Scores by Study Level



PERCEIVED COMPETENCIES

Figure: Average Perceived Competency Scores by Student Age

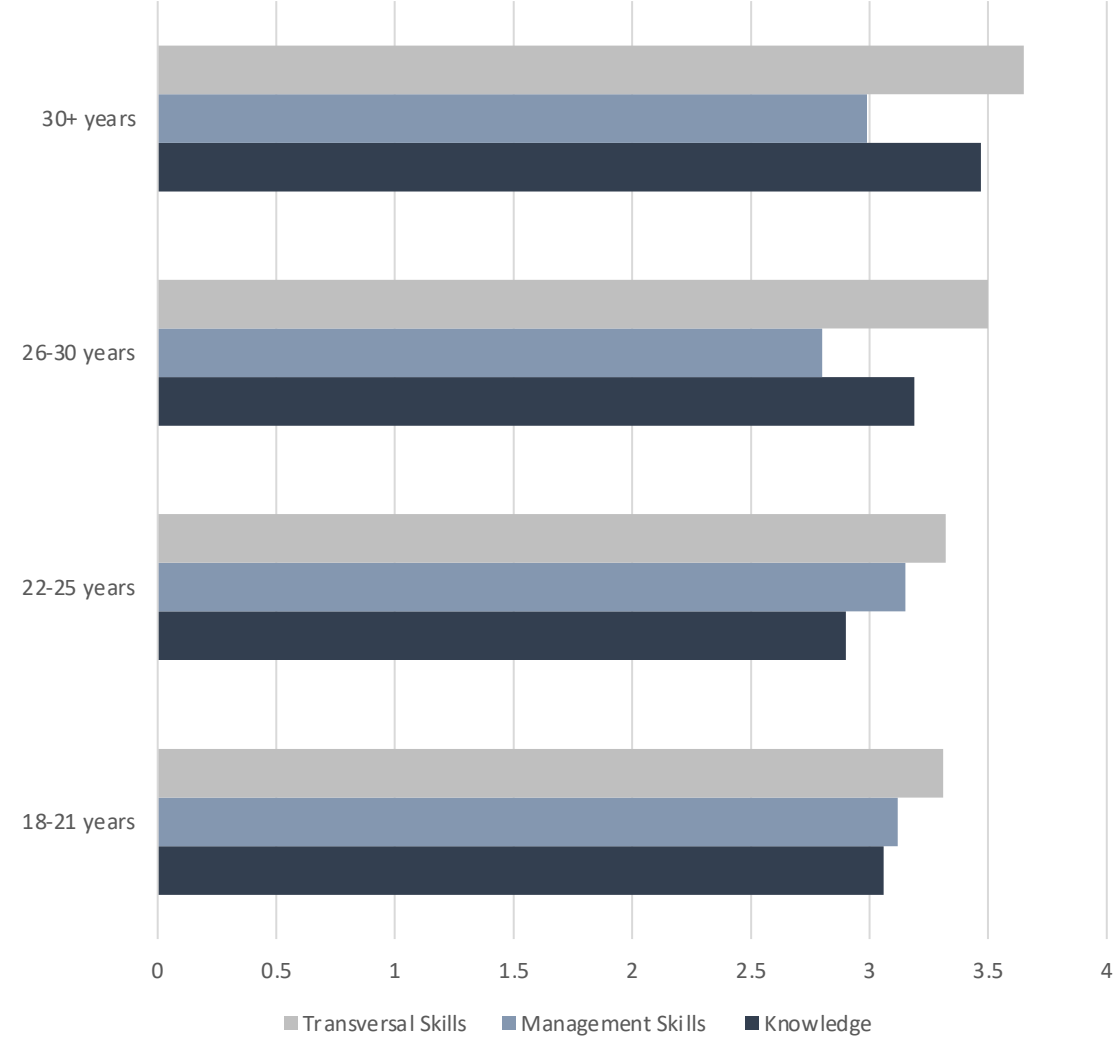
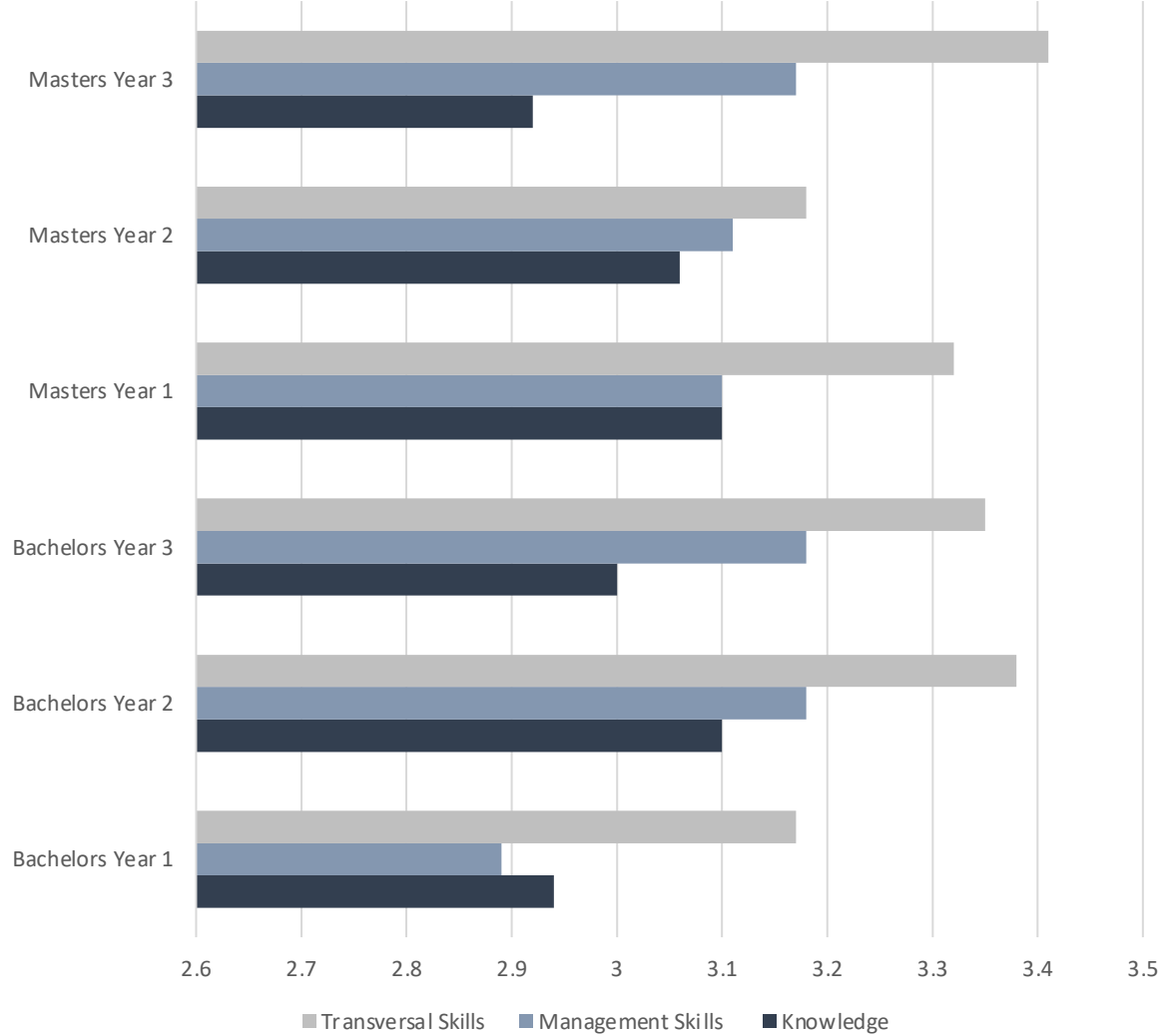
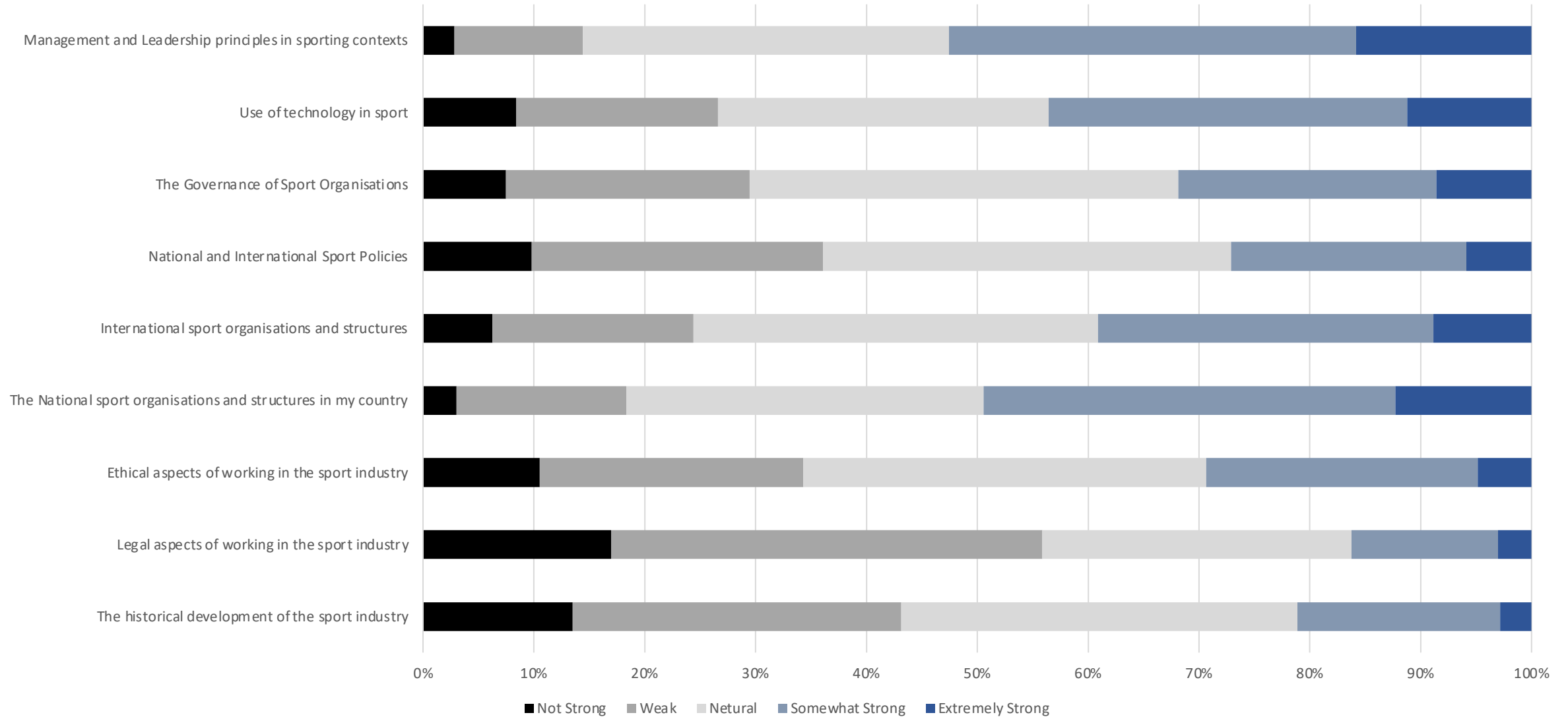


Figure: Average Perceived Competency Scores by Study Level



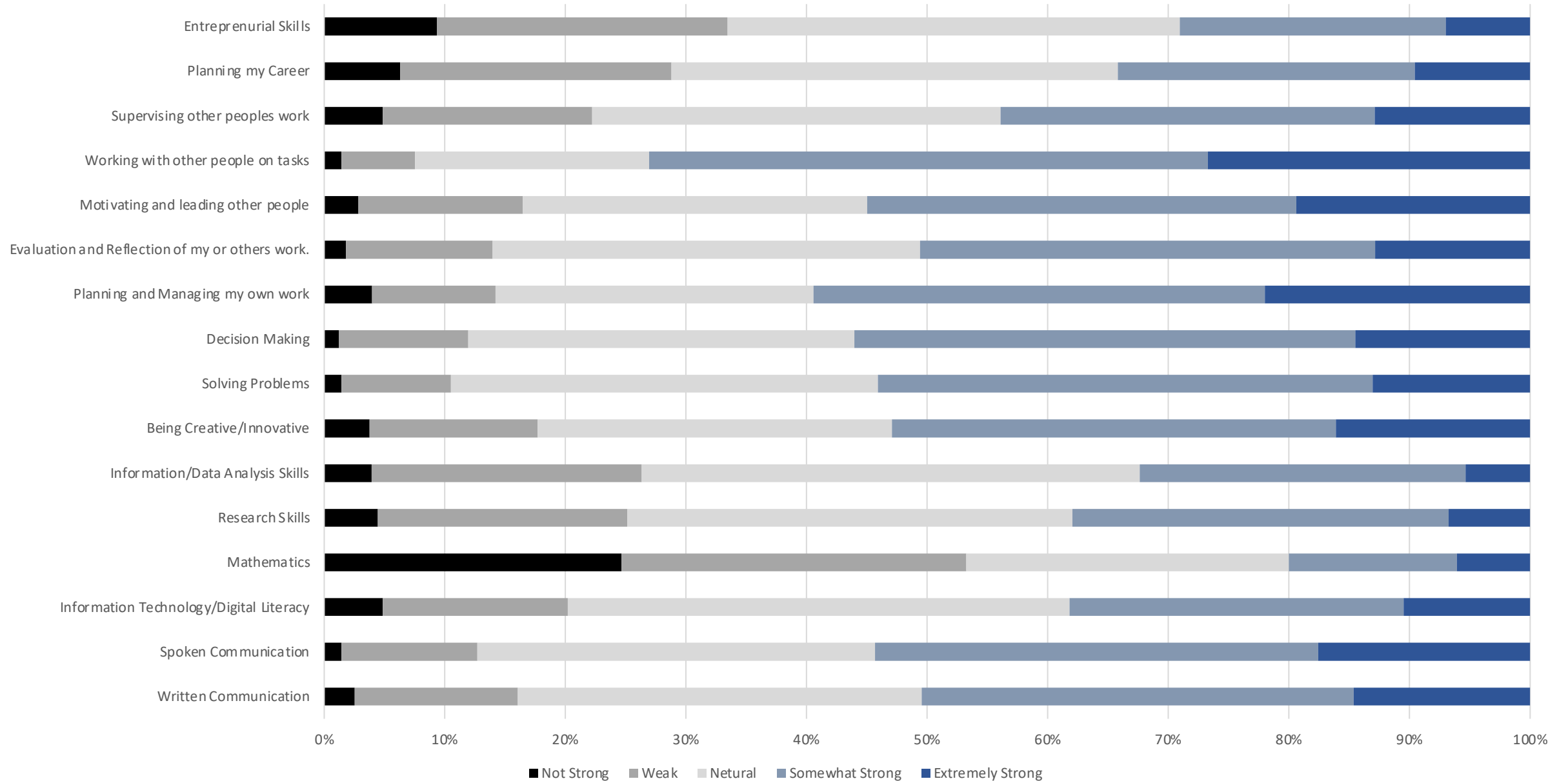
PERCEIVED COMPETENCIES (N=434)

Figure: Sport Management Knowledge



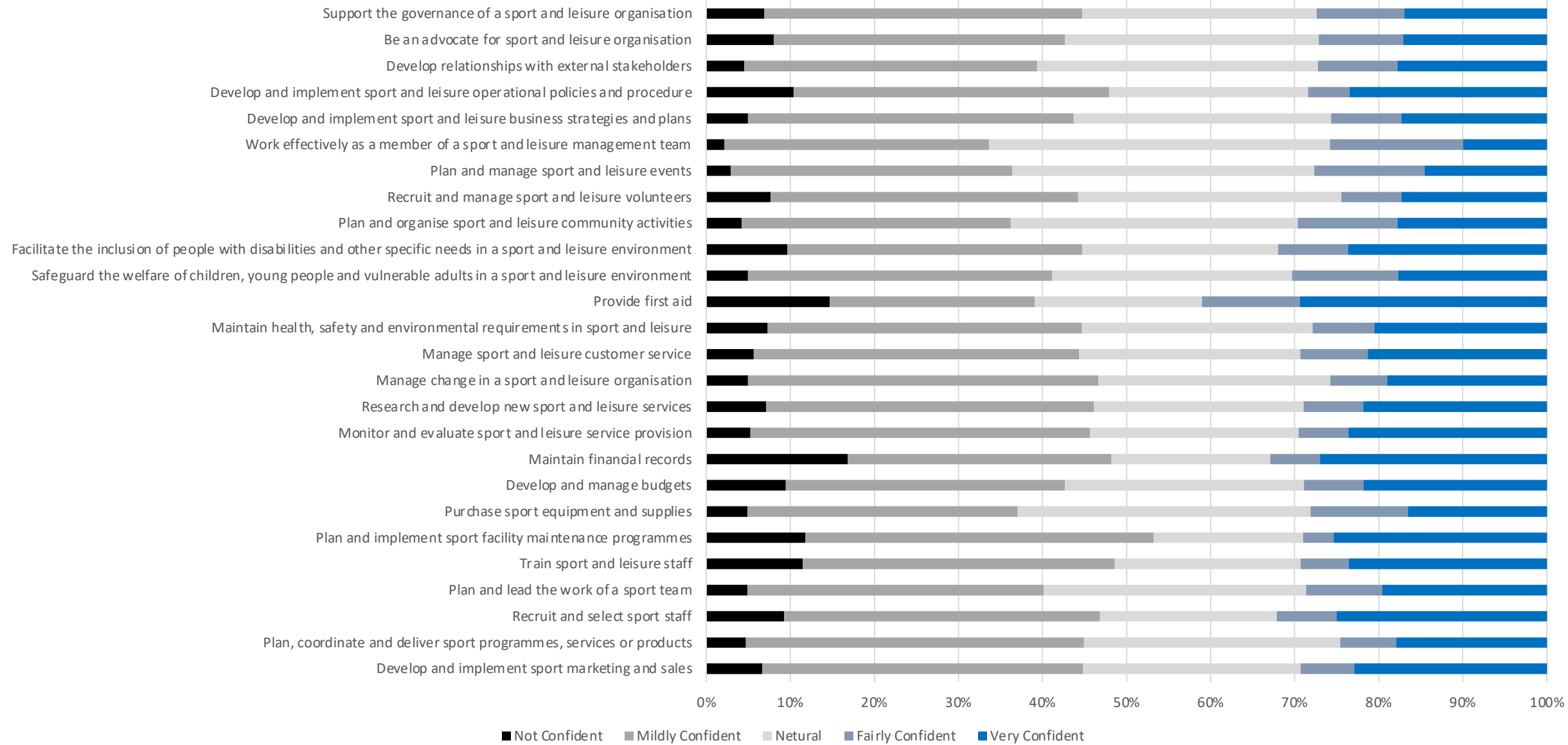
PERCEIVED COMPETENCIES (N=434)

Figure: General Transversal Skills



PERCEIVED COMPETENCIES (N=434)

Figure: Sport Management Competencies





Manager E-Survey



I am Highly Self Directed in my Career Management

I am Committed to Training and highly likely to invest in my own training.

ENTRY MANAGER

Sport Management

Europe

21+

I will have a level 4+ qualification highly likely to be in management

I am Satisfied with my Career

I predominantly rely on myself to direct my career.

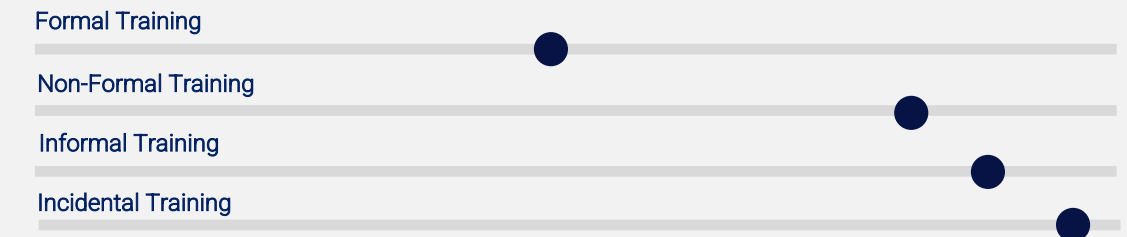
Most Important Perceived Competencies for Role



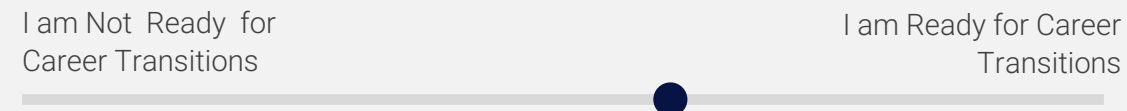
Need Training



Training & Development Preferences



Career Adaptability





I am Highly Self Directed in my Career Management

I am Committed to Training and highly likely to invest in my own training.

MIDDLE MANAGER

Sport Management

Europe

25+

I will have a level 4+ qualification likely to be in management

I am Very Satisfied with my Career.

I will consider my employers needs when directing my career.

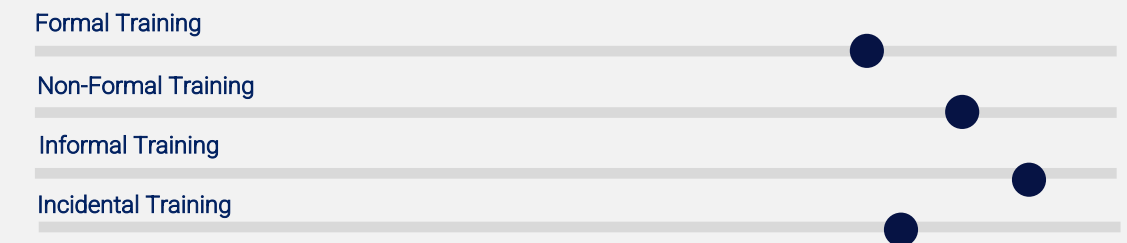
Most Important Perceived Competencies for Role



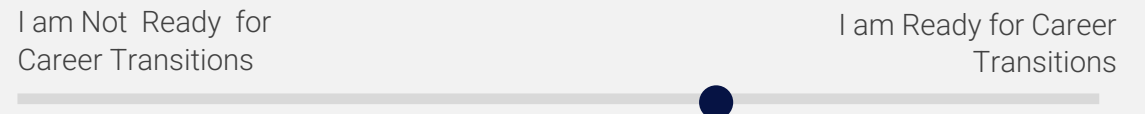
Need Training



Training & Development Preferences



Career Adaptability





I am Highly Self Directed in my Career Management

I am Committed to Training and likely equally rely on my own and employer investment in my training

SENIOR MANAGER

Sport Management

Europe

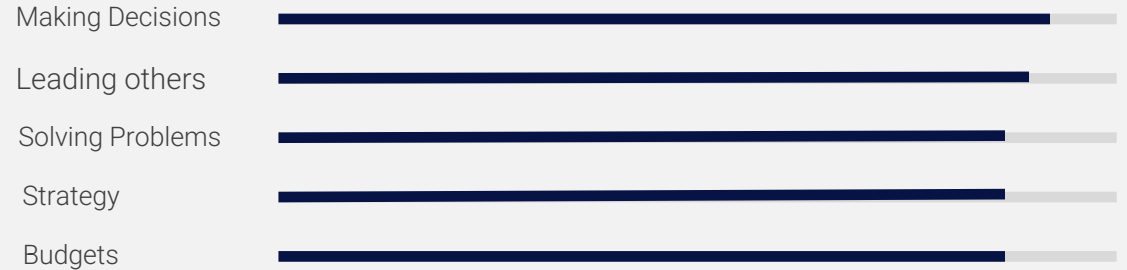
36+

I will have a level 4+ qualification which may be in management

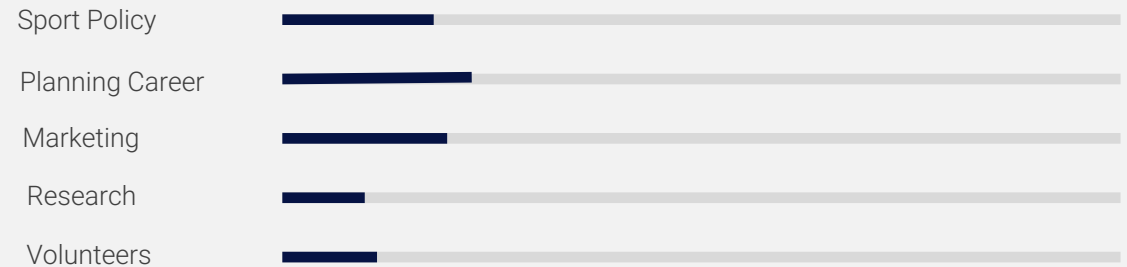
I am Highly Satisfied with my Career

I will consider my employers needs when directing my career.

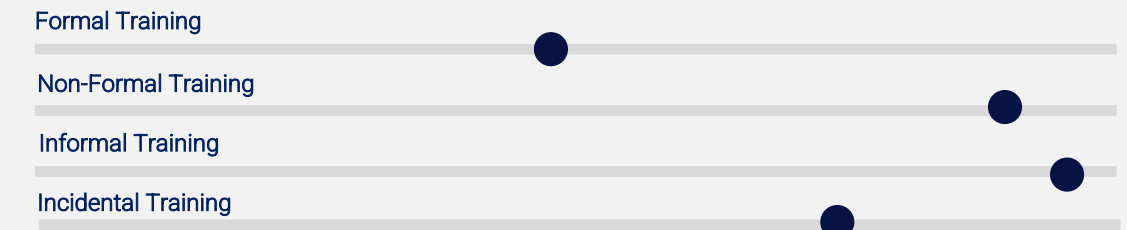
Most Important Perceived Competencies for Role



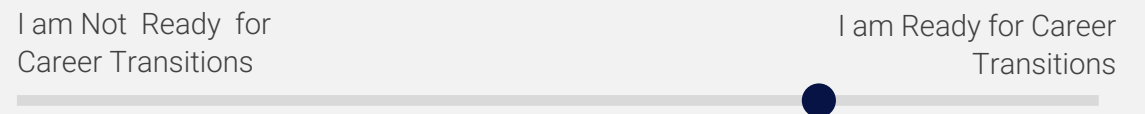
Need Training



Training & Development Preferences



Career Adaptability



Manager E-Survey Descriptive Data

Developing Sport Management & Leadership Across Europe

SAMPLE DEMOGRAPHIC DATA

AGE PROFILE (n=209)

Figure: Overall Sample Profile

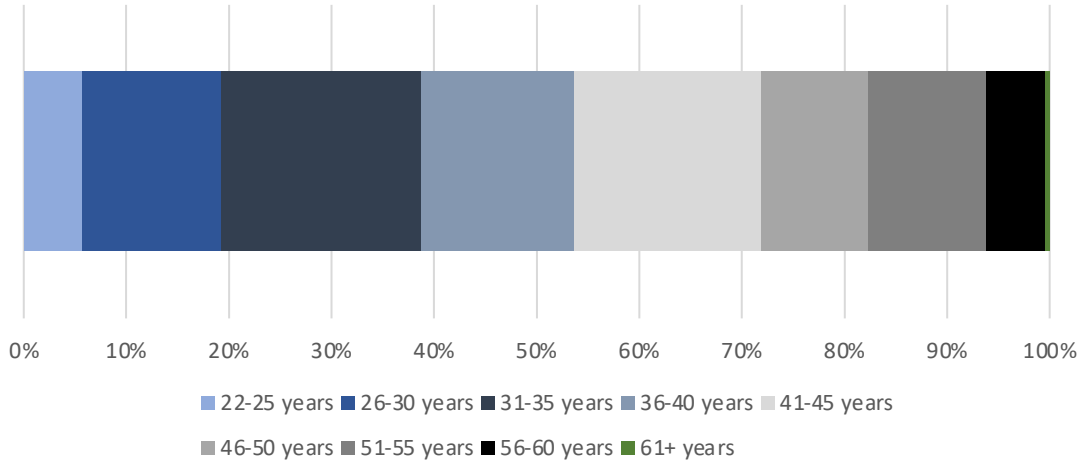
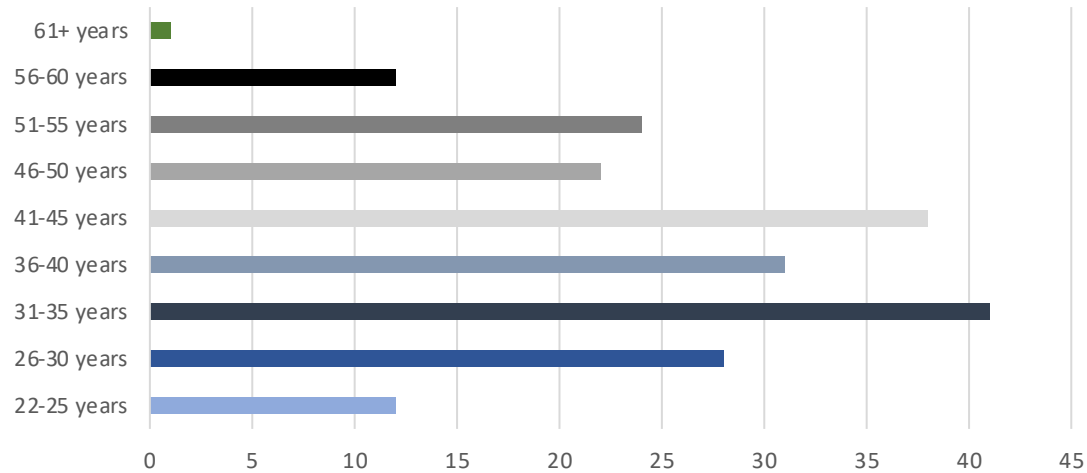


Figure: Age Totals



AGE BY MANAGERIAL LEVEL

Figure: Overall Sample Profile

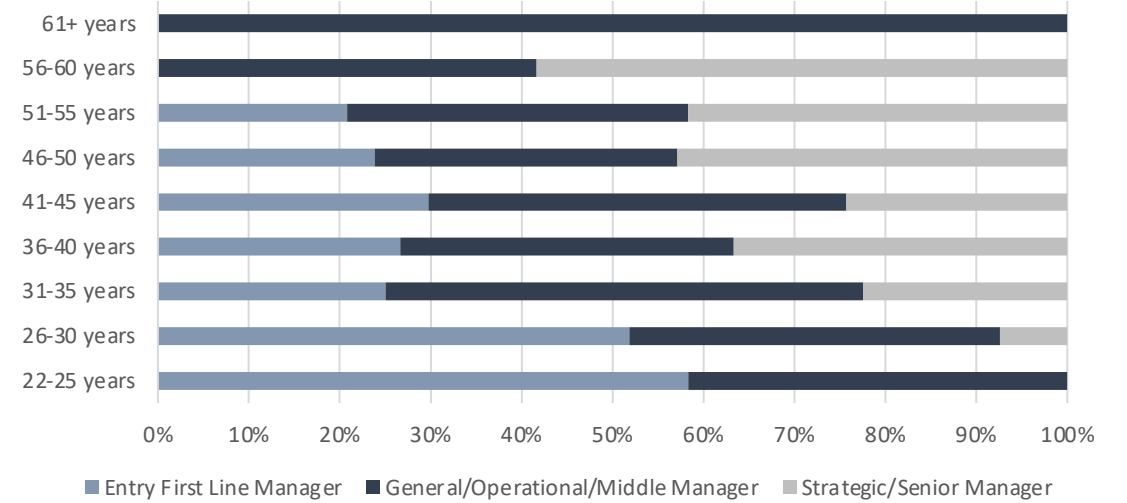
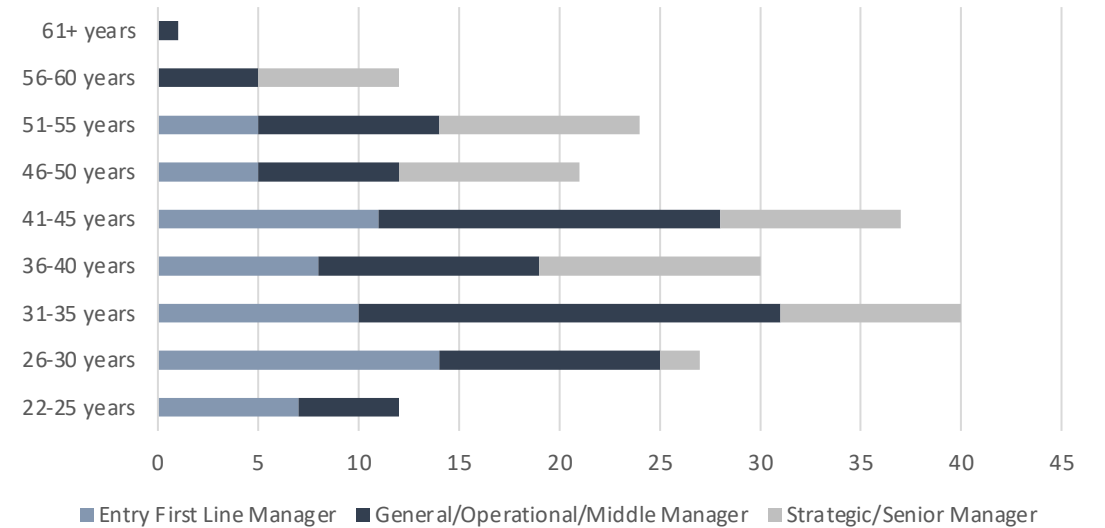


Figure: MANAGERIAL LEVEL AGE Band Actuals



SAMPLE DEMOGRAPHIC DATA

GENDER PROFILE (n=210)

Figure: Overall Sample Profile

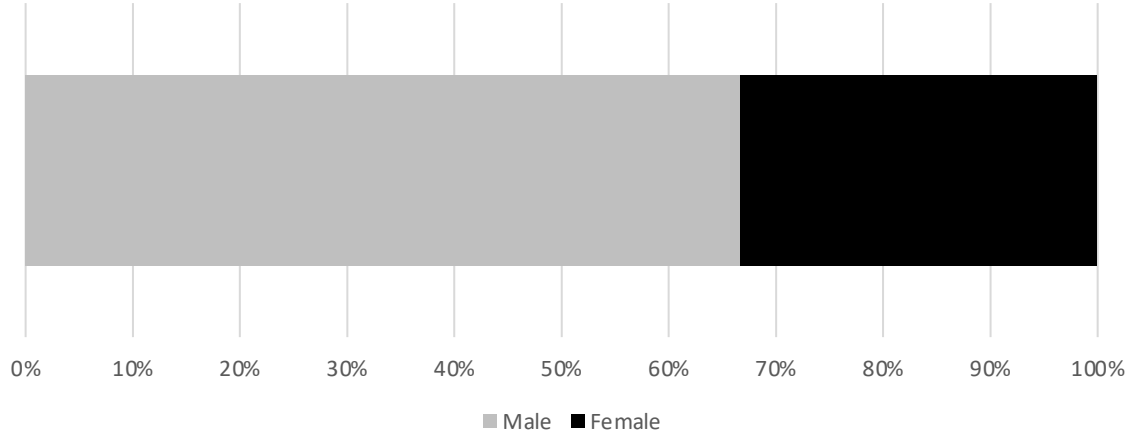
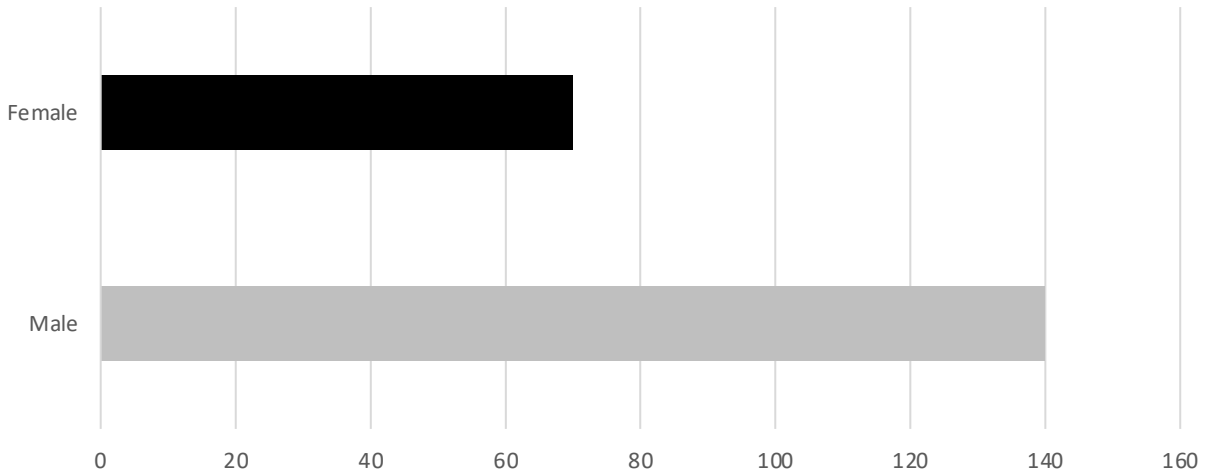


Figure: Gender Totals



GENDER BY MANAGERIAL LEVEL

Figure: Overall Sample Profile

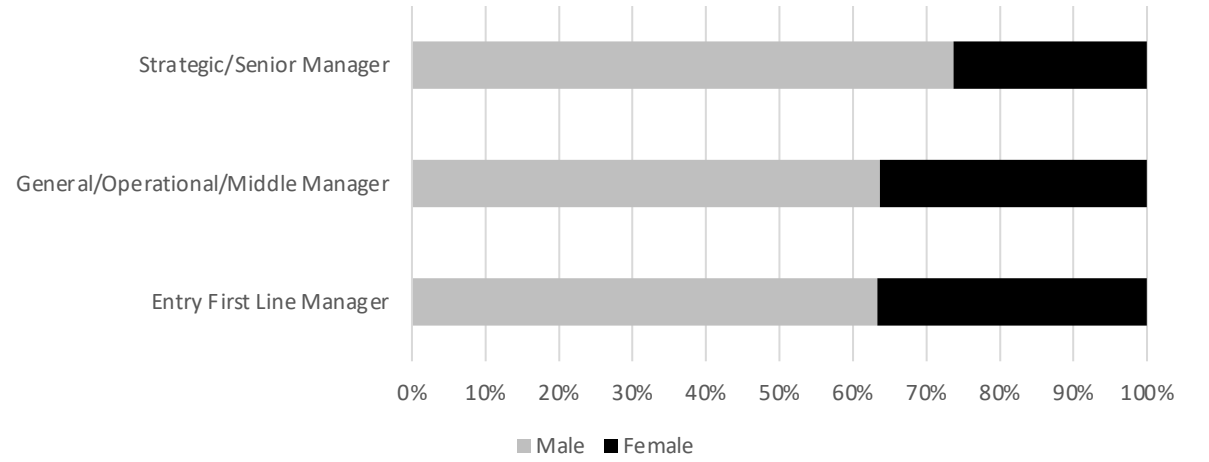
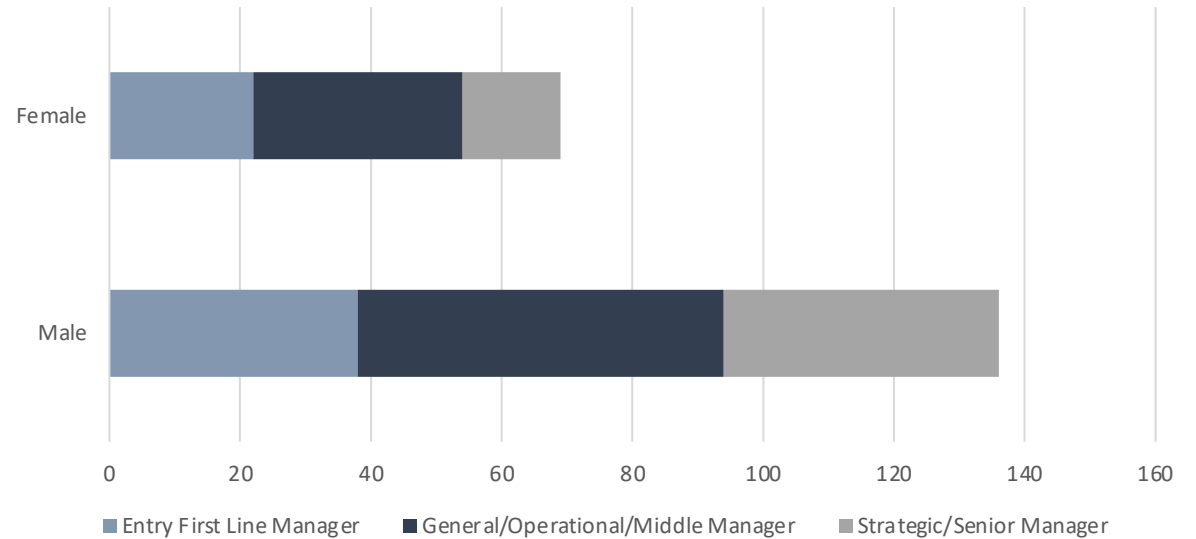


Figure: MANAGERIAL LEVEL Gender Actuals



SAMPLE DEMOGRAPHIC DATA

SECTOR PROFILE (n=207)

Figure: Overall Sample Profile

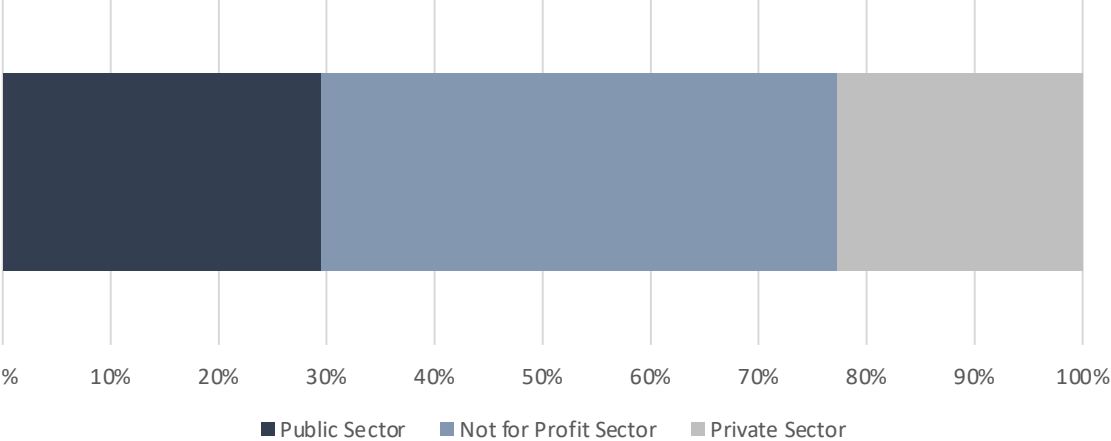
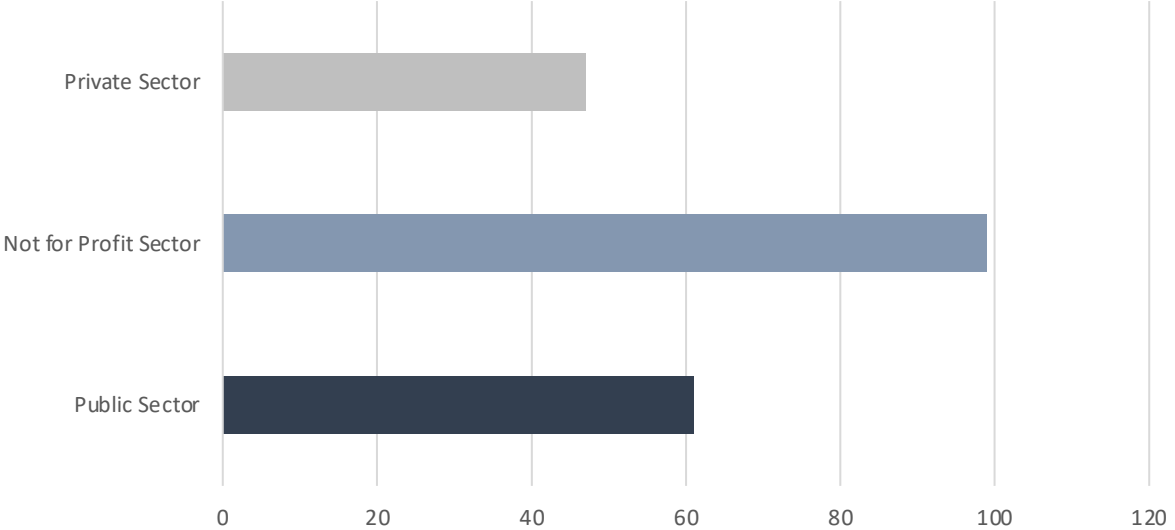


Figure: Sector Totals



SECTOR BY MANAGERIAL LEVEL

Figure: Overall Sample Profile

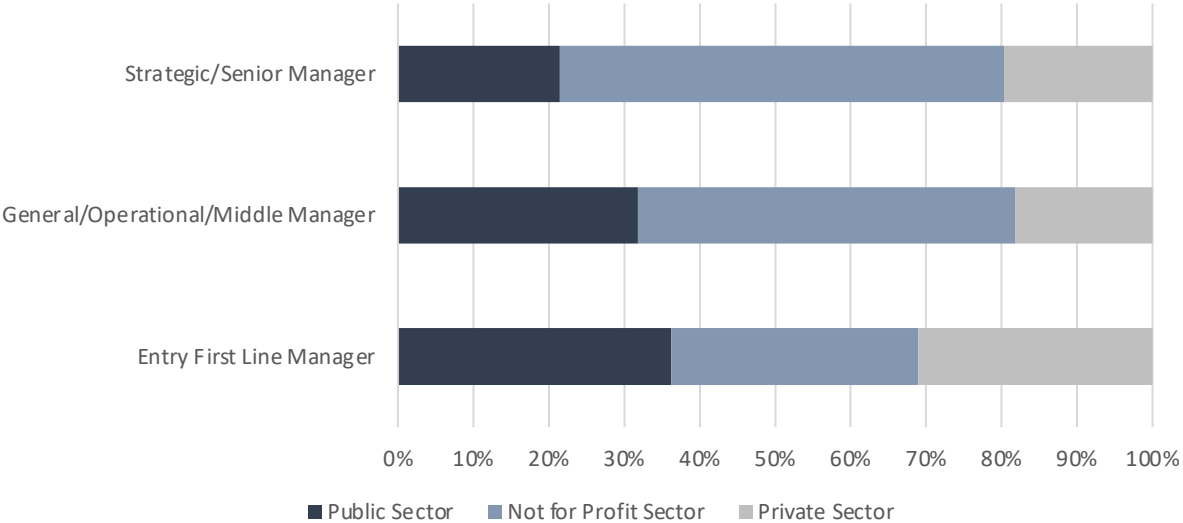
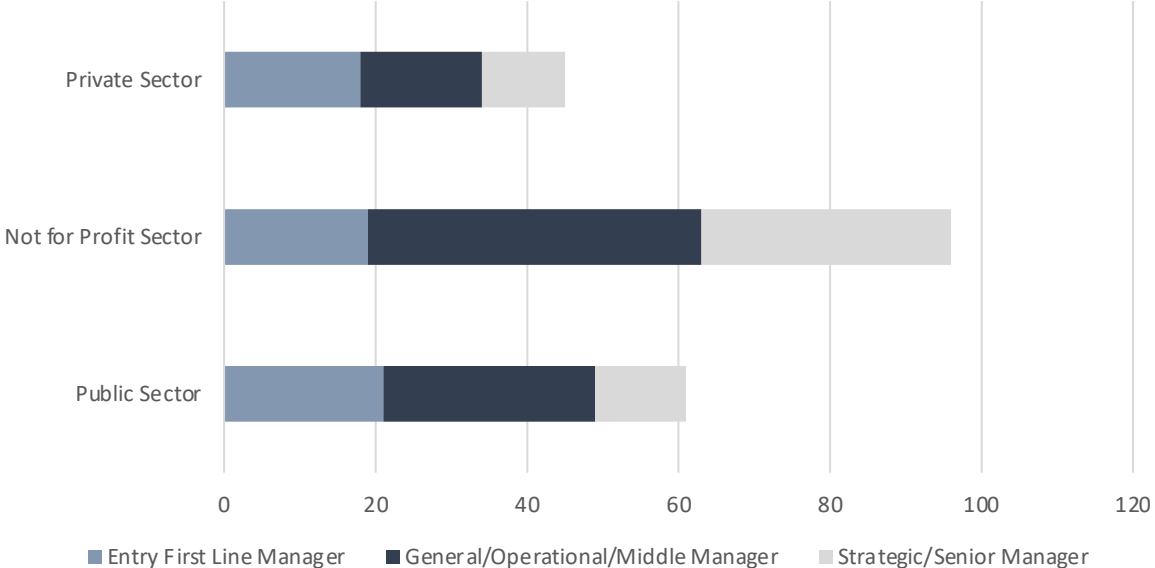


Figure: MANAGERIAL LEVEL AGE Band Actuals



SAMPLE DEMOGRAPHIC DATA

PRIMARY ORGANISATIONAL PURPOSE PROFILE (n=206)

Figure: Overall Sample Profile

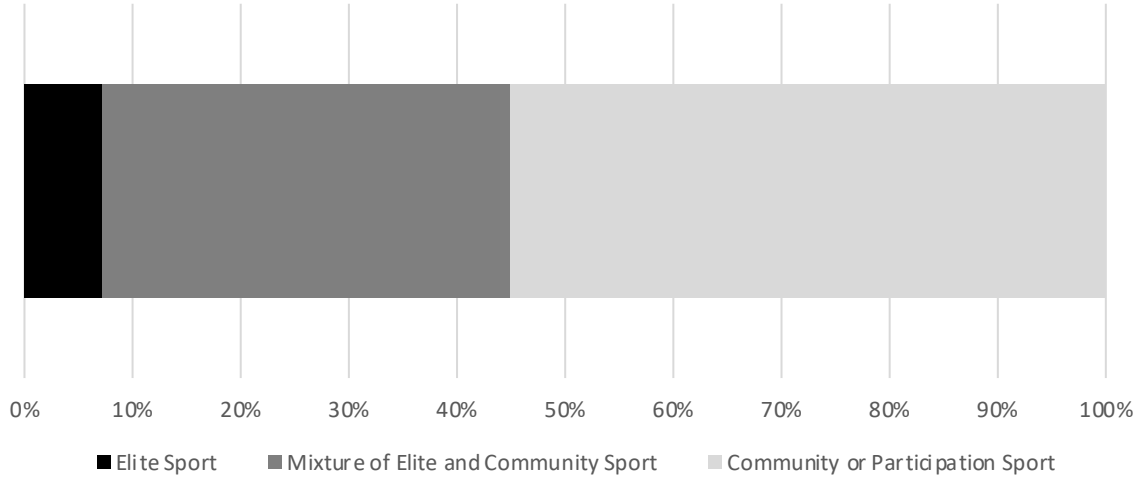
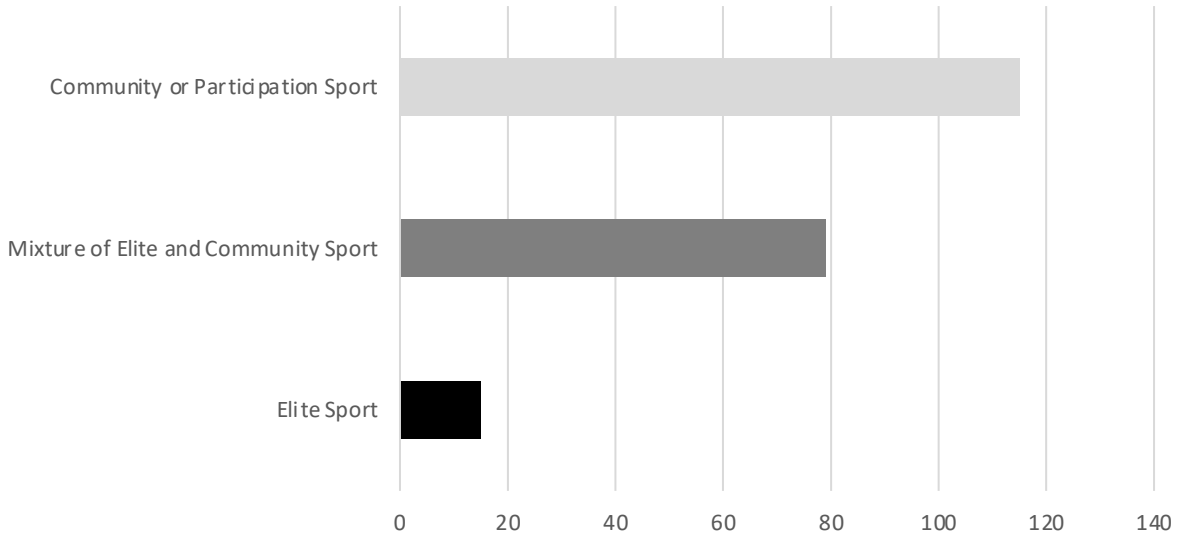


Figure: Primary Purpose Totals



PURPOSE BY MANAGERIAL LEVEL

Figure: Overall Sample Profile

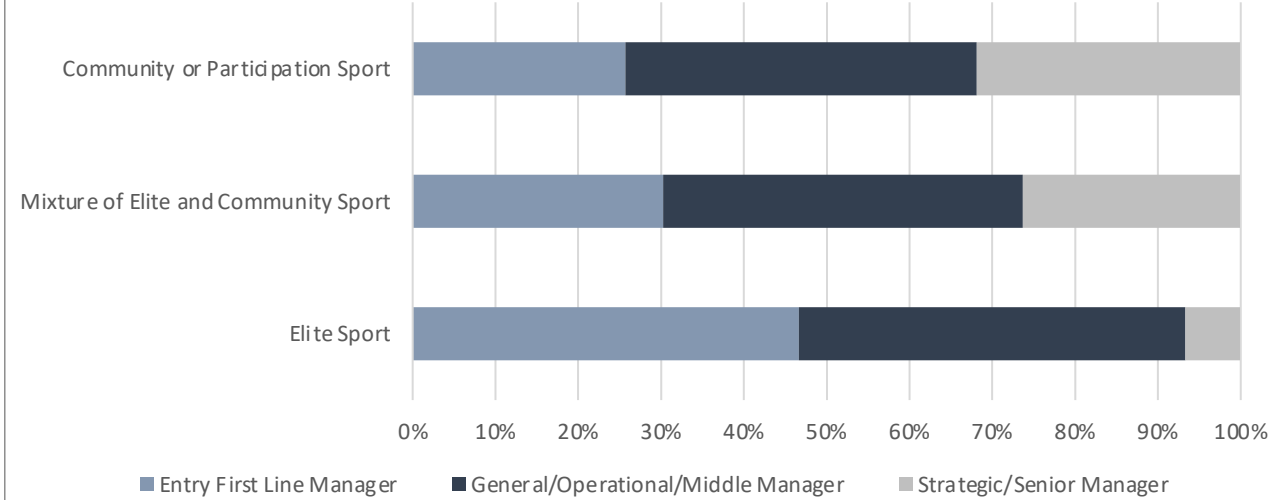
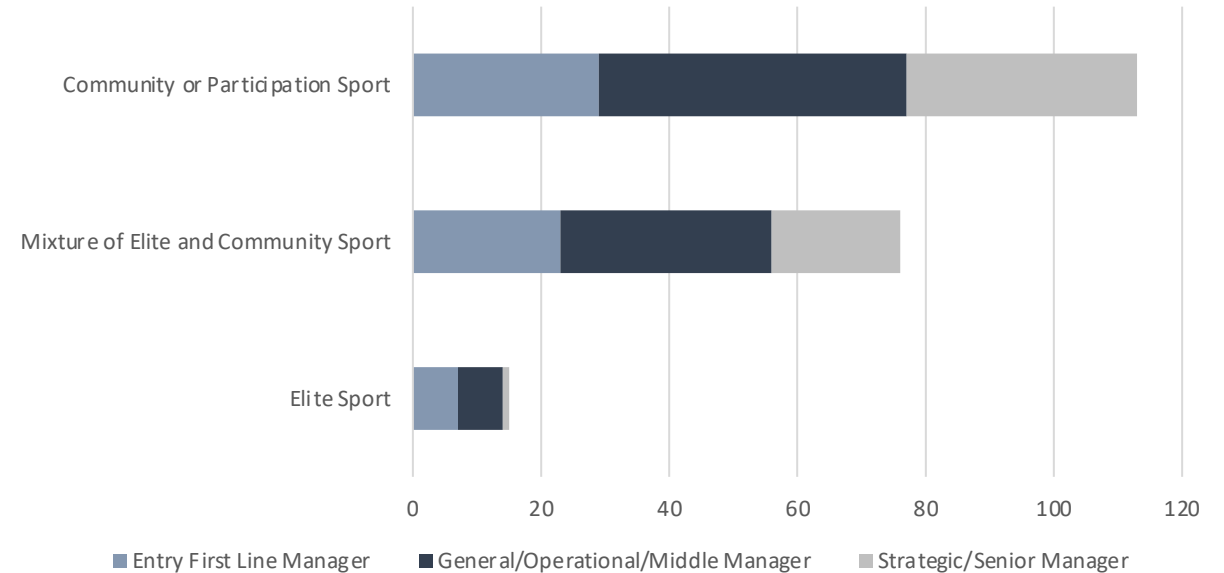


Figure: MANAGERIAL LEVEL Organisational Purpose Totals



SAMPLE DEMOGRAPHIC DATA

GEOGRAPHICAL PROFILE (n=206)

Figure: Overall Sample Profile

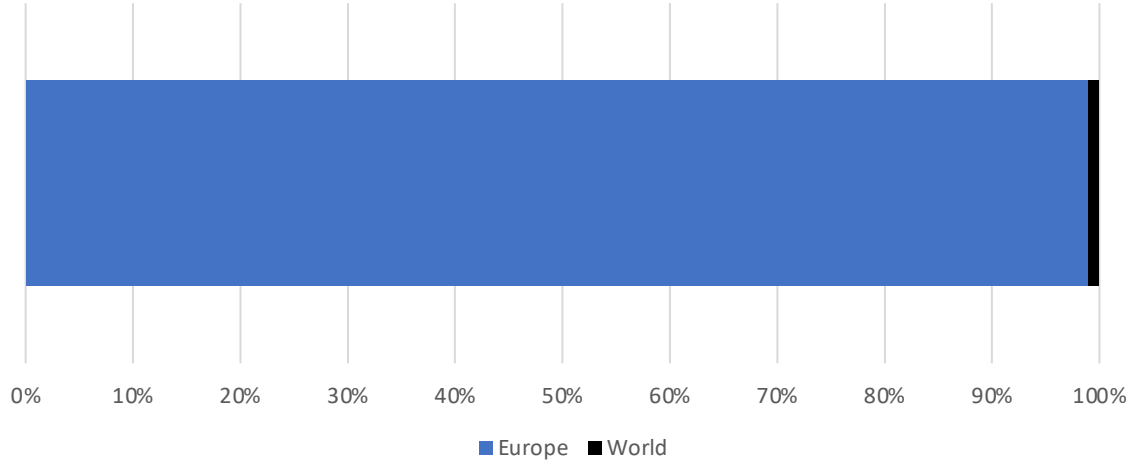


Figure: Regional Profile

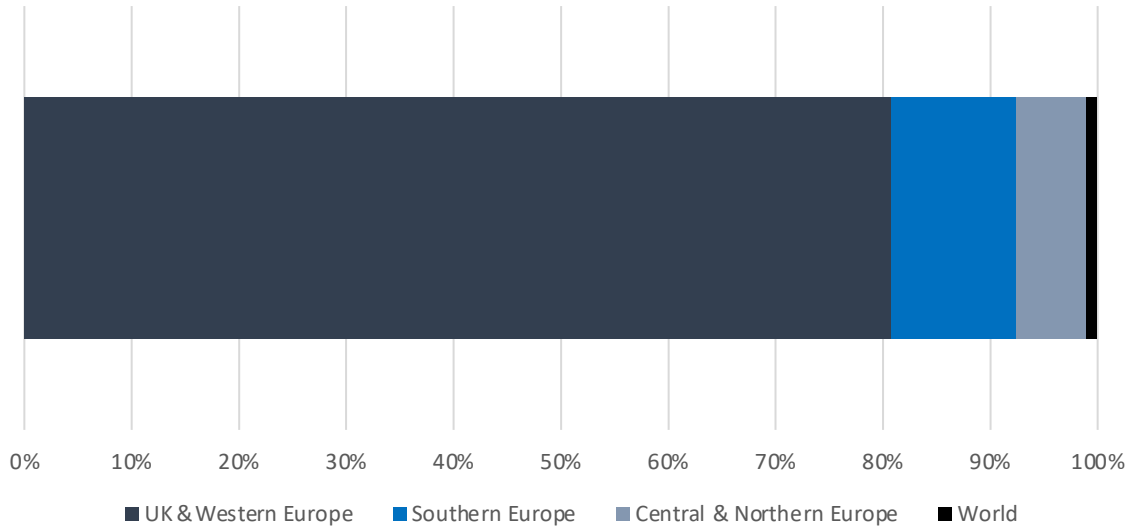


Figure: Managerial Level by Geography

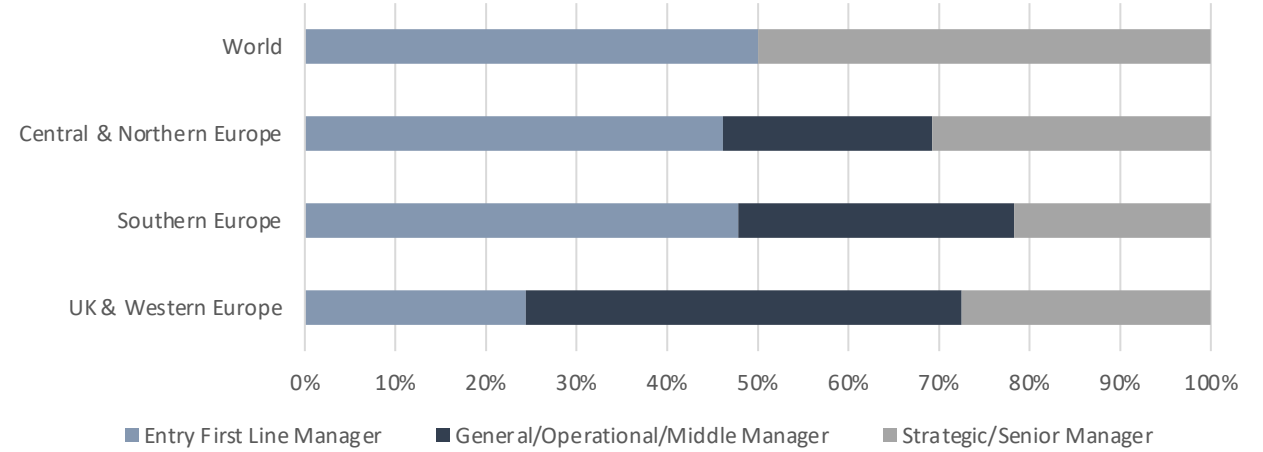
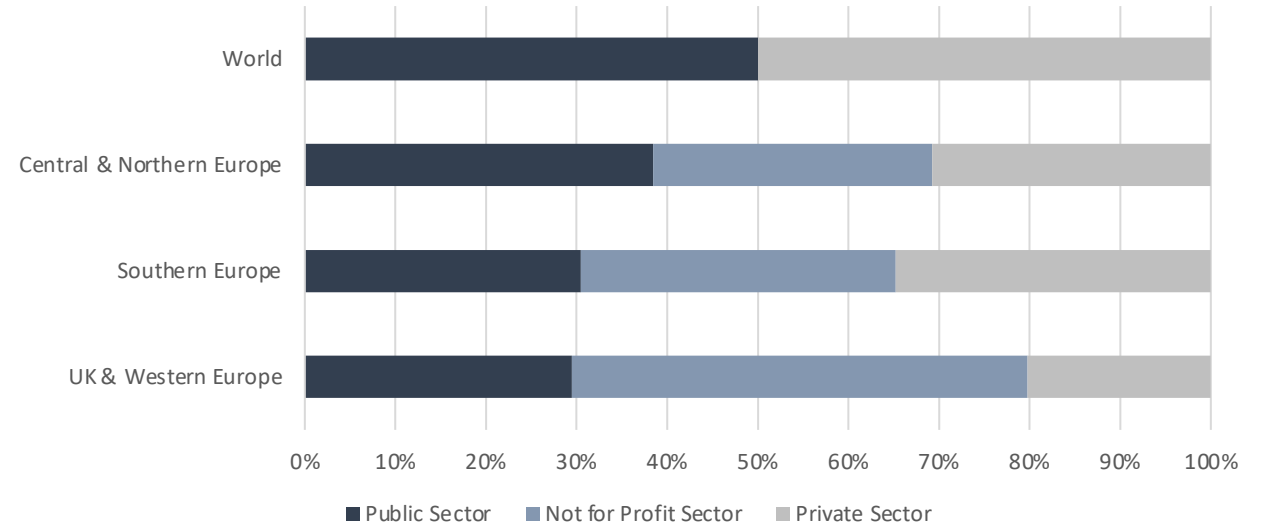


Figure: Sector by Geography



SAMPLE DEMOGRAPHIC DATA

Table Overall Sector by Manager Level Sample Profile

	Entry Manager	Middle Manager	Senior Manager	Total
Public Sector	21	28	12	61
Not for Profit Sector	19	44	33	96
Private Sector	18	16	11	45
Total	58	88	56	202

Overall Sector by Purpose Sample Profile

	Elite Sport	Community Sport	Mixed	Total
Public Sector	9	33	19	61
Not for Profit Sector	3	54	42	99
Private Sector	3	26	18	47
Total	15	113	79	207

Total Overall Purpose by Manager Level Sample Profile

	Entry Manager	Middle Manager	Senior Manager	Total
Elite Sport	7	7	1	15
Community Sport	29	48	36	113
Mixed	23	33	20	76
Total	59	88	57	204

Overall Management Level By International Region Sample Profile

	Entry Manager	Middle Manager	Senior Manager	Total
Western Europe	39	77	44	160
Southern Europe	11	7	5	23
Central Europe	6	3	4	13
World	1	0	1	2
Total	57	87	54	198

Protean Career

Developing Sport Management & Leadership Across Europe

PROTEAN CAREER

An individual **taking responsibility for managing their own career** that reflects freedom, self- direction, and making career decisions for transforming one's career path based on personal values.

(Briscoe et al., 2006).

The individual oversees their career not an organisation.

Two dimensions

Self-direction

- that reflects the degree to which an individual assumes responsibility for managing and developing his or her own career.

Value-driven attitude

- that guides an individual's career decision making and serves as a measure of career success (Briscoe et al., 2006).

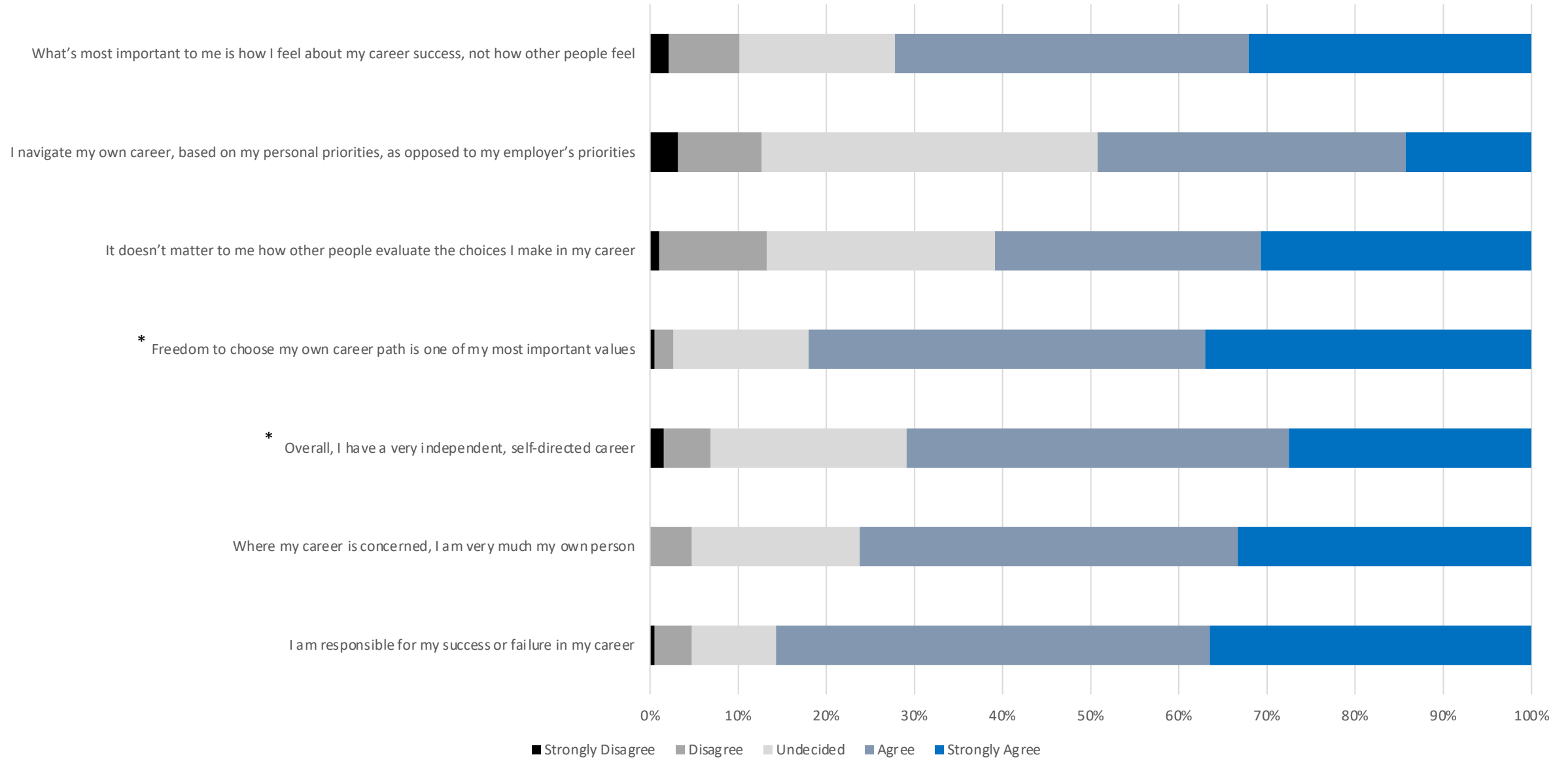
Individuals who adopt a protean career orientation tend

- Eager to seek out career development opportunities that accord with their own values, rather than organizational values (Briscoe et al., 2006).
- Tend to define career success based on their own criteria and actively take actions to achieve these criteria (Direnzo & Greenhaus, 2011).
- Enhance their sense of control over unpredictable work environments (Briscoe et al., 2006)
- Interpret adverse career events more positively (Waters et al., 2015),
- They are able to adapt to changing career circumstances
- They tend to exhibit more adaptive behaviours such as acquiring new skills and competencies.

PROTEAN CAREER

Career Values (n=226)

Figure: Overall Sample Profile



Career Satisfaction

Developing Sport Management & Leadership Across Europe

CAREER SATISFACTION

Individuals' idiosyncratic evaluations of their own careers

- **One central indicator of subjective career success** and can be seen as a crucial component of career success in actual labour market generations (cf. Hall & Chandler, 2005; Ng et al., 2005)
- **The Career Satisfaction Scale** measures career satisfaction as the evaluation of an individual's progress toward meeting different career-related goals:
 - Income,
 - Advancement,
 - Development
 - Career-related successes

The CSS is a one-dimensional measure with high reliabilities across reported studies. Moreover, the CSS showed high levels of construct validity and is related to constructs like objective career success, career self-management, or networking behaviors and has been used in cross-sectional, longitudinal, and intervention studies (Abele & Spurk, 2009; Raabe, Frese, & Beehr, 2007; Wolff & Moser, 2009).

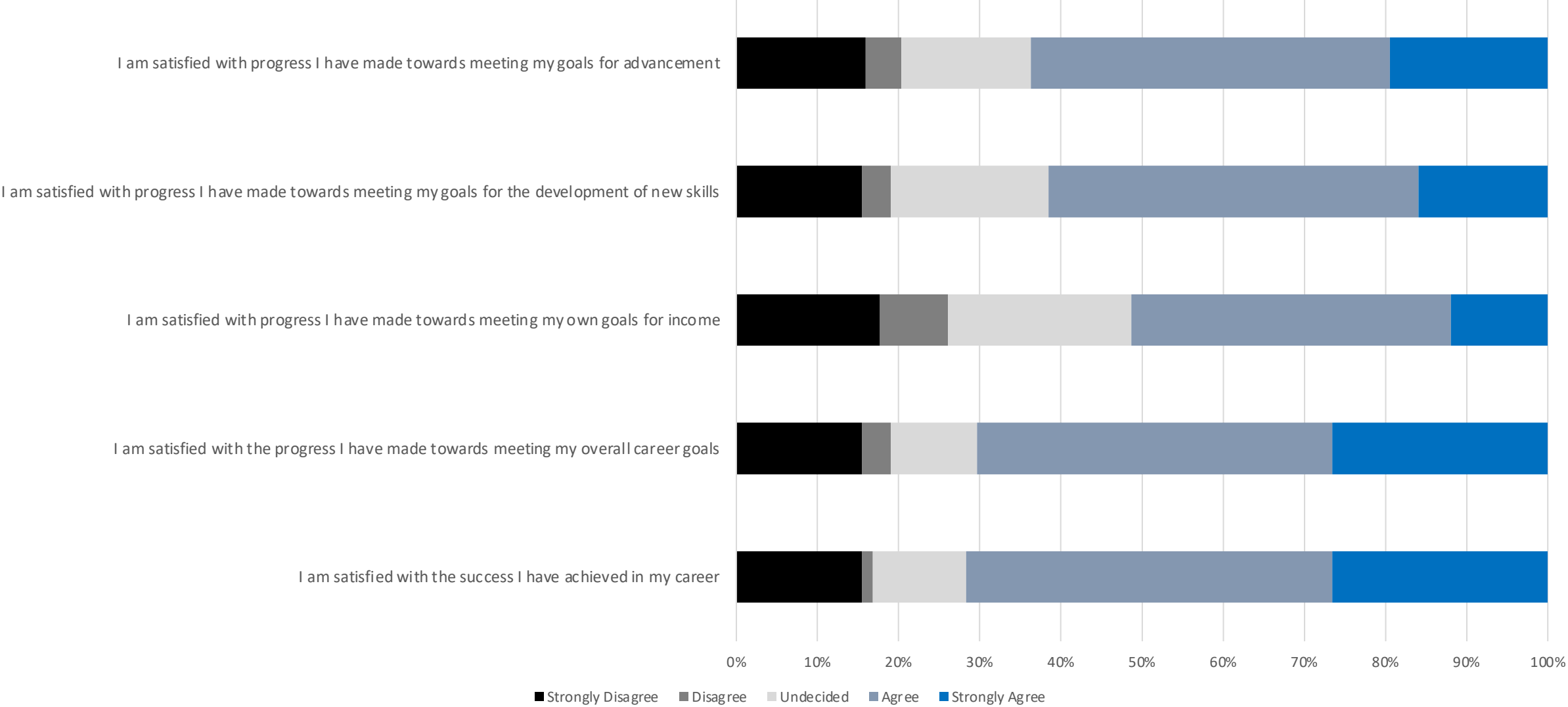
Career Satisfaction Scale

(1 . strongly disagree; 5 . strongly agree)

- I am satisfied with the success I have achieved in my career.
- I am satisfied with the progress I have made towards meeting my overall career goals.
- I am satisfied with the progress I have made towards meeting my goals for income.
- I am satisfied with the progress I have made towards meeting my goals for advancement.
- I am satisfied with the progress I have made towards meeting my goals for the development of new skills.

CAREER SATISFACTION

Figure: Overall Sample Profile (n=226)



PROTEAN CAREER BY MANAGEMENT LEVEL

Null Hypothesis	Sig.a,b	Pairwise Comparison
I am satisfied with the success I have achieved in my career is NOT the same	0.006	Senior Manager Higher than others
I am satisfied with the progress I have made towards meeting my overall career goals is NOT the same	0.019	Senior Manager Higher than EM
I am satisfied with progress I have made towards meeting my own goals for income is NOT the same	0.006	Senior Manager Higher than others
I am satisfied with progress I have made towards meeting my goals for advancement is NOT the same	0.001	Senior Manager Higher than EM

Manager Education & Training

Developing Sport Management & Leadership Across Europe

MANAGER EDUCATION

Highest Qualification

Figure: Overall Sample Profile

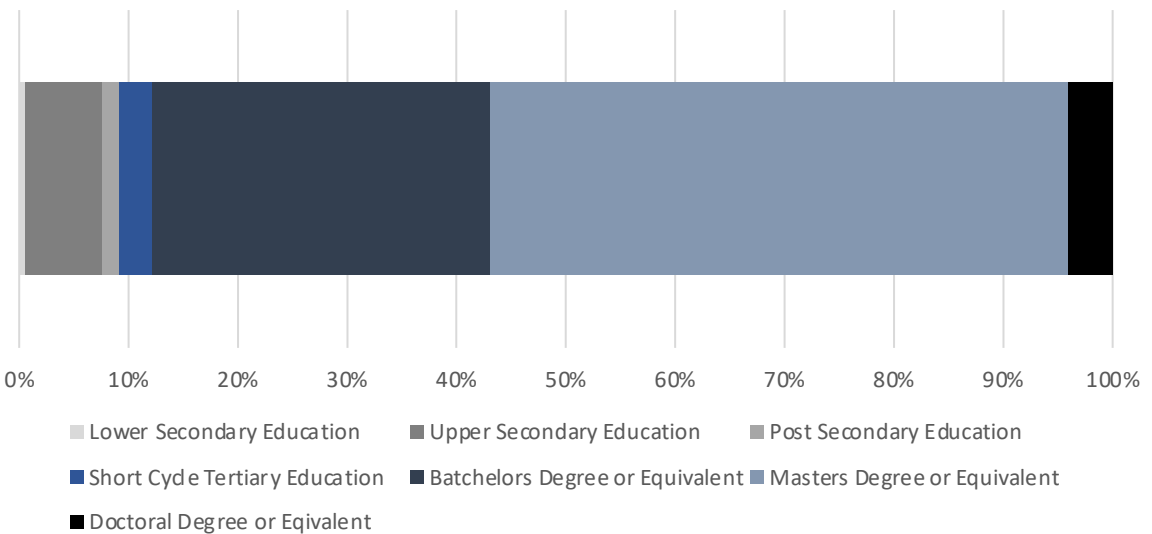


Figure: Level Totals

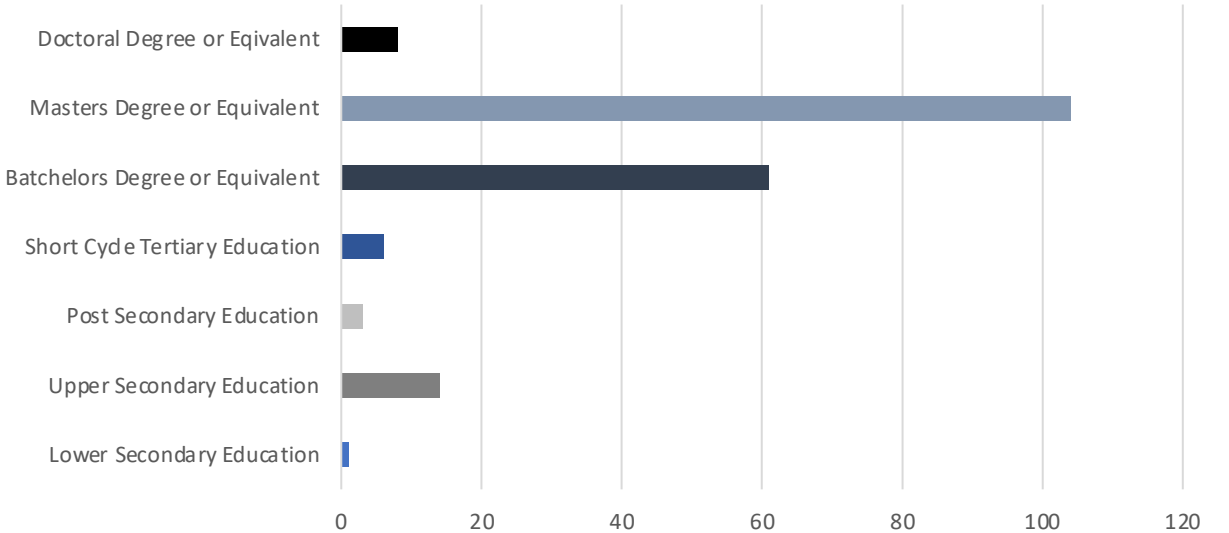


Figure: Overall Sample Profile

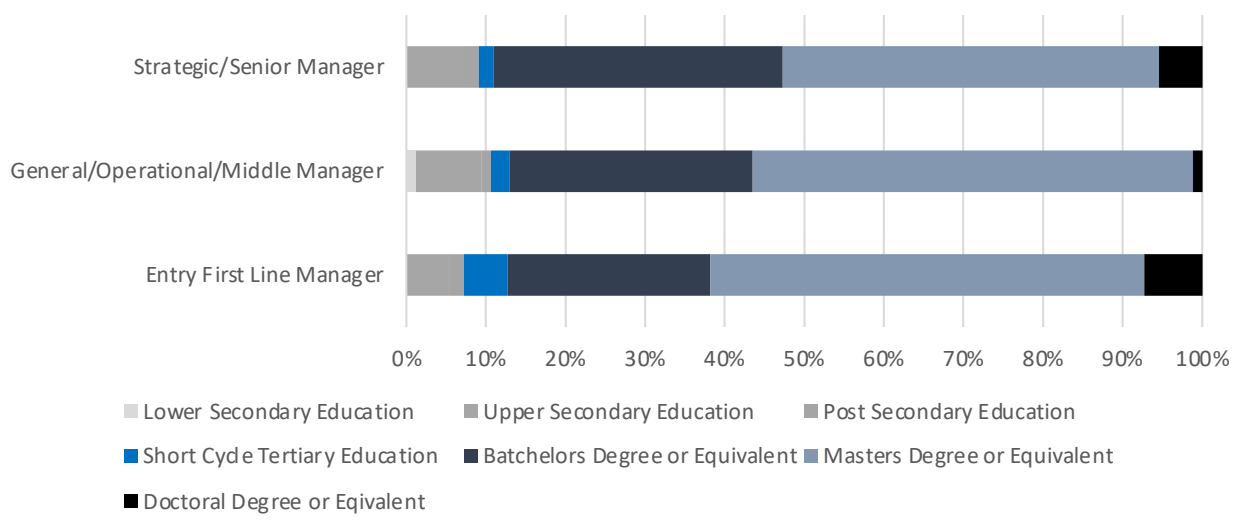
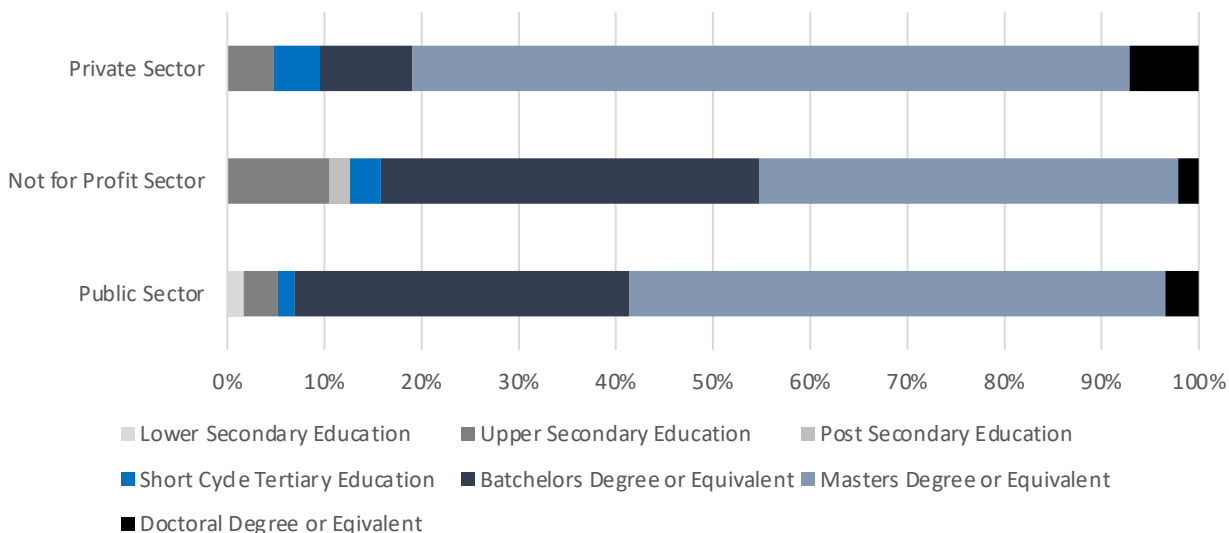


Figure: Level Totals



MANAGER EDUCATION

Do You Have A Management Qualification (n=198)

Figure: Overall Sample Profile

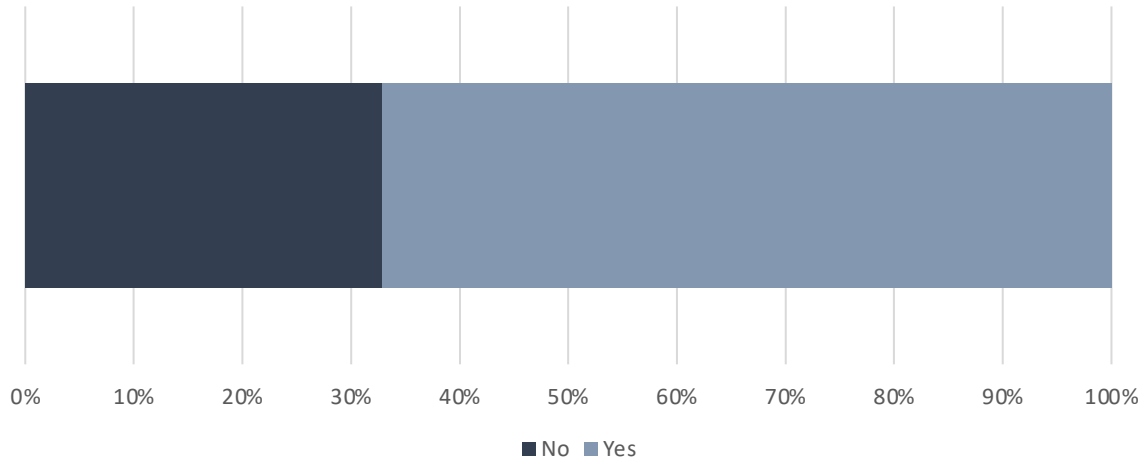


Figure: Highest Qualification versus holding a management qualification

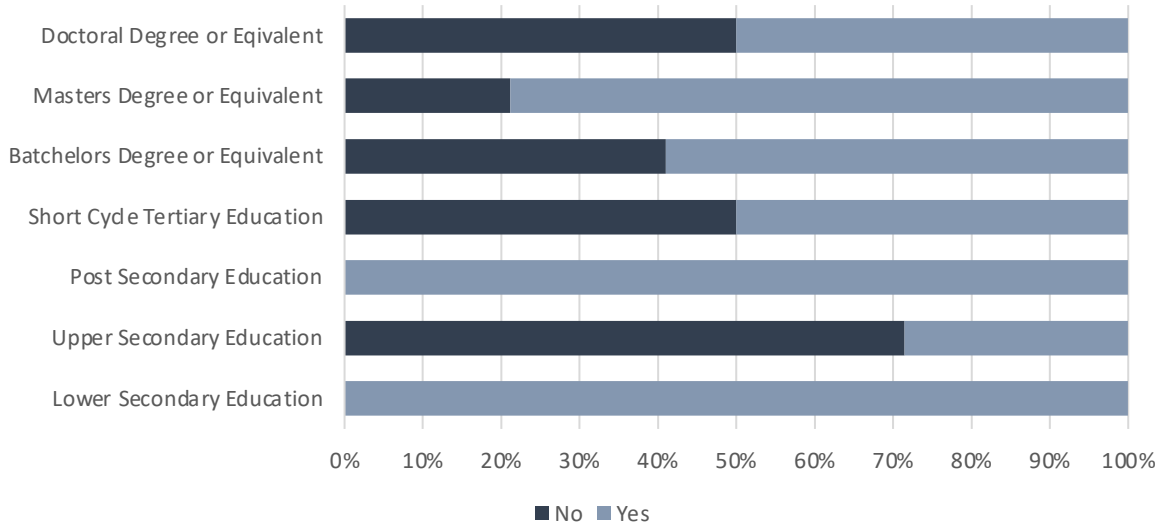


Figure: Managerial Level versus holding a management qualification

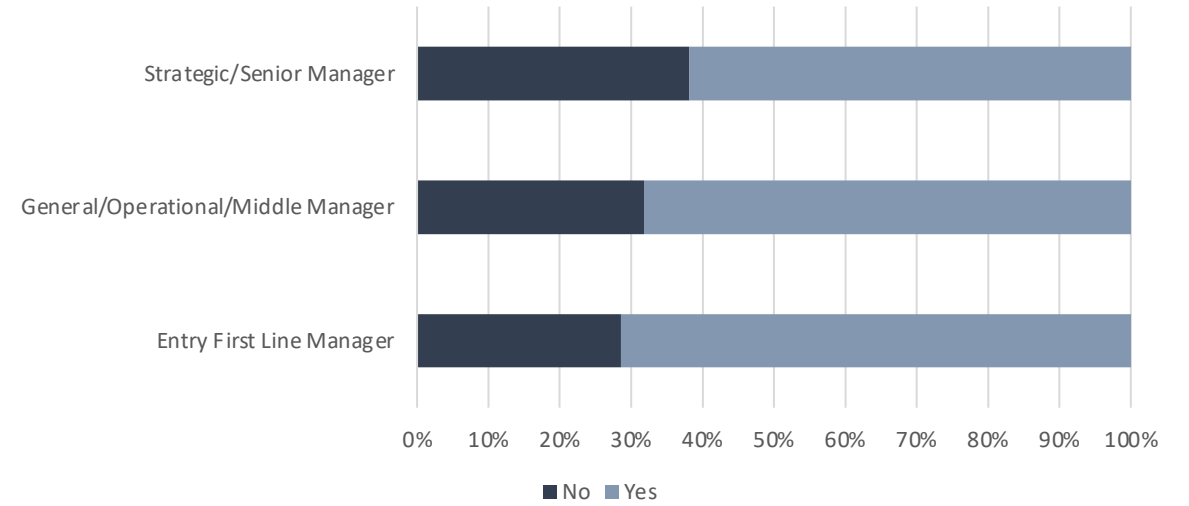
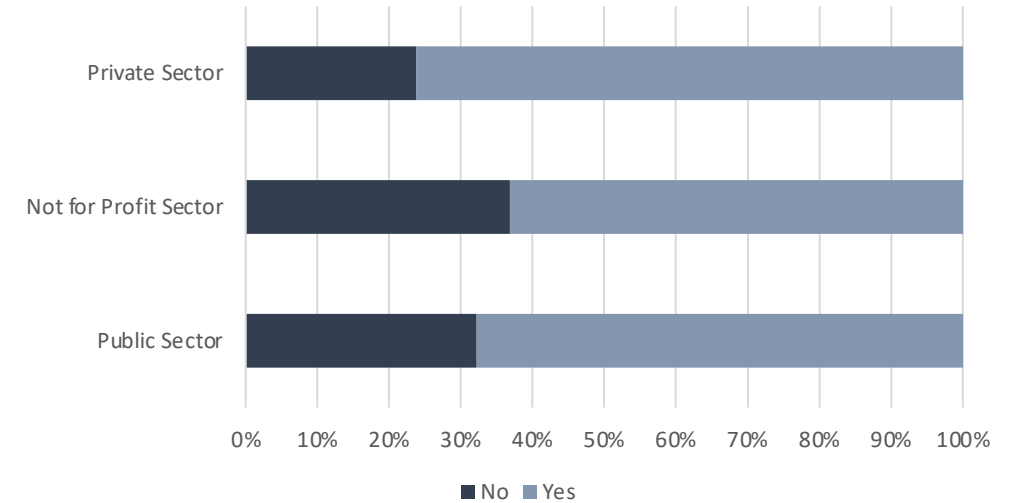


Figure: Sector Background versus holding a management qualification



MANAGER EDUCATION

Beyond your formal school or tertiary (University/College) education have you engaged in CONTINUING professional development (n=198)

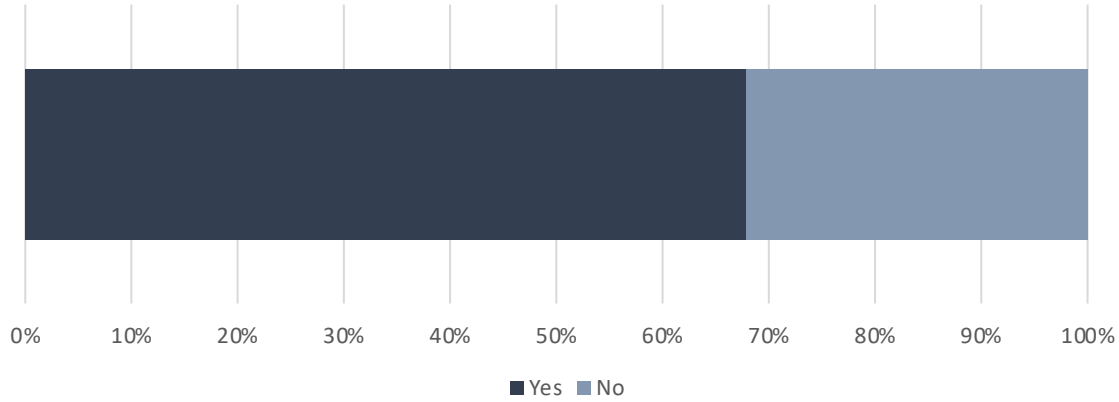


Figure: Who has paid and organised CPD for You (n=179)

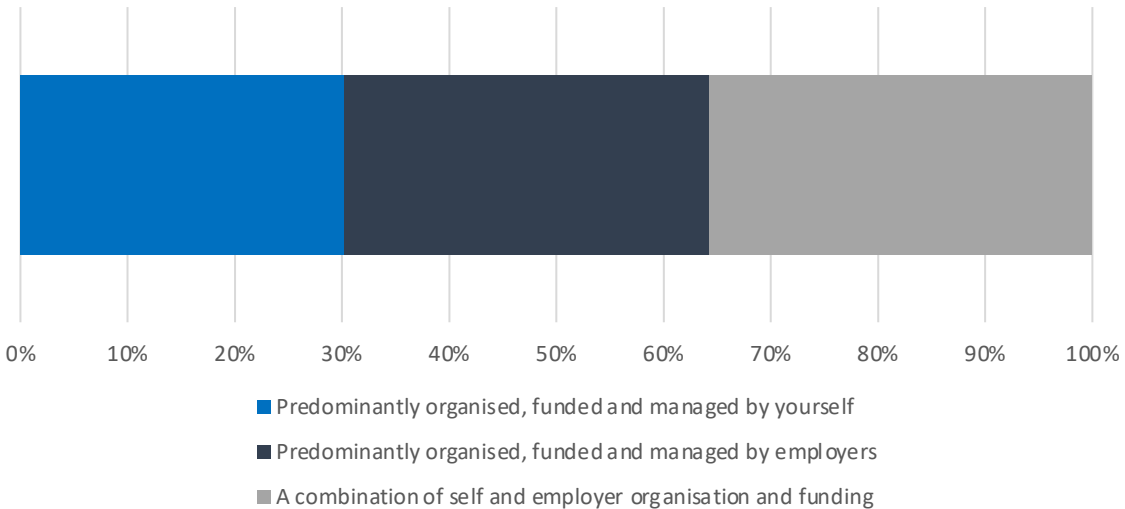


Figure: Managerial Level versus organisation of CPD (n=179)

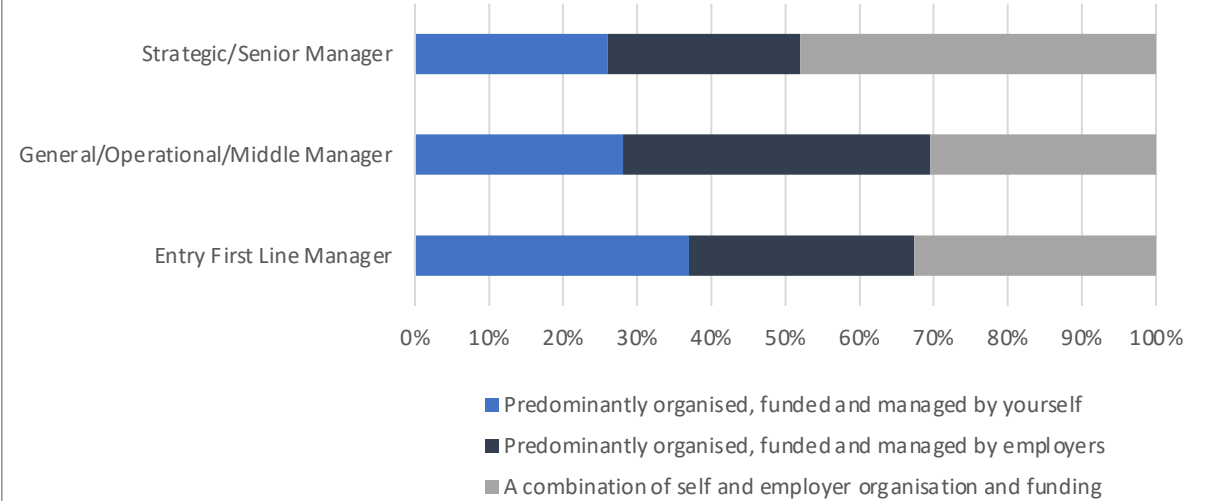
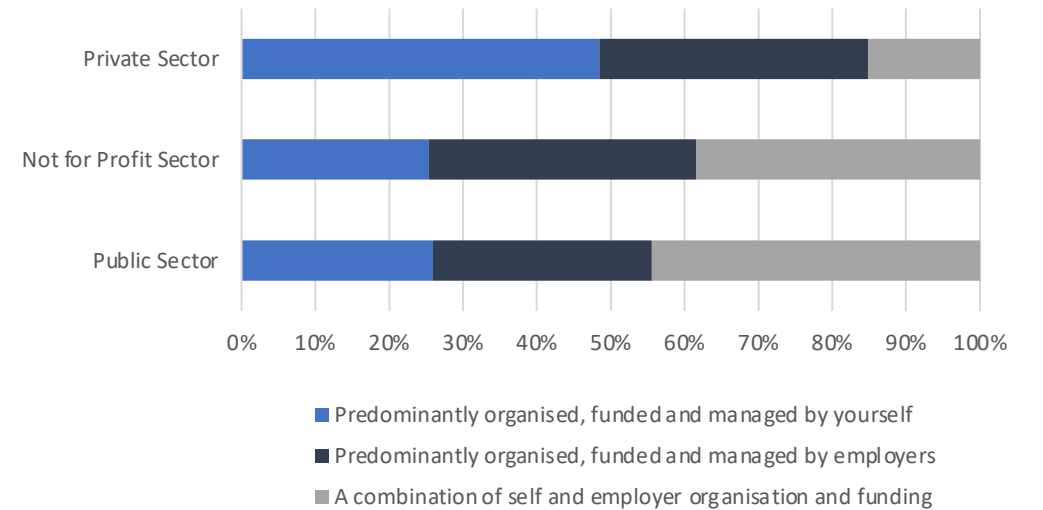


Figure: Sector Background versus organisation of CPD (n=179)



MANAGER EDUCATION

Please select the nature and type of training and development that you have predominantly used in the past five years. (n=181)

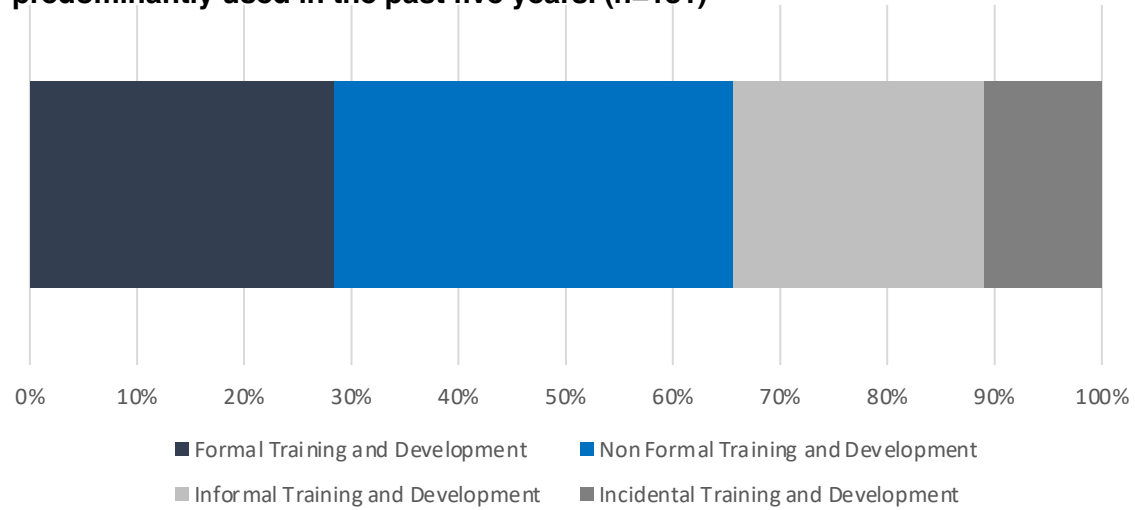


Figure: Nature of CPD by Age (n=181)

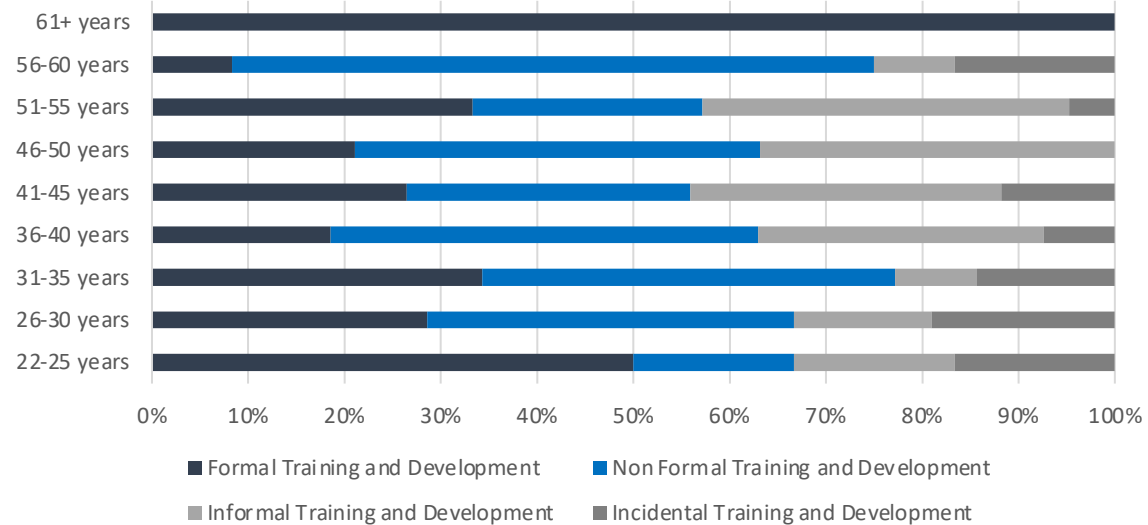


Figure: Managerial Level versus nature of CPD (n=181)

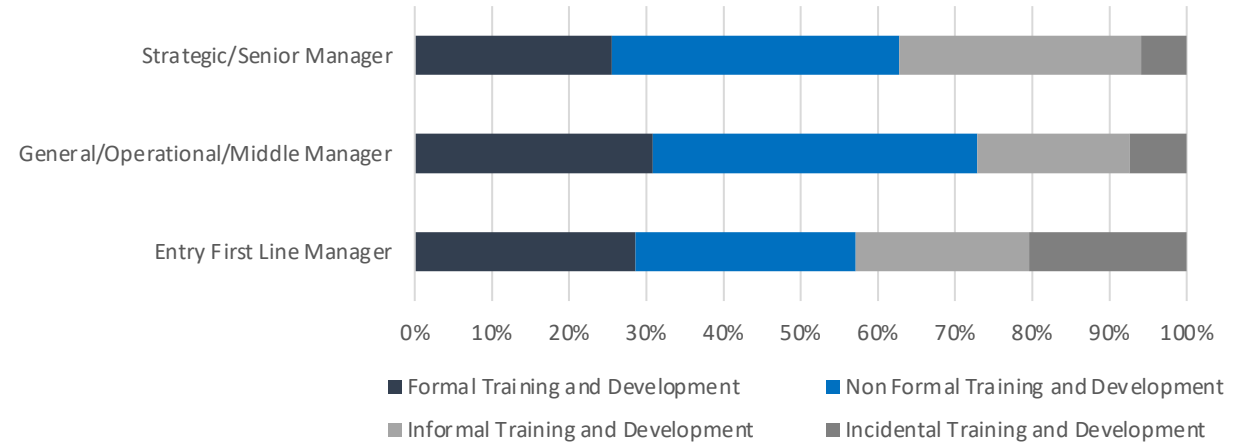
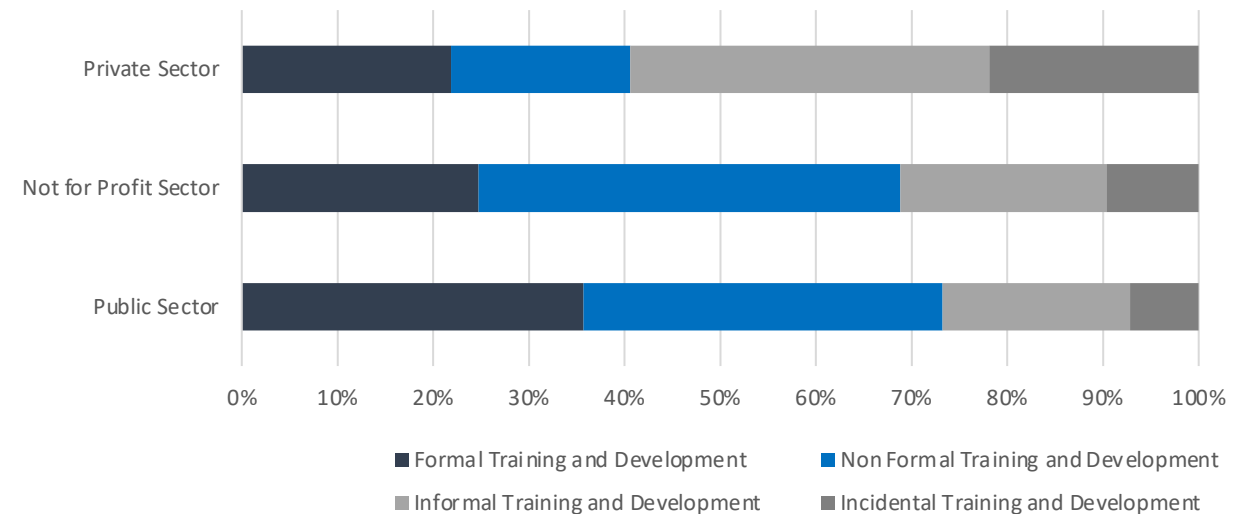
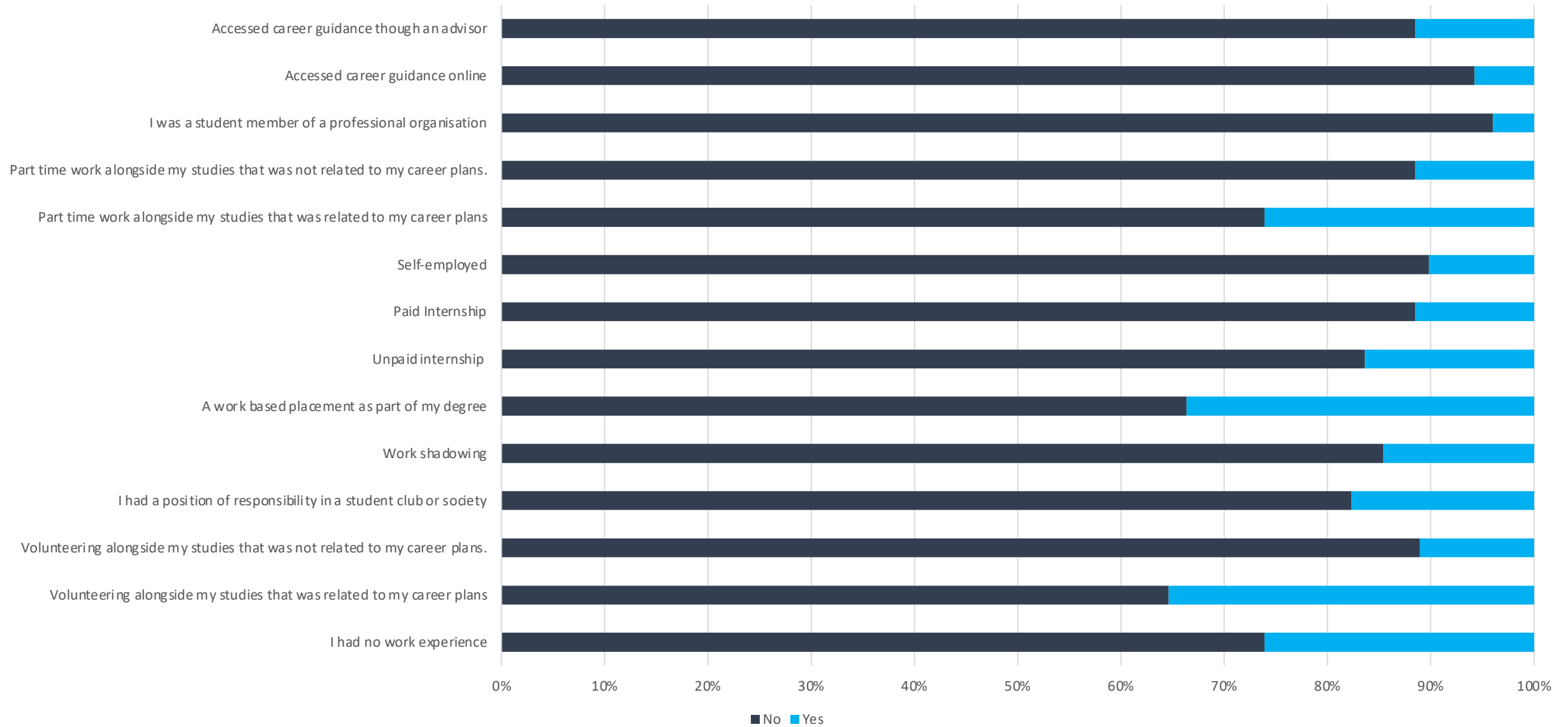


Figure: Sector Background versus nature of CPD (n=181)



PERCEIVED COMPETENCIES (N=434)

Figure: Sport Managers Employability Enhancing Behaviors Before Securing Job in Sector



Career Adaptability

Developing Sport Management & Leadership Across Europe

CAREER ADAPTABILITY

According to Savickas (1997), 'Career Adaptability' refers to "the readiness to cope with the predictable tasks of preparing for and participating in the work role and with the unpredictable adjustments prompted by changes in work and working conditions" (p. 254). The literature suggests that individuals can use their CA to navigate career role transitions, and match themselves to jobs that fit them (Tolentino et al., 2013). An individual's CA may influence their attraction to an organisation and their intention to leave the organization.

Career adaptability is a multidimensional construct that, according to Savickas' (2013) model, consists of four aspects: concern, control, curiosity, and confidence. In the existing research, studies have used a variable-centered approach to explore the relationship between career adaptability dimensions and a range of antecedents, correlates, and outcomes. A variable-centered approach allows an examination of the extent to which each adaptability dimension is related on average to other variables within a given sample. However, this approach does not take into account that within a population, several distinct subpopulations might exist that show different profiles of career adaptability. Exploring such subgroups can provide insights into the extent to which different adaptability profiles are related to antecedent and outcome variables (Vondracek & Porfeli, 2002).

- High levels of career adaptability have been positively linked to a sense of self-control, social support, self-esteem, career optimism general and professional well-being employability skills and openness (Murphy et al., 2010).
- Career adaptability is predicted when emerging adults exhibit hope, resilience and optimism (Buyukgoze- Kavas. 2016).
- Students who are able to reflect on and prepare for various potential career futures and take on the risks and responsibilities of making their own career choices, are better able to cope with difficulty and remain flexible in an ever-changing working world.

Career Adaptability is multidimensional construct with 4 aspects:

Concern

- Looking ahead to and planning for one's future
- Planning for the necessity of a future vocational path

Control

- Knowing what career to pursue and being decisive
- Subjective feeling of self-governing in planning a future career path

Curiosity

- Looking around at options, exploring and being inquisitive

Confidence

- Having the self-efficacy to solve problems,
- Undertake activities needed to achieve career goals,
- Overcome career-related obstacles or difficulties

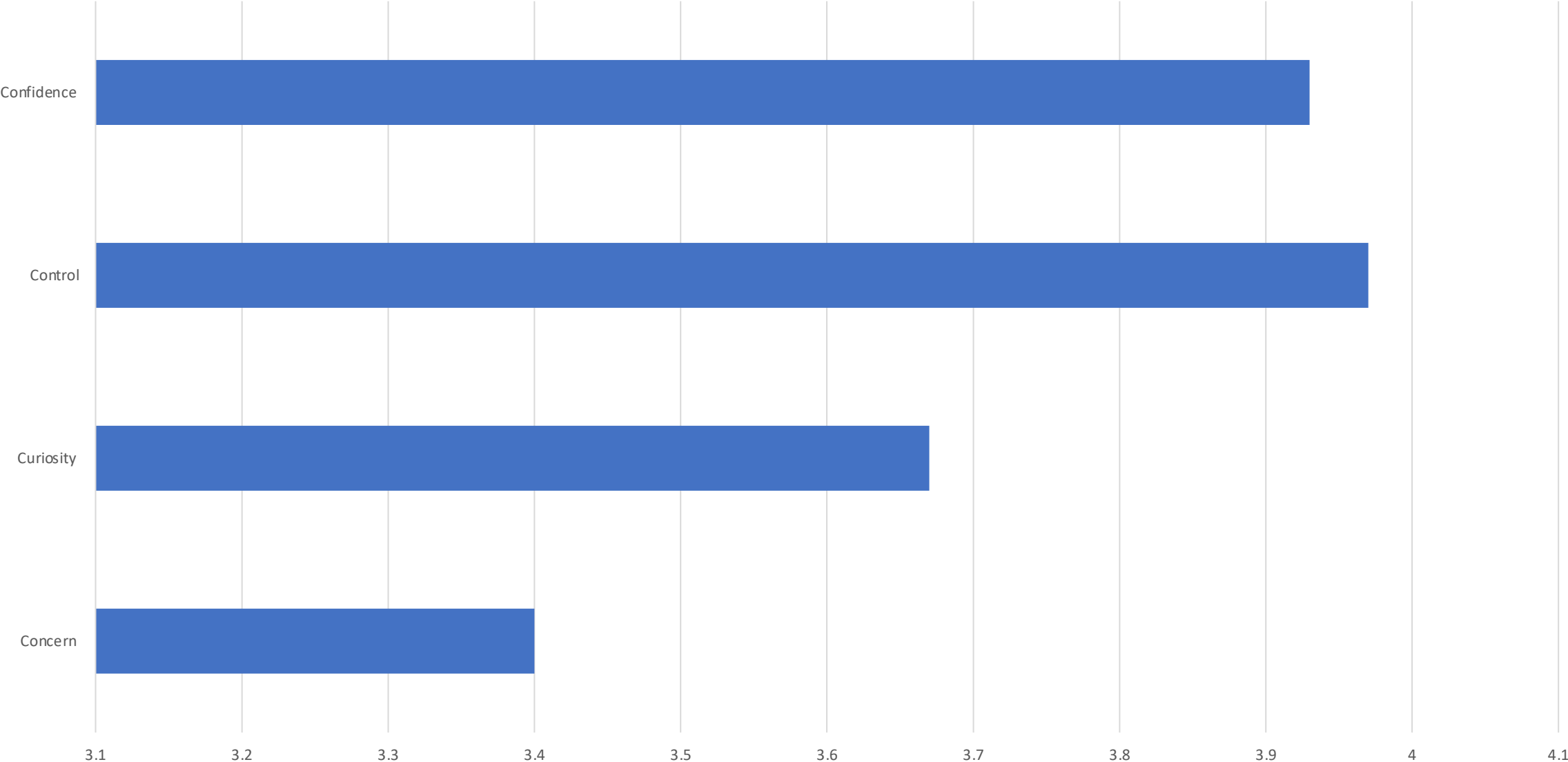
People with higher career adaptability should be able to

- Efficiently plan their vocational future,
- Explore and consider career alternatives,
- Make informed and confident career choices,
- Solve problems and overcome obstacles to pursue career aspirations, Adapt to changing career-related circumstances

(Savickas, 2005, 2013).

CAREER ADAPTABILITY (N=434)

Figure: Whole Sample Career Adaptability Scores



CAREER ADAPTABILITY

Figure: Management Level Career Adaptability Scores

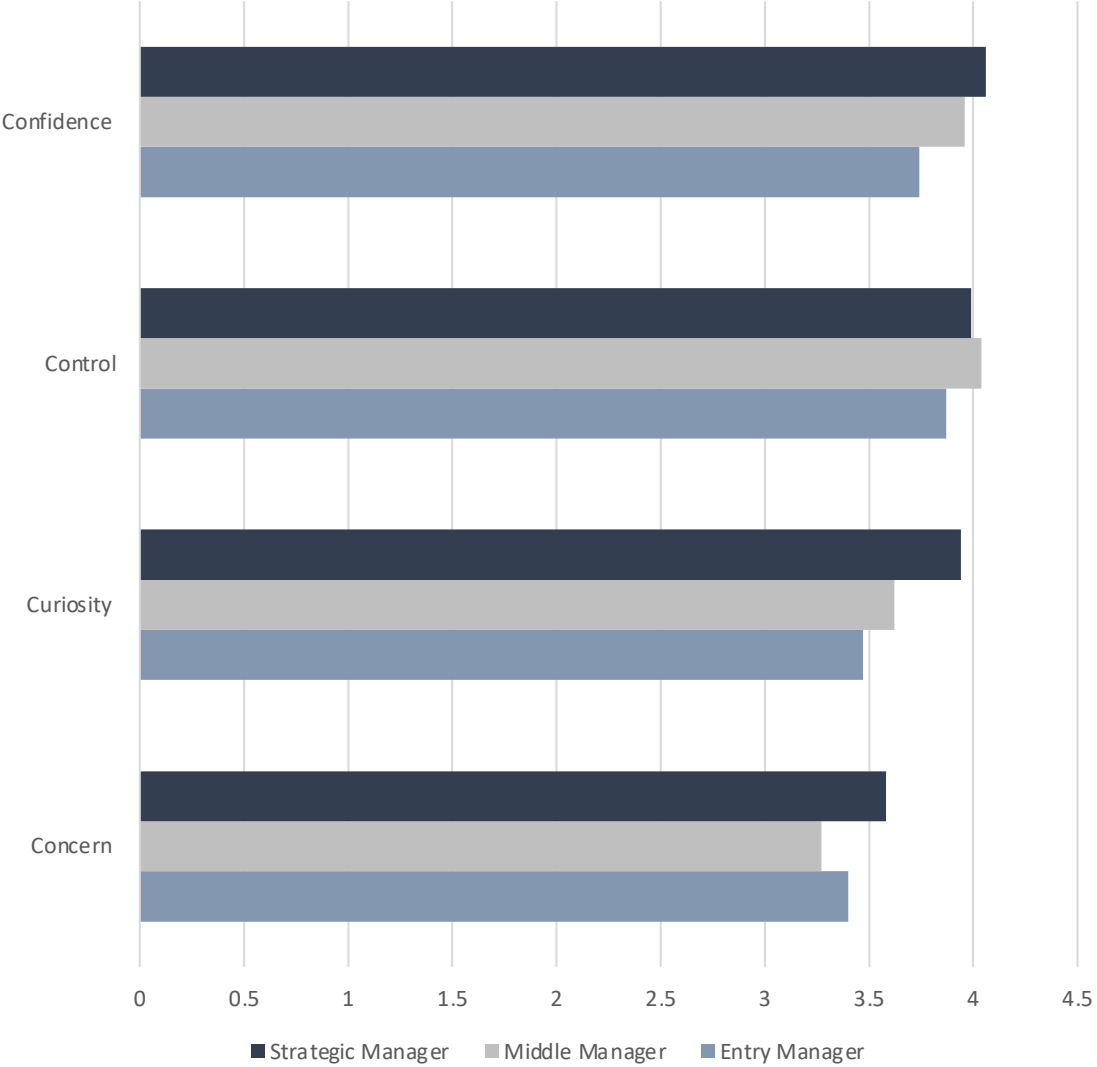
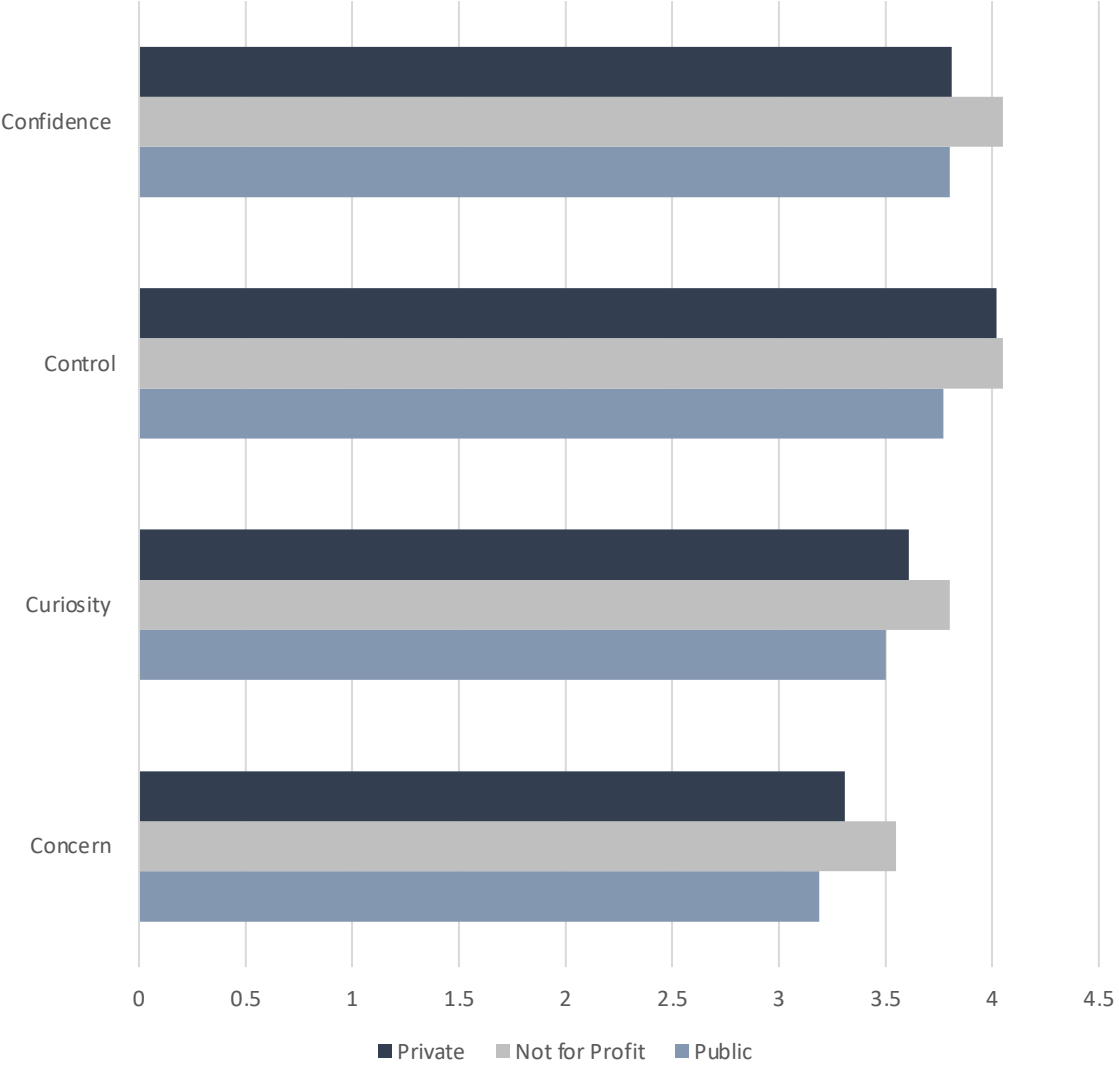


Figure: Sector Career Adaptability Scores



CAREER ADAPTABILITY BY SECTOR

Hypothesis	Sig.a,b	Pairwise Comparison
Realising that today's choices shape my future is NOT the same	0.011	Public Sector is lower than both others
Concerned about my career is NOT the same	<.001	NFP is higher than both others
Observing different ways of doing things is NOT the same	0.015	Public sector is lower than NFP
Probing deeply into questions I have is NOT the same	0.03	Public sector is lower than NFP
Becoming curious about new opportunities is NOT the same	0.026	Public sector is lower than NFP
Taking responsibility for my actions is NOT the same	0.001	Public sector is lower than both others
Sticking up for my beliefs is NOT the same	0.046	Public sector is lower than both others
Counting on myself is NOT the same	0.03	Public sector is lower than NFP
Performing tasks efficiently is NOT the same	0.007	Public sector is lower than NFP
Taking care to do things well is NOT the same	0.046	Private sector is lower than NFP
Learning new skills is NOT the same	0.019	Private sector is lower than NFP
<u>Working up to my ability is NOT the same</u>	0.012	Private sector is lower than NFP

CAREER ADAPTABILITY BY MANAGERIAL LEVEL

Null Hypothesis	Sig.a,b	Pairwise Comparison
Thinking about what my future will be like is NOT the same	0.042	SM higher than MM
Exploring my surroundings is NOT the same	0.001	SM higher than MM and EM
Looking for opportunities to grow as a person is NOT the same	0.017	SM higher than EM
Investigating options before making a choice is NOT the same	0.028	SM higher than EM
Observing different ways of doing things is NOT the same	0.015	SM higher than EM
Probing deeply into questions I have is NOT the same	0.019	SM higher than EM
Working up to my ability is NOT the same across	0.021	SM higher than EM
Overcoming obstacles is NOT the same	0.021	SM higher than EM

Perceived Competency

Developing Sport Management & Leadership Across Europe

PERCEIVED COMPETENCIES TESTED

Knowledge

The historical development of the sport industry
Legal aspects of working in the sport industry
Ethical aspects of working in the sport industry
The National sport organisations and structures in my country
International sport organisations and structures
National and International Sport Policies
The Governance of Sport Organisations
Use of technology in sport
Management and Leadership principles in sporting contexts

Transversal Skills

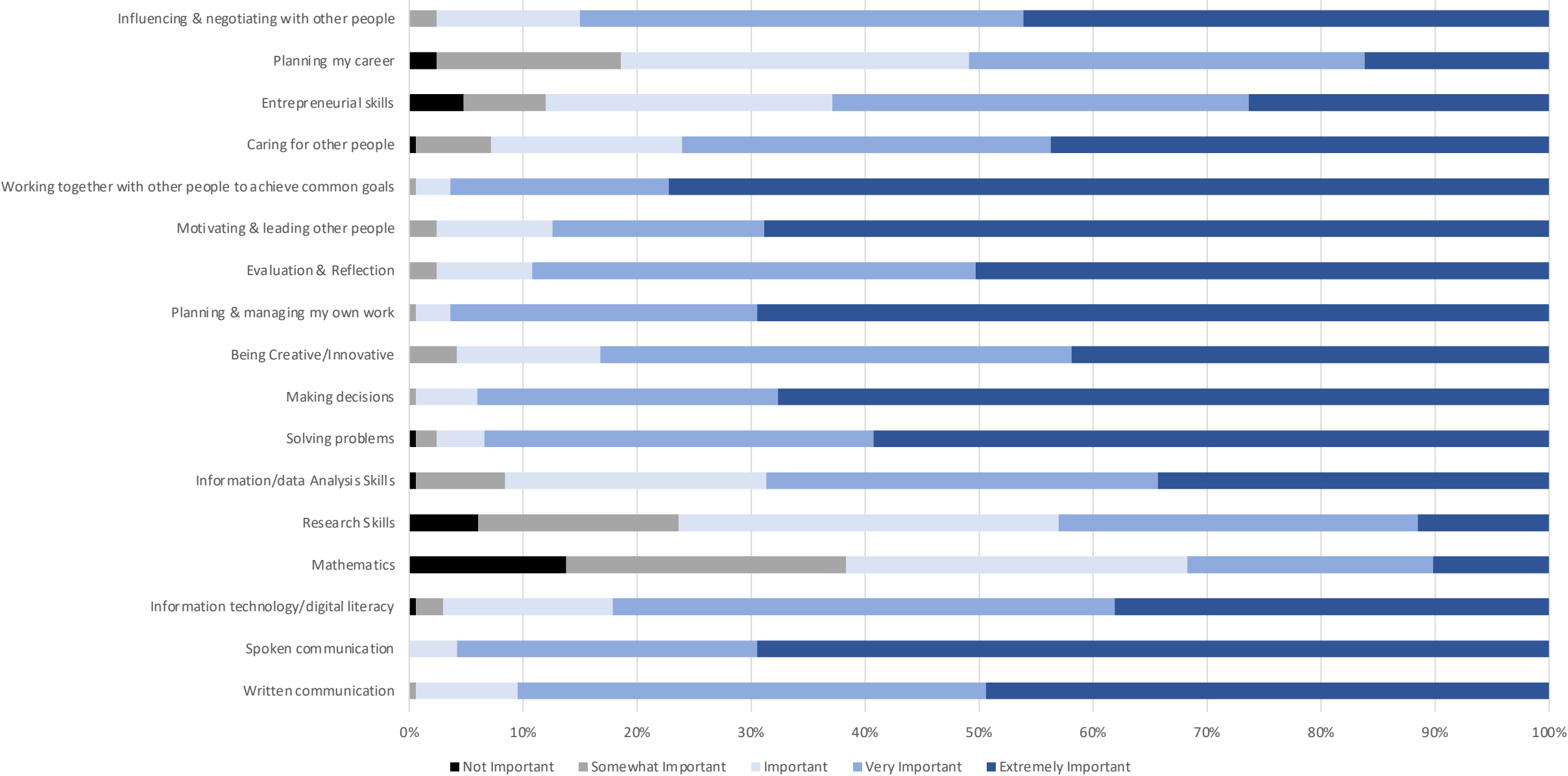
Written Communication
Spoken Communication
Information Technology/Digital Literacy
Mathematics
Research Skills
Information/Data Analysis Skills
Being Creative/Innovative
Solving Problems
Decision Making
Planning & Managing my own work
Evaluation and Reflection of my or others work.
Motivating and leading other people
Working with other people on tasks
Supervising other peoples work
Planning my Career
Entrepreneurial Skills

Sport Management

Develop and implement sport marketing and sales
Plan, coordinate and deliver sport programmes, services or products
Recruit and select sport staff
Plan and lead the work of a sport team
Train sport and leisure staff
Plan and implement sport facility maintenance programmes
Purchase sport equipment and supplies
Develop and manage budgets
Maintain financial records
Monitor and evaluate sport and leisure service provision
Research and develop new sport and leisure services
Manage change in a sport and leisure organisation
Manage sport and leisure customer service
Maintain health, safety and environmental requirements in sport and leisure
Provide first aid
Safeguard the welfare of children, young people and vulnerable adults
Facilitate the inclusion of people with disabilities and other specific needs
Plan and organise sport and leisure community activities
Recruit and manage sport and leisure volunteers
Plan and manage sport and leisure events
Work effectively as a member of a sport and leisure management team
Develop and implement sport and leisure business strategies and plans
Develop and implement sport and leisure operational policies and procedure
Develop relationships with external stakeholders
Be an advocate for sport & leisure organisation
Support the governance of a sport and leisure organisation

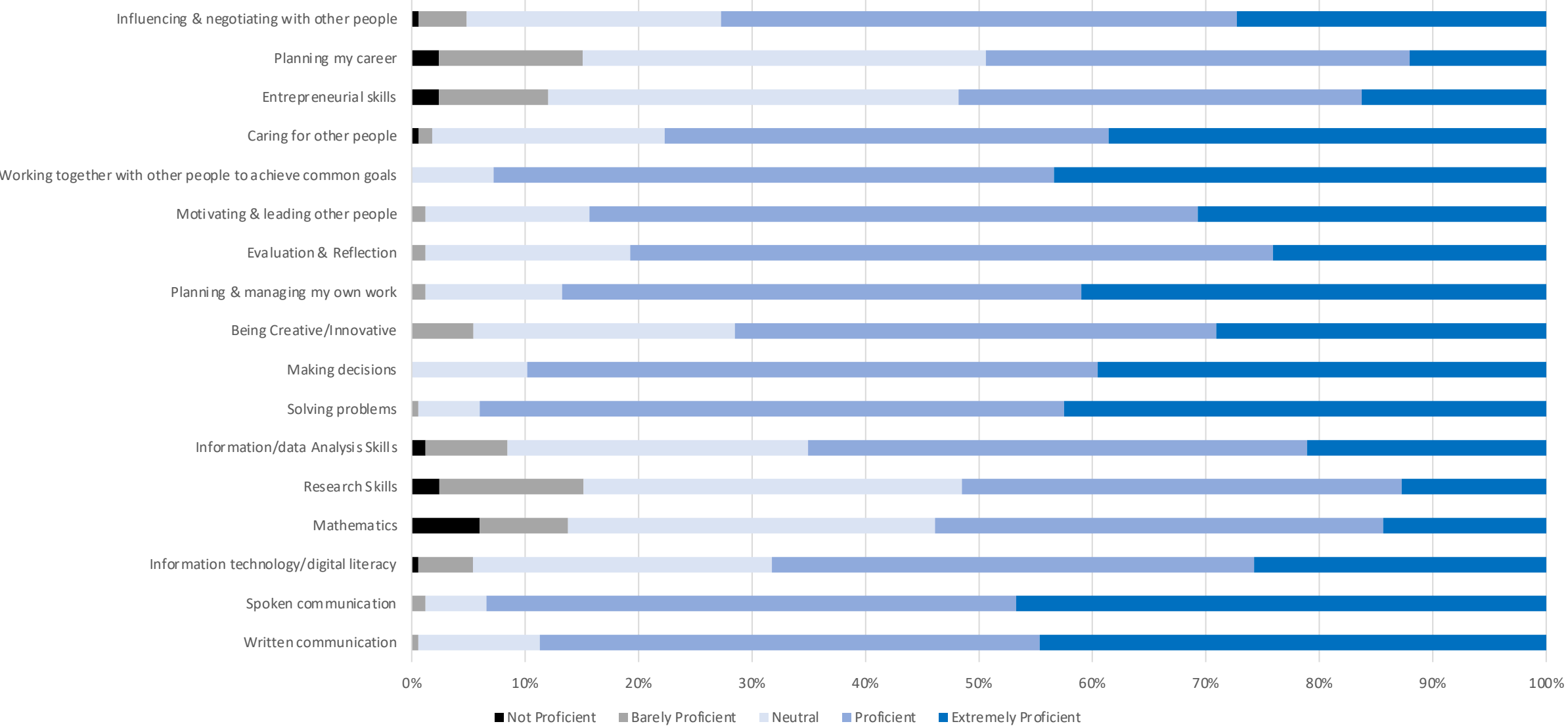
PERCEIVED COMPETENCY

Figure: Transversal Skills Importance to Role



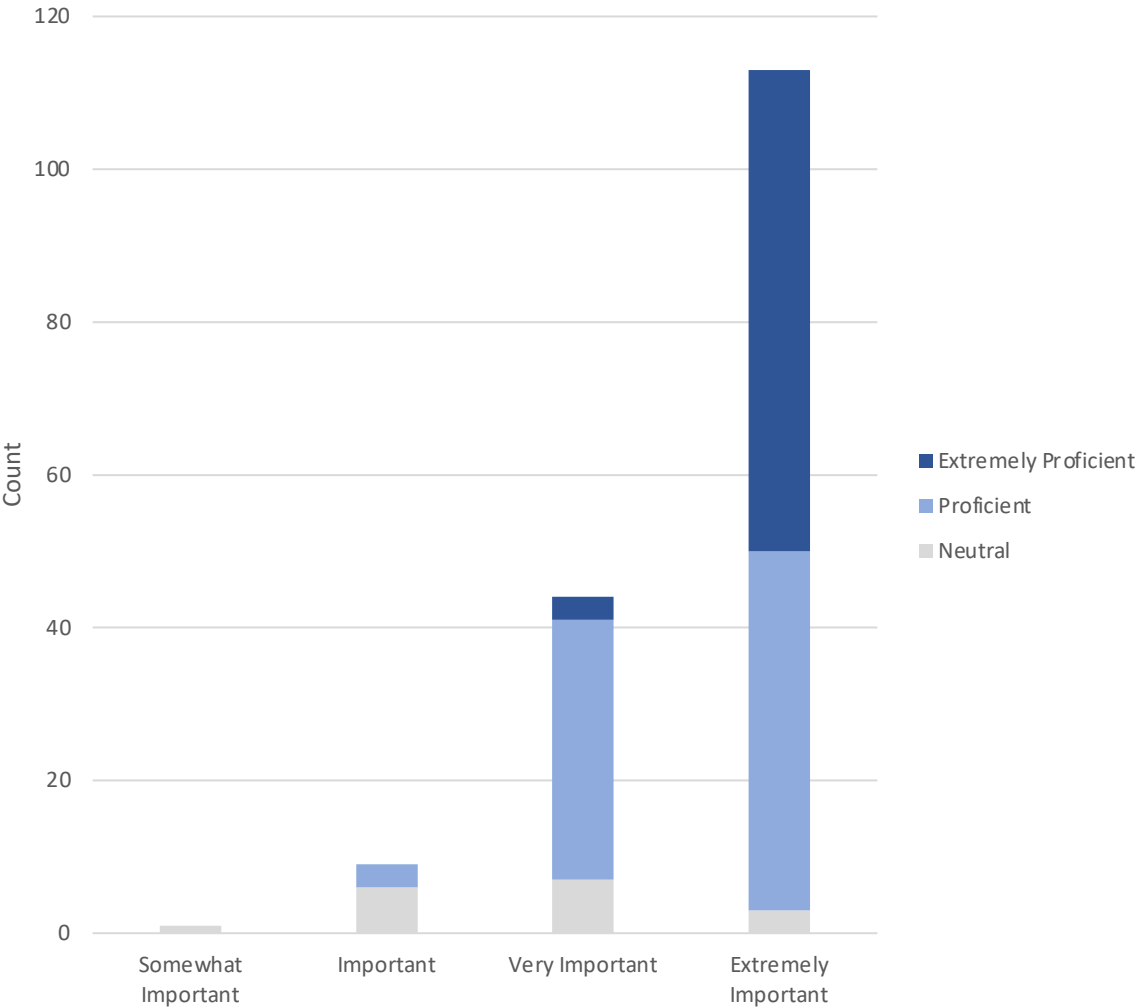
PERCEIVED COMPETENCY

Figure: Transversal Skills Self Perceived Competence

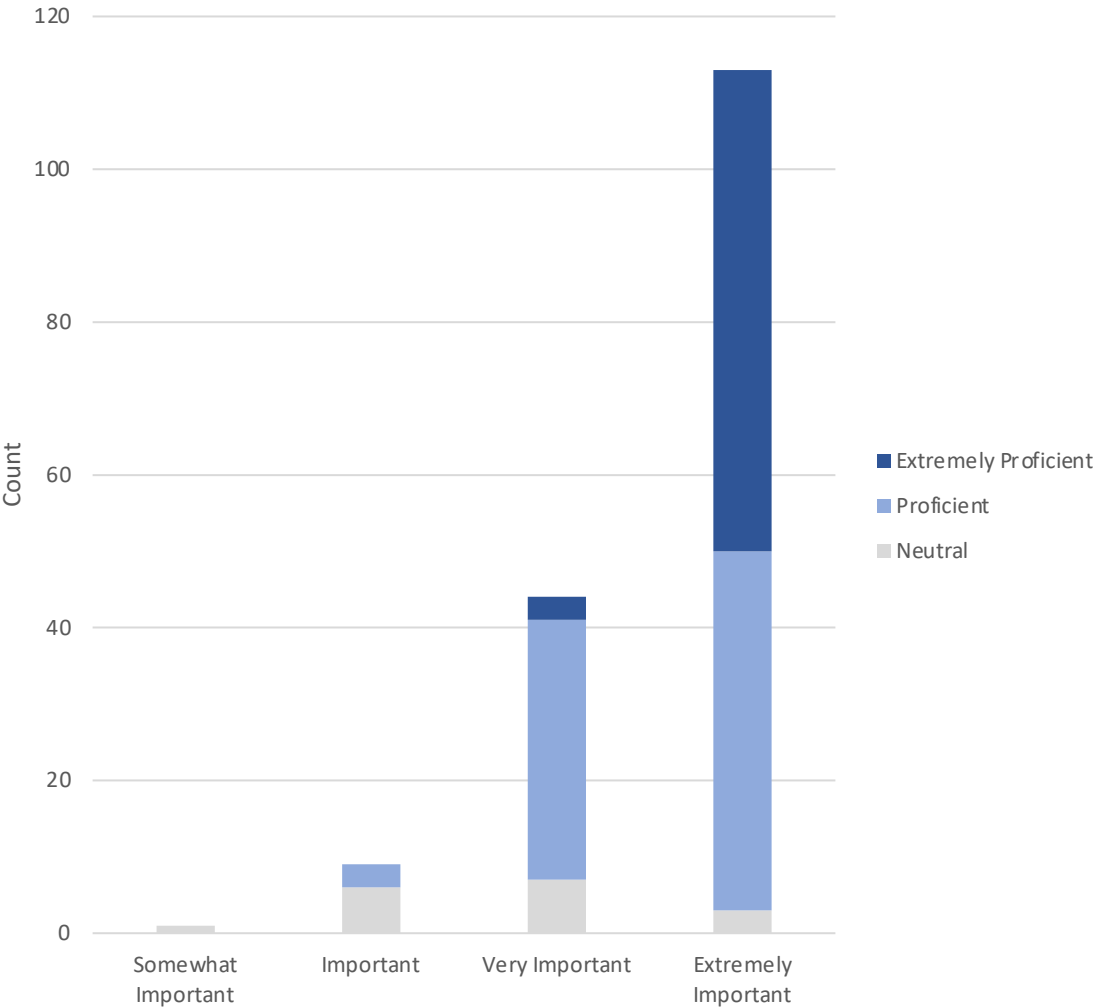


PERCEIVED COMPETENCY

Making decisions

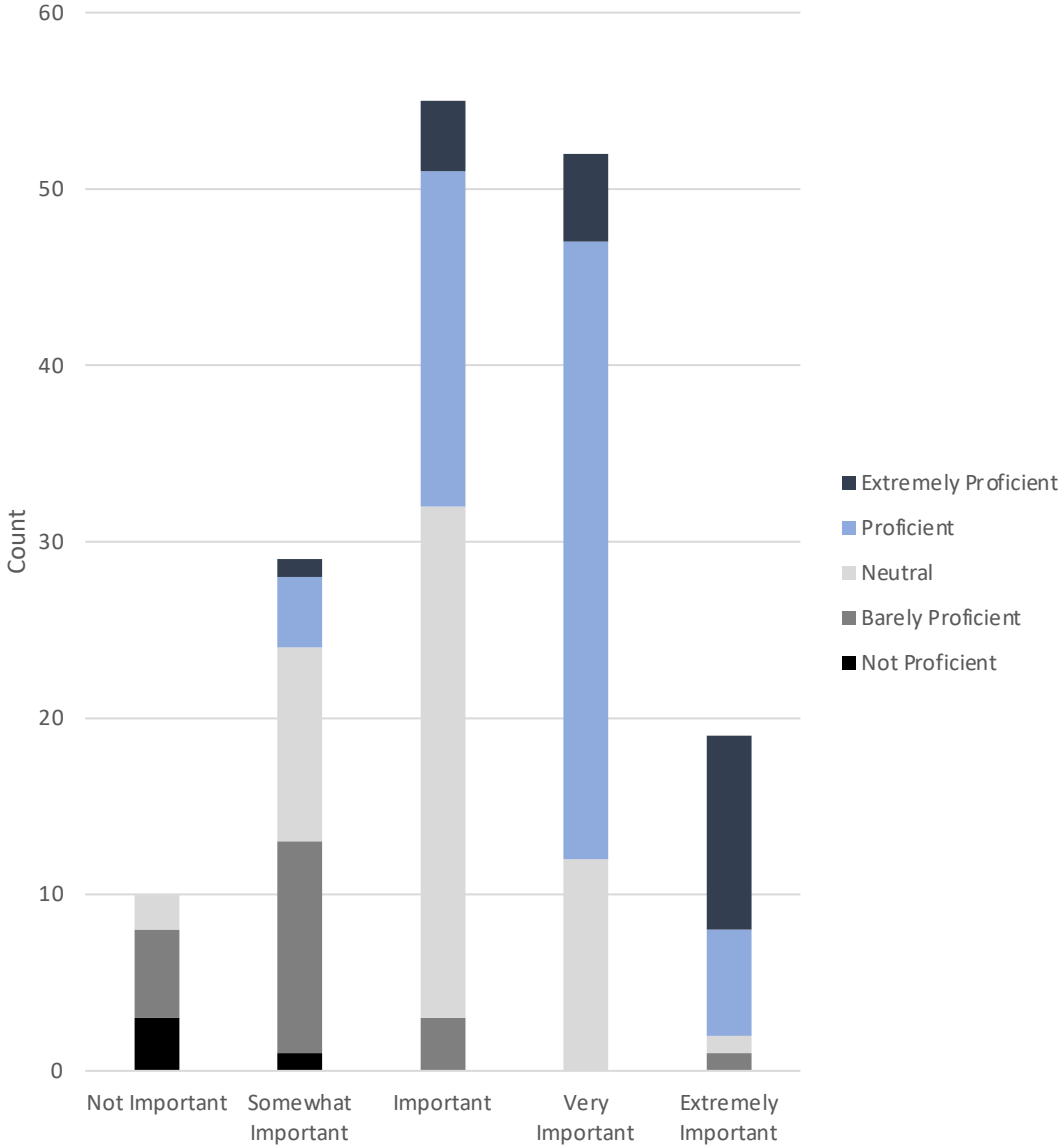


Solving Problems

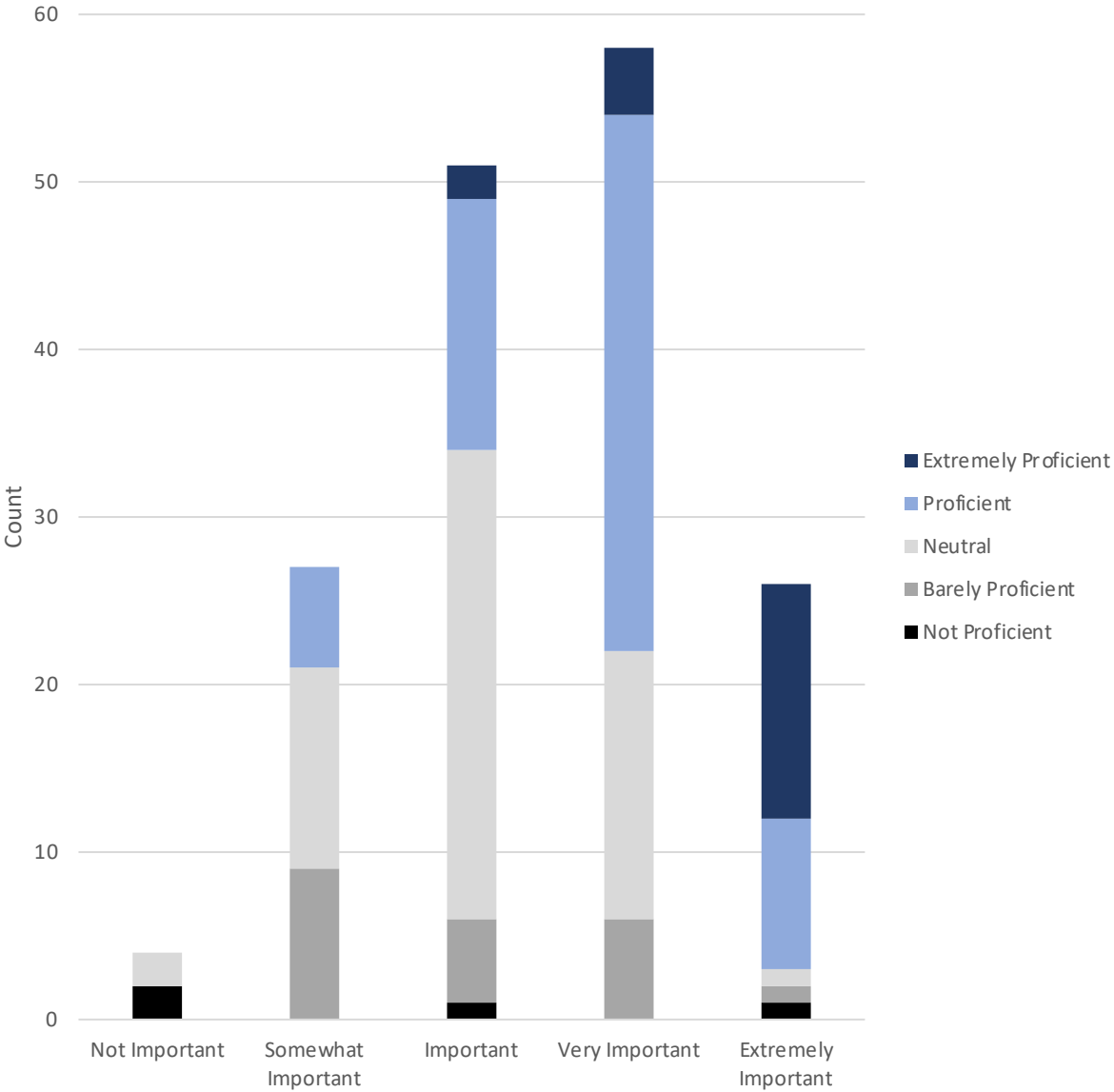


PERCEIVED COMPETENCY

Research Skills

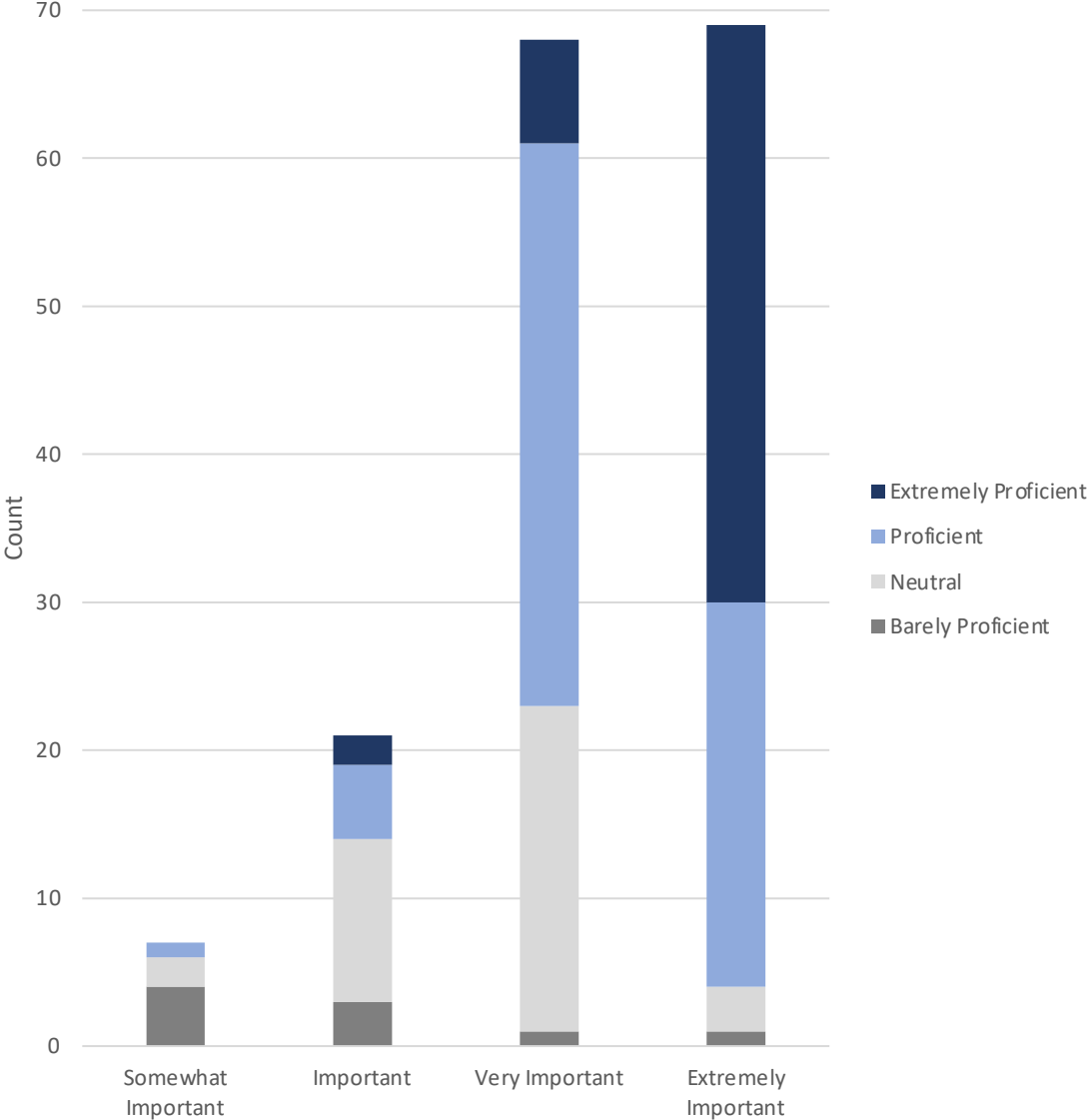


Career Planning

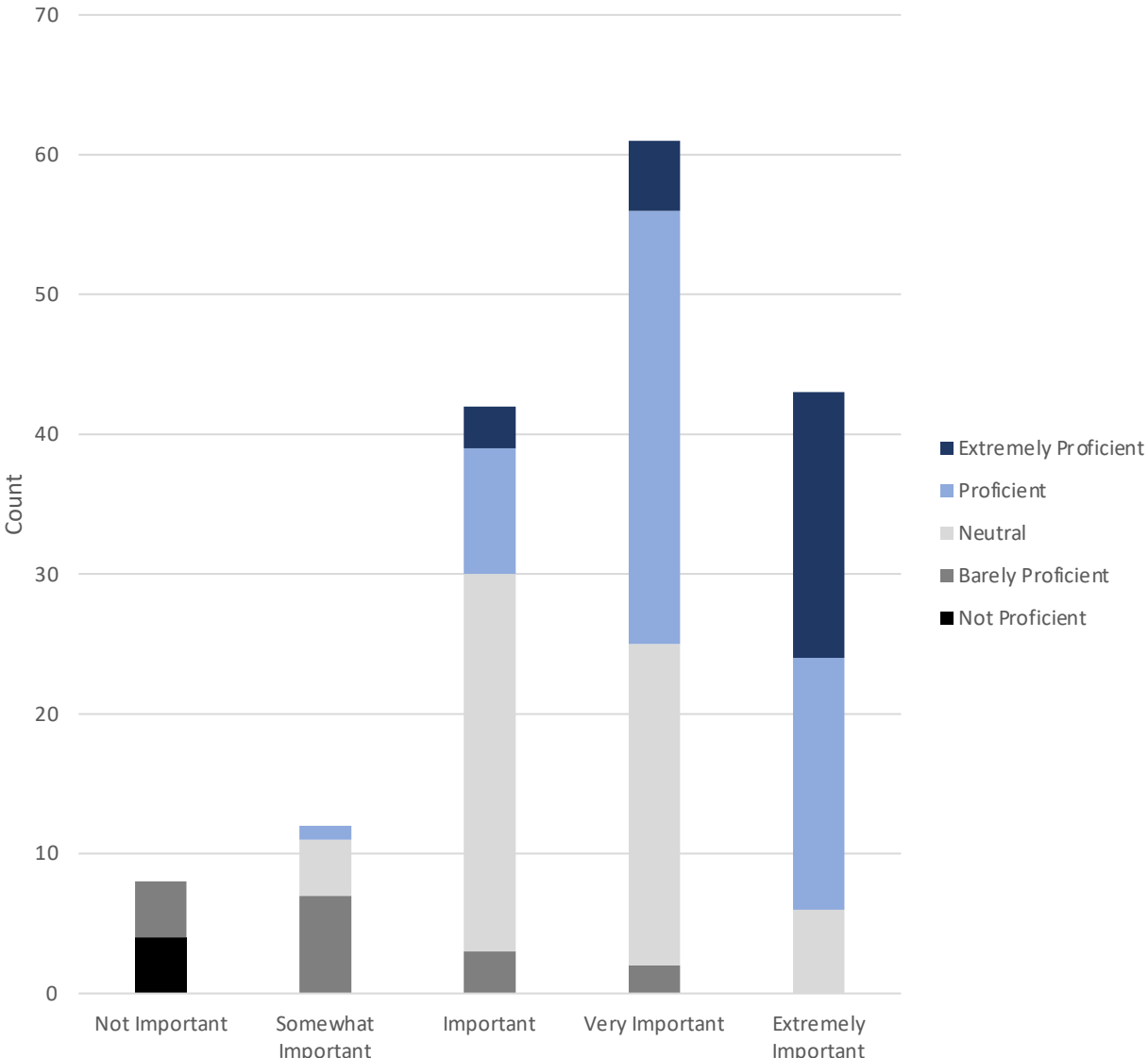


PERCEIVED COMPETENCY

Being Creative/Innovative



Entrepreneurial skills



MANAGER EDUCATION – TRANSVERSAL SKILLS

Figure I developed transversal skills through formal education & training. (n=167)

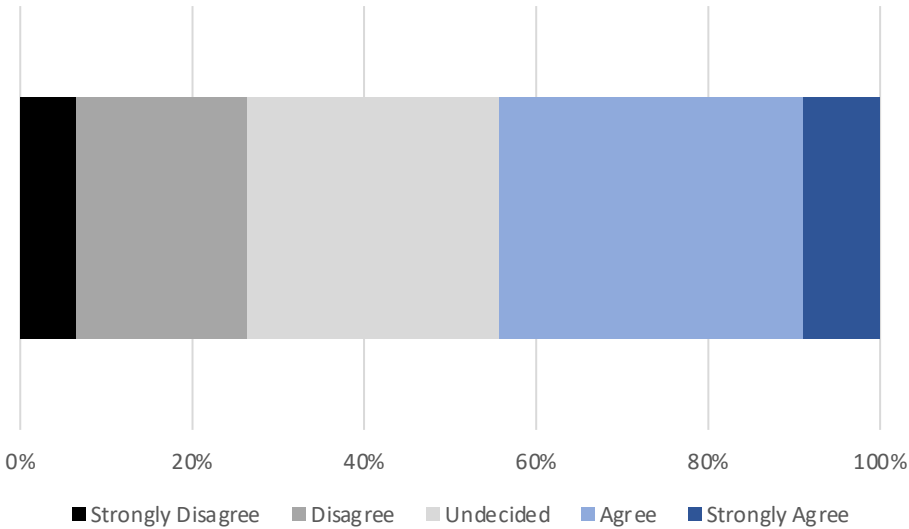


Figure: I developed transversal skills through non-formal education & training. (n=167)

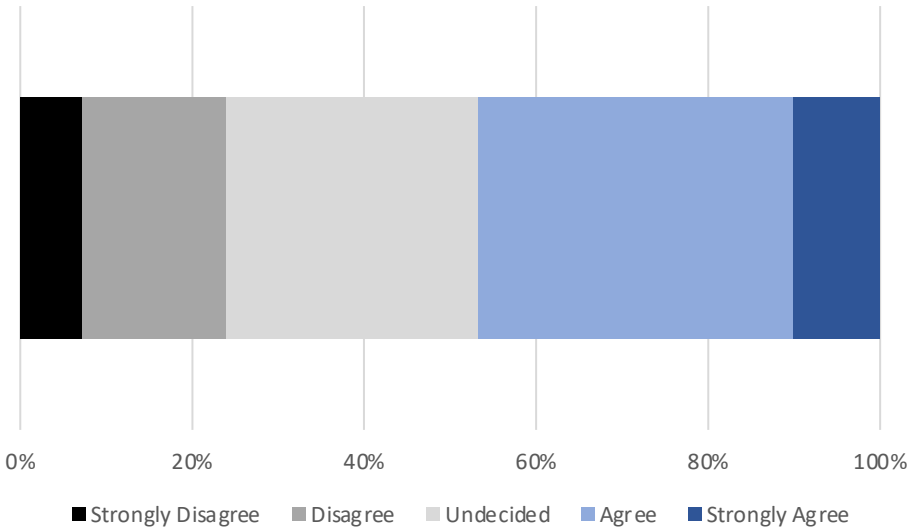


Figure: I developed transversal skills through informal education & training. (n=167)

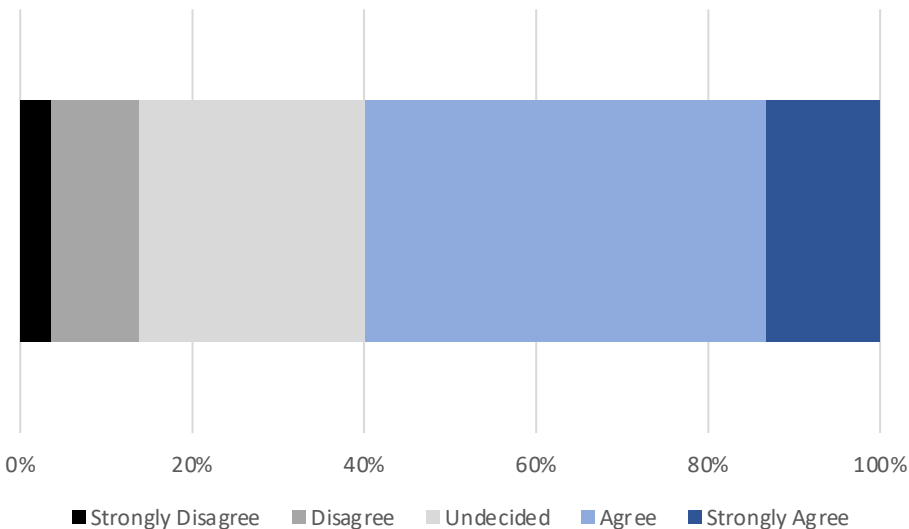
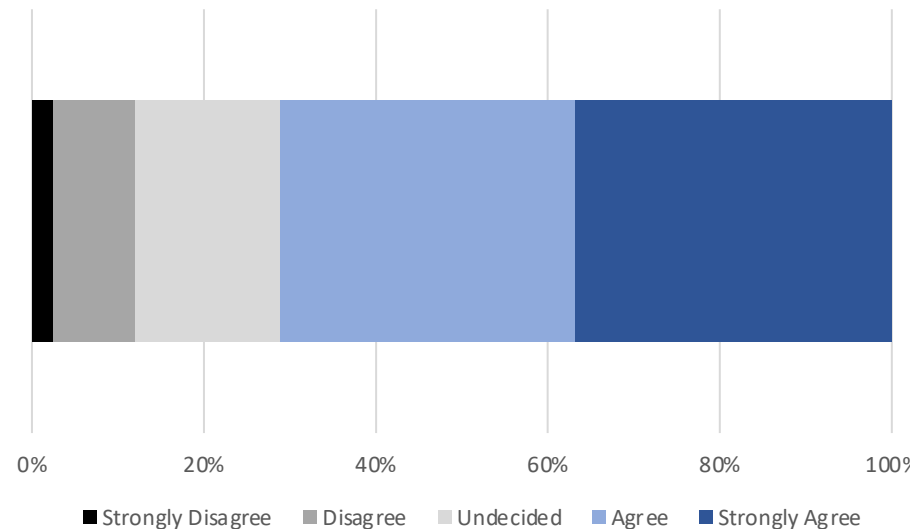
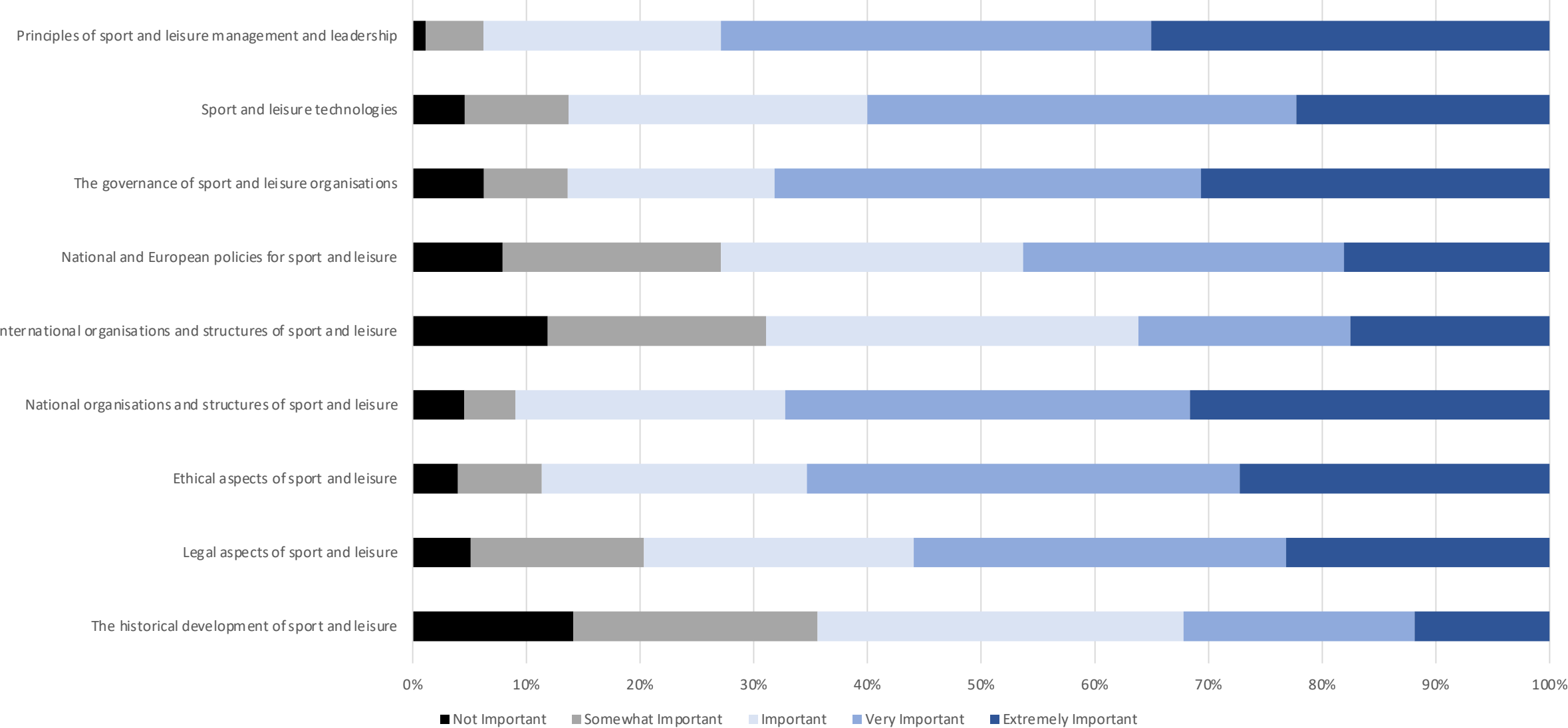


Figure I developed transversal skills through incidental education & training. (n=167)



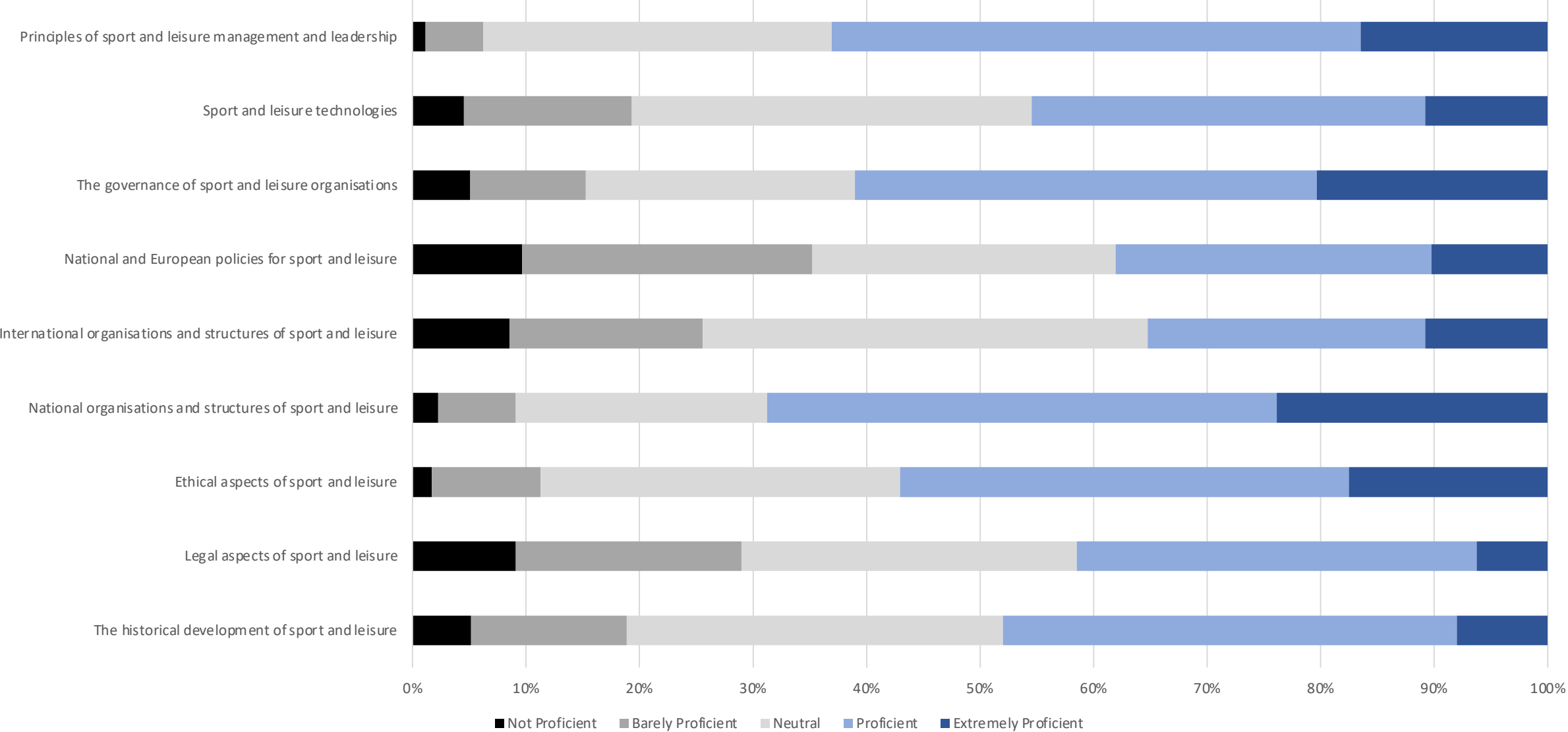
PERCEIVED COMPETENCY

Figure: Sport Knowledge Importance to Role



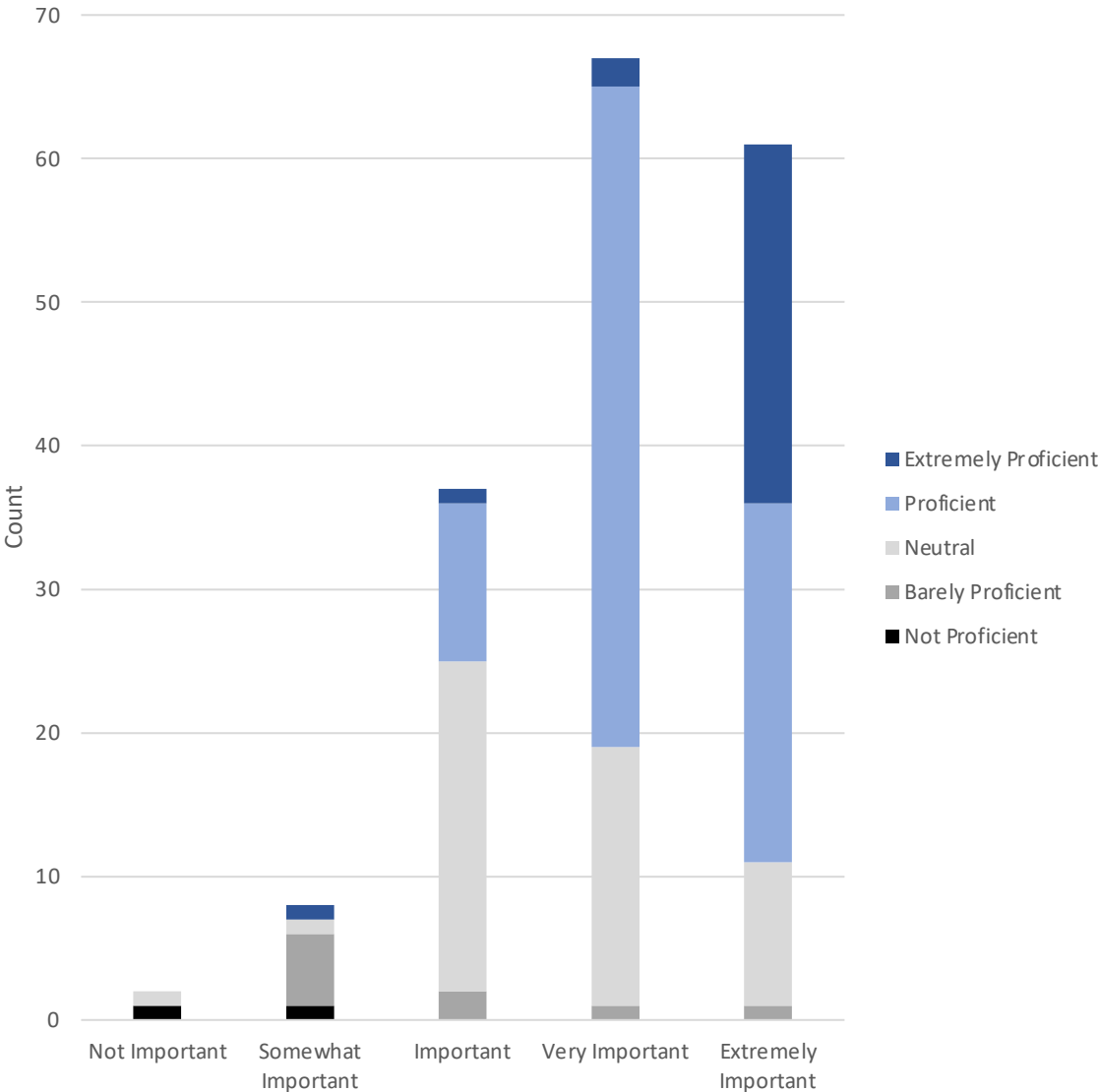
PERCEIVED COMPETENCY

Figure: Sport Knowledge Perceived Competence Level

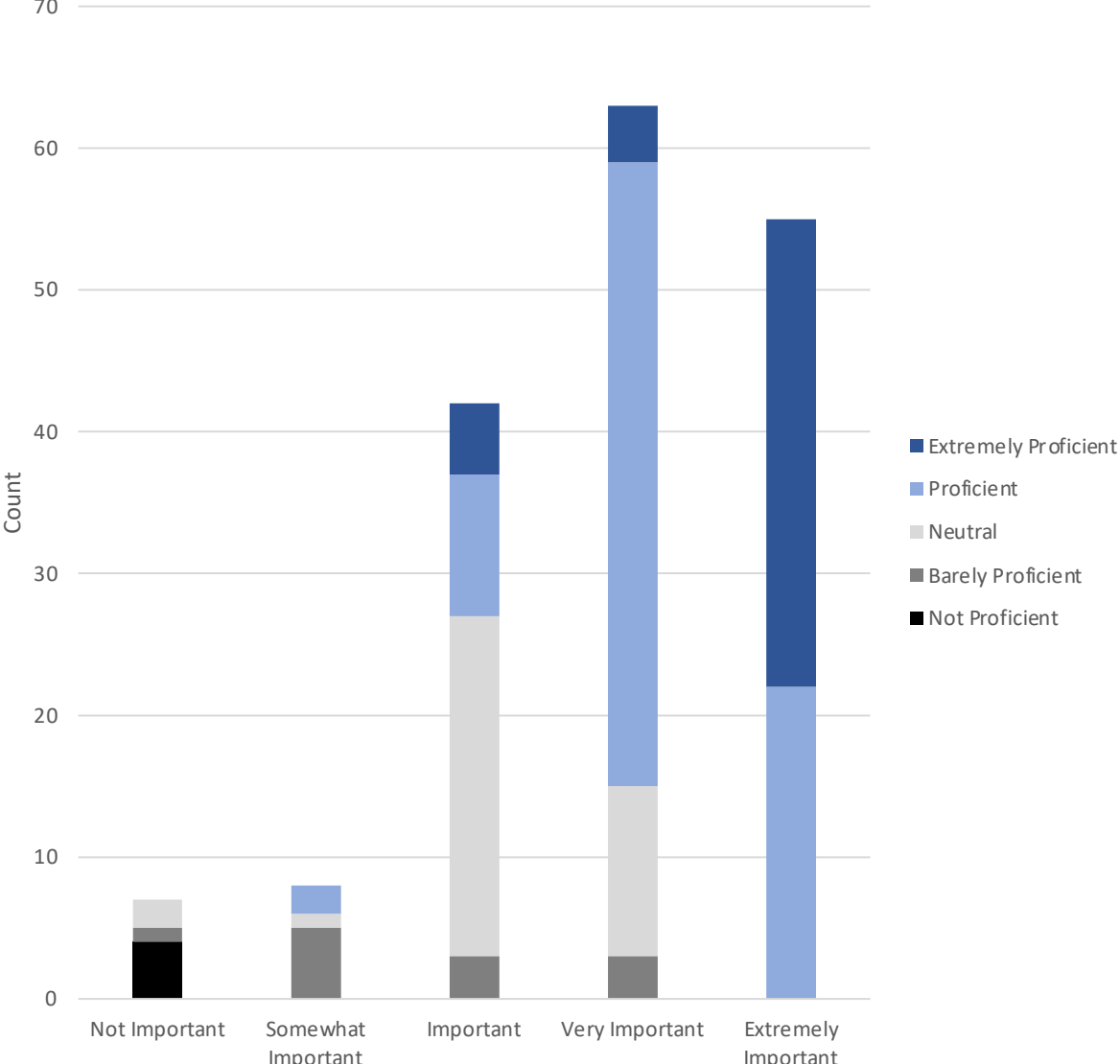


PERCEIVED COMPETENCY

Principles of Sport Management & Leadership

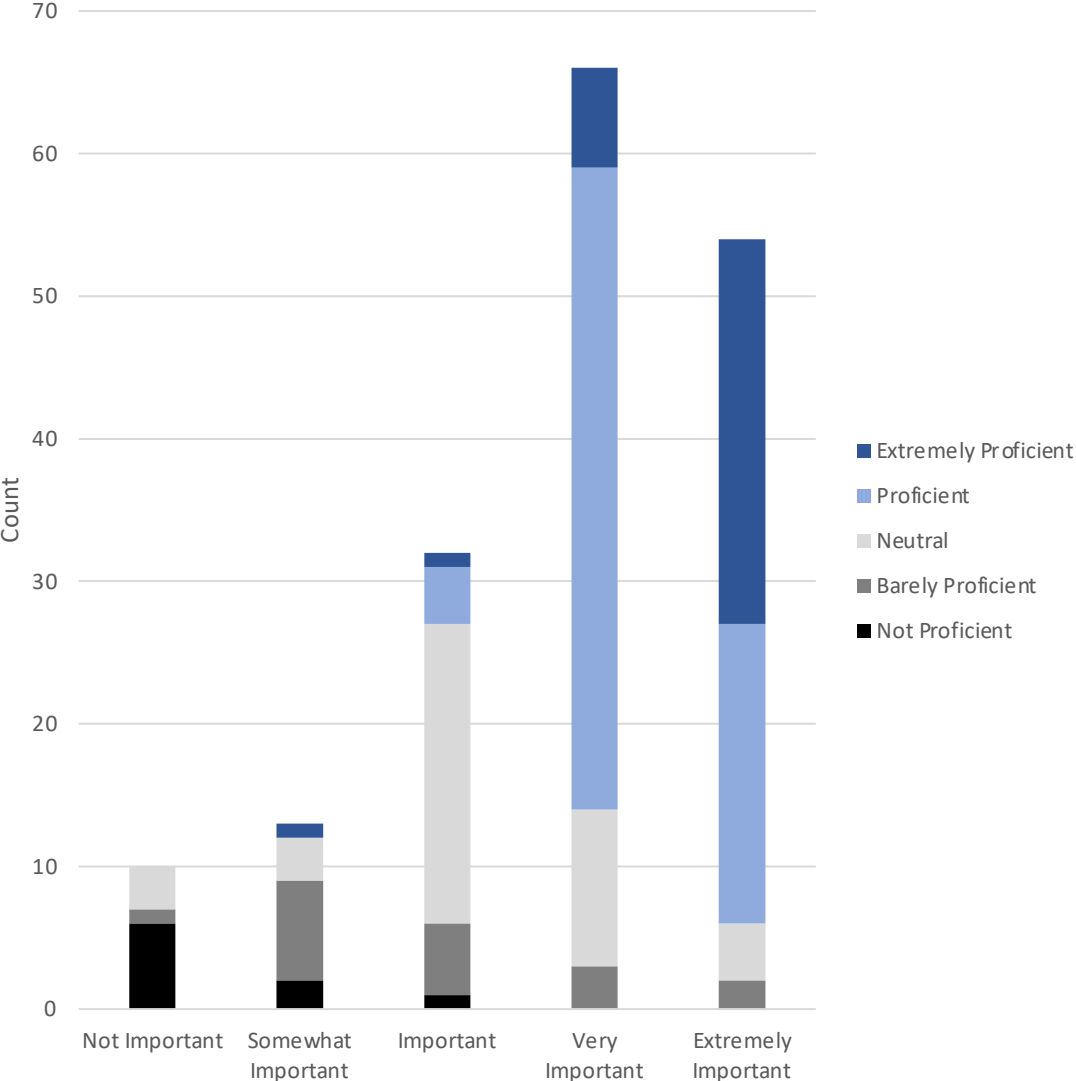


National Organisations & Structures of Sport

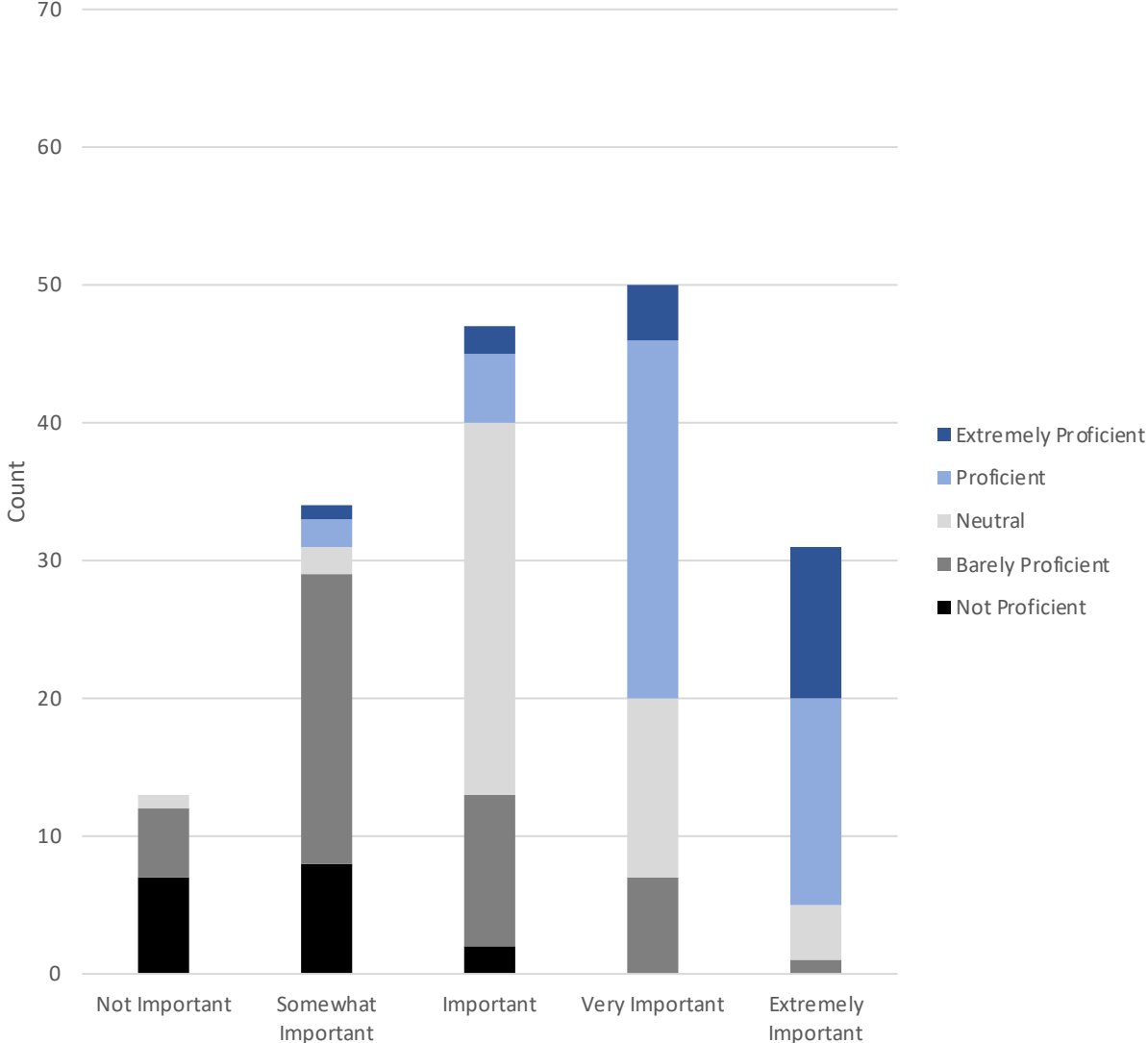


PERCEIVED COMPETENCY

Organisational Governance

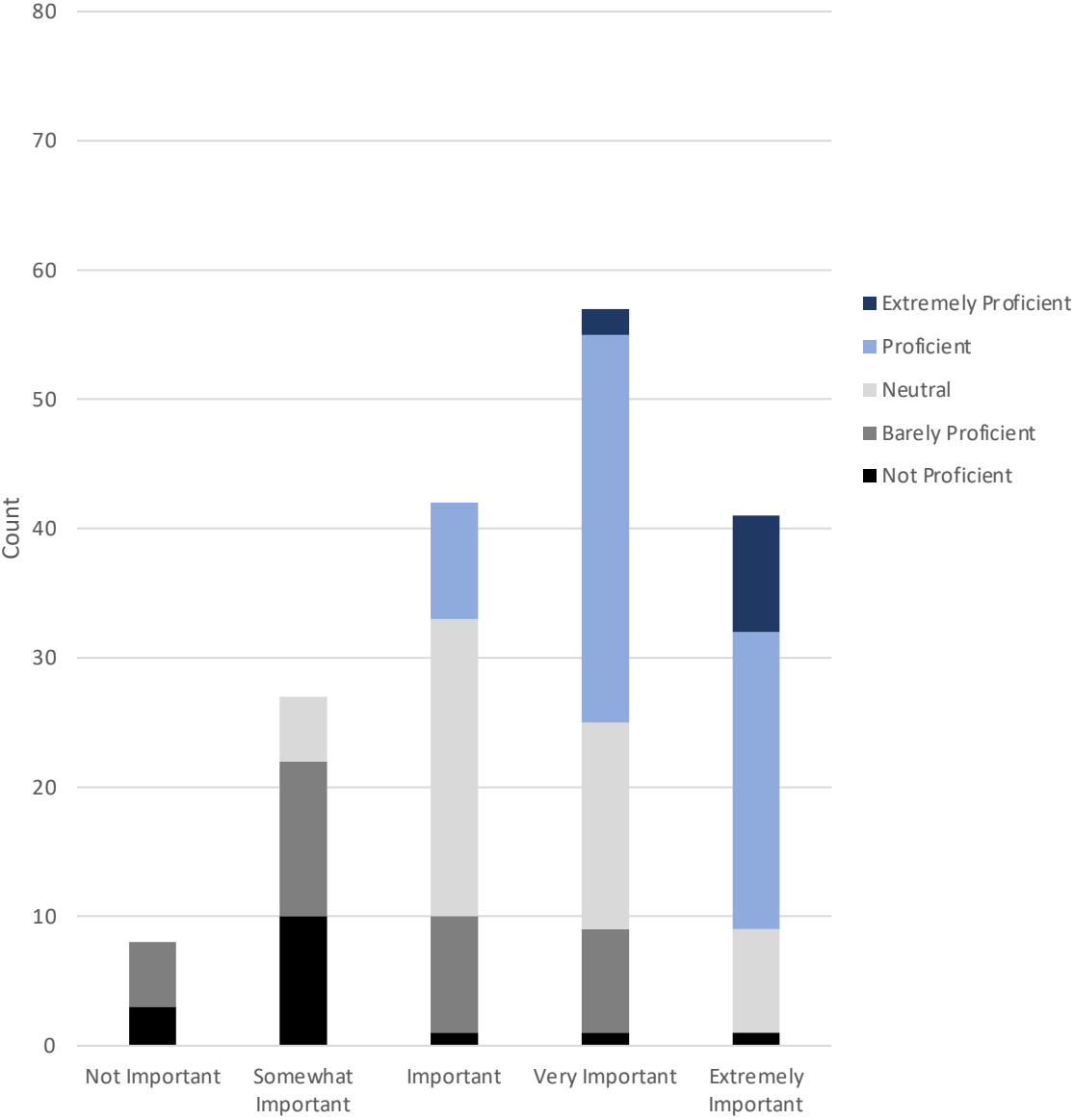


National & European Sport Policy

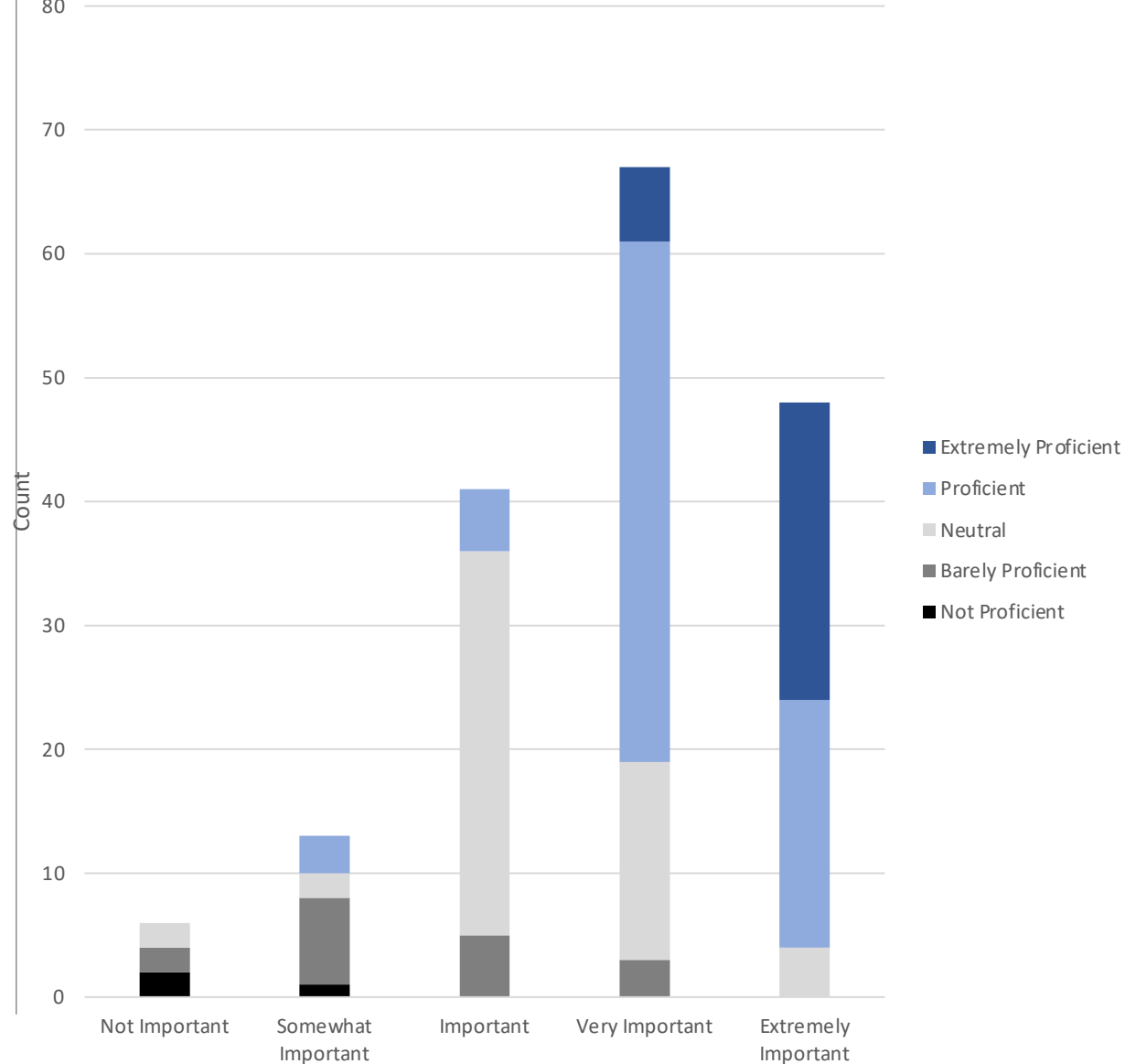


PERCEIVED COMPETENCY

Legal



Management Ethics



MANAGER EDUCATION – KNOWLEDGE DEVELOPMENT

Figure I developed sport knowledge through formal education & training. (n=177)

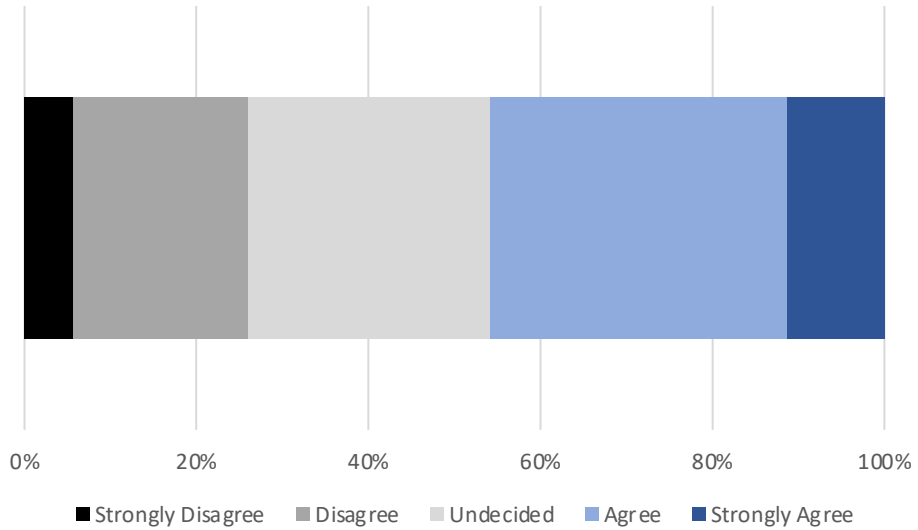


Figure: I developed sport knowledge through non-formal education & training. (n=177)

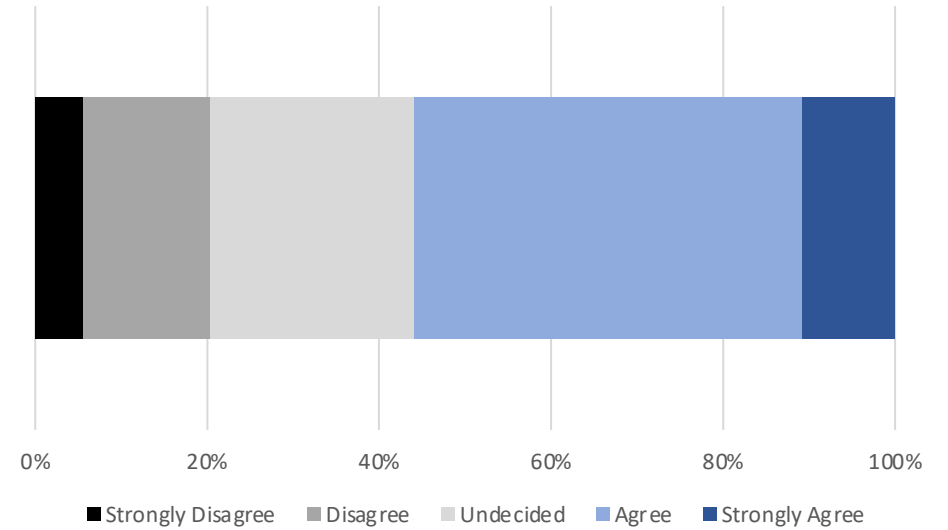


Figure: I developed sport knowledge through informal education & training. (n=177)

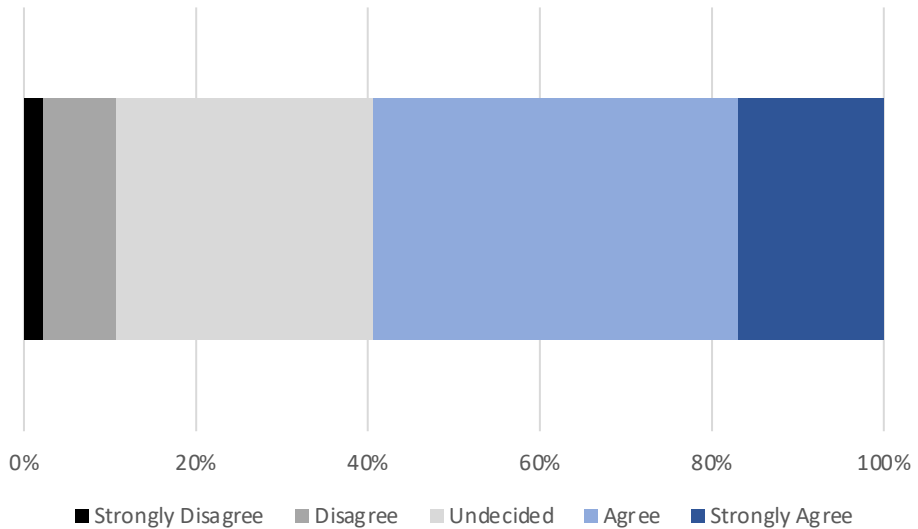
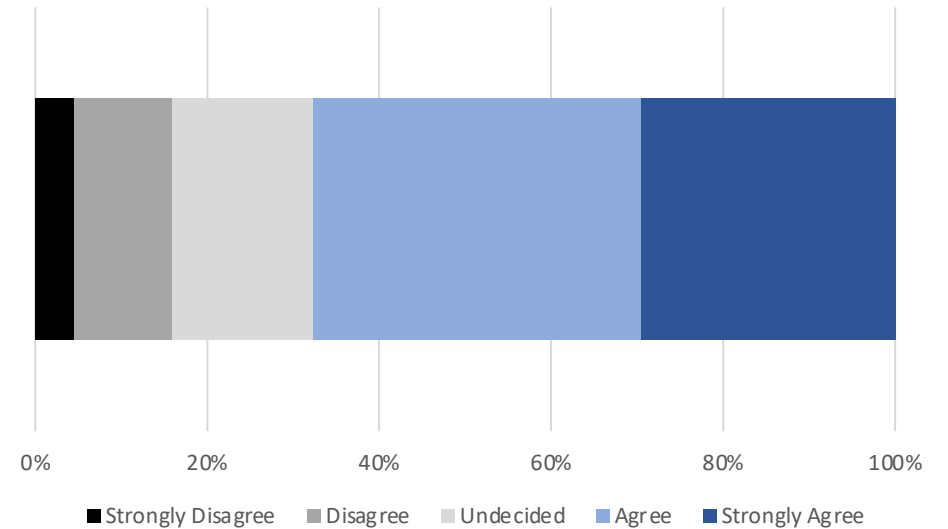
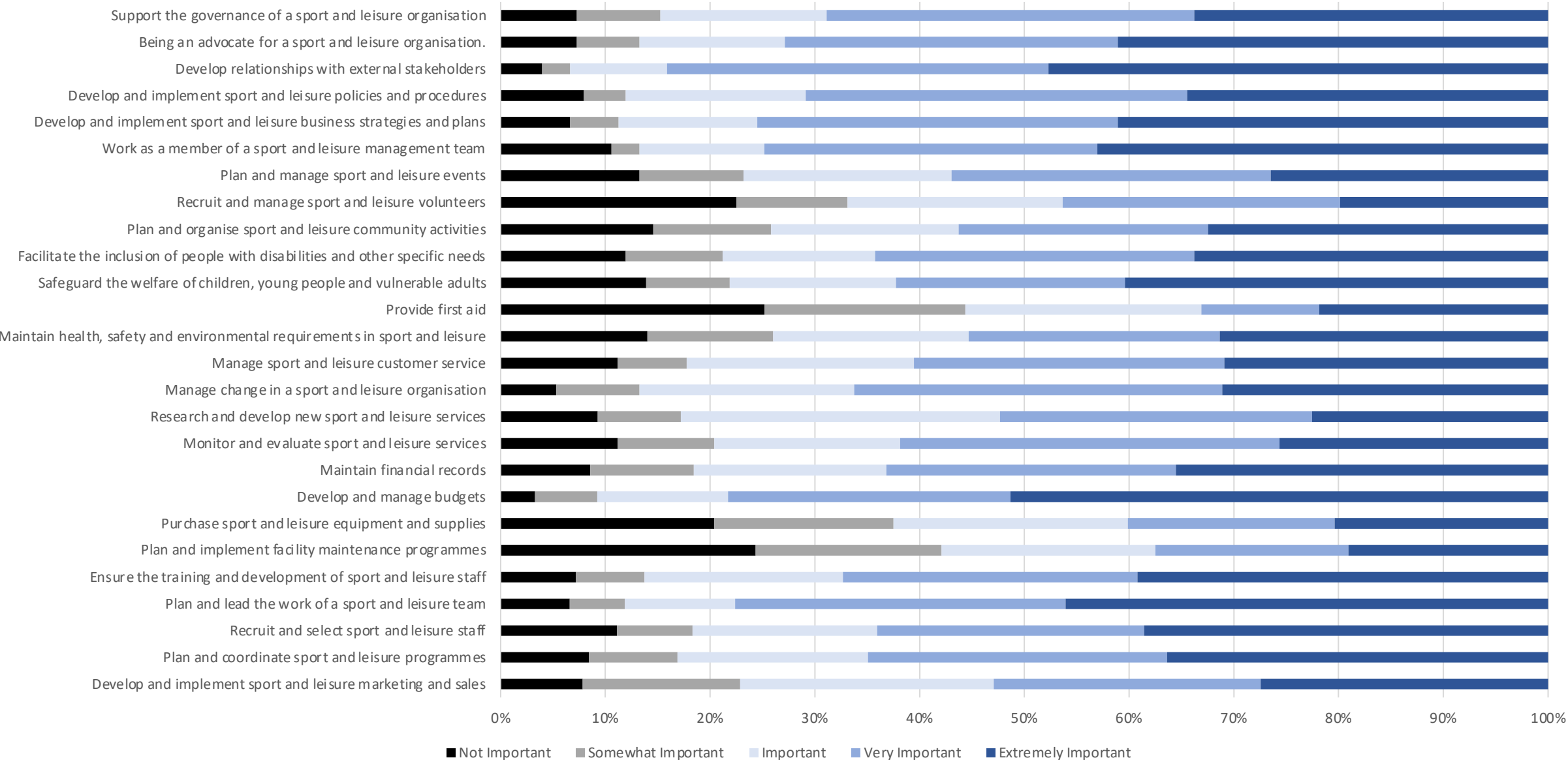


Figure I developed sport knowledge through incidental education & training. (n=177)



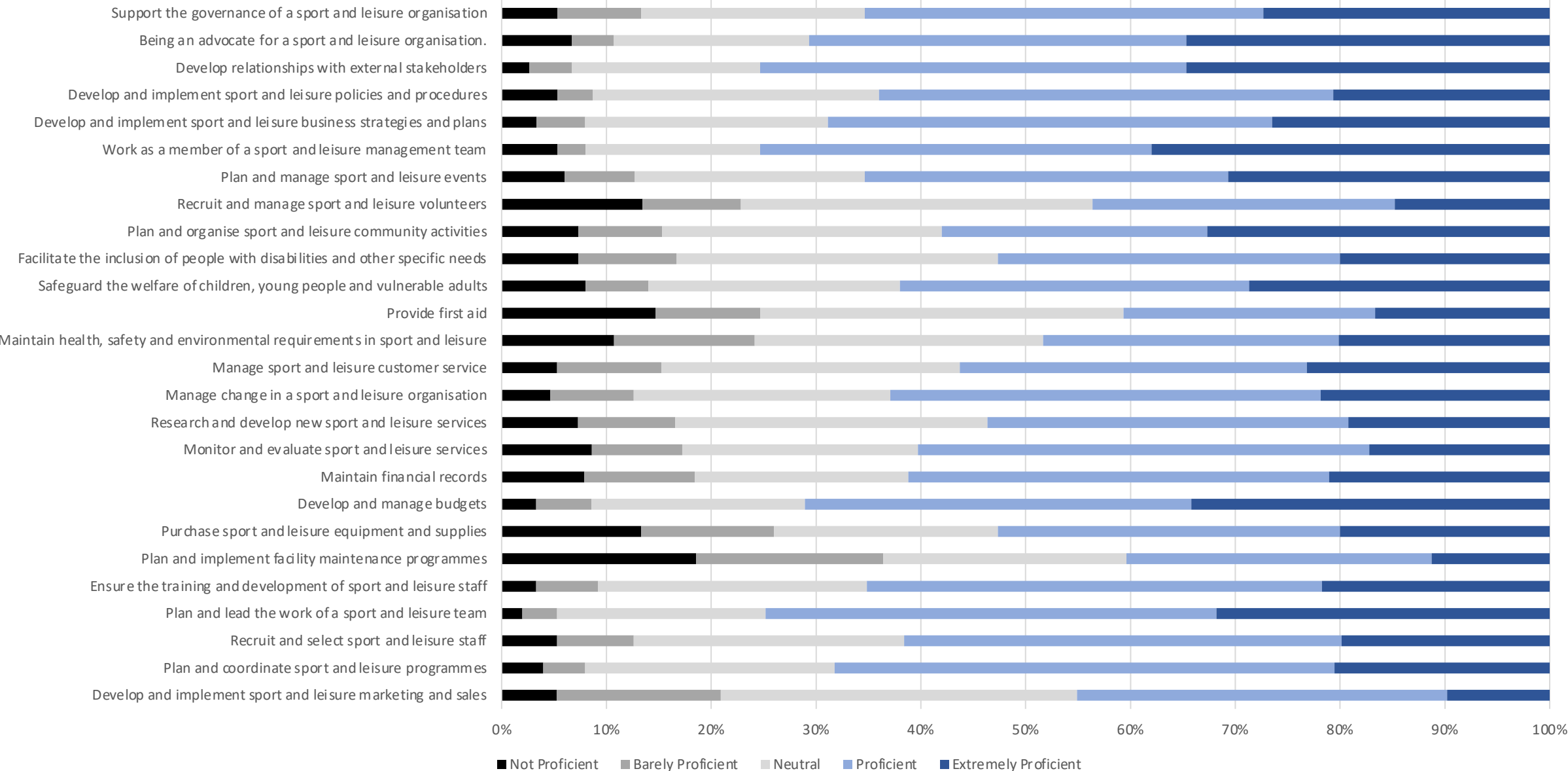
PERCEIVED COMPETENCY

Figure: Sport Management Competence Importance to Role



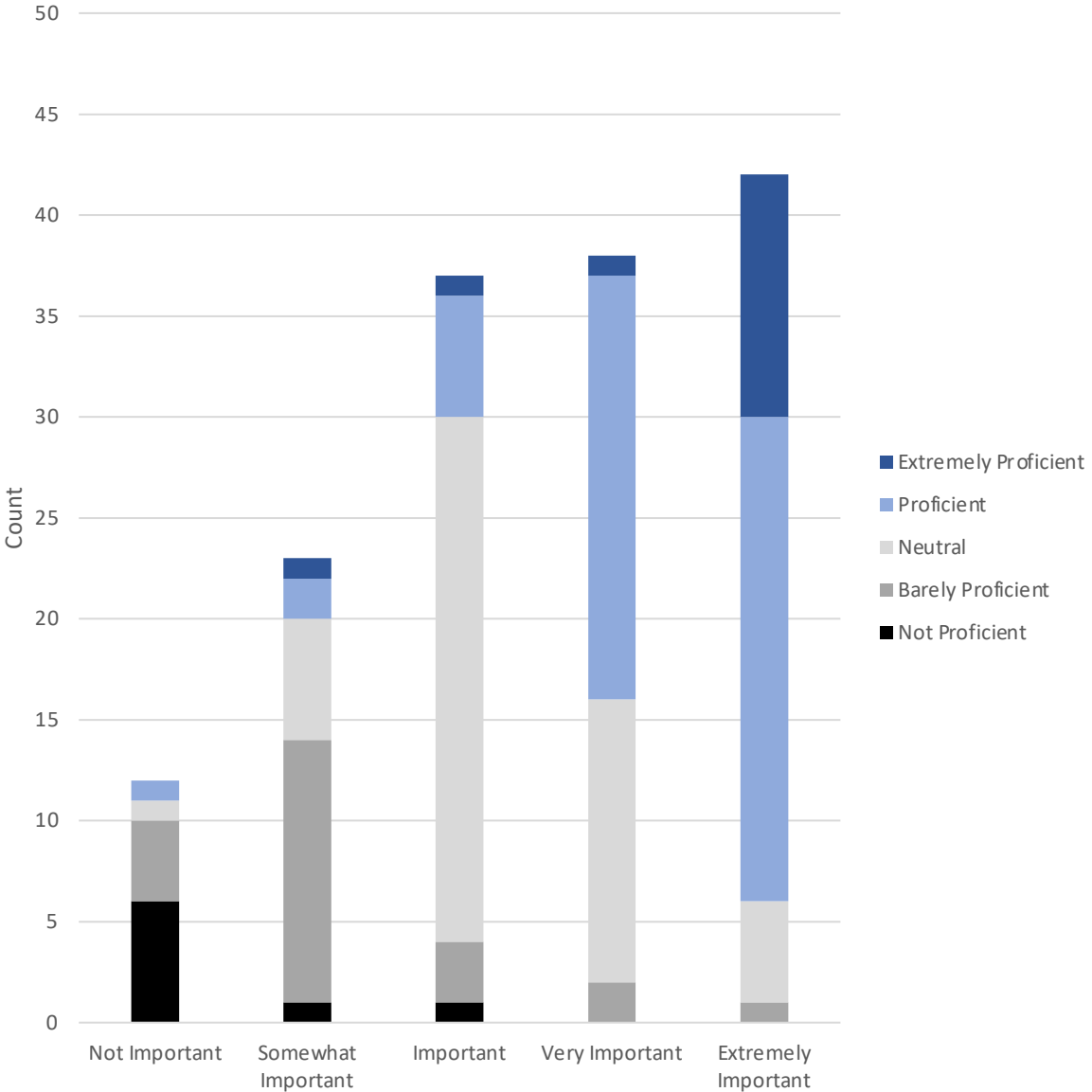
PERCEIVED COMPETENCY

Figure: Sport Management Competence Perceived Level of Competence

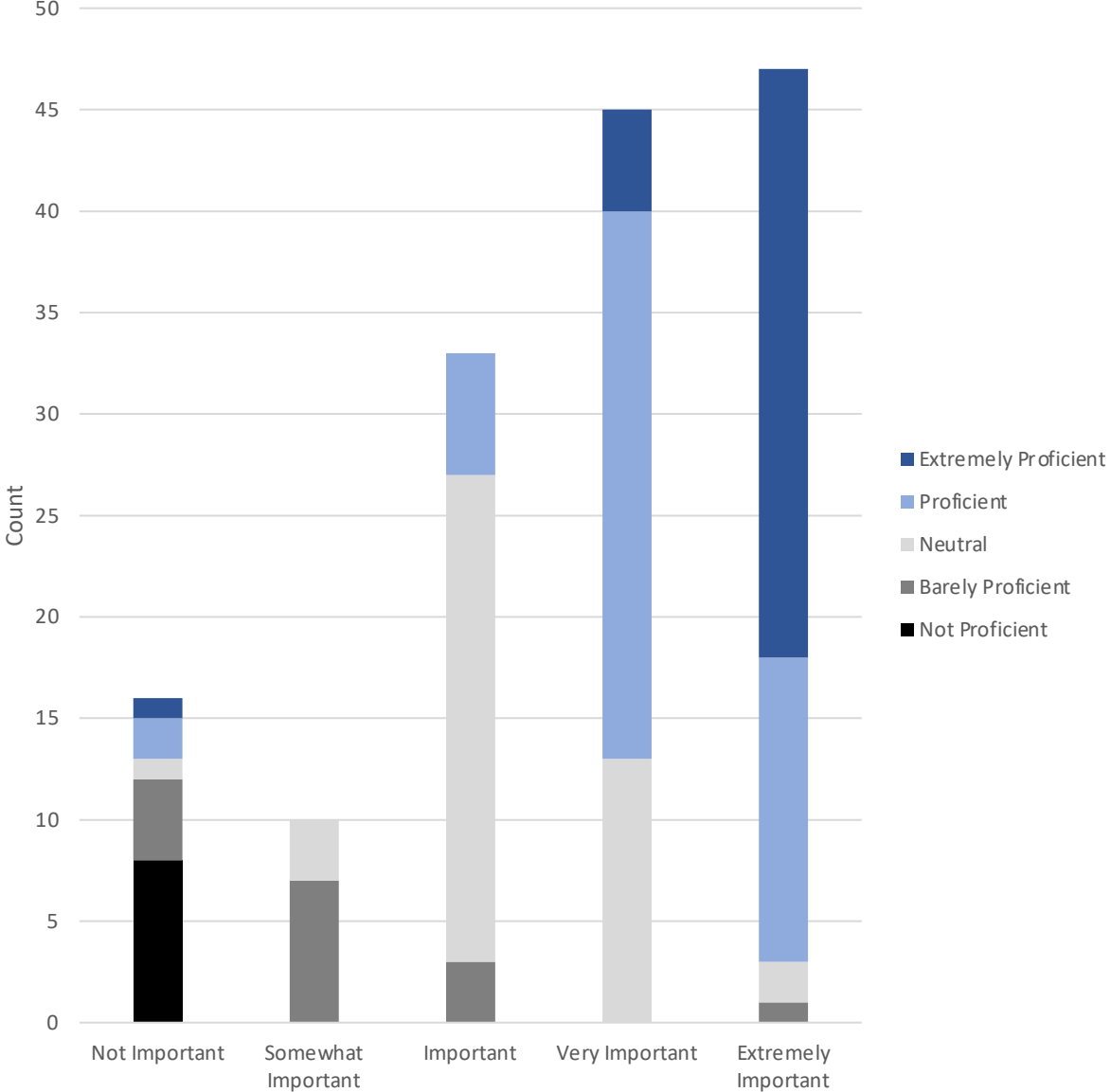


PERCEIVED COMPETENCY

Marketing & Sales

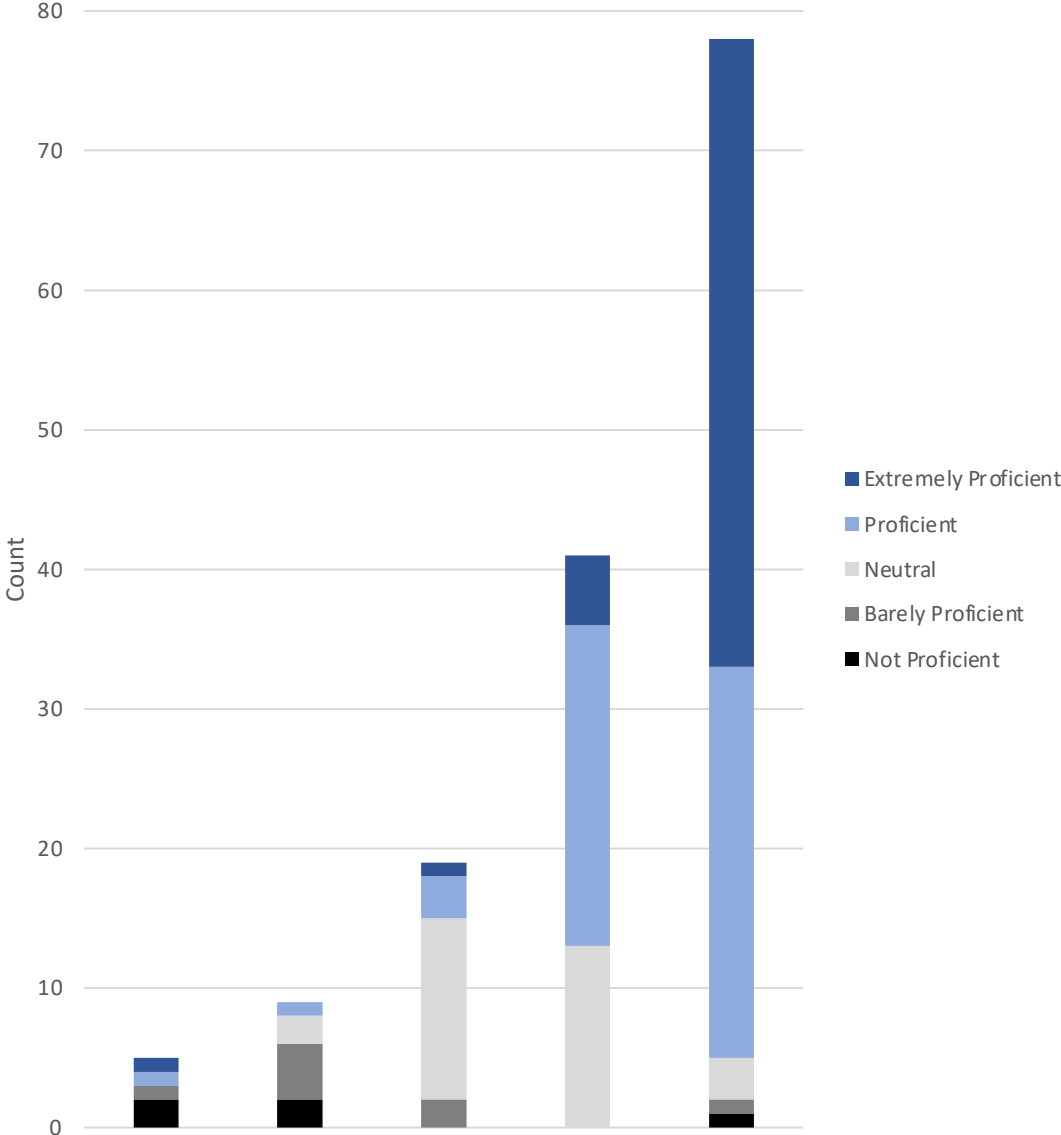


Customer Service

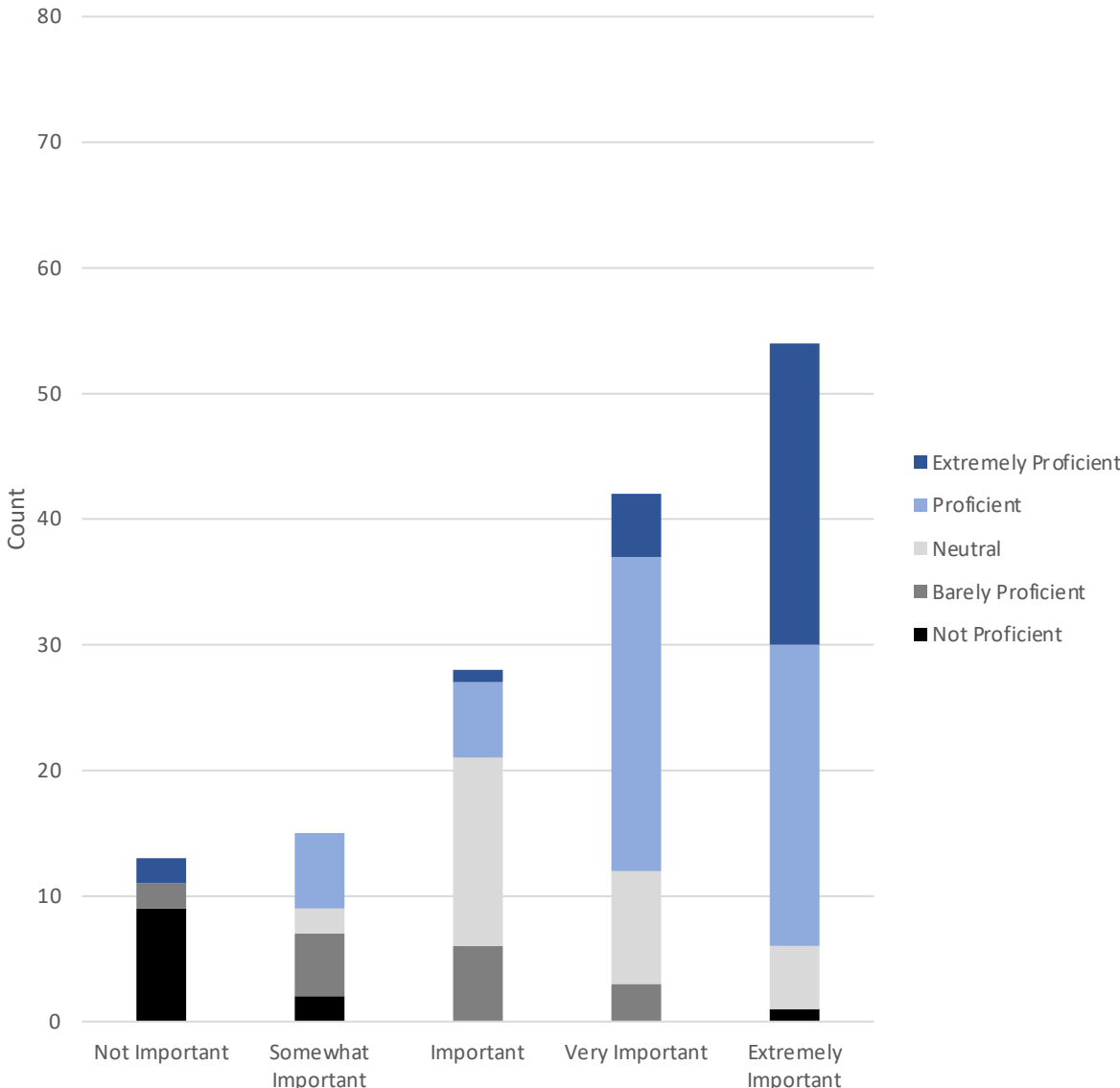


PERCEIVED COMPETENCY

Budget Management

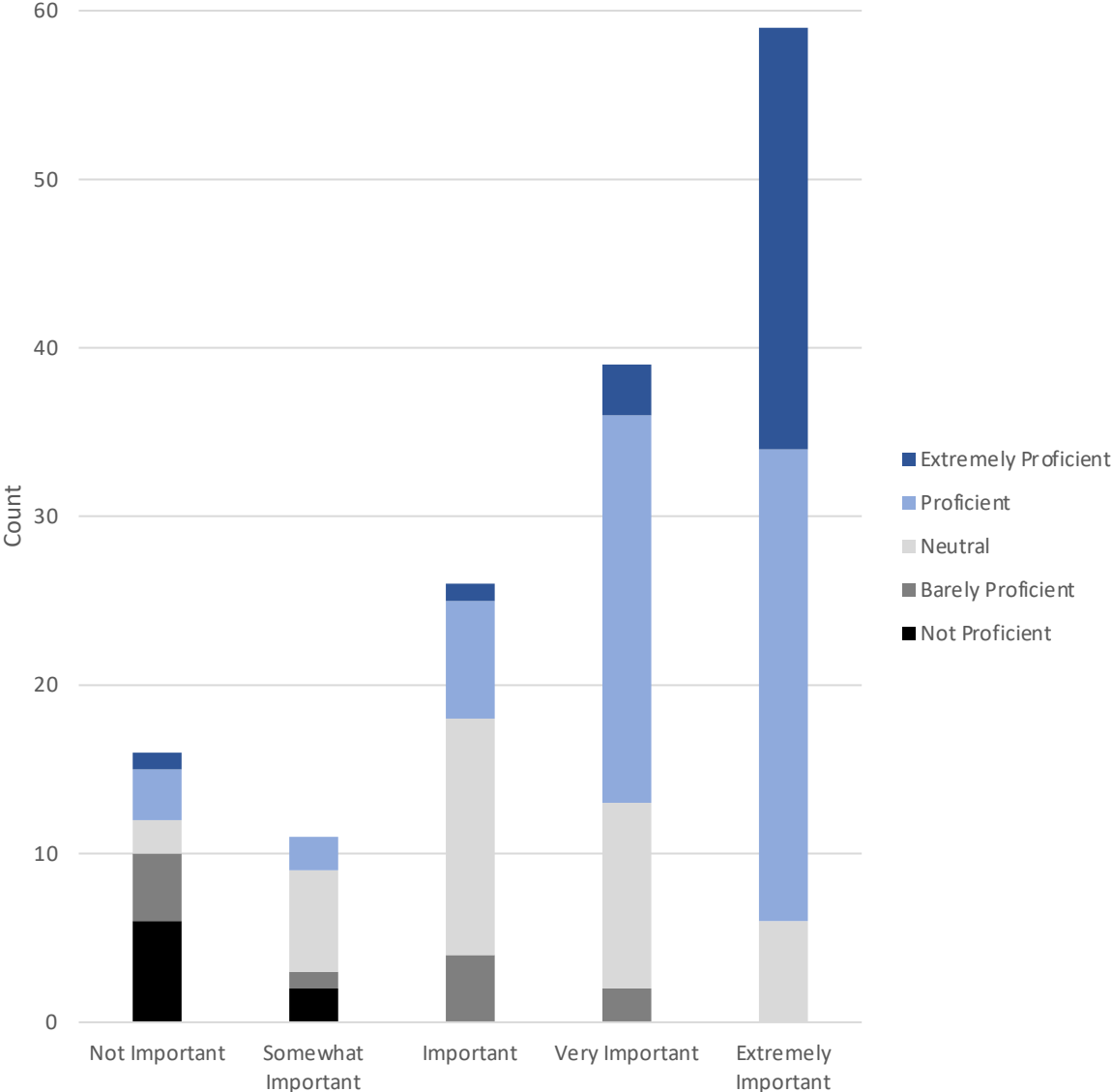


Manage Financial Records

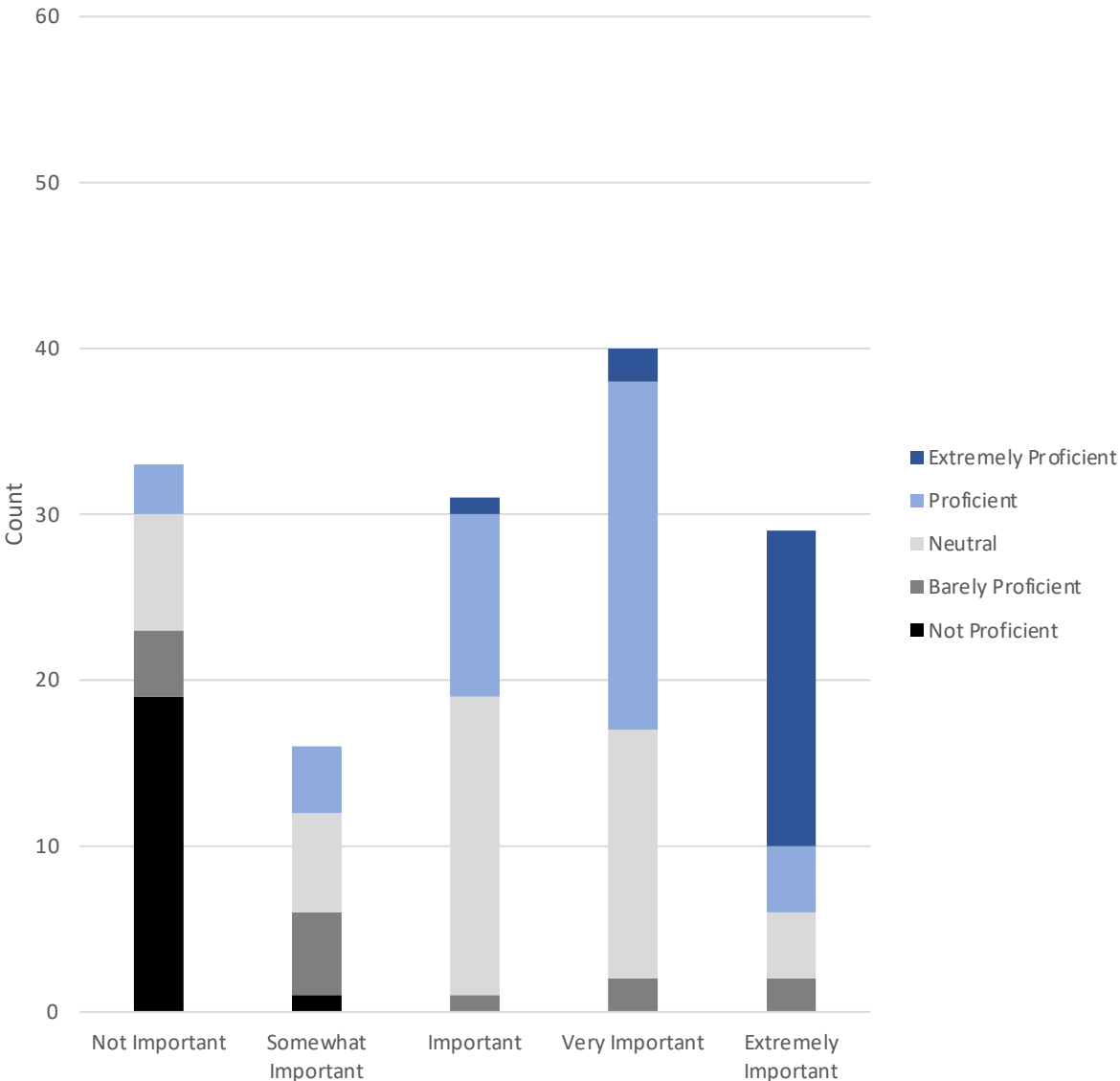


PERCEIVED COMPETENCY

Recruit & Select Staff

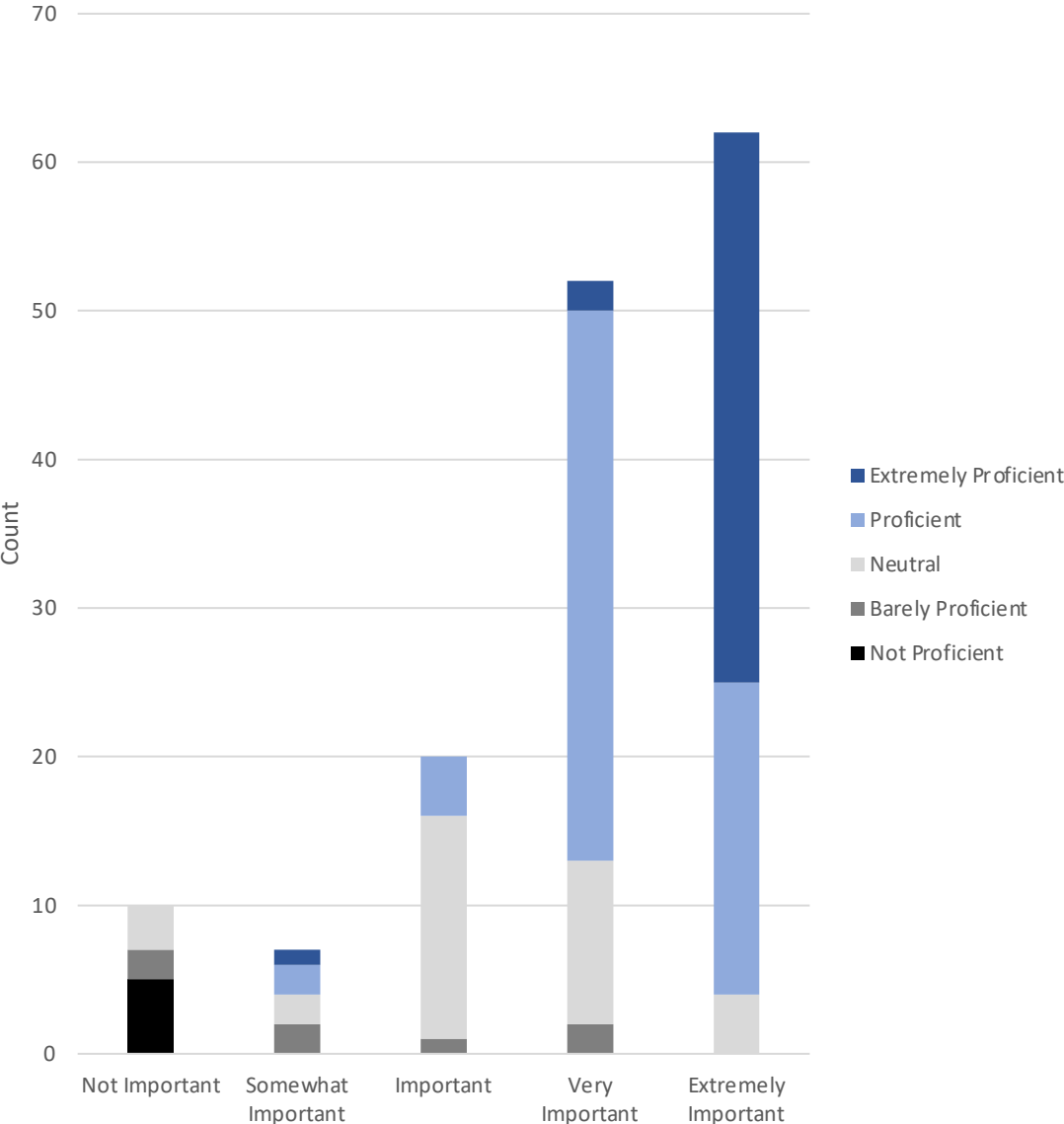


Recruit & Manage Volunteers

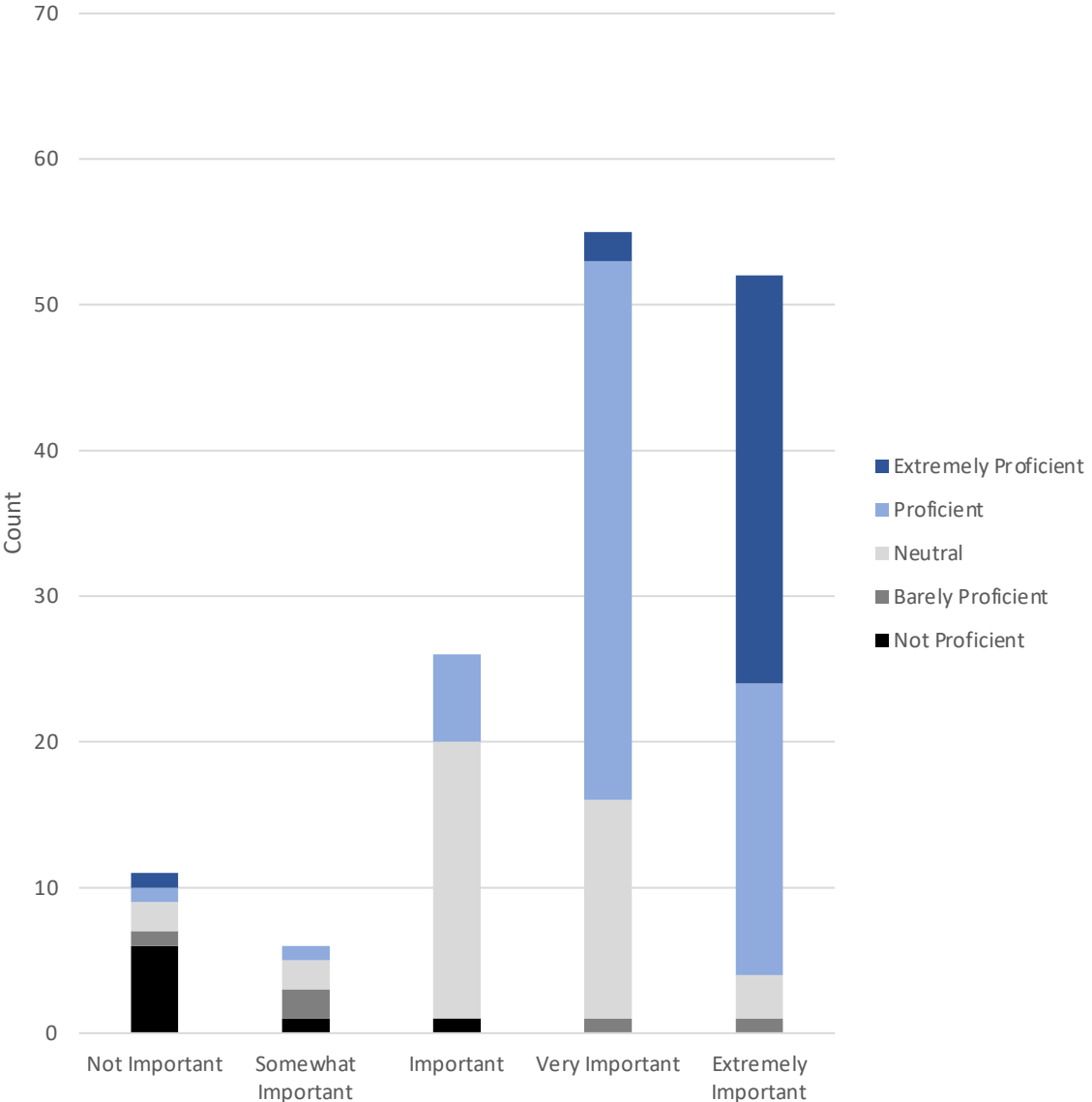


PERCEIVED COMPETENCY

Develop Strategy



Develop Polices & Plans



PERCEIVED COMPETENCY IMPORTANCE BY MANAGER 19 OUT OF 52 DIFFERENCES

Hypothesis	Sig.a,b
Importance of Legal aspects of sport and leisure is NOT the same across Managerial Levels	0.039
Ethical aspects of sport and leisure is NOT the same across Managerial Levels	0.029
Mathematics is NOT the same across Managerial Levels	0.04
Caring for other people is NOT the same across Managerial Levels	<.001
Influencing & negotiating with other people is NOT the same across Managerial Levels	0.021
Recruit and select sport and leisure staff is NOT the same across Managerial Levels	0.03
Plan and lead the work of a sport and leisure team is NOT the same across across Managerial Levels	0.023
Ensure the training and development of sport and leisure staff is NOT the same across	0.005
Develop and manage budgets is NOT the same across across Managerial Levels	<.001
Monitor and evaluate sport and leisure services is NOT the same across Managerial Levels	0.037
Research and develop new sport and leisure services is NOT the same across Managerial Levels	0.002
Manage change in a sport and leisure organisation is NOT the same across across Managerial Levels	<.001
Facilitate the inclusion of people with disabilities is NOT the same across Managerial Levels	0.045
Work as a member of a sport and leisure management team is NOT the same across across Managerial Levels	0.017
Develop and implement sport and leisure business strategies and plans is NOT the same across Managerial Levels	<.001
Develop and implement sport and leisure policies and procedures is NOT the same across across Managerial Levels	0.012
Develop relationships with external stakeholders is NOT the same across categories across Managerial Levels	0.003
Being an advocate for a sport and leisure organisation is NOT the same across Managerial Levels	0.046
Support the governance of a sport and leisure organisation is NOT the same across across Managerial Levels	0.03

a The significance level is .050.

b Asymptotic significance is displayed.

PERCEIVED COMPETENCY PROFICIENCY BY MANAGER 21 OUT OF 52 DIFFERENCES

Null Hypothesis	Sig. a,b
Legal aspects of sport and leisure is NOT the same	<.001
Ethical aspects of sport and leisure is NOT the same	0.029
Principles of sport and leisure management and leadership is NOT the same	0.019
Mathematics is NOT the same	0.047
Research Skills is NOT the same	0.009
Working together with other people to achieve common goals is NOT the same	0.003
Entrepreneurial skills is NOT the same	0.011
Influencing & negotiating with other people is NOT the same	0.006
Develop and implement sport and leisure marketing and sales is NOT the same	0.02
Recruit and select sport and leisure staff is NOT the same	<.001
Plan and lead the work of a sport and leisure team is NOT the same	<.001
Ensure the training and development of sport and leisure staff is NOT the same	0.005
Develop and manage budgets is NOT the same	0.002
Research and develop new sport and leisure services is NOT the same	<.001
Manage change in a sport and leisure organisation is NOT the same	<.001
Manage sport and leisure customer service is NOT the same	0.035
Facilitate the inclusion of people with disabilities is NOT the same	0.018
Work as a member of a sport and leisure management team is NOT the same	0.002
Develop and implement sport and leisure business strategies and plans is NOT the same	<.001
Develop and implement sport and leisure policies and procedures is NOT the same	<.001
Develop relationships with external stakeholders is NOT the same	0.001

a The significance level is .050.

b Asymptotic significance is displayed.

PERCEIVED COMPETENCY IMPORTANCE BY SECTOR 20 OUT OF 52 DIFFERENCES

Hypothesis	Sig.a,b
Ethical aspects of sport and leisure is NOT the same across Sectors	0.041
National organisations and structures of sport and leisure is NOT the same across Sectors	<.001
National and European policies for sport and leisure is NOT the same across Sectors	0.012
The governance of sport and leisure organisations is NOT the same across Sectors	<.001
Caring for other people is NOT the same across Sectors	0.019
Develop and implement sport and leisure marketing and sales is NOT the same across Sectors	<.001
Plan and coordinate sport and leisure programmes is NOT the same across Sectors	<.001
Develop and manage budgets is NOT the same across Sectors	0.012
Monitor and evaluate sport and leisure services is NOT the same across Sectors	<.001
Safeguard the welfare of children, young people and vulnerable adults is NOT the same across Sectors	<.001
Facilitate the inclusion of people with disabilities is NOT the same across Sectors	0.007
Plan and organise sport and leisure community activities is NOT the same across Sectors	0.004
Recruit and manage sport and leisure volunteers is NOT the same across Sectors	<.001
Plan and manage sport and leisure events is NOT the same across Sectors	0.017
Work as a member of a sport and leisure management team is NOT the same across Sectors	0.001
Develop and implement sport and leisure business strategies and plans is NOT the same across Sectors	0.043
Develop and implement sport and leisure policies and procedures is NOT the same across Sectors	0.003
Develop relationships with external stakeholders is NOT the same across Sectors	0.332
Being an advocate for a sport and leisure organisation is NOT the same across Sectors	<.001
Support the governance of a sport and leisure organisation is NOT the same across Sectors	<.001

a The significance level is .050.

b Asymptotic significance is displayed.

PERCEIVED COMPETENCY PROFICIENCY BY SECTOR 15 OUT OF 52 DIFFERENCES

Null Hypothesis	Sig.a,b
National organisations and structures of sport and leisure is NOT the same	0.005
National and European policies for sport and leisure is NOT the same	0.009
The governance of sport and leisure organisations is NOT the same	0.006
Develop and implement sport and leisure marketing and sales is NOT the same	<.001
Plan and coordinate sport and leisure programmes is NOT the same	<.001
Ensure the training and development of sport and leisure staff is NOT the same	0.03
Develop and manage budgets is NOT the same	0.013
Monitor and evaluate sport and leisure services is NOT the same	<.001
Safeguard the welfare of children is NOT the same	<.001
Facilitate the inclusion of people with disabilities is NOT the same	0.01
Plan and organise sport and leisure community activities is NOT the same	0.007
Recruit and manage sport and leisure volunteers is NOT the same	<.001
Work as a member of a sport and leisure management team is NOT the same	0.004
Being an advocate for a sport and leisure organisation is NOT the same	0.003
Support the governance of a sport and leisure organisation is NOT the same	<.001

a The significance level is .050.

b Asymptotic significance is displayed.

MANAGER EDUCATION – MANAGEMENT COMPETENCIES

Figure I developed management competencies through formal education & training. (n=151)

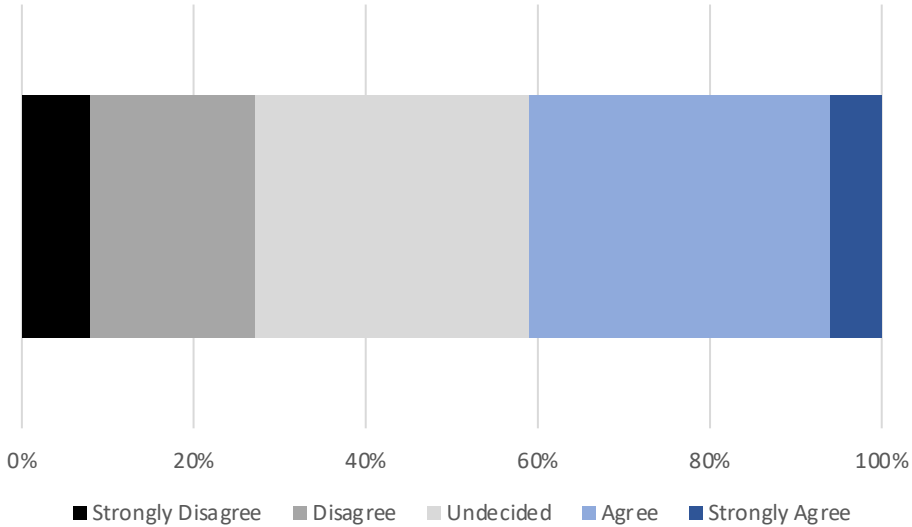


Figure: I developed management competencies through non-formal education & training. (n=151)

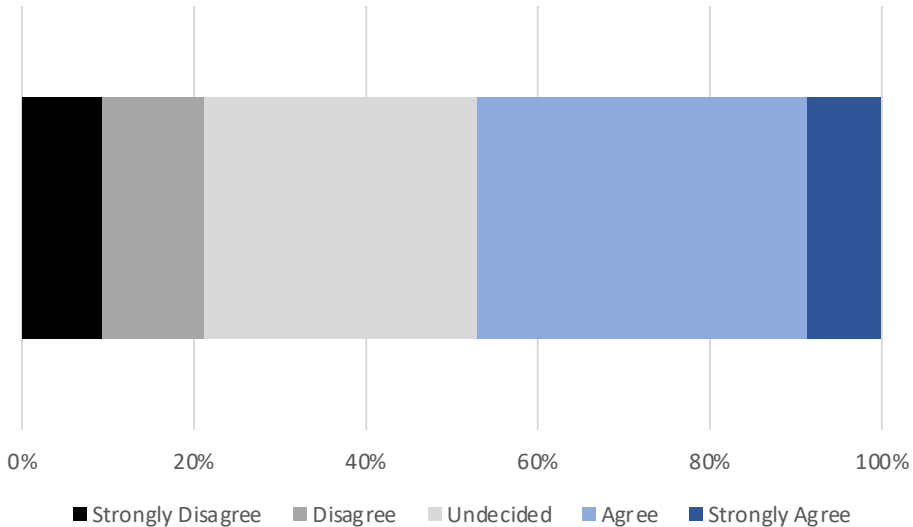


Figure: I developed management competencies through informal education & training. (n=151)

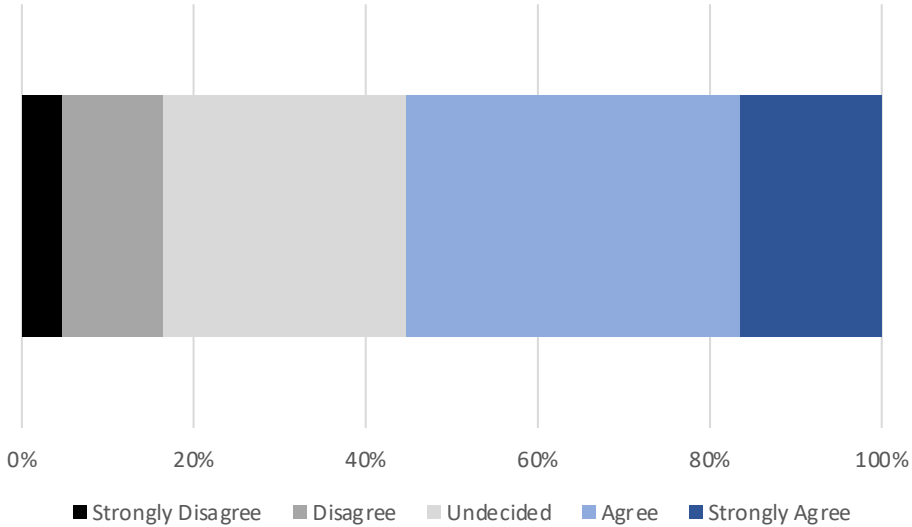
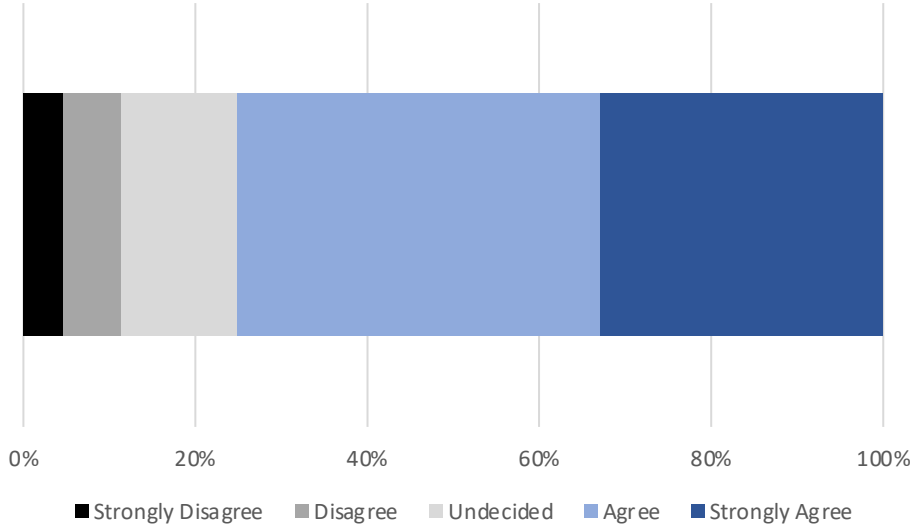


Figure I developed management competencies through incidental education & training. (n=151)



Future Development

Developing Sport Management & Leadership Across Europe

MANAGER EDUCATION – FUTURE DEVELOPMENT

Figure I want to develop through formal education & training. (n=151)

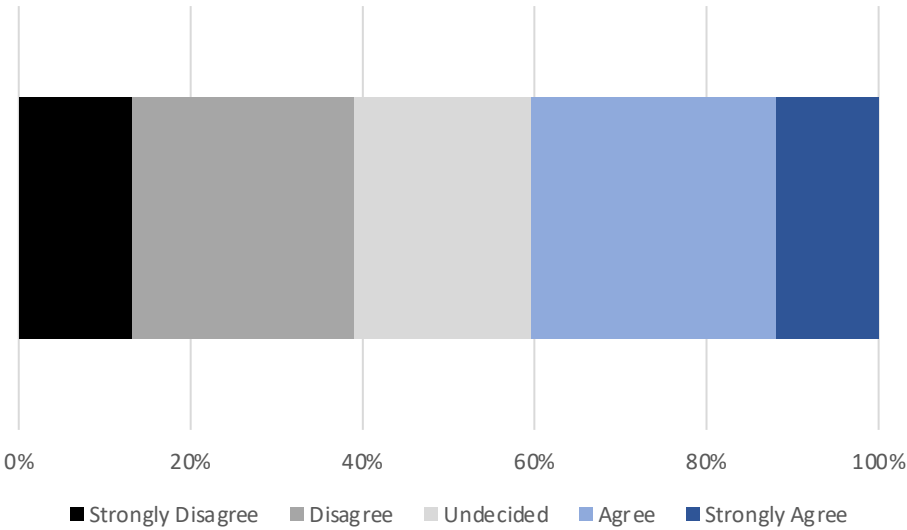


Figure: I want to develop through non-formal education & training. (n=151)

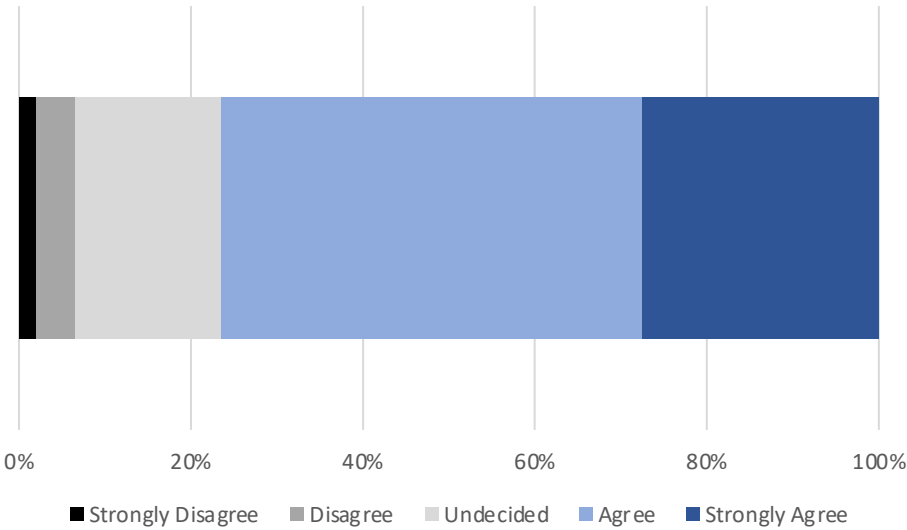


Figure: I want to develop through informal education & training. (n=151)

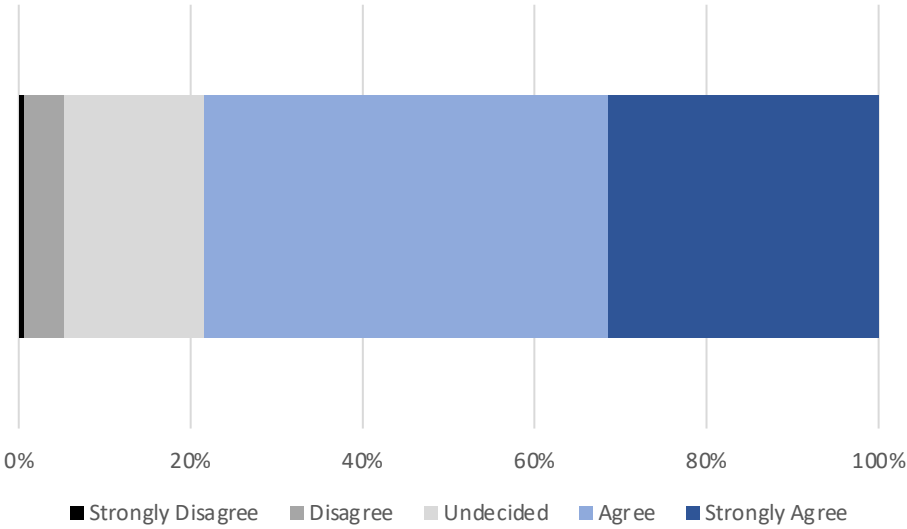


Figure I want to develop through incidental education & training. (n=151)

