

REPORT
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Sport Management in Norway: Present and Future Trends

**New Age of Sport Management Education in Europe (NASME) -
A Research Project under the Erasmus+ Programme**

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Summary

Being the leading institution of higher education for providing sport management education in Norway, the Norwegian School of Sport Sciences strives to make our study programs as relevant and applicable as possible for our students. We have been successful when our students find relevant and inspiring jobs. In order to further develop curricula, we took part in the EU funded Erasmus+ project New Age in Sport Management Education (NASME) together with eight other European countries. This report is about Norway.

Predicting the future: mapping future preferred competencies for sport managers

Through online survey and interviews, we have mapped past, present, and future competencies within the sport management labour market to better prepare our students for the future and for ongoing and challenging development of the field. The figure below illustrates the ongoing process affecting future preferred competencies for sport managers.

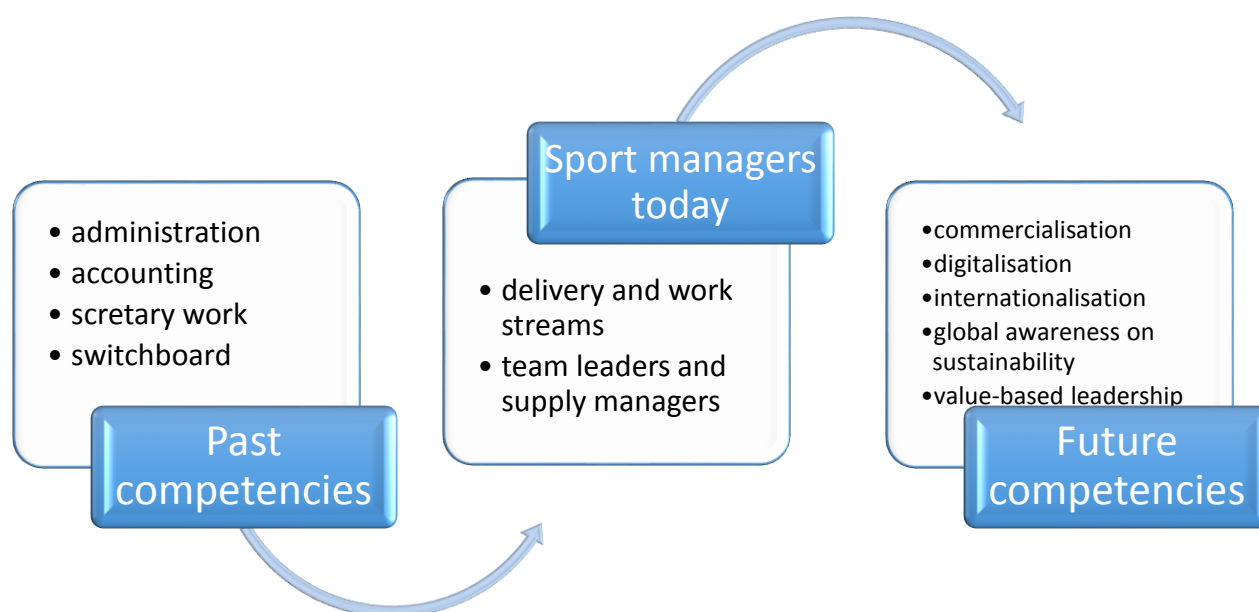


Figure: Development of the sport management field

Social trends affecting sport management labour market

Trends that have been impacting the sport management industry are commercialisation, digitalisation and internationalisation. Global awareness on environment and sustainability are predicted to play an important role within all sport industry sectors.

Most preferred future competencies of sport managers

The most preferred future sport management competencies, the fastest growing positions, and new positions for the four sectors are identified in the Table below.

Table: Main and relevant differences in the sport management labour market between the four sectors – sport clubs, sport federations and confederations, public sector and private sector.

	Sport club	Federations	Public	Private
Most preferred future competencies	<ul style="list-style-type: none"> • Financial management • Leading volunteers • Event management • Political knowledge 	<ul style="list-style-type: none"> • Digital communication • Organisational knowledge • Political knowledge • Leadership skills • Financial management 	<ul style="list-style-type: none"> • Networking • Applying knowledge in practice • Political knowledge • Cooperation across different sectors and teamwork • Organisational skills • Oral communication 	<ul style="list-style-type: none"> • Digital marketing • Digital communication • B2B • Networking • Capacity to learn • Strategic planning and development (e.g., on changing trends in the society)
Fastest growing positions	<ul style="list-style-type: none"> • CEO of sport clubs • Marketing and sponsor manager • Leader • Coach • Sport administration 	<ul style="list-style-type: none"> • Consultants specialised in sport • Development/club development • Sponsor, sales and marketing manager • Experts in communication 	<ul style="list-style-type: none"> • Consultants within sport development • Project managers • CEOs of sport clubs. 	<ul style="list-style-type: none"> • Digital media managers • Sponsor and marketing managers • Personal trainer
New positions	<ul style="list-style-type: none"> • Club development • Specialists on social media and digital marketing • Leaders with good knowledge on public sector and political organisations 	<ul style="list-style-type: none"> • E-learning expert • Political consultant • Experts on information technology • High performance manager • Event manager • Expert in organisational strategy 	<ul style="list-style-type: none"> • CEOs • Event managers • Experts within information technology 	<ul style="list-style-type: none"> • Big data analysts • Pricing manager • Commercial director • Social media marketing manager • Digital content producer

Using these identified categories, we recommend sport management studies to be in line with the demands of our changing society.

Recommendation for sport management curriculum at higher education institutions

A predeceasing study among European countries from 2006 stated that “(a)ll 120 ECTS credits must be sport management studies or closely sport management studies or subjects in the Curriculum for Master in sport management” in order to have highest relevance to students and the labour market (AEHSIS, 2006, p. 194). For the Norwegian School of Sport Sciences this means that the course selection at the Master’s level has to be increased and include more sport management topics. At the Bachelor’s level, we recommend a wide spectre of sport management topics; however, courses such as sport marketing and digital communication will have increased attention in the curriculum. Internship is considered increasingly important by the industry, and in the future a more applied Master’s program in sport management is considered as well as a scholarly track. An international approach that includes foreign students and professors is recommended. We hope you will find this an interesting read.

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1. Introduction

The field of professional sport management in Norway, as in many parts of the world, has developed from being volunteer-driven to a professional and commercial organisational field (Hanstad, 2019). Coming from a period where the sport sector often had difficulties following the pace of other (professional) sectors such as business and management sectors, organisations working with sports are now catching up and have started to incorporate practices from these aforementioned sectors. This “ has legitimised the sector further and has made it a respected and vibrant part of the global business and management environment” (O’Boyle & Bradbury, 2017, p. 3).

Today’s world is quite different from the world just a decade or two ago. The flow of information and the creation of networks is now global due to the Internet and mobile telephone technology. Trends, demands, and expectations are no longer local or even national. They can be international. This also goes for the sport sector, and it affects how sport is managed. *The Global Information Technology Report* from 2013 stated that: “Business models have been redefined, the workplace has been redesigned, small start-ups have evolved into large companies, and entire functions of society (education, health, security, privacy) are being rethought” (Bilbao-Osorio et al., 2013, p. 3). The sport management industry is complex and relies heavily on the support and funding from the political systems. Social, legal, technological, and economic environments also influence it. To manage the sport industry well, leadership must have a solid understanding of business and financial management (Bradbury & O’Boyle, 2017).

With changes in the global sport industries, demands in the labour market have evolved over time. Today, many universities educate people for positions that no longer exist because their programs have not adapted to the rapid changes. In 2017, an ERASMUS+ project called New Age in Sport Management Education (NASME) was launched in order to improve the match between obtained skills through sport management education, and the demand in the sports related labour market in nine European countries: Denmark, Finland, Czech Republic, Norway, Germany, France, Spain, Greece, and Lithuania (NASME, 2017). This research is a follow-up of a previous AEHSIS (Aligning a European Higher Education Structure in Sport Sciences) study done in 2004-2007 wherein six countries participated (AEHESIS, 2006). Norway was a part of the first study as well.

1.1 Description of the NASME project

This project is about improving the match between obtained skills through sports management education and the demand in the sports related labour market in nine European countries through an exchange of innovative practices as well three rounds of data collection in nine countries to develop a New Age of Sport Management Education (Taken from the application, p.40).

1.2 Objectives of the NASME project

- To develop and adapt a labour market driven sport management curriculum that is designed to improve the match between sport education institutions and demand in sports related labour markets.
- Adaption of innovative practices such as combination of “Sport Business Intelligence” & “Performance-Importance Matrix (PIME)” or effective curriculum development and best practices between EU universities to ensure that future programmes are evidence-based and research-led, are cognisant of current and future skills development needs, and are valued by employers and academics.
- To include approx. 68 sport business professionals in the development process of the new curriculum.
- To encourage other educational institutions within the field of sports to test the method applied in this project to improve their own sport education’s curriculum.
- To create an environment in which future sector-relevant sport management educational programs can be developed by ensuring that each partner is cognisant of the needs, expectations, and constraints of other partners.
- To ensure that future sport education programmes are tested with the field of sport to evaluate their effectiveness.
- To give business leaders a voice in the development of future training programmes to ensure that their future skills-needs can be met, and to guarantee the relevance of future programmes.
- To secure visibility of the problem and ensure that we, the educators are heard within the area of sport education at the national and international level; each country has a

task to identify and share it with policy makers and associations within the field of sport, and spread the message across the public (taken from the application, p. 40).

In the context of Norway, we focus on the following findings concerning competencies, which are based on the quantitative data collection and analysis proposed in the project application. First the current competencies are analysed, then future sports management competencies, then core competencies, as well as special competencies. We also analyse future trends. The second part discusses core competencies and the last part explores future trends within the field of sport management, which include digitalisation, commercialisation, and internationalisation. Most of the results are taken from the qualitative data collection and analysis.

1.3 The structure of the report

First, we explain the context for the study including the organisation of sport in Norway and provide information on sport management education as well as the Norwegian labour market in sport management. This is followed by a brief description of research methodology. In Chapter 4 we present the findings of the study and we conclude in Chapter 5. This follows the structure of the NASME report (Wohlfart & Adams, 2019).

2. Context

2.1 Organisation and culture of sport in Norway

Legal framework of sport

Norwegian Olympic and Paralympic Committee and Confederation of Sports (NIF) is autonomous and has its own sports laws and regulations, which all members have to follow. The laws are passed in the general assembly with 2/3 of the votes. The general assembly is the highest decision-making body in Norwegian sport with 75 representatives from 54 sport federations (NSOs), 75 representatives from 19 regions, the executive board of NIF (11) and three athlete representatives being present as well as the IOC representative in Norway, who at the moment is also the vice-president of NIF. The employees also have a representative. The general assembly gathers every four years. They represent 12.178 sport clubs (NIF, 2016).

The reasoning behind government funding for top-level sports is the role elite sport play in creating cultural identity, and the population’s great interest in elite sports events. Especially winter sports are popular. Norway generally does well in the Winter Olympics (a total of 39 medals at the 2018 Winter Olympics in Pyeongchang, South Korea). Most of the sport clubs are amateur sport clubs, driven by volunteers. “Grassroots ” sports organisations are very common. Many parents are involved when their children take part in sport.

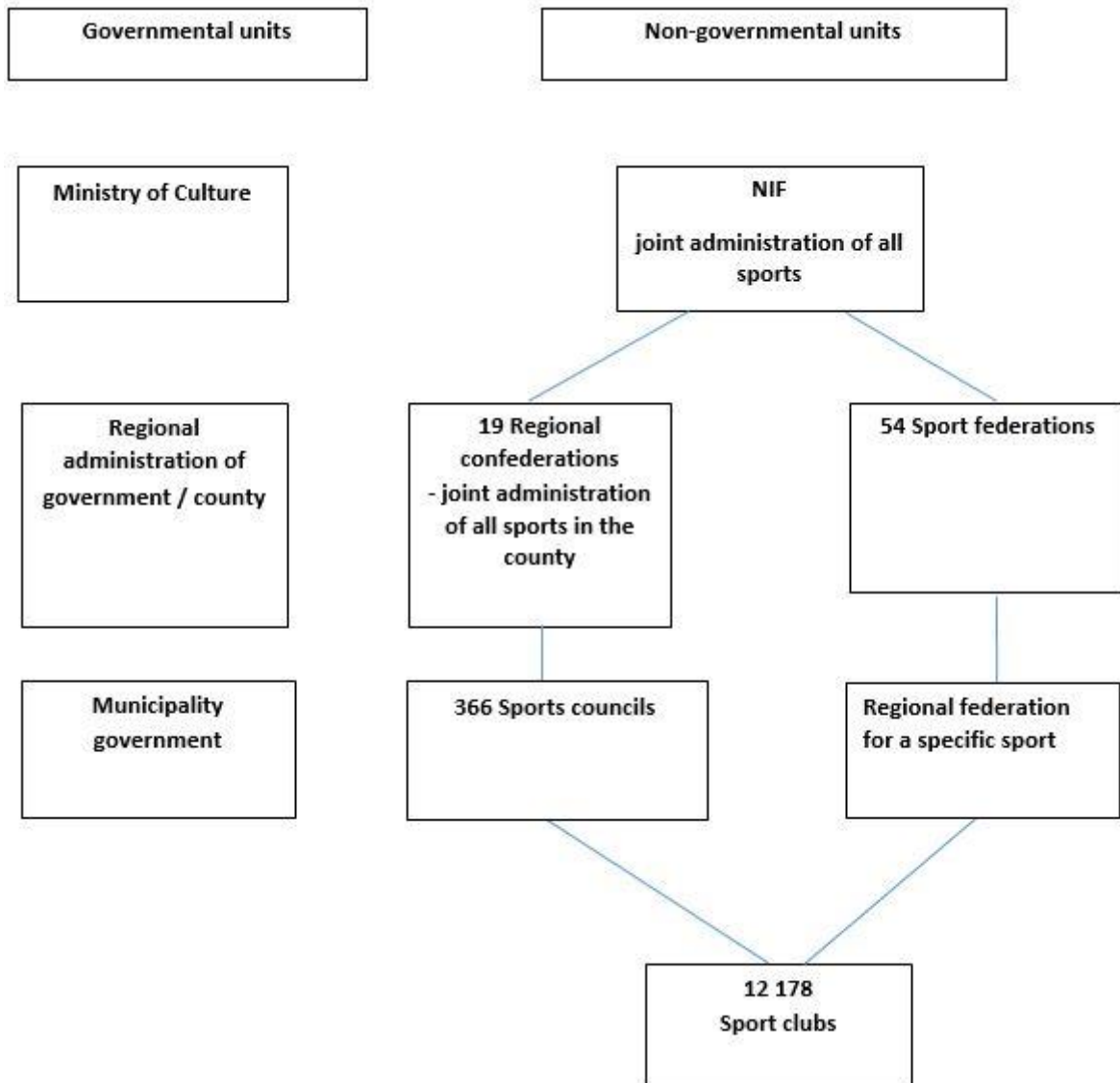


Figure 1. Organisational chart of Norwegian organised sport (NIF, 2016)

Main source of funding

State funding is based on surplus from lottery and football pools. Norsk Tipping, the state-owned lottery, has organised the national football pools since WWII. This profit has always

been outside the national budget. Today 64 % of the surplus goes to sport, 18 % to culture, and 18 % to social and humanitarian organisations. Less than half of state funding for sport is distributed through NIF. The rest is used for sport facilities.

Norwegian sport culture

The most significant point of the Norwegian sport culture is the focus on and tradition of volunteering. Especially parents are involved as volunteering as coaches of children until they are 13 years old (Children's Rights in sport), and 93% of all children (Eriksen, 2017) have been active in a sport club at one time. Currently children enter sport clubs at an earlier age than before. Outdoor culture in Norway is strong.

2.2 Sport management education in Norway

Currently four universities offer sport management programs at the Bachelor's and/or Master's level: The Norwegian School of Sport Sciences (Oslo), Molde University College (Molde), The Inland University of Applied Sciences (Lillehammer), and South Eastern University (Bø, Telemark). A one-year study in Event and Sport management is offered in Drammen. Since the project partners are from the Norwegian School of Sport Sciences, the report will focus on the sport management education offered there. In total, the Norwegian School of Sport Sciences offers 140 European Credit Transfer Studypoints (ECTS) at the Bachelor's level in the academic field of sport management. Figure 2 provides an overview of the sport management Bachelor's program including the different courses. Sport studies and research are located in the Department for Cultural and Social Studies.

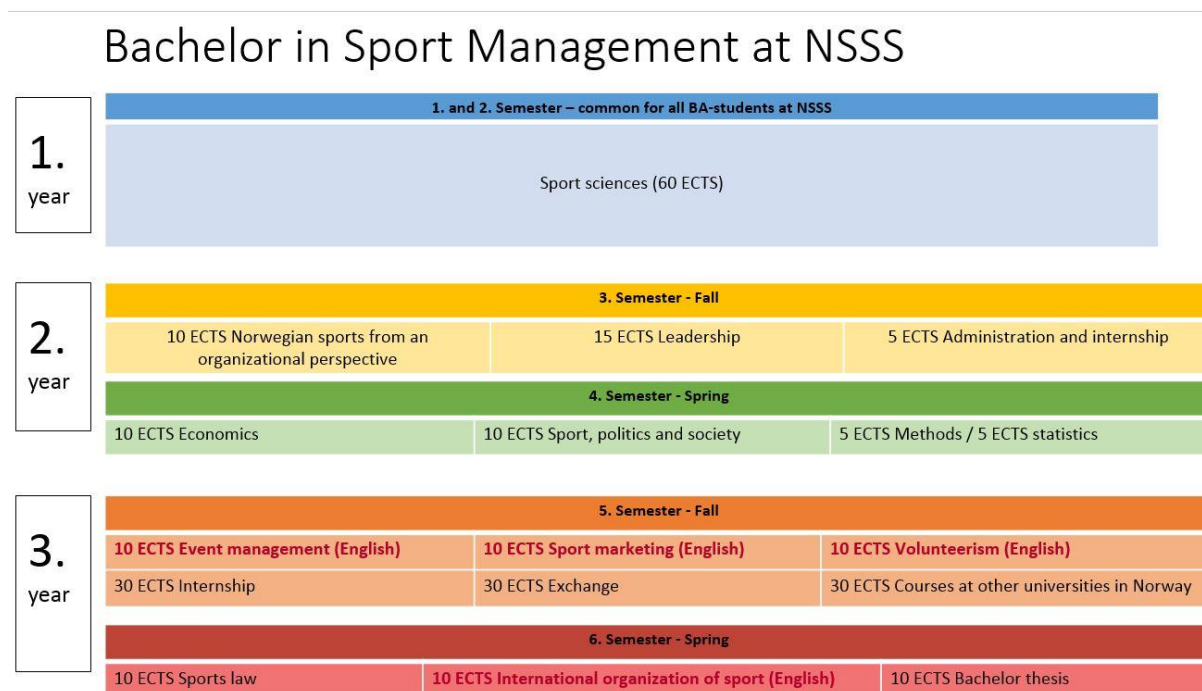


Figure 2. Course selection in Sport Management at The Norwegian School of Sport Sciences as by start of the project in 2017.

2.3 Labour market in the field of sport management

In 2017, the Statistical Bureau of Norway found an unemployment rate for people 15 to 74 years old of 4% (111.000). The definition of unemployment is in accordance with recommendations given by the International Labour Organisation (ILO) and EU/Eurostat. The most recent data about the employment in sport available at the time of writing were from January 2017 (Eurostat, 2017).

In general, the unemployment rate for graduated Master's students is 6% one half year after graduation. For the sport students from the Norwegian School of Sport Sciences (NSSS) it is lower, 2.6% (Ministry of Education and Research, 2017, p. 69). Research done in 2017 (Skirstad, Lægred, Stang, & Langøien, 2018) confirms this figure of 3% for Master's sport management graduates from NSSS over the past 10 years. Of these graduates, 39% were women and 61% men.

Of Master's graduates in sport management, 80% had a job within three months after graduation, further 7% within six months, 2% within nine months and 10% within a year (Skirstad et al. 2017). These figures are in accordance with the figures for graduates from NSSS

in general in the period 2010 to 2014 (Norwegian School of Sport Sciences, 2015). Among Bachelor's graduates, between 2010 and 2014, 1% was unemployed. 34% had a job before finishing the studies, and further 39% had a job half a year after they had finished their studies from NSSS. Another 10% had a job within a year after their studies, and for the remaining 17% it lasted more than a year to get a job. Internationally there is also a limited number of studies or initiatives that track the employment of sport management graduates (Taks et al, 2003; Packheiser & Hovemann, 2015; Skirstad, 2004).

3. Research methodology

Three rounds of data collection were conducted to generate both qualitative and quantitative data from 1) documents; 2) survey and 3) semi-structured interviews.

The first round of data collection was done through a document analysis of a recent study of graduates from the Department of Culture and Social Studies at the Norwegian School of Sport Sciences (Skirstad et al., 2017) and available statistics of the labour market (Ministry of Education and research, 2017).

The second round of data collection was conducted through a survey sent to sport managers within the four sectors under scrutiny: a) sport clubs, b) sport organisations including regional confederations of sports as well as national sport organisations (NSOs), c) public sector such as communities and municipalities and d) private sector sport organisations.

Initially, 134 potential participants were contacted by e-mail and phone in a first round in December 2017 and a second time in January 2018, and in response, 88 persons showed an interest in taking the survey and were sent the link to the questionnaire. We also sent it to 63 sport managers from all four sectors, all of whom answered the survey. The persons whom the survey was sent to held leading positions in organisations such as: General secretary in the sport organisations, Chief Executive Officers in the sport clubs and fitness centres, or event organisations. The survey questions can be found in Appendix 7.1 (English and Norwegian version).

Data from the quantitative data set was done by using Webropol, which transformed the data directly into SPSS. From there we had descriptive statistics in form of tables and diagrams.

The third round of data collection included 10 semi-structured interviews in the period between January 14th to March 6th, 2019. The sample was purposefully chosen. The 10 interviewees were identified as experts (key informants) in the field of sport management whereas eight of them represented the sectors under scrutiny. Each sector was represented by at least two interviewees. In addition, some interviewees (see Appendix 7.2, Table 12) had work experience within more than one sector, so they were able to refer to more than one sector when being asked about preferred future competencies within the sport industry. Besides the sport sector representatives, we chose to interview one specialist within the field of sport management education; a professor in sport management who has taught sport management at both graduate and undergraduate levels for many years. This interview has been of advantage inter alia when connecting the preferred competencies to current sport management curricula in Norway. The sample exists of highly educated and experienced sport managers, aged between 30 and 60 years old of whom six were female and four men. None of the interviewees were involved in the second round of data collection (quantitative survey). All interviewees received an informational letter about the project (see Appendix 7.3). A semi-structured interview guide based on the findings of the quantitative findings guided the individual interviews. For each sector, a different interview-guide was created and used (see Appendix 7.4). The interviews were conducted in person in meeting rooms and/or via the online-meeting platform Skype Business. The first author was present at all interviews, the second author was present at nine. The interviews took one hour on average, were recorded and transcribed verbatim.

Data analysis of qualitative data was done in four steps. The first step involved reading all transcripts carefully from top to bottom to gain an overview of the entire data material. Second, in order to pinpoint the changes within sport industry and their future impact on required competencies, we developed four analytical questions. The first two focused on *which* trends impact sport industry and *how*. The third question was based on the focus of the competencies in this study, asking *which* competencies are preferred and *why*. In a third step, we followed the analytical strategy by applying the meaning concentration technique (Kvale & Brinkmann, 2009) to handle the considerable amount of data. This enabled us to develop

answers to these four analytical questions in each interview. A fourth step was to compare the findings from the qualitative data with the findings from the quantitative data analysis. Analytical thoughts were shared and discussed within the entire group of authors throughout the data analysis and writing process.

Data management and anonymity

The researchers in the project do not have access to participant identifiable information. The quantitative data was collected electronically through Webropol, a survey programme developed in Finland. All e-mail addresses will be deleted as soon as the data is collected and before August 30, 2019. The data material is anonymous. After completion of the survey and interviews, the anonymous data will be stored and made available to other researchers in accordance with national regulations for data storage and sharing. However, we emphasise that it will be impossible for any researcher to trace any information back to specific participants. The interviewees were informed about the aim of the research, why they were invited to participate in the study, the benefits and disadvantages involved and how their information is stored (Kvale & Brinkmann, 2009). They were also informed about their ability to withdraw from the study at any point and that their participation was voluntary. To store and handle personal information about informants an approval from NSD was needed. The approval form is found in Appendix 7.5. The voice recordings will be deleted when the project is ended. This information was stored on the researcher's personal

computer in a password protected file.

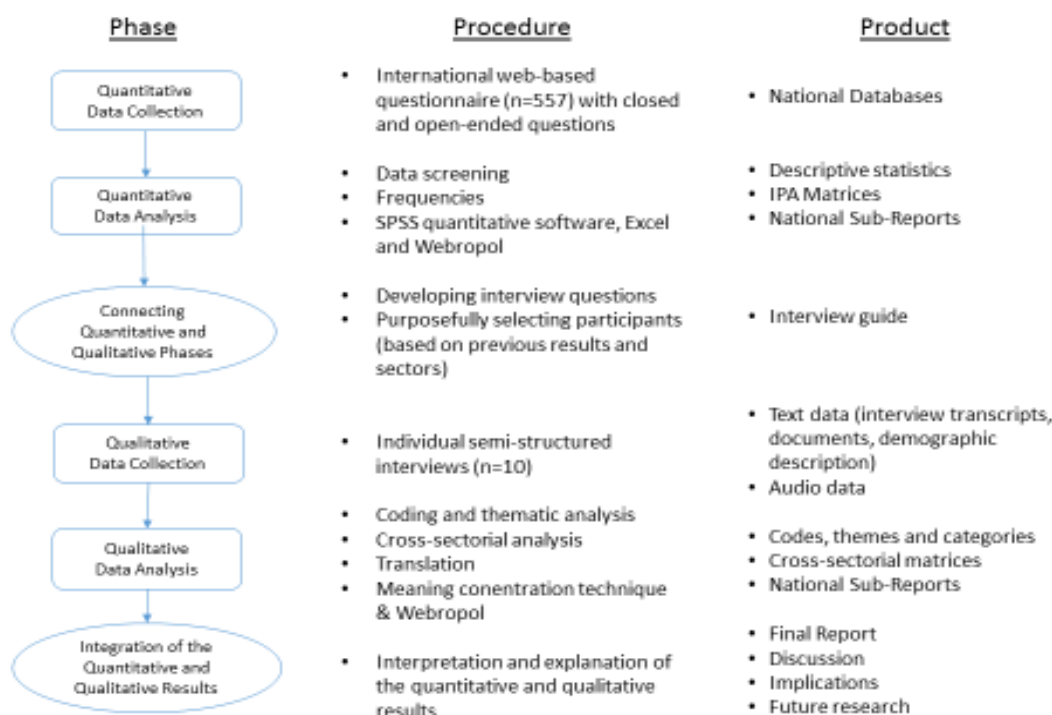


Figure 3. Visual Model of NASME Mixed-Methods Sequential Explanatory Design Procedure (Model adapted Wohlfart et al., 2019)

4. General findings and results

This chapter summarises the survey and interview findings of the Norwegian part of the NASME project. The chapter consists of three parts. The first part focuses focus on the competencies needed in the sport management labour market today and those preferred in the future. The second part shows the segmentation of the findings according to the respective sectors.

Basic demographic information about our sample

In the survey 68% were male and 32% women, and their ages varied between 25-69. Of the sample, 89% had a degree from institutions of higher education, 39 (70 %) of the respondents had higher sports education, where 45% had an education in sport management.

4.1. Competencies within the Sport Management Labour Market

4.1.1 Current competencies

The top five current competencies of the sport management professionals in our sample were identified through self-rating on a Likert scale and compared with the average from the nine partners in the NASME project.

Table 1. Current sport management competencies in Norway and in nine NASME partner countries

Norway	9 NASME partner countries
Ability to work autonomously	Ability to work autonomously
Service orientation	Teamwork
Planning skills	Desire to succeed
Organisational skills	Organisational skills
Desire to succeed	Capacity to adapt to new situations (flexibility)

4.1.2 Future competencies

Communication skills and management are extremely important in the future. The gap between the competencies graduates have today and those that are needed in the future is the widest in these two capabilities, together with financial management. In the total sample, digital marketing and using social media are the most mentioned future competencies.

Table 2. Future competencies in Norway and in nine NASME partner countries

Norway	9 NASME partner countries
Communication skills and management	Teamwork
Organisational skills	Decision-making skills
Teamwork	Oral communication
Leadership skills	Planning skills
Ability to apply theory to practice	Organisational skills

4.1.3 Core competencies

Based on the survey, we identified core competencies. These are drawn from both current and future competencies. These competencies are considered highly relevant for sport managers now and in the coming years. The competencies were based on a Likert Scale with 5 being the highest score and 1 being the lowest. Core competencies are defined to have a mean value of 4 and above and more than 0.5 points higher mean values for the future importance compared to the present. Table 3 shows the core competencies in Norway today that are expected to continue to be key in the future.

Table 3. Norway "Core competencies" now, in the future and differences

Norway "Core competencies" (both at least 4,0)	Now	Future	Difference
Ability to work autonomously	4,5	4,3	-0,2
Service orientation	4,4	4,4	0,0
Organisational skills	4,3	4,4	0,2
Planning skills	4,3	4,4	0,1
Capacity to adapt to new situations (Flexibility)	4,2	4,3	0,2
Teamwork	4,1	4,4	0,3
Oral communication	4,2	4,3	0,2
Social intelligence	4,2	4,3	0,1
Decision making skills	4,1	4,3	0,1
Written communication	4,1	4,2	0,1
Capacity to learn	4,0	4,3	0,3
Strategic planning and development	4,0	4,3	0,3
The significance of sport and physical activity in the society	4,2	4,1	-0,1
Problem solving skills	4,1	4,2	0,0
Desire to succeed	4,3	4,0	-0,3
Ability to work in an interdisciplinary team	4,0	4,1	0,1
Knowledge of the people's need for physical activity	4,0	4,0	0,0

To compare, the core competencies from the nine partners in the NASME project are:

Teamwork, ability to work autonomously, organisational skills, capacity to adapt to new situations, and planning skills.

4.2 Preferred competencies in the respective sectors

One aim for the project was to identify current and future competencies in the four different sectors. Table 4 provides an overview of the preferred competencies for the future.

Table 4. Three most preferred competencies in the future according to sector

Sport club	Federation	Public sector	Private sector
Financial management	Digital communication	Networking	Digital marketing
Leading volunteers	Organisational knowledge	Applying knowledge in practice	Digital communication
Event management	Leadership skills	Political knowledge	B2B

In the following subsections, we will present the results of the sector analysis for the four sectors: 1) sport clubs, 2) NSOs and regional sport organisations, 3) public sector organisations and 4) private sport businesses. Each of the four sectors are analysed individually. We start with describing the profile of representatives of each sector and the current and future positions within the sectors (profile of the sector). We then explain the current recruitment strategies and future employments' education requirements. At the end of each sector section, we discuss the changing competencies within the sport management industry today versus the future and offer recommendations for future curricula within sport management studies. We differentiate between four different competencies groups:

- a) Existing core competencies today – high and low relevance:

Competencies that are in the top 10 and the low 10 today.

- b) Core competencies that will be maintained:

These competencies are represented as top- 10 core competencies today as well as in the future. Therefore, these competencies should maintain priority in present and future curricula.

c) New core competencies:

Competencies that are new. These competencies will be primary core competencies in the sport management industry of the future. All competencies in this category are new compared to the present top 10.

d) Competencies with least relevance:

Competencies that are assessed to be the lowest 10 in terms of relevance today and in the future. This category can be used to critically assess learning outcomes of present curricula. We have deliberately chosen to not only look at future competencies that score low but to compare them with the present competencies that are assessed as being low in relevance.

The objective of the sector analysis is to establish a sector-specific personal profile among the respondents in the survey as well as a profile of the sector. Whether they are representative of the different sectors in the industry is questionable. The existing statements relate to these profiles and offer the most dominant common characteristics with possible variations.

Sector 1 Clubs (professional and non-profit)

There are 12.178 sport clubs among the 19 counties in Norway. The sport clubs provide the main sports activities in Norway and are done at the grassroots level. Management and activities within the clubs rely on the support of its members. There are two types of clubs: either single-sport clubs, such as cross-country skiing or football clubs or multi-sport clubs that provide different sports under one organisational roof. Whereas small clubs are usually managed by volunteers, big clubs are increasingly run by paid professionals. In this study, 18 of 23 of the respondents are top tier managers in clubs. Two are coaches (one on a voluntary basis), two sport leaders and one a department leader.

Profile of sport club managers

The typical top tier representative in a sport club is a male under 50 years old with higher education (Master's or Bachelor's degree in sport management, sport sciences, economy, or finances). In this sample, 74% of respondents had a higher education (six in sport

management, five Master's, one Bachelor's). The younger the top tier persons in the club were, the higher educational degree they held. Only 26% of the respondents were female. Several respondents had an additional education as coaches or leaders in form of courses/seminars.

Profile of sector 1

- Latest new positions include working with events, sponsors, marketing, and coaching .
- Fastest growing positions include administration of sports, communication, sport leadership and CEOs, coaching, sponsoring, and marketing.
- New positions in the future include club development, specialists on social media and marketing as well as leaders with good knowledge on public sector and political organisations.
- Disappearing positions in the future: accounting, printing and secretarial assistance.

Current recruitment and future employment

The majority of employees in clubs is recruited through internal announcements (91%) and personal contact (87%). 78% stated that vacant positions are displayed on the club's website. Social media and print media (both 57%) announcements are other options for recruiting employees to the clubs.

In addition to sport management education, people with other fields of education are employed in sport clubs, including IT, economy, marketing, social sciences, and coaching. Of the club respondents, 20 stated that commercialisation will affect their work in the future because of segmentation, marketing and business-minded client focus, economic growth of the budgets, new form of income sources, as well as the interest in sport by commercial actors. This commercialisation and resulting decrease of volunteerism is mentioned as a risk.

Core competencies today – high and low

Based on the respondents of the survey, 15 competencies stand out as above average. The competencies with the highest mean values are related to the *ability to work autonomously*, *decision making skills*, *service orientation*, *planning skills* and *social intelligence* as well as

organisation skills and *teamwork* (Table 3). The current competencies that were rated as having lowest relevance were *sport tourism* (2.38), *research skills* (2.38), *virtual media / platforms in work* (2.64), *digital marketing* (2.77) and *physical activities for the disabled* (2.86). The findings showed low rates of current competencies concerning use of virtual media / platforms in work and digital marketing, which is interesting since 100% of the same respondents in the sport clubs see the development of technology as a game changer for their work in the future, especially in terms of making administrative work processes and communication more efficient. Communication to members is also expected to increase by IT technology. Therefore, respondents see communication and marketing management as one of the fastest growing and most important position within sport clubs, besides coaches and sport development managers.

Core competencies that will remain

The competencies in the clubs that exist today and that will be maintained in the future are *capacity for applying theory into practice*, *decision making skills*, *organisation skills*, *planning skills*, *service orientation* and *teamwork*.

New core competencies

The most important new core skills to have for sport managers in clubs are *financial management* (4.57), *volunteer management* (4.52), *communication skills and management* (4.48), *planning skills* (4.48), *organisational skills* (4.43), *leadership skills* (4.43) and *event leadership* (4.43). These skills show a mix between competencies within administration and for leading an organisation and dealing with different types of tasks (finances, administration) as well as with different types of staff (employees as well as volunteers).

Competencies with little relevance

Competencies that club managers assess to neither be relevant today nor in the future are *sport tourism*, *knowledge of welfare policies*, and *research skills*.

In general, it seems that clubs do not see traditional skills as remaining relevant, including *analysing skills* and *ability to use big data*. However, since applying theory into practice is considered important, the balance of theory and practice will be important for future curricula of sport management education.

Sector 2 Federations and regional sport confederations

Sector 2 in Norway consists of 54 national sport federations, 19 Regional sport confederations and almost all sports have a regional federation for their specific sport.

The national sport federations are the national governing bodies of the specific sport(s) in the country. They administer the laws and education as well as represent the link to the international governing bodies of the specific sport. There is a huge variation in terms of the size of these organisations, numbers of memberships and employees, budget, degree of professionalisation, etc. Some only host one sport (such as the Norwegian football federation), others offer several sports and disciplines, for example the Norwegian Ski Federation, which offers six disciplines (cross country, ski jumping, Nordic combined, alpine, freestyle, and Telemark). The regional sport confederations are sub-units of the NOC with the responsibility for sport issues in the district. There are also regional sport federations for a specific sport that govern sport activity at a regional level.

Profile of federation and regional sport confederation manager

The top tier manager within sport federations and confederations in Norway is in most cases a man (35% of respondents were female) between 40 and 59 years old with a Bachelor's or Master's degree in sport management or sports and physical education. In fact, all respondents had a University Bachelor's or a Master's degree.

Profile of sector 2

- Latest new positions: consultant in para sports, experts in marketing, communication and social media, sponsor manager, event manager, IT elite sport manager.
- Fastest growing positions: consultants specialised in sport development/ club development and sport market as well as positions within sponsoring, sales, communication and marketing; experts in digital media.
- New positions in the future: project managers, e-learning expert, political consultant, experts on information technology, elite sport managers, events, leadership, and organisational strategists.
- Disappearing positions: traditional administration positions including secretary assistance, budgeting, and accounting positions.

Current recruitment and future employment

Announcements on an organisation's website is the most common strategy to recruit employees into federations and confederations in Norway. Internal announcements and personal contact play an important role in most organisations.

Positions in the field of PR, communication, and marketing are currently the fastest growing. Experts in technology will also be attractive for federations in Norway. The influence of information technology in the work of federation managers is acknowledged by 96% of the respondents. Digitalisation processes in order to make work and communication among the employees and stakeholders more efficient are already ongoing. For the federations it will especially be important to have easy, fast, and reliable communication tools with coaches, athletes, and international organisations. As well, development of user-friendly solutions for information spreading when working with events will become important in the future. Federations therefore see people with an education (besides sport management) within engineering, economy, law, IT, health service, and graphic design as attractive candidates. Project management positions for events, management of volunteers, and other specific areas were also mentioned as important.

Existing core competencies today – high and low

Today's federation managers score lowest on skills concerning technology (*IT skills*) (3.14), *use of virtual media / platforms in work* (2.76), *digital marketing* (2.7) as well as on *marketing* (2.9), *Human Resource Management* (3.05) and *project design and management* (3.19).

Interpersonal skills scored high in terms of *oral and written communication*, *problem solving skills*, *social intelligence* and *service orientation*. As well *organisation skills*, *decision-making skills*, *desire to succeed*, *ability to work autonomously* and *the significance of sport and physical activity in the society*.

Core competencies that are maintained

The competencies that score high within the top 10 today as well as in the future are *organisation skills* and *decision-making skills*.

New core competencies

New core competencies are *communication skills and management* (4.59), *financial management* (4.57), *leadership skills* (4.5), *capacity for applying knowledge in practice* (4.1) as well as use of *social media* in work (4.36). In addition, many managers see the changing landscape of the federations and confederation system as a future challenge and predict new core competencies of *change management* (4.36) and *ability to adopt to new situations - flexibility* (4.36).

Competencies with least relevance

Competencies with the least relevance today and in the future are *research skills* (2.82), *knowledge of welfare policies* (3.14), *ability to utilise big data* (3.36) and *sales management* (3.45).

Sector 3 Public sector organisations

The role of the public sector in Norwegian sport is to provide an economic and cultural infrastructure that will help foster a better quality of life for a healthy population and to create activity at the grassroots and elite level. Institutions within the public sector include cities or municipalities, provinces, ministries, universities, and other public sector organisations.

Profile of sport manager in the public sector

In the public sector, the typical representative is a man (30% is female) between the age of 30 and 59 with a Master's degree in sport management. He works as leading sport consultant with coordinator functions within the city or municipality.

Profile of sector 3

- Latest new positions: CEOs, event managers, experts within information technology.
- Fastest growing positions: consultants within sport development, project managers, CEOs of sport clubs.
- New positions in future include information technology, event, professional leader of sport clubs.

- Disappearing positions in the future: secretary, public prosecutor, and booking agent for training time.

Current recruitment and future employment

Nine out of 10 public sector institutions find new employees through external announcements. However, internal announcements as well as through an institution's own website are popular means to recruit.

In terms of influence of technology information, public sector managers were concerned about future solutions that help to create user-friendly booking opportunities for sports facilities. Therefore, future positions within the field of sport management are suggested such as: experts in information technology as well as communication managers and niche positions towards trend sports and the administration of trend sport activities, events, and facilities.

Existing core competencies today – high and low

Today's top tier managers state that they possess competencies concerning the *service orientation* (4.78) and populations' health issues in an excellent manner; these are: The significance of *sport and physical activity in the society* (4.67) and *knowledge of the people's need for physical activity* (4.67). As well, ability to *work autonomously* scored high (4.67). In addition, personal competencies such as *problem solving skills* (4.33), *desire to succeed* (4.22), *ability to work in an interdisciplinary team* (4.22), *capacity to adapt to new situations - flexibility* (4.22) and *written communication* (4.22) are well represented today.

The respondents evaluate themselves to be less competent in competencies linked to business relationships, custom and product services. In addition, elite sport event management did not score high.

Core competencies that are maintained

The significance of *sport and physical activity in the society* and *knowledge of the people's need for physical activity*, *planning skills* and *the ability to work autonomously* scored highly today and for the future and will stay important and remain included in sport management curricula.

New core competencies

Competencies that will be important in the public sector in the future are: *Cooperation across different administration sectors (4.56), capacity for applying knowledge in practice (4.33), teamwork (4.44), organisational skills (4.33), oral communication (4.33) and capacity to learn (4.33).*

Competencies with least relevance

Competencies with the least relevance today and the future in the public sector include: *customer relations, sales management, entrepreneurial spirit, marketing, as well as crisis management.*

Sector 4 Private sport businesses

Profile of manager in private sport businesses

The typical top tier position representative of private sport businesses is a woman or a man younger than 50 years with a Master's degree in sport management, management, or marketing. Typical job titles are CEO, HR Manager, marketing manager, or project manager.

Profile of the sector 4:

- Latest new positions: Big data analysts, pricing manager, commercial director, social media marketing manager, digital content producer.
- Fastest growing positions: Personal trainer, digital media managers, sponsor, and marketing managers.
- New positions in future include digital media manager, leadership and strategy, combination of business, leadership and coaching competencies, positions within outdoor and physical activity, entertainment management.
- Disappearing position in the future: salesperson, switchboard operator.

Current recruitment and future employment

In comparison with Sectors 1, 2 and 3, private businesses generally seem to use more and different recruitment strategies at the same time. Internal announcements (86%) scored highest followed by home page communication, personal contacts as well as employment

agencies (all 71%). New professions or occupations in the area of private sport businesses are predicted to be positions that combine leadership with competence in coaching, outdoor sport and/or physical activity. As well (event) entertainment branches are future opportunities for sport management positions. Also mentioned are experts within digital communication and social media.

Existing core competencies today – high and low

Private sport businesses managers rate their competencies high in regards of: *decision making skills, planning skills, social intelligence, ability to work autonomously, ability to communicate with experts in other fields, CSR, organisational skills, oral communication, desire to succeed and capacity to adopt to new situations (flexibility)*.

The same managers felt less competent in the area of research and data analysis. In addition, *sport facility management, knowledge about welfare policies, sport tourism and digital marketing and use of digital media/platform* in work scored low.

Core competencies that are maintained

Core competencies that score high among the skills of private business managers and are predicted to remain important in the future are: *CSR, organisational skills, oral communication, desire to succeed and capacity to adopt to new situations (flexibility)*.

New core competencies

Future private sport businesses are predicted to need competencies related to digitalisation and internationalisation (e.g., a second language) as well as interpersonal skills such as *networking* (4.67) and *communication skills and management* (4.67). In addition, the *capacity to learn* (4.67) and *strategic planning and development* (4.83) has been rated as very important by the majority. Knowledge of *the changing trends in the society* (5.0) will be a very important competence and all respondents (100%) agree with this.

Competencies with least relevance

Least relevant competencies within the private sport businesses today and in the future are: *Research skills, ability to make conclusions from research data, knowledge of welfare policies, sport facility management* as well as *entrepreneurial spirit*.

Table 5. Profile of managers. Main and relevant differences between the four sectors

	Sport club	Federation	Public sector	Private sector
Profile of manager	Male >50 years Higher education in sport management, sport sciences or economy	Male Between 40 and 59 years old Higher education in sport management, sport sciences or PE	70% are men 30% are women Age 30-59 Master's degree in SPM. Sport consultant with coordinator functions	Woman or a man Younger than 50 years Holding a Master's degree Sport management, management or marketing.

4.3 Social Trends impacting the sport management labour market

The AEHSIS study confirmed that trends of commercialisation, digitalisation and internationalisation has impacted the sport industry and changed the required competencies of sport managers (AEHSIS, 2006). *Commercialisation* is defined as the process that is used to involve something such as a product or a service in exchange of an economic value (Byers et al., 2012). Commercialisation of sports includes inter alia increasing cooperation with sponsors, the purchase of broadcasting rights and the buying and selling of athletes (Slack, 2004). *Digitalisation* is understood as the integration of digital technology in every-day life with the objective of turning especially administrative work into online processes (Business Dictionary, 2019). *Internationalisation* includes the relation and interaction between countries (Daly, 1999).

In the current study, the interviewees were asked to describe if and how these trends have influenced Norwegian sport in the respective sectors. During the interviews, the connections between trends in the sport sector were related to future required competencies as presented in Table 6.

Table 6. Characteristics of how trends impact Norwegian sport industry and future preferred competencies of sport managers.

Trends and future	Sport management – related competencies
Commercialisation	
<ul style="list-style-type: none"> • Changing financial structures <ul style="list-style-type: none"> ○ Sport receives increasing income from commercial actors ○ Professionalisation of staff ○ Costs for participating in sport increases • Increased innovation and entrepreneurship • Changing role of sport participant from stakeholder to client • Increased variety of sport activities <ul style="list-style-type: none"> ○ Increasing number of sport activities developed by commercial actors become incorporated in organised sports 	<ul style="list-style-type: none"> • Management of innovation processes • Creative thinking • B2B • B2C • Sales • Marketing • Financial management • Facility management • Value-based leadership
Digitalisation (information technology)	
<ul style="list-style-type: none"> • Digitalised working process within administration • Digitalised communication • New forms of information distribution • Increasing generation of big data as basis knowledge for strategies • Digital platforms targeted as interaction for reaching youth • Digital meeting point for sport activity <ul style="list-style-type: none"> ○ Evidence of sporting activity, performance and success 	<ul style="list-style-type: none"> • Digital marketing • Digital content production • Social media • IT-knowledge • Ethical knowledge on digital tools and data protection • Statistic / data analysis skills • Digital event audience entertainment • Value-based leadership
Internationalisation	
<ul style="list-style-type: none"> • Increasing number of international events hosted • International rules and regulations (IOC, IFs, EU, WADA) • Increased homogenous global sport market • Increased public funding to events and activities in an international context (such as international events, activities with international audience) • Population is becoming more international <ul style="list-style-type: none"> ○ Introduction of new sport activities 	<ul style="list-style-type: none"> • Political knowledge • Event management • International organisation knowledge • Public sector knowledge • Funding knowledge • Value-based leadership
Other trends: Global awareness about environment and sustainability challenges	

4.3.1 Digitalisation

As any other field of today's society, Norwegian sport has been impacted by digitalisation of administration and increased digitalised communication within and among organisations and between individuals. Interviewees agree that Norwegian organised sport is very much behind

new information technology equipment and competence and is in high need of competencies within this field (all interviewees). In that respect, digitalisation is mostly understood as a means of or opportunity for increased efficiency.

Most mentioned sport management-related competencies related to *digital communication* to connect people with sport clubs and (grassroots) activities. A sport club needs communication forms, a push notification, e-mail or Facebook group and unfortunately the platform of the Norwegian Olympic and Paralympic Committee and Confederation of Sports (NIF) is not suited to fulfil all the different needs. "Unfortunately, NIF has forced all clubs to use their platform from 2019" the representative of the sport club answered. "Unfortunately, NIF does not have control in its own house. Their application for extra money for digitalisation was not granted because they received money for this purpose previously without solving the case" (Interviewee 10, sport club sector). The CEO continued that sport should use social security numbers when registering member, because then a uniform on logging system could be used. Larger municipalities have the advantage of having a communication department.

From January 1st 2020, we will use Workplace, which resembles Facebook, where all information will be given to employees, and discussions should be done on this platform. On this new platform you can share links, documents, pictures and opinions and there can be established groups from 2 to 6200. For the newly established public organisation it is important to have knowledge about how commercial actors who work with sport, behave. (interviewee 6, public sector)

"I have to get people with digital skills and knowledge on how to structure information to target groups from outside the organisation" the interviewee (interviewee 3, public sector) answered. The representative of the sport organisation regretted that much focus was on how they communicated and not what they did. "Perhaps the reputation was different if we had communicated better", she added with a sigh.

For a leader it is more important now to be a convincing storyteller for changes occur rapidly and you need to get the organisation to trust in the direction you move (interviewee 8, public sector).

Other impacts mentioned are that people working with sports are requested to handle big data and need to understand how they can make sense of it in their every-day work. Hence, *method-specific education* is requested.

I am unsure whether it will be highest on the agenda for the students. For today, you work agile and work in other ways than you did before. It is clear if you must if you are going to write research-based assignments, you have to be able to do methods. But as in the professional life as such, I would not have prioritised that (Interviewee 8, public sector).

One person employed in the same sector pointed out that in order to understand research and view it critically, it is necessary to know methodology. Because of "fake news" this is extra important today to understand the whole picture. The professor underlined when he heard that the students did not see the value of knowledge in methodology (Skirstad et al. 2018) that the instructors in methodology were not pushing the point that this is a tool to be critical. Many of the students could benefit from knowledge in methods without being aware of that. The interview ended with the following citation "I think many people will benefit from it without even knowing why" (interviewee 5, public sector).

Another interesting finding in connection with digitalisation and the impact on Norwegian sport is that digital world has become a meeting point for sport activity, hence people exchange their interest on sport activity online and schedule common activity online (interviewee 3). As well, digital content has become the way to let people know that a (mostly not-well-known) sporting activity exists or it is proof for performance and success, as the CEO of X Games Norway explains:

"Tricks in action sport do not exist until someone has photographed or filmed them (...) and now, we have the technology and the channels that reach fans and the public through social media" (interviewee 5, private sector).

In connection with managing an international sport event, he continues by explaining the need for digital marketing competencies: "The most important for us (in events) is the output from what we produce and transfer it to social media" (interviewee 5, private sector).

Other competence mentioned are ***ethical knowledge on digital tools and data protection*** in order to understand eventual dilemmas, which exist by using tools (interviewee 6).

Table 7. Trend of digitalisation and its effect on preferred sport manager competencies

Digitalisation of Norwegian sport	Preferred Sport Manager Competencies
<ul style="list-style-type: none"> • Digitalisation of administrative procedures • Digital communication between organisation and users • Constantly new variations of information distribution • Amount of Big data grows, and this can be useful as a platform of knowledge • Digital platforms as a meeting place for sport activities 	<ul style="list-style-type: none"> • Digital marketing • Digital content production • Social media • IT-skills • Knowledge on ethical issues concerning big data management • Statistics / data analysis skills • Value-based leadership

4.3.2 Commercialisation

Characteristics of commercialisation within the Norwegian sport industry show that through a more intensive cooperation with commercial actors and financial structures have been changing. First, sport organisations at all levels increasingly receive income from commercial actors, especially through sponsorships. This phenomenon has an impact on the competencies required for sport managers. Staff within sport organisations are asked to have **marketing** competencies including **creativity** in order to find solutions.

Marketing skills and other Business skills

Our interviewees state that if you are not visible, you lose. As the Head of Marketing from a Norwegian sports equipment brand explains:

Commercialisation is about making sport or an athlete into a product and then shaping it so it can be sold. It is about making the product attractive but also keeping your eyes open for interesting products that can be sponsored. Not all sports need to become commercialised, but then they miss out the money (interviewee 9, private sector).

Another angle to see this from is to understand the perspective of the customer and understand the consumption pattern as well as relationships between **business to business (B2B)** and **business to customer (B2C)**. An interviewee stated that athletes and other

stakeholders within sport are treated as clients rather than stakeholders (interviewee, 8 public sector).

Clients or the target group can include partners and athletes and everything in between. It is important to include commercial thinking in (sport management) education, I think. One has to be very aware of the different target groups you work towards. (interviewee 8, private sector).

Interviewee 5, the sport management professor stressed that he wished that more resources were used on sport and sport activities than on marketing and sponsorship. Close cooperation between commercial actors and traditionally organised sport organisations opens up innovation processes that are more dominant in the private business sector. As well, this process opens up for increased innovation and entrepreneurship thinking within the sport industry (interviewees 3 public sector and federation sector, 4 private sector and 6 public sector and federation sector, 10 sport club sector).

To understand that cooperation between sports and commercial actors is important, as two interviewees mentioned, an increased variety of sporting activities are initiated by commercial actors. Sports that started at a grassroots level to then be developed by the industry, such as skateboarding, rock climbing, snowboarding, are increasingly done as organised sports because more and more of these youth-driven sports have recently become part of the Olympic Games (see also Strittmatter et al. 2018) as explained in the following quote:

Many of the sports that we work with have been commercialised at one stage or another. If we take those that have existed for long time and have been commercialised BEFORE they were systematically organised (...) let me take snowboarding and skateboarding and surfing as example because there, commercial actors have been part of developing the sport. Therefore, on sport activity level, it is very important to have knowledge and insight on how sport organisations and commercial actors work together. For the future, this (cooperation) will just become stronger and stronger (interviewee 3, federation + public sector).

Another financial change caused by commercialisation is the increased costs for staff within sport. While sport clubs have a high tradition on being driven by volunteers, the number of professional staff increases and thus the costs as well, especially for CEOs and coaches within the club. Thus, **financial management** of an organisation is required.

A highly discussed topic within Norwegian media and Norwegian sport, which also has been brought up by several interviewees (interviewee 2 and 6), is the increased costs related to participation in sports. Many sport activities have become increasingly expensive due to different reasons, such as equipment costs, hiring arena, membership costs, professionalisation of coaches and many people (especially children and youth) do not have the possibility to participate. In Norway, this topic is called “economic barriers for participating in sport”. Several sport organisations are currently discussing actions for lowering these costs and thus, **financial management** on sport activity level is a required competence.

Table 8. Competencies need by sport managers when commercialization of sport occurs

Commercialisation in Norwegian sport	Preferred sport manager competencies
<ul style="list-style-type: none"> • Growth in income from commercial actors • Innovation and entrepreneurship • Professionalisation of employees • Increasing costs to be able to take part in sporting activities • Organisations are working more as business 	<ul style="list-style-type: none"> • Creative skills • B2B • B2C • Sales • Marketing • Knowledge on innovative processes • Economy • Values-based leadership

4.3.3 Internationalisation

Increasing the number of international events hosted in Norway is one impact of internationalisation (interviewees 7, 8). Also, sport organisations, competitions, training concepts, judging, and ranking systems are impacted by rules and regulations that are set by international governing bodies such as the IOC, IFs, EU, WADA, etc (interviewees 1, 2, 3, 5, 6, 7).

I think, knowing how IFs and IOC are organised is part of the basic education. The international organisation of sport is definitely part of the Bachelor (...) in such an education one should focus on how the international system is connected.

That's obvious. That's the basic for understanding what is going on internationally (interviewee 5, public sector).

While countries exchange knowledge within sports, the global sport market has become increasingly homogenous. In addition, Norwegian local and national government has funded an increasing number of international events and activities. This has resulted in an increased need for knowledge and insight into *political processes*.

As an actor within the public sector, one is involved in international matters connected to sport events and how to get them hosted. [It is important] to take part in political process in order to get them hosted whether it is your local municipality or region or national events (interviewee 6, public sector).

The CEO of X Games Norway confirms the importance of political insight:

We are so privileged that we live in a wealthy country where it is possible to get public funding. Therefore, we speak to a lot of politicians all the time about what they, and, of course, the Ministry of Culture, wishes. This is probably very special for Norway because there is no other country in the world that receives such [extensive] support (interviewee 5, private sector).

Irrelevant of where you work in sport, it is important to understand your surroundings, the wider society that sport functions within, the social structures, the democratic processes, the politicians, and civil society. Experienced managers we interviewed were concerned about young people who do not understand how democratic processes within Norwegian sports and politics function. Sport managers need to learn how to work on influencing decision-makers and forerunners for the field they work in. This is especially important for new sports that are not yet established under the umbrella of the NOC. According to the leader of a recently established public sport organisation (interviewee 4), the task is to build a platform and in this endeavour, it is necessary to know what is going on in the political field. The CEO of X Games Norway stated that the organizing of the X Games completely depended on public funding, he had found that politicians were very enthusiastic and knew about the event.

The interviewee of a sport club claimed:

that the politicians decided largely what sport could do. They wrestle with what they think is carrot and what we see is a stick. The politicians do not enter into dialogue. There seems to be a missing link between those who decide and

those who are out delivering everyday sports according to a daily leader in a big sport club (interviewee 1, sport club sector).

The other sport club representative mentioned that personal relationships with city politicians were very important and referred to a sport club that had weekly meetings with the City Council. For us who work in a municipality it is "absolutely crucial" to understand politics and she continued:

I think I have been super-lucky because I have been allowed to work with the sport from every point of view, both from the ministry, the county municipality, as general secretary in a big sport federation in NIF, through the Olympiatoppen (the centre for elite sport in Norway) and now from the municipal sector in a large municipality. In all places, it is all about interaction between politics and in such a way that you do not step over and politicians experience that administration understands that dynamics. It is demanding to understand it and you take political decisions on their behalf (interviewee 6, public sector).

Because we are working with politicians all the time, on behalf of the politicians and on behalf of a changing policy regime, and you should ensure that they always have the best possible decision-making basis to make wise choices and then implement the decisions you have made whether you agree or not. If you manage to read their minds and the way they want to proceed, the result will be better decision-making (interviewee 6, public sector).

The NIF representative stated that the organisation lacked people with knowledge about the Storting (the Norwegian parliament). In order to solve that they were looking for a person with a degree in political science. Our interviewee also commented on the differences in having a politically blue government in comparison to a red one.

Traditionally NIF had close connections to the labour party and their solidarity policy. The previous minister from Høyre (the conservative party) was more looking for the effect and more instrumental in her approach. What is right or wrong should I not comment on, but we notice the difference in the way they lead. The present minister of Culture from the left party came with an open allocation letter, while the previous minister of Culture from the Conservative party was much clearer on what the money should be used for. Perhaps it was a special situation, but the present minister of culture is for sports autonomy as

well, as it is freedom under responsibility. So, we felt that she gave us trust and freedom even though we received less money than we asked for (interviewee 7, federation sector).

Political insight is the competence that the Norwegian School of Sport Sciences tries to develop in students, and we observe a change between first-year students to the graduates. They become more mature as they proceed with their studies. One professor working in the field mentioned, "I would argue that there is an enormous development with these young and often blue-eyed students who begin their studies" (interviewee 5, public sector).

Interviewee 6 mentioned that the population is becoming more international as an impact of internationalisation, which enables the introduction of new sport activities in Norway (such as cricket, etc.).

Another trend that impacts the sport industry is **global awareness about environment and sustainability challenges** (interviewee 5, public sector). Interviewee 8 and 9 stressed the importance of *value-based leadership* in this every-changing world. Value based leadership and change management are more important than previously (interviewee 9, private sector). The days for organisational maps and hierarchical patterns are gone and should be revised.

You want to use employees or employees in different roles, in different projects or tasks. There are no fixed structures as before. You must be willing to change things, and not only do the same over again. I think young people today understand this. (...) it is important for all organisations to be led by values in order to develop (interviewee 8, public sector).

One interviewee mentioned that *co-creation* is important to incorporate in the work with sport. Co-creation is a new way to look at things, i.e. interdisciplinary within different academic fields, organisational level or geographic level (interviewee 6, public sector). When someone co-creates, he or she includes a variety of actors in the working process and collectively they try to find solutions.

Table 9. Trend of digitalisation and its affect on preferred sport manager competencies

Internationalisation of Norwegian sport	Preferred sport manager competencies
<ul style="list-style-type: none"> • Increased number of international events in Norway • International rules and regulations (IOC, IF, EU, WADA) • Globalisation of the sport market • Population is becoming more International • New sports 	<ul style="list-style-type: none"> • Political knowledge • Event management • Knowledge on international sport organisations • Financing • Language: English • Values-based leadership

4.3.4 Other trends

In the second part of our analysis, we followed up on the results from the quantitative findings to get a more thorough understanding about which competencies sport managers from the four sectors see as relevant for their future potential employees (sport managers). Besides the competencies that we have named in relation to these previous trends, the interviews revealed the following competencies as important for future sport managers:

- Sport specific knowledge;
- Personal characteristics; and
- Practical experience.

Sport specific knowledge

As researchers in the field of sport, we believe that sport specific knowledge is crucial when working with and researching the sport management area. We see the “sporting” aspect as necessary in our sport management program, which differs from general business management studies. This is confirmed by the interviewed sport management professor:

Largely, our job as teachers in sport management is to explain the importance of institutionalisation, commercialisation and globalisation in a smaller world, etc. for the sports field. One thing about the sports industry is quite well pointed out

by sports economists and that sport is a particular industry because it is not financial profit that is central but winning. It is very special for the sport. The other thing that I would like to point out that is special to sport is that it stands on the shoulders of voluntary movement with lots of children recruited into the sport at a very young age and you have a recruitment system that no other industry can show unless you bring in child workers in Bangladesh. Sport is this type of activity that stands out from industry and business as very relevant if one compares with BI (business school) and such things. The sport resembles more art, theatre and music and there are many similarities there, but art does not have the same logic of competition (interviewee 5, public sector).

Perhaps the sport management field has expanded into so many different branches that a further diversification of education is necessary, one of our experienced interviewees from the public sector pointed out. The education in sport management itself has also broadened. The solution of this diversification could be to build up some new major main themes or main directions within the study with a common base to start with. There could be a certain section for public sector, one for sport organisations in general, one for professionalised sport clubs and one for the commercial sector such as the fitness industry. The danger in doing that is that it will be a new sectorisation, and it is important to take care of the whole picture. It is hard to find someone who knows or has knowledge about everything, but you need to have someone who has had at least an introduction to everything; this was the conclusion both from one sport club interviewee and representatives of a sport organisation. The other sport club representative with an MBA (interviewee 10) thought coming from business was easier, but that required that the sport club was so large that they had people with competence in addition to the CEO. Further he voiced that CEOs were not positions for newly graduated persons because experience was needed.

That sport depends 99% on volunteers is important to remember answered one of our respondents, and some employees in big federations seem to forget that in sport you cannot leave your work at 4:00 p.m. every day, which is common in Norway. In this respect, there has been a change the last 20 years. As a sport manager, you need to know the sport organisations, the way they operate and their regulations. As a sport club CEO, "I want to give

the children experience in as many activities as possible and leave the specialisation as late as possible" (interviewee 1, sport club sector)

Personal characteristics

When we consult the specific literature in leadership, it is hard finding exact knowledge on which personal characteristics are relevant in leadership. "To teach them personal qualities is problematic" the sport management professor answered, and he continued: "It is clear that personal qualities are important when they get a job and how they work in a job. But people with very different characteristics can both function well." Something of this is learned through motivation theory and the psychology of leadership in their education. First, the sport manager must be outgoing to maintain the contacts that exist, and one needs to show interest in what the volunteers do. You need to be an inspiration for a voluntary organisation, so you must be able to be a good communicator. This is important in all sectors in sport. As the CEO of this newly established organisation explained:

We need initiators who work independently and are solution-oriented, but who also have a huge commitment and motivation in the field of sports and physical activity, and for children and young people. These are the ingredients we need. I would rather use the word relational builder instead of personal characteristics, and it includes that one has an ability to adapt to different settings, understand different groups and people and at the same time can have an ability to build networks around their own role, or job or organisation (interviewee 3, public sector + federation sector).

The CEO of X-Games echoed this: "We need people who can identify the challenges, grab them and solve them. This is often very limited with young people. Independent of education, you need to be benevolent, loyal, and honourable" (interviewee 4, private sector).

Several of our interviewees answered that the students had to learn social competence and that they should practice by taking part in the administration of projects and internship. The students should be put into new teams and groups and be pressured not only to do things individually, but interact with others to solve tasks and also challenge them a bit with how the

groups are set up. They should be challenged to work with different people in different settings.

It is absolutely crucial for a person to work with people and to manage people, understand people, see people, guide people, no matter what level you are in an organisation. Those who work with sports will always be in a relationship with members of sport clubs, whether you work in a municipality or work towards a sports council and clubs or you work in a club and work to reach your members or you are at one fitness centre and work towards your members. One of our respondents answered that she put the social competencies before the subject-specific competence.

"In NIF, there are 73 different entities of Sport District Associations and Sport Federations, which actually have self-determination and there needs to be a loyalty between them and the money and the carrots are the Olympics" (interviewee 7, federation sector) the NIF representative illustrates. For NIF it is important to use time to build relations and use time to understand each other.

Practical experience

It is important to have some practical experience and that you have worked with administrative and organisational issues in sport clubs etc. was much appreciated by the sport organisations representatives. "It is important to have been out doing practical activities with children if you are supposed to organise activities for this group. Too theoretically focused persons without practical experience will not be chosen to develop activities for children" (interviewee 7, federation sector).

5. Discussion and outlook

One third of our sample was female. Most of the respondents were in the age group 40 to 54 years old. 44 of the respondents lived in the Oslo area, which is no wonder since all the big sport organisations and federations are based in Oslo. The rest of the country is also represented. Almost 90% of the respondents had higher education, and 70% had sports related education. National sport organisations had the highest respondent's rate. They were asked to take part in a larger number than planned since the voluntary sport clubs are almost impossible to reach. This was the only way we could achieve 63 respondents.

Directors and general secretaries were the biggest group of respondents. Almost 90% thought that commercialisation would affect their work in the way that there will be actors that are more commercial and especially for children. More than half of the respondents thought the internationalisation of sport would impact their work. More professionalised sport clubs and international requirements would be the outcome. The reputation of sport can be worse. Those who were of the opinion of that internationalisation would not affect them were in small local clubs. Information technology will have an impact 97% answered.

In 10 years, the median of female sport managers will increase from 10% to 40%. Communication, including social media and marketing is being seen as an important area. Management and event management are also growing. Administration and accounting will disappear.

Consequences for the curriculum is more digital marketing, virtual media as well as social media, financial management and sponsorship management and sport facility management and project management and marketing in general. Another area with growing importance is the field of consultant work where specific knowledge and expertise on certain subjects.

People with sport management education also work in public offices both centrally and locally and as teachers. Several economists are working in the sport management field.

Digital communication, digital marketing, social media included should be taught within sport management. In addition, financial management, sponsorship management, facility management and project management will be of importance in the future.

5.1 Future positions within the sport industry

The third part of the interview handled the questions on which the fastest growing positions within the labour market of sport management are and how the sport industry works with recruitment processes.

[Fastest growing positions in sport management](#)

Table 10. Fastest growing positions in the four sectors

Sport club	Federation	Public sector	Private sector
CEO of sport clubs	Consultants specialised in sport	Consultants within sport development	Digital media managers
Marketing and sponsor manager	Sport development	Project managers	Sponsor and marketing managers
Leader Coach	Sponsor, sales and marketing manager	CEOs of sport clubs.	Personal trainer
Sport administration	Experts in communication		

A club developer who adapts all situations to improve the club's goals is the most important position for the sport clubs according to a representative of a sport club. "In a way, we stifle sport by too many laws, rules and GDPS etc." (interviewee 1, sport club). Seen from the educational perspective the generalist sport manager is probably best for a sport club, and she or he needs to be a motivator. The danger is that the manager ends up being the secretary, doing the things the board does not have the time to do, such as getting sponsors and marketing. The representative of NIF confirmed that with the professionalisation of the clubs, and an increased number of professional staff on the lowest level, club managers will be recruited a lot in future (interviewee 7, federation sector).

For the sport organisations, the job will be to develop and communicate programs to the population, and sport specific knowledge will be more important than leadership.

For the public sphere, people need to have knowledge of expertise on commitment to sports and motivation of citizens. The survey showed that development consultant and project manager were the two fastest growing jobs.

I am concerned with getting advisors in permanent positions instead of having consultants coming and going. I prefer to make the consultants competent as project leaders. In this way they have more legs to stand on, and they can improve their own careers, be project leader for three month or two years, and

then return to the base organisation and add new competence there (interviewee 6, public sector).

"We do not have projects anymore, but delivery and work streams where you compose teams with different competence and experiences in order to solve a task," the public sector representative answered. The private sector believes the position will not be called project manager, but in the future, you will have team leaders and supply managers, there you will compose teams leaders of interdisciplinary teams.

Recruitment of workers in sport management

Many of the students find jobs via ads on Facebook and through recommendations from people already in the system, but their qualifications are better checked now than previously (interviewee 10, sport club sector).

The municipality use the employment page Finn, newspapers that guide the potential employers to our net pages, and we use Link ID, twitter and Facebook. In some cases, we use head hunting bureaus, but most often we do the job ourselves (interviewee 6, public sector).

"Sometimes we use internal recruitment, when we want to relocate people in the organisation", the representative of NIF stated and she continued, "previous more positions were filled according to awareness, but now the recruiting process is very transparent (interviewee 7, federation. sector). A representative of sport agreed to this was case dependent on who was the general secretary of the federation. The newly established organisation uses traditional ways and, in addition, Oslo skateboard association and self-organised milieus.

Table 11. Future positions in the sport management labour market

Sport clubs	Federations and regional sport confederations	Public sector	Private sector
Club developer	E-learning expert	CEOs	Data analyst
Specialist on social media and digital marketing	Political advisor	Event manager	Head of commercial affairs
Leaders with knowledge on political sector and political organisations	Information and IT-expert	Information expert	Manager of social media marketing
	High performance manager		Producer of digital content
	Expert in organisational strategy		

5.2 Connection between sport industry and universities

All sectors have a connection with universities. The new public sport organisation (interviewee 3) will announce a 20% position in order to have research on this new establishment of self-organised sport in order to gain more knowledge about this. It is important to bring knowledge to those who distribute funds. One suggestion was to use those with real life experience more in giving lectures to students in sport management than what has been done. The counsel for connections to the working field was mentioned in this connection, and the rector should prioritise this, an experienced representative from both sport organisation and the public side claimed. The one municipality had a leadership program for all their employees run by Oslo Metropolitan University and a private consultancy following this process by doing research. They also were interested to connect a Master's thesis project if the Master's program has a more applied direction than it has today. NIF looks upon the Norwegian School of Sport Science as a disseminator of knowledge, as the NIF representative explains: "Concerning IT-knowledge, it is important to get hold of the brightest students as soon as possible. We use scholarships and apprenticeships as part of our marketing" (Interviewee 7, sport organisation).

5.3 Connecting sport to trends in the (Norwegian) society in general

To view the situation of the Norwegian sport management education in relation to the different sectors in Norwegian sport, it is relevant to have a look at the general development of the field of sport management internationally. In addition, it is necessary to examine how Norwegian sport, also in general, can relate to other areas, e.g., the business sector, which experiences huge changes.

In many ways, sport today is part of a competition about members, clients, accessibility, funding and events. People are not only enjoying recreational sport as members but also as consumers. As a sport manager, one has to be ready to face challenges of changes. One has to be creative to survive in the competition with others, this could be new, emerging sports – and entertainment in general (Bradbury & O'Boyle, 2017).

One of the major changes in sport management in recent years is digitalisation. The Internet is an important factor in this, and Norway is considered to be "... one of most digitally sophisticated markets in Europe" (Ottosen & Krumsvik, 2009, p. 1). An area of this is social media where, e.g., Facebook from the mid-2000s (Thompson 2017) provided a platform for advertising, communication and profiling of brands – for both small and big organisations, as well as for the individual athletes. It is crucial for sport management to be on top of social media for the years to come. Organisations need to "... develop an appropriate social media marketing strategy, embedded within a broader integrated marketing communications plan that is synergistic with their online and offline marketing endeavours in order to protect and promote their brand and develop relationships with fans" (Thompson, 2017, p. 224). Adding to this, it can also include the relations the sport organisations and the public and private sector have to their members and volunteers.

The challenge of digitalisation is a concern for the Norwegian sport sectors. However, this is not only the case in a Norwegian setting. In most parts of the world, "business and governments are missing out on a rapidly growing digital population. In recent years, digital innovation has been primarily driven by consumer demand" (Baller et al., 2016, p. xxi). There is a demand and need for digital services and products, and many organisations and business still need to change their way of providing their services in order to handle these expectations. Sport sectors move to more project-based models, and we also find this trend in the general business world. According to Nieto-Rodriguez and Sampietro:

If we summarise what all companies and organisations around the world do, we can state that they perform two types of activities: they execute processes to produce, sell, and distribute products and services, and they implement projects to ensure that the organisation survives and keeps growing in the mid and long term. While most traditional organisations are process-based, it is hard to find an organisation that does not perform projects as well. Yet, over the past decade, organisations have been relying more and more on projects (Nieto-Rodriguez and Sampietro, 2017, p. 1).

They argue that this is due to the competition on the markets and what the customer expects of a product. The demand and expectations change much faster degree than before, and the lifetime of a product tends to be much shorter today than it was in the past. The same goes for services, which need to be revived and upgraded more and more often (Nieto-Rodriguez and Sampietro, 2017).

5.4 Current curriculum and future competencies

The results of this research point to that the different sectors have different needs in terms of competencies and future employments. We recommend displaying these differences to students who are interested in working in Norwegian sport, so they can easily specialise according to in which sector they preferably will wish to work in the future. The students can also focus on literature and existing research underpinning the required competencies both in their Bachelor's and in Master's theses. It is important to keep a good balance between practice and theory.

From 2018 (fall), the sport management Bachelor's education at NSSS will have an additional 20 ECTS on the curriculum shared with Bachelor's students of the study direction "sport and society", a more sociological and cultural academic focus. The courses are called "Organisation and culture" and "Sport and media". We recommend that these subjects mainly include literature and discussions that are relevant to the academic field of sport management. The course "sport and media" is recommended to include the topics of media management, PR and content production and management within social media as this will be highly relevant for future employments in all sectors.

For people working in the area of sport in organisations, public and private sector, it is important to know how the field of sport management changes. This report offers insight into what competencies the different sector have today and what is less relevant in the future, and this will help keep track with the development in the society. Thereby, the report can be used as a tool to change the curriculum in the sport management study so it will correspond to the future trends in the sport sector and in this way qualify the graduates from sport management to strengthen their position when they seek new jobs. In addition, it can be used as guide to future qualification needs when hiring new personnel.

Still it is important to keep up the solid sport management program that we have at the Bachelor's level and increase efforts on the Master's level and make changes to provide for tomorrow so that our graduates in sport management will be attractive for the job market. We strongly recommend that similar research will be repeated in 10 years to ensure that sport management education will be updated when needed and move into the future with the required competencies.

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7. Appendices

7.1 Quantitative methods in detail (Survey questions in English and Norwegian)

NEW AGE OF SPORT MANAGEMENT EDUCATION IN EUROPE

ERASMUS RESEARCH PROJECT

SPORT MANAGEMENT UTDANNINGEN I EUROPA I FREMTIDEN

ERASMUS PLUS PROSJEKT

I BASIC INFORMATION

Bakgrunnsinformasjon

1. Gender? **Kjønn**

Male

Mann

Female

Kvinne

2. Age? **Alder ?**

Less than 20 years **Under 20 år**

20-24 years **20-24 år**

25-29 years **25-29 år**

30-34 years **30-34 år**

35-39 years **35-39 år**

40-44 years **40-44 år**

45-49 years **45-49 år**

50-54 years **50-54 år**

55-59 years **55-59 år**

60-64 years **60-64 år**

65-69 years **65-69 år**

70 years or more **70 år eller mer**

3. Place of residence? **Bosted?**

City: By: _____

Country: Land: _____

4. Level of education? Utdanningsnivå?

Please choose the highest level of education completed. **Kryss av for den høyeste fullførte utdanningen**

Licentiate or Doctoral Degree

Lisensiat eller doktorgrad

Institution of Higher Education / University Master's Degree

Høgskole/universitet mastergrad

Institution of Higher Education / University Bachelor's Degree

Høgskole/universitet Bachelorgrad

Further Vocational Education (ISCED IV)

Høyere yrkesutdanning

Upper Secondary Education (ISCED III)

Videregående skole, allmenne fag

Vocational Education (ISCED III)

Yrkesutdanning

Basic Education (ISCED II)

Grunnskole

5. A major? Mellomfag/Bachelor-studiet?

Sport management

Sport management

Sport coaching

Trenerstudiet

Physical education

Kroppsøvingstudiet

Other sport area, please specify: **Andre idrettsområder, spesifiser:** _____

Management (in general)

Management generelt

Marketing

Marketing

Economy / finance

Økonomi/finans

Other field, please specify: **Annet område, vennligst spesifiser** _____

6. Current employer? Nåværende arbeidsgiver

- Not-for-profit sports club / association
Non-profit/amatør idrettslag
- Professional sports club
Profesjonell idrettsklubb
- Regional sport association
Idrettskrets
- National sport federation
Særforbund
- Central sport federation
NIF
- City or municipality
By eller kommune
- Province
Fylke
- Ministry
Departement
- University or institution of higher education
Universitet/annen institusjon for høyere utdanning
- Other public sector unit, please specify: **Annen offentlig sektor, vennligst spesifiser** _____
- Your own company
Ditt eget selskap
- Other private company
Annet privat firma
- Other organization, please specify: **Annen organisasjon, vennligst spesifiser:** _____

7. Occupational title? **Yrkestittel?**

II CHANGES IN WORKING LIFE **Forandringer i arbeidslivet**

8. Do you believe that the commercialization of sport will have an effect in your own working area? **Tror du at kommersialisering i idretten vi ha noen betydning for ditt arbeidsområde?**

- Yes, how? **Ja, på hvilken måte?** _____
- No, why not?: **Nei, hvorfor ikke?** _____

9. Do you believe that the internationalization of sport will have an effect in your own working area? **Tror du at internasjonalisering innen idrett vil ha en effekt på ditt arbeidsområde?**

Yes, how?: **Ja, på hvilken måte?** _____

No, why not?: **Nei, hvorfor ikke?** _____

10. Do you believe that the development of information technology will change your work? **Tror du utviklingen av informasjonsteknologi vil forandre ditt arbeid?**

Yes, how?: **Ja, på hvilken måte?** _____

No, why not?: **Nei, hvorfor ikke?** _____

11. How would you estimate the share of female (%) and male (%) employees in managerial positions in the area of sport management in your country? **Hvordan vil du estimere prosentandelen av kvinner og menn i ledende posisjoner innen sport management i ditt land?**

Female employees (%) **Kvinnelige ansatte (%)** _____

Male employees (%) **Mannlige ansatte (%)** _____

12. How would you estimate the share of female (%) and male (%) employees in managerial positions develops in the area of sport management in your country within the next 10 years? **Hvordan vil du vurdere andelen i prosent av kvinnelige og mannlige stillinger i sport management i de neste 10 år i ditt land?**

Please indicate your personal estimation. **Vennligst angi din personlige vurdering**

Female employees (%) **Kvinnelige ansatte (%)** _____

Male employees (%) **Mannlige ansatte (%)** _____

13. What are the fastest growing positions in your working area? **Hva er den hurtigst voksende stillingskategori i ditt arbeidsområde?**

Please name max. 3 position.

Vennligst oppgi maks 3 stillinger

1. _____

2. _____

3. _____

14. What are the positions in your working area that will probably disappear?
Hvilke stillinger i ditt arbeidsområde vil sannsynligvis forsvinne?

Please name max. 3 positions. **Vennligst oppgi maks 3 stillinger.**

1. _____
2. _____
3. _____

15. What are the latest new professions or occupations in your working area?
Hva er de siste nye profesjonene eller yrkene innen ditt arbeidsområde?

–

–

–

16. What will be the new professions or occupations in the area of sport management within the next 10 years? **Hva vil bli de nye profesjonene eller yrkene innen sport management de neste 10 årene?**

17. Do you know other occupational areas in which people with sport management education are employed? **Kjenner du til andre yrker hvor folk med sport management-utdanning er ansatt?**

- Yes, which occupational areas: **Ja. I hvilke yrker** _____
- No. **Nei**

18. Do you see that people with sport management education are working in other occupational areas than sports in the next 10 years? **Ser du for deg at folk med sport management-utdanning arbeider i andre yrker i de neste 10 år?**

- Yes, in which areas: **Ja, på hvilke områder** _____

No **Nei**

19. Are there people with other educational background than sport management working in your area? **Jobber personer med annen utdanningsbakgrunn enn sport management innen ditt arbeidsfelt?**

Yes, from which educational background: **Ja, med hvilken utdanning**

No **Nei**

20. Do you see that people with other than sport management education are working in your area in the next 10 years? **Ser du for deg at folk med annet enn sport management utdanning arbeider i dette feltet de neste 10 år**

Yes, from which educational background: **Ja, med hvilken utdanningsbakgrunn?** _____

No **Nei**

21. What are the most important partners or collaborating organizations for your organization? **Hvem er dine viktigste partnere eller samarbeidensorganisasjoner**

Please mention 3 most important partners or collaborating organization.

Vennligst nev de 3 viktigste partnere eller samarbeidende organisasjoner

1. _____

2. _____

3. _____

III COOPERATION AND RECRUITMENTS **SAMARBEID OG REKRUTTERING**

22. Does your organization currently have a cooperation with an institute that teaches sports management **Har din organisasjon for tiden et samarbeid med en institusjon som utdanner innen sport management?**

Yes, which institute and why?: **Ja, hvilken institusjon og hvorfor** _____

No, why not?: **Nei, hvorfor ikke?** _____

23. How do you find new employees? Hvordan får dere tak i nye ansatte?

- Internal announcements Intern rekruttering
- External announcements (in print media) Ekstern annonsering (i trykte media)
- Announcements in organization's home page Annonsering på organisasjonens hjemmeside
- Online career portals On-line karriere portaler
- Personal contacts / word of mouth Personlige kontakter/via jungeltelegraf
- Database of prior candidates Database over tidligere kandidater
- Employment agency Ansettelsesbyrå
- Recruitment consultant Rekrutteringskonsulent
- Fairs and professional events Messer og profesjonelle sammenkomster
- Internships Praktikantstilling
- Student research projects Studenters forskningsprosjekter
- Social media Sosiale medier
- Ads on Facebook or Google Annonser på Facebook eller Google
- LinkedIn LinkedIn
- Outsourcing (i.e. virtual assistant or similar) Utkontraktering outsourcing" (f.eks. virtuell assistent eller liknende)
- Other, please specify: Annet, vennligst spesifiser _____

IV THE CURRENT COMPETENCIES OF PROFESSIONALS IN THE AREA OF SPORTS MANAGEMENT NÅVÆRENDE KOMPETANSE HOS PROFESJONELLE INNEN SPORT MANAGEMENT

24. Please evaluate your own competencies on a scale from 1 to 5 Vennligst evaluer din egen kompetanse på en skala fra 1 til 5

SCALE: 1= Weak, 2= Fair, 3= Satisfactory, 4= Good, 5= Excellen Skala: 1= svak, 2=passe, 3= tilfredsstillende, 4= god, 5= meget god

1=	2=	3= Satisfactory	4=	5=
Weak	Fair	Tilfredsstillende	Good	Excellent
Svak	Passe		God	Meget god

Organizational skills Organisasjonsferdigheter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning skills Planleggingsevner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral communication Muntlig kommunikasjon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written communication Skriftlig kommunikasjon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem solving skills Problemløsningsevner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of a second language Kjennskap til et andrespråk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision making skills Beslutningsevne	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical and self-critical abilities Kritiske og selvkritiske evner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social intelligence Sosial intelligens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IT-skills IT-ferdigheter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Capacity to adapt to new situations (Flexibility) Evne til å tilpasse seg nye situasjoner (fleksibilitet)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Capacity to generate new ideas (Creativity) Evne til å generere nye ideer (kreativitet)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Capacity to learn Evne til å lære	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desire to succeed Ønske om suksess	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work autonomously Evne til å arbeide selvstendig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work in an international context Evne til å arbeide i en internasjonal kontekst	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to communicate with experts in other fields Evne til å kommunisere med eksperter på andre felt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work in an interdisciplinary team ,Evne til å arbeide i tverrfaglige team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Understanding of cultures and customs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forståelse for kulturer og tradisjoner					
Research skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forskningsferdigheter					
Analyzing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evne til å analysere					
Ability to make conclusions from research data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evner til å trekke konklusjoner fra forskningsdata					
Data management skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evne til å organisere data					
Ability to utilize big data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evne til å utnytte store datamengder					
Capacity for applying knowledge in practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evne til å anvende kunnskap i praksis					
Knowledge of the people's need for physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kunnskap om folks behov for fysisk aktivitet					
Knowledge of health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kunnskap om helseutfordringer					
Knowledge of the changing trends in the society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kunnskap om endrede trender i samfunnet					
Knowledge of welfare policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kunnskap om velferdspolitik					
Interest to follow the development of the sport management field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interesse for å følge utviklingen i sport management					
Basic general knowledge of sport management profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generell kunnskap om sport management profesjonen					
Project design and management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prosjektdesign og - styring					

Entrepreneurial spirit Gründerånd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategic planning and development Strategisk planlegging og utvikling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork Teamarbeid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networking Nettverkssamarbeid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership skills Ledelsesferdigheter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Event leadership Arrangementsledelse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elite sports event management Ledelse av toppidrettsarrangement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization of sports for all - events Organisering av mosjonsidrettsarrangement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sport facility management Ledelse av idrettsanlegg	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial management Økonomistyring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change management Endringsledelse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crisis management Kriseledelse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer management Ledelse av frivillige	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Risk management Samarbeid Risikostyring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stakeholder management Interessentstyring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human resource management Human Resource management (HMR)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legacy planning Bærekraftig planlegging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concern for quality enhancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Kvalitetsbevissthet

Communication skills and management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kommunikasjonsdyktighet og ledelse					
Cooperation across different administration sectors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Samarbeide mellom forskjellige administrative sektorer					
Service orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service innstilt					
Sponsorship management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sponsoradministrasjon					
Sales management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salgsledelse					
Marketing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Markedsføring					
Digital marketing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital markedsføring					
Customer relations management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ledelse av kundeforhold					
Business intelligence in sport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business intelligence i idrett					
Ability to create new products or services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evne til å skape nye tjenester og produkter					
Use of social media in work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bruk av sosiale medier i arbeidet					
Use of virtual media / platforms in work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bruk av virtuelle medier/plattformer i arbeidet					
Ethical commitment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Etisk engasjement					
Sports related legislation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Idrettsrelatert lovgivning					
Corporate social responsibility (CSR)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bedriftens samfunnsansvar					

Community life in general Fellesskapsliv generelt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management with focus on values, ethics and culture Ledelse med fokus på verdier, etikk og kultur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental concern Miljøbevissthet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sport tourism Idrettsturisme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recruitment Rekruttering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical activities for the disabled Idrettslig aktivitet for folk med nedsatt funksjonsevne	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The significance of sport and physical activity in the society Viktigheten av idrett og fysisk aktivitet i samfunnet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

V THE FUTURE REQUIREMENTS IN THE AREA OF SPORT MANAGEMENT FREMtidIGE KRAV INNEN SPORT MANAGEMENT

25. Please evaluate the future requirements in the area of sport management on a scale from 1 to 5. **Vennligst evaluer de fremtidige krav til sport management på en skala fra 1 til 5.**

SCALE: 1= Not at all important, 2= Not really important, 3= Quite important, 4= Important, 5= Very important

Skala: 1= ikke viktig, 2= ikke virkelig viktig, 3= ganske viktig, 4= viktig, 5= meget viktig

	1= Not at all important Ikke viktig	2= Not really important Ikke virkelig viktig	3= Quite important Ganske viktig	4= Important Viktig	5= Very important Meget viktig
Research skills Forskningsferdigheter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing skills Analyseferdigheter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to make conclusions from research data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evne til å konkludere fra forskningsdata					
Data management skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data ledelses ferdigheter					
Ability to utilize big data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evne til å bruke store datamengder					
Capacity for applying knowledge in practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kapasitet til å anvende kunnskap i praksis					
Knowledge of the people's need for physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kunnskap om folks behov for fysisk aktivitet					
Knowledge of health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kunnskap om helseutfordringer					
Knowledge of the changing trends in the society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kunnskap om endrings trender i samfunnet					
Knowledge of welfare policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kunnskap om sosial velferdspolitik					
Interest to follow the development of the sport management field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interesse i å følge utviklingen på sport management området					
Basic general knowledge of sport management profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generell basis kunnskap om sport management profesjonen					
Project design and management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prosjektdesign og -ledelse					
Entrepreneurial spirit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gründerånd					

Strategic planning and development					
Strategisk planlegging og utvikling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork					
Teamarbeid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networking					
Nettverksarbeid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership skills					
Ledelsesferdigheter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Event leadership					
Arrangements ledelse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elite sports event management					
Ledelse av toppidrettsarrangement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization of sports for all –events					
Organisering av arrangement for mosjonsidrett	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sport facility management					
Ledelse av idrettsanlegg	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial management					
Økonomistyring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change management					
Forandringsledelse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crisis management					
Kriseledelse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer management					
Ledelse av frivillige	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Risk management					
Risikoledelse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stakeholder management					
Ledelse av interessenter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human resource management					
HMR-ledelse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legacy planning					
Bærekraftig planlegging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Concern for quality enhancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fokus på å styrke kvalitet					
Communication skills and management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kommunikasjonsferdigheter og ledelse					
Cooperation across different administration sectors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service innstilt					
Sponsorship management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sponsoradministrasjon					
Sales management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salgsledelse					
Marketing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Markedsføring					
Digital marketing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital markedsføring					
Customer relations management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ledelse av kundeforhold					
Business intelligence in sport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business intelligence i idrett					
Ability to create new products or services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evne til å skape nye tjenester og produkter					
Use of social media in work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bruk av sosiale medier i arbeidet					
Use of virtual media / platforms in work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bruk av virtuelle medier/platformer i arbeidet					
Ethical commitment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Etisk engasjement					
Sports related legislation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Idrettsrelatert lovgivning					

Corporate social responsibility (CSR) Bedriftens samfunnsansvar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community life in general Fellesskapsliv generelt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management with focus on values, ethics and culture Ledelse med fokus på verdier, etikk og kultur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental concern Miljøbevissthet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sport tourism Idrettsturisme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recruitment Rekruttering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical activities for the disabled Idrettslig aktivitet for folk med nedsatt funksjonsevne	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The significance of sport and physical activity in the society Viktigheten av idrett og fysisk aktivitet i samfunnet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizational skills Organisasjonsferdigheter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning skills planleggingsevner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral communication Muntlig kommunikasjon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written communication Skriftlig kommunikasjon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem solving skills Problemløsningsevner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of a second language Kjennskap til et andrespråk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision making skills Beslutningsevne	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Critical and self-critical abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kritiske og selvkritiske evner					
Social intelligence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sosial intelligens					
IT-skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IT-ferdigheter					
Capacity to adapt to new situations (Flexibility)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evne til å tilpasse seg nye situasjoner (fleksibilitet)					
Capacity to generate new ideas (Creativity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evne til å generere nye ideer (kreativitet)					
Capacity to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evne til å lære					
Desire to succeed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ønske om suksess					
Ability to work autonomously	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evne til på arbeide selvstendig					
Ability to work in an international context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evne til å arbeide i en internasjonal kontekst					
Ability to communicate with experts in other fields	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evne til å kommunisere med eksperter på andre felt					
Ability to work in an interdisciplinary team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evne til å arbeide i tverrfaglige team					
Understanding of cultures and customs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forståelse for kulturer og tradisjoner					

7.2 Interview guides for data collection round 3 (four different templates)



Europeisk undersøkelse om relevans av sport management utdanning for idrettsorganisasjoner

Kjære XXX

Her kommer spørreundersøkelsen som jeg varslet om da du var på Idrettspolitisk Forum. Det har tatt lenger tid enn planlagt, da internasjonalt samarbeid gjerne tar det. Håper du kan hjelpe Norges idrettshøgskole med å svare på denne undersøkelsen. Ditt svar blir behandlet anonymt.

Målet for denne undersøkelsen er å identifisere hvilke meninger som eksisterer om kompetanser som trengs innen sport management. Det finnes noen kjernekompetanser, personlig dyktighet, og spesiell kompetanse.

Videre ønsker vi å få din mening om hvilke kompetanser du forventer vil være viktig i fremtiden. Noen av disse kompetansene er kjent innen sport management idag, andre vil være nye. Undersøkelsen vil være en erfaringsbasert mening om fremtiden.

Dersom du har spørsmål angående undersøkelsen, kan du sende en mail til berit.skirstad@nih.no eller ringe 23 26 24 28/414 33 542.

Klikk på linken for å svare.

<https://www.webpolsurveys.com/S/CBD9E9BC861AF538.par>

På forhånd takk for hjelpen.

Med vennlig hilsen

Lars Tore Ronglan
Rektor NIH

Berit Skirstad
Tidligere ansvarlig for sport
management

7.2.1 Interview guide overall

1.) Generell informasjon

- Kjønn
- Alder
- Utdanning (generell/sport management)(Bachelor? Master?)
- Organisasjon
- Stillingstittel
- Arbeidserfaring?
 - Hvor lenge i denne stillingen?
 - Hva og hvor lenge i andre stillinger?

2.) Overordnet spørsmål, kontrollspørsmål, og notater

Overordnet spørsmål	Kontrollspørsmål	Notater
En tidligere spørreundersøkelse viser at trender som kommersialisering, digitalisering og internasjonalisering har en sterk påvirkning på det fremtidige arbeidsmarkedet Hva tenker du om disse trendene for din organisasjon? La oss ta kommersialisering først Digitalisering Internasjonalisering Hvilke av disse vil ha størst påvirkning? Hvorfor det /hvorfor ikke? Hva har det å si?	Hva er dine tanker om påvirkningen av <ul style="list-style-type: none"> – Kommersialisering – Digitalisering – Internasjonalisering Viktigste påvirkning/effekt? Hvorfor/ hvorfor ikke? Hva har dette å si?	Fokuser på egen organisasjon , ikke hele markedet. (ca. 10 minutter)
Har du eksempler på andre trender som vil påvirke arbeidsmarkedet/miljøet til sport managere i din organisasjon? Hvilken er viktigst? Hvorfor Hvordan vil den påvirke managere i din organisasjon?	Hvilken av disse trendene mener du er viktigst? Hvorfor? Hvordan vil denne trenden påvirke arbeidet til sport managere i din organisasjon?	I løpet av de neste 10 årene (ca. 5 minutter)
Vi er interessert i å undersøke kompetansen fremtidige ansatte innen Sport Management-fagområdet burde inneha.	Kan du beskrive en situasjon hvor _____ er spesielt viktig? Hvorfor og på hvilken måte? Hvorfor er denne kompetansen spesielt viktig for din organisasjon?	Målet er å differensiere mellom sport management spesifikk kunnskap (og kvalifikasjon) og annen kompetanse (f.eks.

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<p>Kompetanse inkluderer ferdigheter, evner, kunnskap, kvalifikasjoner o.l. Hvilke kompetanse mener du er spesielt viktig for fremtidige Sport Managementer i din organisasjon?</p>	<p>Kan du tenke på en annen viktig kompetanse for området... – Sport Management spesifikk kunnskap, personal, sosial, metodespesifikk kompetanse. Hvorfor og på hvilken måte?</p> <p>Gjenta 3-4 ganger</p>	<p>myke/personlige ferdigheter). Hvis intervjuobjektet kun fokuserer på en kategori, prøv og spør om den andre.</p> <p>(ca. 15 min)</p>
<p>I hvilken grad (kompetanser oppgitt ovenfor) viktig for fremtidige sport managers i din organisasjon? Kompetanser knyttet til digitalisering, internasjonalisering (fremmed språk) så vel som mellom menneskelige ferdigheter som nettverksarbeid og kommunikasjonsferdigheter og ledelse</p>	<p>Kan du beskrive en situasjon hvor _____ er spesielt viktig? Hvorfor er dette spesielt viktig for din organisasjon?</p>	<p>Hvis topp tre ble nevnt ovenfor, velg noen andre. (ca. 10 min) Ferdigheter i å lære Strategisk planlegging og utvikling Evne til å ta beslutninger på basis av forskningsdata Forståelse av forandringstrender</p>
<p>I hvilken grad er beslutningstaking, planleggingsferdigheter, sosial intelligens evne til å arbeide selvstendig, evne til å samtale med eksperter innen andre felt kjernekompetanser for sport managere i din organisasjon?</p>	<p>Kan du beskrive en situasjon hvor _____ er spesielt viktig? Hvorfor er dette spesielt viktig i din organisasjon?</p>	<p>Arbeide selvstendig Service orientert Organisasjonsferdigheter Fleksibilitet</p> <p>(ca 10 minutter)</p>
<p>I hvilken grad er- kommunikasjonsferdigheter og ledelse, endringskunnskap, sosiale medier, finansledelse og IT-ferdigheter kompetanse som blir utviklet blant sport managere i din organisasjon?</p>	<p>Kan du beskrive en situasjon hvor _____ er spesielt viktig? Hvorfor er dette spesielt viktig i din organisasjon?</p>	<p>Kommunikasjonsferdigheter og ledelse Endringskunnskap Sosiale medier Finansledelse IT -ferdigheter</p> <p>(ca 10 minutter)</p>
<p>De hurtigst voksende stillingene innen den private sektor er personlig trener, digitale media ledere,</p>	<p>Hvis ja, på hvilken måte? Hvis nei, hvorfor ikke? Og hvilke stillinger vokser mest og hvorfor?</p>	<p>Bruk de to som vokser mest</p> <p>(ca. 5min)</p>

sponsor og markedsføringsledere Stemmer det for din organisasjon?	Hva påvirker dette mest? Og hvorfor?	
Har du per dags dato et samarbeid med en institusjon for høyere utdanning?	Hvis ja, hva er hoved påvirkningen og effekten? Hvordan ser samarbeidet ut? Er det noen fordeler? Hvis nei, hvorfor ikke?	(ca. 5 min)
Hvordan rekrutterer din organisasjon nye ansatte?	Hva er de viktigste rekrutterings(ansettelses)metodene / verktøyene? Hvorfor velges disse metodene/verktøyene fremfor andre? På hvilken måte påvirker samarbeidet med et en institusjon for høyere utdanning deres rekrutteringsprosess?	(ca. 5 min)
Er det noe mer du vil legge til eller beskrive?	Noe annet som ikke er nevnt? Noe du finner spesielt relevant?	

7.2.1 Intervjuguide for idrettsorganisasjoner (særforbund og idrettskrets)

3.)

Overordnet spørsmål	Kontrollspørsmål	Notater
En tidligere spørreundersøkelse viser at trender som kommersialisering, digitalisering og internasjonalisering har en sterk påvirkning på det fremtidige arbeidsmarkedet Hva tenker du om disse trendene for din organisasjon? La oss ta kommersialisering først Digitalisering Internasjonalisering Hvilke av disse vil ha størst påvirkning? Hvorfor det /hvorfor ikke? Hva har det å si?	Hva er dine tanker om påvirkningen av – Kommersialisering – Digitalisering – Internasjonalisering Viktigste påvirkning/effekt? Hvorfor/ hvorfor ikke? Hva har dette å si?	Fokuser på egen organisasjon , ikke hele markedet. (ca. 10 minutter)

<p>Har du eksempler på andre trender som vil påvirke arbeidsmarkedet/miljøet til sport managere i din organisasjon? Hvilken er viktigst? Hvorfor Hvordan vil den påvirke managere i din organisasjon?</p>	<p>Hvilken at disse trendene mener du er viktigst? Hvorfor? Hvordan vil denne trenden påvirke arbeidet til sport managere i din organisasjon?</p>	<p>I løpet av de neste 10 årene</p> <p>(ca. 5 minutter)</p>
<p>Vi er interessert i å undersøke kompetansen fremtidige ansatte innen Sport Management- fagområdet burde inneha. Kompetanse inkluderer ferdigheter, evner, kunnskap, kvalifikasjoner o.l. Hvilke kompetanse mener du er spesielt viktig for fremtidige Sport Managere (idrettsadministratorer) i din organisasjon?</p> <p>Sosiale</p>	<p>Kan du beskrive en situasjon hvor _____ er spesielt viktig? Hvorfor og på hvilken måte?</p> <p>Hvorfor er denne kompetansen spesielt viktig for din organisasjon? Kan du tenke på en annen viktig kompetanse for området...</p> <ul style="list-style-type: none"> – Sport Management spesifikk kunnskap, personal, sosial, metodespesifikk kompetanse. Hvorfor og på hvilken måte? <p>Gjenta 3-4 ganger</p>	<p>Målet er å differensiere mellom sport management spesifikk kunnskap (og kvalifikasjon) og annen kompetanse (f.eks. myke/personlige ferdigheter). Hvis intervjuobjektet kun fokuserer på en kategori, prøv og spør om den andre.</p> <p>(ca. 15 min)</p>
<p>I hvilken grad er (kompetanser oppgitt ovenfor) som er viktig sport managers i din organisasjon? Mellommenneskelige relasjoner, Organisasjonsdyktighet Beslutningsevne Evne til å arbeide selvstendig, Viktigheten av idrett og fysisk aktivitet i samfunnet</p>	<p>Kan du beskrive en situasjon hvor _____ er spesielt viktig? Hvorfor er dette spesielt viktig for din organisasjon?</p>	<p>Hvis topp tre ble nevnt ovenfor, velg noen andre.</p> <p>Forandringsledelse, tilpasning til nye situasjoner - fleksibilitet</p> <p>(ca. 10 min)</p>
<p>I hvilken grad er det å arbeide selvstendig, være service orientert og organisasjonsferdigheter, fleksibilitet kjernekompetanser for sport managere i din organisasjon?</p>	<p>Kan du beskrive en situasjon hvor _____ er spesielt viktig? Hvorfor er dette spesielt viktig i din organisasjon?</p>	<p>Arbeide selvstendig Service orientert Organisasjonsferdigheter r Fleksibilitet</p> <p>(ca 10 minutter)</p>
<p>I hvilken grad er- Kommunikasjonsferdigheter og håndtering, økonomi styring, lederskapsferdigheter ,</p>	<p>Kan du beskrive en situasjon hvor _____ er spesielt viktig? Hvorfor er dette spesielt viktig i din organisasjon?</p>	<p>Endringskunnskap Sosiale medier Finansledelse IT -ferdigheter</p>

<p>evne til å omsette kunnskap i praksis kompetanse som blir utviklet blant sport managere i din organisasjon?</p>		(ca 10 minutter)
<p>De stillingene som vokser hurtigst i sport management innen særforbund: PR, kommunikasjon og marketingkonsulenter (innen idrettsutvikling/klubbutvikling og idrettsmarkedet så vel som sponsorekspert, salg, kommunikasjon og markedsføring. Digitale eksperter) Stemmer det for din organisasjon?</p>	<p>Hvis ja, på hvilken måte?</p> <p>Hvis nei, hvorfor ikke? Og hvilke stillinger vokser mest og hvorfor? Hva påvirker dette mest? Og hvorfor?</p>	<p>Bruk de to som vokser mest</p> <p>(ca. 5min)</p>
<p>Har du per dags dato et samarbeid med en institusjon for høyere utdanning?</p>	<p>Hvis ja, hva er hoved påvirkningen og effekten? Hvordan ser samarbeidet ut? Er det noen fordeler? Hvis nei, hvorfor ikke?</p>	(ca. 5 min)
<p>Hvordan rekrutterer din organisasjon nye ansatte?</p>	<p>Hva er de viktigste rekrutterings(ansettelses)metodene / verktøyene? Hvorfor velges disse metodene/verktøyene fremfor andre? På hvilken måte påvirker samarbeidet med et en institusjon for høyere utdanning deres rekrutteringsprosess?</p>	(ca. 5 min)

4.) Generell informasjon

- Kjønn
- Alder
- Utdanning (generell/sport management) (Bachelor? Master?)
- Organisasjon
- Stillingstittel
- Arbeidserfaring?
 - Hvor lenge i denne stillingen?
 - Hva og hvor lenge i andre stillinger?

Er det noe mer du vil legge til eller beskrive?	Noe annet som ikke er nevnt? Noe du finner spesielt relevant?	
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7.2.2 Intervjuguide for profesjonelle idrettslag

5.) Overordnet spørsmål, kontrollspørsmål, og notater idrettslaget har hvor mange ansatte:

6.) vor mange medlemmer?

7.) Eier de noen anlegg?

Overordnet spørsmål	Kontrollspørsmål	Notater
En tidligere spørreundersøkelse viser at trender som kommersialisering, digitalisering og internasjonalisering har en sterk påvirkning på det fremtidige arbeidsmarkedet Hva tenker du om disse trendene for din organisasjon? La oss ta kommersialisering først Digitalisering Internasjonalisering Hvilke av disse vil ha størst påvirkning? Hvorfor det /hvorfor ikke? Hva har det å si?	Hva er dine tanker om påvirkningen av – Kommersialisering – Digitalisering – Internasjonalisering Viktigste påvirkning/effekt? Hvorfor/ hvorfor ikke? Hva har dette å si?	Fokuser på egen organisasjon , ikke hele markedet. (ca. 10 minutter)
Har du eksempler på andre trender som vil påvirke arbeidsmarkedet/miljøet til sport managere i din organisasjon? Hvilken er viktigst? Hvorfor Hvordan vil den påvirke managere i din organisasjon?	Hvilken at disse trendene mener du er viktigst? Hvorfor? Hvordan vil denne trenden påvirke arbeidet til sport managere i din organisasjon?	I løpet av de neste 10 årene (ca. 5 minutter)
Vi er interessert i å undersøke kompetansen fremtidige ansatte innen Sport Management- fagområdet burde inneha. Kompetanse inkluderer ferdigheter, evner, kunnskap, kvalifikasjoner o.l.	Kan du beskrive en situasjon hvor _____ er spesielt viktig? Hvorfor og på hvilken måte? Hvorfor er denne kompetansen spesielt viktig for din organisasjon? Kan du tenke på en annen viktig kompetanse for området...	Målet er å differensiere mellom sport management spesifikk kunnskap (og kvalifikasjon) og annen kompetanse (f.eks. myke/personlige ferdigheter).

<p>Hvilke kompetanse mener du er spesielt viktig for fremtidige Sport Managere (idrettsadministratorer) i din organisasjon?</p>	<p>– Sport Management spesifikk kunnskap, personal, sosial, metodespesifikk kompetanse. Hvorfor og på hvilken måte?</p> <p>Gjenta 3-4 ganger</p>	<p>Hvis intervjuobjektet kun fokuserer på en kategori, prøv og spør om den andre.</p> <p>(ca. 15 min)</p>
<p>I hvilken grad (kompetanser oppgitt ovenfor) viktig for fremtidige sport managers i din organisasjon? Økonomistyring Ledelse av frivillige Kommunikasjonsferdigheter og ledelse Arrangementsledelse</p>	<p>Kan du beskrive en situasjon hvor _____ er spesielt viktig?</p> <p>Hvorfor er dette spesielt viktig for din organisasjon?</p>	<p>Hvis topp tre ble nevnt ovenfor, velg noen andre.</p> <p>Teamarbeid Nettverk Organisasjonsdyktighet Lederegenskaper Anvende kunnskap i praksis</p> <p>(ca. 10 min)</p>
<p>I hvilken grad er det å arbeide selvstendig, være service orientert og organisasjonsferdigheter, fleksibilitet kjernekompetanser for sport managere i din organisasjon?</p>	<p>Kan du beskrive en situasjon hvor _____ er spesielt viktig?</p> <p>Hvorfor er dette spesielt viktig i din organisasjon?</p>	<p>Arbeide selvstendig Service orientert Organisasjonsferdigheter Fleksibilitet</p> <p>(ca 10 minutter)</p>
<p>I hvilken grad er- Økonomistyring Ledelse av frivillige Kommunikasjonsferdigheter og ledelse Arrangementsledelse kompetanse som blir utviklet blant sport managere i din organisasjon?</p>	<p>Kan du beskrive en situasjon hvor _____ er spesielt viktig?</p> <p>Hvorfor er dette spesielt viktig i din organisasjon?</p>	<p>Endringskunnskap Sosiale medier Finansledelse IT -ferdigheter</p> <p>(ca 10 minutter)</p>
<p>De størst voksende stillingene i sport management er innen idrettslag: Klubbutvikler, Spesialister på sosiale medier, og markedsføring og ledere med god kunnskap om offentlig sektor og politiske organisasjoner Stemmer det for din organisasjon?</p>	<p>Hvis ja, på hvilken måte?</p> <p>Hvis nei, hvorfor ikke? Og hvilke stillinger vokser mest og hvorfor? Hva påvirker dette mest? Og hvorfor?</p>	<p>Bruk de to som vokser mest</p> <p>(ca. 5min)</p>

Har du per dags dato et samarbeid med en institusjon for høyere utdanning?	Hvis ja, hva er hoved påvirkningen og effekten? Hvordan ser samarbeidet ut? Er det noen fordeler? Hvis nei, hvorfor ikke?	(ca. 5 min)
Hvordan rekrutterer din organisasjon nye ansatte?	Hva er de viktigste rekrutterings(ansettelses)metodene/verktøyene? Hvorfor velges disse metodene/verktøyene fremfor andre? På hvilken måte påvirker samarbeidet med et en institusjon for høyere utdanning deres rekrutteringsprosess?	(ca. 5 min)

8.) Generell informasjon

- Kjønn
- Alder
- Utdanning (generell/sport management) (Bachelor? Master?)
- Organisasjon
- Stillingstittel
- Arbeidserfaring?
 - o Hvor lenge i denne stillingen?
 - o Hva og hvor lenge i andre stillinger?

Er det noe mer du vil legge til eller beskrive?	Noe annet som ikke er nevnt? Noe du finner spesielt relevant?	
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7.2.3 Intervjuguide for privat sektor

9.) Generell informasjon

- Kjønn
- Alder
- Utdanning (generell/sport management) (Bachelor? Master?)
- Organisasjon
- Stillingstittel
- Arbeidserfaring?
 - o Hvor lenge i denne stillingen?
 - o Hva og hvor lenge i andre stillinger?

10.) Overordnet spørsmål, kontrollspørsmål, og notater

Overordnet spørsmål	Kontrollspørsmål	Notater
<p>En tidligere spørreundersøkelse viser at trender som kommersialisering, digitalisering og internasjonalisering har en sterk påvirkning på det fremtidige arbeidsmarkedet</p> <p>Hva tenker du om disse trendene for din organisasjon?</p> <p>La oss ta kommersialisering først</p> <p>Digitalisering</p> <p>Internasjonalisering</p> <p>Hvilke av disse vil ha størst påvirkning?</p> <p>Hvorfor det /hvorfor ikke?</p> <p>Hva har det å si?</p>	<p>Hva er dine tanker om påvirkningen av</p> <ul style="list-style-type: none"> – Kommersialisering – Digitalisering – Internasjonalisering <p>Viktigste påvirkning/effekt?</p> <p>Hvorfor/ hvorfor ikke?</p> <p>Hva har dette å si?</p>	<p>Fokuser på egen organisasjon, ikke hele markedet.</p> <p>(ca. 10 minutter)</p>
<p>Har du eksempler på andre trender som vil påvirke arbeidsmarkedet/miljøet til sport managere i din organisasjon?</p> <p>Hvilken er viktigst?</p> <p>Hvorfor</p> <p>Hvordan vil den påvirke managere i din organisasjon?</p>	<p>Hvilken at disse trendene mener du er viktigst?</p> <p>Hvorfor?</p> <p>Hvordan vil denne trenden påvirke arbeidet til sport managere i din organisasjon?</p>	<p>I løpet av de neste 10 årene</p> <p>(ca. 5 minutter)</p>
<p>Vi er interessert i å undersøke kompetansen fremtidige ansatte innen Sport Management-fagområdet burde inneha. Kompetanse inkluderer ferdigheter, evner, kunnskap, kvalifikasjoner o.l.</p> <p>Hvilke kompetanse mener du er spesielt viktig for fremtidige Sport Management i din organisasjon?</p>	<p>Kan du beskrive en situasjon hvor _____ er spesielt viktig?</p> <p>Hvorfor og på hvilken måte?</p> <p>Hvorfor er denne kompetansen spesielt viktig for din organisasjon?</p> <p>Kan du tenke på en annen viktig kompetanse for området...</p> <ul style="list-style-type: none"> – Sport Management spesifikk kunnskap, personal, sosial, metodespesifikk kompetanse. <p>Hvorfor og på hvilken måte?</p> <p>Gjenta 3-4 ganger</p>	<p>Målet er å differensiere mellom sport management spesifikk kunnskap (og kvalifikasjon) og annen kompetanse (f.eks. myke/personlige ferdigheter).</p> <p>Hvis intervjuobjektet kun fokuserer på en kategori, prøv og spør om den andre.</p> <p>(ca. 15 min)</p>
<p>I hvilken grad (kompetanser oppgitt ovenfor) viktig for fremtidige sport managers i din organisasjon?</p>	<p>Kan du beskrive en situasjon hvor _____ er spesielt viktig?</p>	<p>Hvis topp tre ble nevnt ovenfor, velg noen andre.</p> <p>(ca. 10 min)</p> <p>Ferdigheter i å lære</p>

<p>Kompetanser knyttet til digitalisering, internasjonalisering (fremmed språk) så vel som mellom menneskelige ferdigheter som nettverksarbeid og kommunikasjonsferdigheter og ledelse</p>	<p>Hvorfor er dette spesielt viktig for din organisasjon?</p>	<p>Strategisk planlegging og utvikling Evne til å ta beslutninger på basis av forskningsdata Forståelse av forandringstrender</p>
<p>I hvilken grad er beslutningstaking, planleggingsferdigheter, sosial intelligens evne til å arbeide selvstendig, evne til å samtale med eksperter innen andre felt kjernekompetanser for sport managere i din organisasjon?</p>	<p>Kan du beskrive en situasjon hvor _____ er spesielt viktig? Hvorfor er dette spesielt viktig i din organisasjon?</p>	<p>Arbeide selvstendig Service orientert Organisasjonsferdigheter Fleksibilitet (ca 10 minutter)</p>
<p>I hvilken grad er kommunikasjonsferdigheter og ledelse, endringskunnskap, sosiale medier, finansledelse og IT-ferdigheter kompetanse som blir utviklet blant sport managere i din organisasjon?</p>	<p>Kan du beskrive en situasjon hvor _____ er spesielt viktig? Hvorfor er dette spesielt viktig i din organisasjon?</p>	<p>Kommunikasjonsferdigheter og ledelse Endringskunnskap Sosiale medier Finansledelse IT -ferdigheter (ca 10 minutter)</p>
<p>De hurtigst voksende stillingene innen den private sektor er personlig trener, digitale media ledere, sponsor og markedsføringsledere Stemmer det for din organisasjon?</p>	<p>Hvis ja, på hvilken måte? Hvis nei, hvorfor ikke? Og hvilke stillinger vokser mest og hvorfor? Hva påvirker dette mest? Og hvorfor?</p>	<p>Bruk de to som vokser mest (ca. 5min)</p>
<p>Har du per dags dato et samarbeid med en institusjon for høyere utdanning?</p>	<p>Hvis ja, hva er hoved påvirkningen og effekten? Hvordan ser samarbeidet ut? Er det noen fordeler? Hvis nei, hvorfor ikke?</p>	<p>(ca. 5 min)</p>
<p>Hvordan rekrutterer din organisasjon nye ansatte?</p>	<p>Hva er de viktigste rekrutterings(ansettelses)metodene / verktøyene? Hvorfor velges disse metodene/verktøyene fremfor andre?</p>	<p>(ca. 5 min)</p>

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	På hvilken måte påvirker samarbeidet med et en institusjon for høyere utdanning deres rekrutteringsprosess?	
Er det noe mer du vil legge til eller beskrive?	Noe annet som ikke er nevnt? Noe du finner spesielt relevant?	

7.3 Sample of interviewees for data collection round 3

Table 12. Sample of interviewees who were recognised as experts in the field of sport management

Code of interviewee	Sector	Organization	Job title	Education	Work experience	Gender
1	Sport club	Sport club with 8 sports	CEO	High School	IT and marketing in private firm, entrepreneur 4 ½ year	M
2	Sport fed. + public	NSO + county	Director	Master's social science	10 year gen.secretary of sport org, 11 year in the board of federation, 4 committees, 8 years in public	F
3	Sport fed. + public	Public sport org.	CEO	Bachelor's in psychology from Canada	Earlier sport federation 4 years, general secretary 4 years, new org 6 months	F
4	Private	X-Games , private	CEO	Bachelor's in marketing from Business School	Communications adviser in marketing office 8 years, X-Games 20 years	M
5	Public	University college	Professor	PhD in administration and organizational theory	21 years at university college	M
6	Public + sport fed.	Municipality, NSO, Ministry, elite sport center	Director of one division	Master's in sport management	15 years public, 3 year private 9 sport org	F
7	Sport fed.	NIF	Head of Sport Development	Master's in pedagogy	7 months in municipality, project at university college about elite sport, 7 years in NIF, de	F
8	Public + sport org.	State owned stock corporation	CEO	Business Economist	Sport 25 years, private 3 years, Public 2 years	F
9	Private	Sport equipment company	Head of Marketing	Master sport management	Event 2 years Marketing project leader 3 years, new firm one month	F
10	Professional Sport club	Sport club for a team sport within an alliance club	CEO	MBA from USA	Public sector and private business, only half a year work experience in the sport club	M

7.4. Information letter to the interviewees and consent declaration form

Vil du delta i forskningsprosjektet "New age in Sport Management Education (NASME)"?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å *undersøke relevansen og tilknytningen til arbeidsmarkedet for Sport Management utdanningen i Norge*. I dette skrevet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Formålet med prosjektet er å undersøke hva som kreves for å arbeide innen feltet Sport Management i Norge slik at en får innsikt i hva som kan gjøres for å utvikle utdanningen på feltet på en best mulig måte. I denne studien fokuserer vi på følgende problemstillinger:

- *Hvilken kompetanse innehar nåværende ansatte og hva kreves i fremtiden?*
- *Hvilket samarbeide har organisasjonen med en institusjon for høyere utdanning?*
- *På hvilken måte påvirker disse aspektene rekrutteringen av ansatte nå og i fremtiden?*

Hvem er ansvarlig for forskningsprosjektet?

Norges idrettshøgskole v/ Berit Skirstad, Seksjon for kultur og samfunn er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?

Utvalget er basert på personer som besitter relevante Sport Management jobber eller som har innsikt i dette jobbmarkedet.

Hva innebærer det for deg å delta?

Du vil bli individuelt intervjuet av en forsker fra Norges idrettshøgskole som vil stille spørsmål relatert til problemstillingene. Det vil bli tatt lydopptak under intervjuet.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykke tilbake uten å oppgi noen grunn. Alle opplysninger om deg vil da bli anonymisert. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrevet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

- *Kun forskere (og evt. en forskningsassistent) fra Norges idrettshøgskole vil ha tilgang til lydopptaket og transkribert intervju.*
- *Lydfil og transkribert intervju vil bli oppbevart i innlåst safe.*

Din stillingstittel og organisasjon vil bli beskrevet i publikasjon, og det er en risiko for at du kan bli gjenkjent av folk som har god innsikt i norsk idretts organisering.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Prosjektet skal etter planen avsluttes innen 30.11.2020. Etter dette vil alt datamateriale bli slettet.

Dine rettigheter

Så lenge du kan identifiseres i datamaterialet, har du rett til:

- innsyn i hvilke personopplysninger som er registrert om deg,
- å få rettet personopplysninger om deg,
- få slettet personopplysninger om deg,
- få utlevert en kopi av dine personopplysninger (dataportabilitet), og
- å sende klage til personvernombudet eller Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra *Norges idrettshøgskole* har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?

Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:

- *Norges idrettshøgskole* ved Berit Skirstad, berit.skirstad@nih.no sett inn navn og kontaktopplysninger til prosjektansvarlig). I studentprosjekt må kontaktopplysninger til veileder/prosjektansvarlig fremgå, ikke kun student
- Vårt personvernombud: (sett inn navn på personvernombudet hos behandlingsansvarlig institusjon)
- NSD – Norsk senter for forskningsdata AS, på epost (personvernombudet@nsd.no) eller telefon: 55 58 21 17.

Med vennlig hilsen

Berit Skirstad
(Prosjektansvarlig)

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *New age in Sport Management Education (NASME)*, og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i intervju
- at opplysninger om meg publiseres slik at jeg kan gjenkjennes

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet, ca. november 2020

(Signert av prosjektdeltaker, dato)

7.5. Confirmation letter from Norwegian Social Science Data (NSD) for collecting and keeping personal data



NSD sin vurdering

Prosjekttittel

New age in Sport Management Education (NASME)

Referansenummer

556244

Registrert

01.11.2018 av Berit Skirstad - berit.skirstad@nih.no

Behandlingsansvarlig institusjon

Norges idrettshøgskole / Seksjon for kultur og samfunn

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Berit Skirstad, berit.skirsrad@nih.no, tlf: 41433542

Type prosjekt

Forskerprosjekt

Prosjektperiode

01.11.2018 - 30.11.2020

Status

18.12.2018 - Vurdert

Vurdering (1)

18.12.2018 – Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg 18.12.2018. Behandlingen kan starte.

MELD ENDRINGER Dersom behandlingen av personopplysninger endrer seg, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. På våre nettsider informerer vi om hvilke endringer som må meldes. Vent på svar før endringer gjennomføres.

TYPE OPPLYSNINGER OG VARIGHET Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 30.11.2020.

LOVLIG GRUNNLAG Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake. Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

PERSONVERNPRINSIPPER NSD vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om- lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen- formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke behandles til nye, uforenlige formål- dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet- lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

DE REGISTRERTES RETTIGHETER Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: åpenhet (art. 12), informasjon (art. 13), innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), underretning (art. 19), dataportabilitet (art. 20). NB! Eventuelle unntak må begrunnes og hjemles. (omtale art. 21-22 hvis aktuelt).

NSD vurderer at informasjonen om behandlingen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13.

Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

FØLG DIN INSTITUSJONS RETNINGSLINJER NSD legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32). For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og/eller rådføre dere med behandlingsansvarlig institusjon.

OPPFØLGING AV PROSJEKTET NSD vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.

Lykke til med prosjektet! Kontaktperson hos NSD: Lasse Raa Tlf. personverntjenester: 55 58 21 17 (tast 1)

