



EDUCATION AND TRAINING OF WRESTLING FEDERATIONS' AND CLUBS' SPORT ADMINISTRATORS

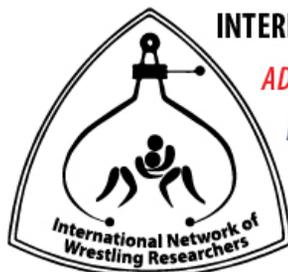
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INTERNATIONAL NETWORK OF WRESTLING RESEARCHERS (INWR)

ADVANCING OUR SPORT THROUGH KNOWLEDGE

FAIRE PROGRESSER NOTRE SPORT PAR LA CONNAISSANCE

ПРОДВИЖЕНИЕ НАШЕГО СПОРТА ЧЕРЕЗ ЗНАНИЕ

PROGRESO PARA NUESTRO DEPORTE MEDIANTE CONOCIMIENTO

EDUCATION AND TRAINING OF WRESTLING FEDERATIONS' AND CLUBS' SPORT ADMINISTRATORS

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INTRODUCTION

The importance of sport has been repeatedly acknowledged by prominent organizations like the United Nations and the European Union. The Canadian Centre for Ethics in Sport (2008, p. vii) eloquently summarizes the significance of sport underlining that "...there is now evidence that sport's benefits¹ go far beyond the positive health effects of physical activity that have long been understood. A growing body of research points to community sport's fundamental role as a primary generator of social capital and related benefits across a broad spectrum of societal goals including education, child and youth development, social inclusion, crime prevention, economic development and environmental sustainability".

These benefits have led to a growth in the demand for sport. Dimitrov et al., (2006) report, in 2006, sport in the EU produced: α) added value of € 407 billion (3,7% of the EU's GDP) and β) 15 million jobs (5,4% of the total workforce). According to a recent Eurobarometer survey (2017), approximately 40% of European citizens exercise or play sport at least once a week (7% of them exercise at least five times per week) at all levels (grass roots, amateur, professional level, as well as for recreation and rehabilitation purposes). To facilitate these people a plethora of sport clubs have been established, which are members of associations and federations. This growth in demand for sport has led to rising requirements for professionalism in the administration / management of sport clubs, federations and other sport related organizations (i.e., Municipal Sport Organizations) (Horch & Schütte, 2003). This, in turn has led to a call for more professional competencies of sport administrators (Horch & Schütte, 2003; Ko, Henry, & Kao, 2011). Horch & Schutte (2003) suggested that sports organizations in Germany need specially trained professional sports administrators, that is experts who do not only understand general business administration but also about the particularities of sport products and organization. Undoubtedly, in times when the management of sport is becoming increasingly global, high quality sport management education and training programs are important in creating high quality sport administrators (Skinner & Gilbert, 2007). As technology pushes knowledge forward in an unprecedented way in all fields, constantly changing the social / political / cultural / economic / business environment, sport administrators need not only to continuously keep up with all these changes but also prepare the future administrators of sport.

Provisions of international organizations for the training and education of sport administrators

As the education and training of sport administrators is very important to the development of sports the Olympic Charter (2017), article 27 (Mission and Role of the NOCs, page 59, par. 2.4) assigns the following role to the NOCs:

2.4 to help in the training of sports administrators by organizing courses and ensuring that such courses contribute to the propagation of the Fundamental Principles of Olympism.

Also, in the Agenda 2020 (IOC, 2014), Recommendation 22 (Spread Olympic values-based education), point 3 suggests that:

"The IOC to identify and support initiatives that can help spread the Olympic values".

Moreover, UNESCO, in the International Charter of Physical Education & Sport (1978), article 4 (Teaching, coaching and administration of physical education and sport should be performed by qualified personnel) requires that:

4.1. All personnel who assume professional responsibility for physical education and sport must have appropriate qualifications and training. They must be carefully selected in sufficient numbers and given preliminary as well as further training to ensure that they reach adequate levels of specialization.

4.2. Voluntary personnel, given appropriate training and supervision, can make an invaluable contribution to the comprehensive development of sport and encourage the participation of the population in the practice and organization of physical and sport activities.

4.3. Appropriate structures must be established for the training of personnel for physical education and sport. Personnel who have received such training must be given a status in keeping with the duties they perform.

Also, the Council of Europe, in the European Sports Charter (2001), article 9 (Human Resources) requires that:

1. The development of training courses by appropriate institutions, leading to diplomas and qualifications to cover all aspects of sports promotion shall be encouraged. Such courses shall be appropriate to the needs of participants at all levels of sport and recreation and designed for both those working voluntarily or professionally (leaders, coaches, managers, officials, doctors, architects, engineers, etc.).
2. Those involved in the leadership or supervision of sports activities shall have appropriate qualifications paying particular attention to the protection of the safety and health of the people in their charge.

However, despite: a) the significance of physical activity / sport, b) the multimillion-euro businesses that evolved around it and c) the guidelines of the above mentioned charters it has been noticed that often sport organizations are being managed by individuals most of who have little, if any, formal preparation for the job they are elected or hired to do (Parkhouse & Ulrich, 1979; Gargalianos, 1996). Hence, there appears to be a need to design and implement an education / training program for sport organizations' administrators (Lambrecht, 1987), which will be offered to them in an organized way.

Competencies and skills of sport administrators

Usually the terms "competence" and "skill" are used as synonyms but they could be distinguished according to their scope. In general, competences and skills are referred to as a whole range of technical, job-specific capabilities, which are usually easily observed, measured, trained and are closely connected with knowledge..

The term "competence" is broader and refers typically to the ability of a person to use and apply knowledge and skills in an independent and self-directed way. Pickett (1998, p. 104) presented competencies as "...the sum of one's experiences and the knowledge, skills, values and attitudes one has acquired during the lifetime". Lambrecht (1991, p. 34) defined a competency as "...a knowledge, skill or attitude needed to succeed in one's professional life", escopedia defined it as "...the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development",¹ while Tungjaroenchai (2000) and Frisby (2005) took the argument a step further saying that the term competency implies that an individual has a specific ability or capability needed to perform a particular job effectively.

The term "skill" refers typically to the use of methods or instruments in a particular setting and in relation to defined tasks. According to the European Qualifications Framework (EQF)² "...skill means the ability to apply knowledge and use know-how to complete tasks and solve problems". So, skills could be described as both cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments) capability.

In recent years, the EU Member States have extensively discussed learning and the valorization of competences and skills, however acquired. In 2006, the EC put forward a recommendation that provided, for the first time, a European Reference Tool on Key Competences that outlined the different types of competences appropriate to each context and fundamental for each individual in a knowledge-based society. They provide added value for the labor market, social cohesion, and active citizenship by offering flexibility and adaptability, satisfaction and motivation. The framework sets out the following eight key competences: a) communication in the mother tongue, b) communication in foreign languages, c) mathematical competence and basic

¹ <https://ec.europa.eu/esco/portal/escopedia/Competence>

² European Commission, ESCOpedia, 2017

https://ec.europa.eu/esco/portal/escopedia/European_Skills%252C_Compentences%252C_Qualifications_and_Occupations_%2528ESCO%2529

³ Recommendation of the European Parliament and the Council of 18 December 2006 on key competences for lifelong learning) (2006/962/EC, p. 5

competences in science and technology, d) digital competence, e) learning to learn, f) social and civic competences, g) sense of initiative and entrepreneurship and h) cultural awareness and expression.³ In 2010, the EC launched the multilingual classification of European Skills, Competences, Qualifications & Occupations (ESCO) project with an open stakeholder consultation. DG Employment, Social Affairs & Inclusion, supported by the European Centre for the Development of Vocational Training (Cedefop), coordinated the development and the continuous updating of the ESCO classification as part of the Europe 2020 strategy. Among the “hard” skills ESCO identifies competences and skills, which can be applied in a specific type of occupation either in specific sectors (sector-specific) or in a specific job position (job-specific). In between, ESCO defines cross-sector competences and skills that could be transferred from one occupation to another. ESCO classification identifies and categorizes competences, skills, qualifications and occupations relevant for the EU labor market, education and training (probably including the sport sector as well).

Suggestion

Taking into consideration:

- The work EU has done so far on competences and skills,
- The requirements set by the Olympic Charter, article 27 (IOC, 2017), the Agenda 2020 (2014), the International Charter of Physical Education & Sport, article 4 (UNESCO, 1978), the European Sports Charter, article 9 (Council of Europe, 2001),
- The example of the UEFA’s Coach Education Programme (2010),

A 3-level system of education could be established by the appropriate authorities and in an appropriate way in order to provide European sport clubs’ and sport federations’ administrators with competencies and skills, which would help them do a better job in running their organization (the details of organizing such program do not concern this background paper).

This system could be:

- Run by the NOC, the NOA, the Ministry of Sport, the National Federation, a local University, a competent organization (or a coalition of these organizations) of each country.
- Financed by: a) an Erasmus+ Program, b) the authorities, which will organize it, b) a sponsor, c) the participants or d) a combination of these sources. After an introductory period it should be self-funded.
- Incorporated in the curriculum of the Sport Management programs offered by Universities in the member-states.

The 3 levels could be along the following lines:

Level 1 – Local level – Sport Clubs (certificate)

Emphasis on practical management competencies / skills useful to run sport clubs at a local level.

Suggested reading material: - The “Benefits of Sport” document

- IOC’s “Sport Administration Manual”
- The EU’s “White Paper on Sport”

Level 2 – National level – Sport Federations (certificate)

Emphasis on management competencies / skills useful to run national sport federations.

Suggested reading material: IOC’s “Management of Olympic Sport Organizations”.

These people are fewer than those who work at Level 1 (Clubs) and it is easier to identify, hence to invite to attend an education / training program, especially those who are newly elected to a board of a sport federation.

Level 3 – International level – Sport International Federations (certificate)

Emphasis on management / communication / negotiation skills necessary for the representation of their sport / national federation at international organizations.

Suggested reading material: Will be compiled from various competent sources.

These people are even fewer than those who work at Level 2 (Federations) and it is easier to identify, hence to invite to attend an education / training program, especially those who are newly elected to a board of an international sport federation.

The sport administrators who want to further their education could enroll in a Master's degree program and later in a Doctoral degree program offered by an accredited institution in their country, or anywhere else in the world.

CONCLUSIONS

The benefits deriving from sport are too many and too important to ignore, so its administration / management should be entrusted to people who understand these benefits and are willing to invest some of their time in acquiring the necessary knowledge to run sport as efficiently as possible.

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