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FINLAND - NATIONAL CONCLUSIONS AND RECOMMENDATIONS

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1. AEHESIS – NASME COMPARISON FROM FINNISH POINT OF VIEW

In the AEHSIS report (2006), about 20 recommendations were listed and those recommendations are in Finland still valid. Connections between science and education are also here strongly supported. NASME curriculum development project is strongly based on research findings than before. Quantitative and qualitative data collection methods were used, dissemination through relevant stakeholders practiced and modern dissemination means of communication used.

During this project some international conclusions from national materials from nine countries have been collected and produced. Additional expert interviews, group discussions, external evaluators have also been used. The data has been collected during the years 2018 and 2019 from all three sport management sectors (private public and third sector organizations).

One of the main outcomes was that the new curricula will and job market correspond each other as well as possible and this issue as well as employability of students will be evaluated in the future.

Staff involvement in overall planning has been important and representative organizations (Ministry of Education, municipalities, central sport federation and sport business) have been involved with this process through specialist interviews.

International elements like international communication, language skills and internationalization in general are still valid and very important. Individualisation of curricula and possibilities to specialize during the studies are still important and according to the recommendations more than 50 % of the total content of sport management studies especially on Master's level content can be individualised.

Student support and guidance is needed during the studies and teacher support for life-long-learning is extremely essential. Ideal situation is, if the teachers have possibilities to teach, what they also study or have recently studied. This will guarantee the up-to-dateness of sport management courses and modules.

It is also recommended here, that permanent or recruited new staff members take care of core courses and (connection to core skills and competences). Visiting staff can be responsible for special topics and courses. Attractive teaching and learning environment is also important, but we must however remember, that the relevant content of the courses is in the end however, which matters.

It is necessary to have a system and a method to update regularly the curriculum content. That's why it is useful to have a flexible curriculum structure. Haaga-Helia University of Applied Sciences has e.g. from 2008 annually collected data from the sport management field for curriculum development work.



2. TRENDS IN THE FUTURE

In addition to commercialization, internationalization and the development of information technology environmental awareness and climate change were mentioned several times also during interviews. Different virtual environments like @sport were also mentioned. According to the latest studies @sport is the biggest free-time activity among 18-29 year old men at the moment. The constantly increasing urbanization and the polarization of people to those who have and those who have not were mentioned as well.

The future role of welfare and the health sector was mentioned as bringing about new challenges for sport management. One trend is also the emergence of a new, wealthy consumer segment of the elderly that will lead to new market segments. Local organizational change in Finland will have its effects as well. In addition, integrity, values and moral issues, disruptions, and demands for all kinds of safety and security matters as well as even higher quality requirements were mentioned.

3. IMPLEMENTATION OF NASME RESULTS INTO NEW CURRICULA

The content of the sport management curricula is completely in the hands of the respective universities. The planning in general and the structure of the sport management study programs in particular depends on the management of the respective faculty and on the staff.

All these organizations will be contacted, material provided and possible workshops related to NASME –project organized.

4. RECOMMENDATIONS

According to the good experiences from very successful AEHESIS –project and New Age of Sport Management Curriculum (NASME) in Finland must be based especially on updated and defined core competences and competences to be developed.

In Finland core competences were defined in Finland so, that both competences now and future were 4 or more or the sum of competences now and competences in the future was at least 8. Competences, where future requirements were at least 0,5 higher than competences now, were called Competences to be developed. The entrance examinations in Finland are under development just now. However, the following recommendations are based on the data collected during the years 2018 and 2019 and the aim to be able the most talented, qualified and motivated students to sport management area.



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New entrance examination (Skills and competences to be tested):

- The significance of sport and physical activity in the society - examination
- Capacity to learn and adapt to new situations – certificates, examination, test
- Creativity and problem solving skills - test
- Desire to succeed, entrepreneurial spirit - motivation test
- Communication skills – group interview

Core competences

- Strategic planning and development, change management
- Organizational skills, event leadership, decision making
- Planning skills
- Leadership skills
- Communication skills

Competences to be developed

- **Digitalization and communication skills** (digital marketing, use of virtual media/platforms, use of social media, oral communication skills, language skills)
- **Business intelligence** in sport (use of big data, it-skills, data management skills, ability to make conclusions from research data, analyzing skills)
- **Legacy planning** (marketing, sales management, sponsorship management, financial management, events, ability to create new products and services, project design and management, service design, networking, strategic planning and development, stakeholder management, risk management, crises management, entrepreneurial spirit, CSR, sport related legislation)
- **Productization**; capacity to apply knowledge in practice, ability to create new products and services, knowledge of the changing trends in the society

Variety of teaching methods

- teamwork (interdisciplinary team, experts from other areas)
- individual work, critical and self-critical abilities
- applying knowledge in practice
- International internships

Dissemination

After every NASME –meeting a short summary was provided to Haaga-Helia website informing about all the relevant steps during the process.

<https://intra.haaga-helia.fi/ajankohtaista/viralliset- uutiset/Lists/Posts/Post.aspx?List=629d4e25-bfac-4516-9ca7-083d423583c7&ID=1171&Web=dab88380-e377-4508-90b2-af8d6638fff1>



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<https://intra.haaga-helia.fi/ajankohtaista/vapaat-uutiset/Lists/Posts/Post.aspx?List=baa9713d-dec2-4564-bfaf-6b2ec061ad62&ID=1381&Web=f570a288-98f0-44dd-9937-a53330c09fa3>

According to the original research plan of the NASME project, some of the main targets of the expert interviews were to deepen the researchers' understanding of the results of data collections I and II as well as share the research findings with relevant national partners and employers of sport management market on national level. So these interviews also serve as important parts of the dissemination of the NASME project. As another part of this dissemination all the interviewees will get NASME summaries and the results will be discussed during bilateral meetings before the end of the year 2019.

Two research reports in Finnish will be produced and several articles written to relevant research and educational publications in different forms, so that all the research sectors will be covered.

5. DIRECT CONTACTS WITH LABOR MARKET

Sport management education is very highly valued among practitioners. This is because of the long history and cooperation between professionals and universities. Professionals working in the field have often university background, they have often started their career with internships from the university and they still cooperate with universities. However many of the interviewees mentioned, that it would be beneficial to cooperate even more. We try to keep up the quite good work with labor market.