

*Sport Science Faculty Montpellier University, France*

# New Age of Sport Management Education in Europe : Final Report for France

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## INTRODUCTION

The University of Montpellier is the 6<sup>th</sup> largest multidisciplinary and intensive research center in France, including 41 000 students and 4 300 staff members. Studies are organized through 17 components in the fields of fundamental and applied sciences, human and social sciences, as well as health.

The team involved in this project is part of the Faculty of Sport Sciences (UFR-STAPS) that counts for 2 500 students and offers a large panel of training opportunities in physical education, sport performance, adapted physical education and sports management. The department of sports management offers various levels of training courses in LMD (Licence/bachelor's and Master's Degree specializing in sports tourism management) or short professional courses: DEUST, 'Occupational Bachelor's'...). The department is composed of 4 senior lecturers in sociology and economics and of 3 associated professionals (one is sports service director in a large municipality, the second is a consultant in sports tourism and the third is a consultant for sports clubs and federations).

In France, the STAPS sector is part of the so-called "tension" training programs. It is an extremely competitive school where a large number of candidates (all high-school graduates can apply for admission) must try to go through a very tight bottleneck that takes place at the entrance of master's degree. So far, the UFR-STAPS have managed admissions by voting on "capacity" and by a random draw.

The current government has put in place a new system of access to higher education: a computer platform (called "Parcours Sup") allowing universities to define "expectations" and/or pre-requisites for their candidates which will in time be useful during admissions processing. This new system has come into effect over the current school year. We are anticipating the reactions of student unions and teachers of higher education as some faculties have already come out against what they denounce as an attempt to reduce admissions through an opaque selection system. In most cases, universities are required to develop licensing success plans, reflections about the professionalization of post-baccalaureate students. The development of shorter and more directly occupational training courses (such as BTS – "Brevets de techniciens supérieurs" - delivered by secondary schools) are also being studied.

The department of sport management is consequently very interested in participating in this project because it faces actually many changes and re-organization of the training offers. Sport sciences faculties use to be in France very attractive for young people. We are in the process of redesigning our training offers in Bachelor and Master Degrees in a context of important reforms in France concerning the access at university. Selection in master degree is one of the aspects of this reform, which requires universities to think of a training offer in license more professional for all students who will not have access to the master.

Nathalie Le Roux, the senior lecturer involved in this project, defended in 1998 a PHD on Sports Employment under the direction of Jean Camy. From the beginning of her career she has taken part in several European projects lead by the European Observatory of Sports Employment (EOSE.org). She is now the head of the Master's Program in Sports Tourism Management. She is also assistant director of the research team in social sciences of the sports faculty called: Santé Education et situations de handicap (Santesih, EA 4614) (Health Education and handicap situations), whose main objective is to analyze the disabled's participation in work, leisure and sports. She is particularly interested in their access to universities, tourism and employment as well as many research programs and has done a Phd on this subject.

The aims of the New Age of Sports Management projects were to identify the relevant competencies of sport managers, currently and in the future and comparing them in the context of Europeanisation of the labour market and in institution of higher education. The outcome of this project is a set of recommendations for curriculum development, both at European and national levels, based on two comprehensive phases of data collection and analysis between 2017 and 2019 in the nine partner countries.

This national report is structured as following: we will first present the national context in France of sports organization (1) education in sports management (2) and the data available about the accession of graduates into the job market (3), then we'll present the methodology of the quantitative study (4) and the results of the data collected (5, 6). In the next two parts (7 and 8) the qualitative study will be presented. Finally, the conclusions and recommendations concerning curriculum are detailed in the last two parts (8, 9).

## 1. SPORT ORGANIZATION AND CULTURE IN FRANCE

### 1.1 FRENCH LEGAL STRUCTURE IN SPORTS

Amongst the various sports organization models existing in Europe, the French one is considered to be one of "interventionism" (Miège, 2011). Sport is seen as an activity of general interest within a public service mission. Its promotion, development and sometimes its control are state funded through a partnership in sports program.

This pattern has finally come into place after a rather long period of autonomy in sports that was built and institutionalized without the help of the French state since the beginning of the 20th century. In England, Sports have long been considered as activities reserved for social elite. This is widely frowned upon in the educational world. because competing with the Swedish and German gymnastics considered, at the beginning of the XIXth century, as better instruments of "nationalization of the masses" (Arnaud and Camy, 1986).

**State involvement** started between the two world wars and at first encouraged the production of a sports elite, a showcase of France's finest. Shortly thereafter, a new idea was put forward: in order to train, the elite would need an effective domestic policy, especially in funding sports facilities. It should be noted that the first policies concerning sports facilities were initiatives by the municipalities (eg Stade de Gerland, Lyon, 1913). Following mediocre performances at major international competitions, city initiatives took the lead well before gaining the attention of national programs in the 1960s. It is the "Front Populaire" (1936) that represents a decisive step towards the current ministerial structures (Miège, 1993), by reorienting sports policies towards mass practice. In the end it was during the Second World War, that the 'Vichy' government established the principle of State control of sports affairs through a procedure of ministerial approval of national federations which still exists today.

The following governments tried to distinguish themselves from the authoritarian period of Vichy, but none would come back to the idea that the organization and development of sports is the role of the State, and they subsequently conceded to the sports movement, by delegation of power, the ability to organize competitions and to select athletes. Although many texts and circulars published were aimed at controlling sport, the real "return of politics" in sport (Arnaud, 1998) occurred during the 5th Republic with a planning policy being developed and followed into the 1970s.

The Mazeaud law of 1975 highlights the prerogatives and responsibility of the State in the field of sports while budget responsibilities are gradually entrusted to the National Council of Sport Development (1979) funded largely by the lottery (80%) and local governments through the decentralization laws of 1982-1983. However, these laws did not sufficiently define local level authority in the field of sport, and let communities define their own sports policy, and left the field open to territorial inequalities in the development of various practices. As Arnaud (2000) points out, it was, paradoxically, the arrival to power of a socialist government (1981) that officially triggered the disengagement of the state, granting free rein to lucrative private initiatives. The 1984 law explicitly instructs the sports movement to participate in the public service mission of sport, subjecting it to the gradual financial disengagement of the state.

## 1.2 VISUALIZATION OF SPORTS ORGANIZATION: GOVERNMENTAL AND NON-GOVERNMENTAL FIGURES

Even today, the organization of sports in France brings out different public and private bodies: **governmental organizations including a central administration** (Ministry of Sports), **regional and departmental bodies** (DRJSCS<sup>1</sup>) and (DDCS and DDCSPP<sup>2</sup>) respectively. This administration includes national institutions: INSEP, ENSA, and CREPS<sup>3</sup> which are high level sports training centers. In addition, **1 600 state agents** are available to the federations to help develop their activities: the STA (Sports Technical Advisors), paid by the Ministry of Sports headed by a national technical director (DTN), remain civil servants placed in the federations, responsible in particular for reporting the use of public money. If sports policy is declinable from the decentralization laws more importantly at the local level (within the municipalities, departments and regions), the Ministry of Sports remains the guarantor of the proper functioning of the federations and gives itself the power to control and police sporting matters (particularly with regard to safety issues of practitioners through the regulation of access to sports coaching trades (Le Roux, 1998). The current Ministry of Sports defines its four priorities of action<sup>4</sup> as follows:

- the development of sports for all, in particular for remote communities;
- the organization of sports at high level, in order to maintain France's rank among the major sporting nations;
- safety awareness through sports, the protection of athletes and the fight against the intolerable excesses of doping, violence, racism, cheating and all forms of discrimination;
- the promotion of sports professions and the development of sports employment

The **sports movement** is made up of **79 federations (including 38 Olympic and Paralympic federations, 27 non-Olympic recognized high-level federations and 13 multi-sport federations)** which are responsible for participating in the public service mission of sports and for the approved federations (1 only by discipline) to the selection of athletes, the issue of championship titles ... The federal system is based on a pyramid organization from the international to the local level, the amateur clubs (**167 600 affiliated clubs, 15 million licensees, and 2 to 3 million volunteers**). The sports movement co-exists with the **Olympic movement** itself organized in a pyramid system down to the departmental level (CNSOF, CROS, CDOS<sup>5</sup>). The entire pyramid scheme is undergoing restructuring to fit the new territorial organization (see next point).

**Professional sports** are managed directly by the professional leagues.

With regard to **local sports policies**, and in particular the management and construction of sports facilities, the responsibility has been almost entirely taken by local authorities, except for major facilities of national interest (Olympic Games ...). The local authorities are trying through public service delegation (DSP) to multiply the sources of public / private partnership so as to ensure the development of new facilities and respond better to the expectations of practitioners. A recent reform of the territorial organization<sup>6</sup> in France has led to the tightening of **the number of regions (from 22 to 13 regions)** and redistributes the relative roles of departments, metropolises (large

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<sup>1</sup>Direction Régionale de la Jeunesse, des Sports et de la Cohésion Sociale

<sup>2</sup>Direction Départementale de la Cohésion Sociale et Direction Départementale de la Cohésion Sociale et de la Protection des Populations

<sup>3</sup>Institut National du sport, de l'expertise et de la performance, Ecole Nationale du Ski et de l'Alpinisme, Centres Régionaux d'accueil sportif et de formation

<sup>4</sup>Site du Ministère des Sports

<sup>5</sup>Comité National Olympique et Sportif Français; Comité Régional Olympique et Sportif, Comité Départemental Olympique et Sportif

<sup>6</sup>Loi NOTRE, Nouvelle Organisation Territoriale de la République, 7 août 2015

agglomerations of more than 400 000 inhabitants) and communities of municipalities and municipalities themselves. As far as sports are concerned (authority being shared at different levels), restructuring is underway. Departments are led to reconsider missions of proximity and solidarity whose lives are at stake. Many have decreased their sports budget but are reluctant to abandon their attention knowing that the job won't necessarily be taken up by the Regional or inter-communal authorities.

Regarding the relations with the **commercial sector**, the **professional organization** 'Union Sport and Cycle' (installed in 2016) brings together various companies which are historically members of:

- FIFAS, founded in 1930, originally, Federation of French Sports Articles Industries;
- the SPF, which mainly represented companies specialized in trade in sporting goods, the cycle and related services;
- UNIVÉLO, the oldest union defending the interests of the cycling industry since 1890.

This union strives to represent companies in commercial sports and positions itself as an intermediary with the public authorities.

The current government (Ministry of Economy) has meanwhile set up in 2016 a new consultation body (called "**La Filière Sport**") jointly led by representatives of the public sectors (State and local authorities) and private sports (federations) but also representatives of employers (MEDEF) and economic actors (Federation of sporting goods industries, event organizers ...). The primary mission of this organization is to facilitate cooperation between public and private actors, the renovation of the sports code and the issue of renovation / construction / innovation of sports facilities. An observatory of the sports economy was set up jointly with the development of the work of the sector.

**Table 1 : Schéma simplifié de l'organisation du sport en France.**



Source : CNOSF, formation jeunes dirigeants

### 1.3 MAIN SOURCE OF FUNDING FOR SPORT

National sport expenses rose in 2013 to 38,1 Md'Euros (1,8% PIB)<sup>7</sup>

- Households: 16,6 Md€
  - 10,6 Md€ for goods
  - 6 Md€ for services
- Public administrations: 18,2 Md€
  - National Education: 3,9 Md€
  - Sports: 0,8 Md€
  - others: 0,1 Md€
  - local administrations bodies: 12,1 Md€
  - regional and departmental bodies: 1,3 Md€
- Private sector: 3,3 Md€

### 1.4 THE MOST SIGNIFICANT POINTS IN THE SPORTS CULTURE OF THE COUNTRY

In conclusion the French sports model in Europe has maintained original features that reflect the notion of general interest attached to sports development projects and public service missions that the State confers to federations. However, this model appears to be out-dated (Miège, 2011) and is likely to evolve due to the progressive disengagement of the state and / or various reforms at the local policy level. Some people are calling for a new governance of sport, giving more autonomy to the federations and taking other stakeholders more into account (in particular the commercial sport answering the practitioners evolving in an informal framework but also dealing with health or handicap issues).

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Ministère des Sports (2017), *Chiffres clefs du sport*.

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<sup>7</sup>Source: Chiffres clefs du sport 2017: INJEP-MÉOS à partir de données fournies par l'INSEE, les organismes professionnels, l'institut français de la mode, le cabinet NPD, le ministère de l'Intérieur, le ministère en charge de l'Éducation nationale et le ministère de la Ville, de la Jeunesse et des Sports

## 2. SPORT MANAGEMENT EDUCATION IN FRANCE

### 2.1 SPORT MANAGEMENT IN SPORT SCIENCES FACULTIES

Sport management diplomas are mainly (but not only) delivered by sport sciences faculties or departments in French universities ("UFR-Staps" or "Département Staps"). Some of the diplomas are occupationally based (which means they can be very selective and are for the most part short terms: 2 years for DEUST<sup>8</sup> and 1 year for the occupational bachelor's degree). 11 sport science faculties offer DEUST diplomas and 23 occupational bachelor's degrees.

Some other diplomas take part in the LMD system and are part of the general accreditation called STAPS (Sciences and Technics in Physical activities which proposes 4 specialties: Education / Adapted Physical Activities / Performance / Management du Sport -MS).

- 32 sport science faculties offer the bachelor's degree specializing in MS. In 2017-2018, they included 16.5% of all bachelor's students.
- 24 sport science faculties offer a Master's in Sports management, which go by a variety other names (Management of sport organization, Sport tourism, Sport Events, ...cf. point 2).

**Table 2 : Sport management national diplomas (professional and LMD) in French universities (sport sciences faculties or departments)**

	Professional short term trainings		LMD degrees		
	DEUST	LICENCE Professionnelle	Licence Staps / Management du Sport	Master Staps / MOSS	PHD / MS
<b>Total universities (Sport sciences faculties or Department)</b>	11	23	32	24	?

Source: C3D Staps

The training course in "sports management" as well as diplomas bearing this name can, in theory, only be awarded by UFR-STAPS. In fact, we can find at this level of short professional trainings many more precise names. For DEUSTs, several specialties in sports management training programs exist:

- Facilitation, marketing of sports services
- Hosting and management of physical, sports or cultural activities
- Fitness activities

Regarding the architecture of the master's training offer, (each university being autonomous since the LRU law (2007)<sup>9</sup>) the accredited diploma will be a "STAPS, Sport Management specialty" diploma, but may have a name describing more precisely the exact content of the specialization:

<sup>8</sup>DEUST = Diplôme d'Etude Universitaire en Sciences et Techniques.

<sup>9</sup>Loi sur la Responsabilité des Universités (LRU), dite Loi Pécresse

- Sports Tourism Management (Montpellier)
- Management of events and sports activities - project management (Nanterre)
- Management of sports organizations (Lyon, Marseille)
- International tourism, mountain, e-tourism (Grenoble)
- Commercial and Territorial Development of Sport and Leisure (Dijon)
- Leisure, tourism and innovation (Rennes)

However, we are experiencing an increase in offers of diplomas in Sports Management outside the UFR-STAPS: in management faculties, law, marketing, or university institutes (Institute of Business Administration - IAE) or private schools (Business school), sometimes in connection with sport sciences faculties, and sometimes in competition.

There aren't any current figures showing the number of training offers that deal with the many changes of recent years. This is a very competitive system as universities are very selective in Master's degree admissions. The enrollment of admitted students is far from the number of applicants (in Montpellier for example: there were 340 candidates for a M1 with only 25 places available in 2017). The numerous students of STAPS bachelor's are faced with either seeking work directly after their bachelor's, or applying to another program.

## 2.2 SUBJECTS IN SPORT MANAGEMENT WITH CREDITS IN ECTS IN SPORT TOURISM MANAGEMENT MASTER'S DEGREE AT THE UNIVERSITY OF MONTPELLIER

As an example at the University of Montpellier, before the coming into force of the next model (September 2018), the master's cohabited in three universities. An important common core - general transversal knowledge- (24 ECTS / 60) has survived for several authorizations. We have just voted to release this co-accreditation. The next model will have a common core reduced to 7 ECTS out of 30.

**Table 3 : ECTS maquette Master Staps Management du Tourisme Sportif, Université de Montpellier, 2018-2022**

	Common Core (general transversal knowledge)	Specialization (MS)	Mémoire (Master tesis)
Master 1	7	22	20
Master 2	0	30	26

The specialization contents in sport management are:

Master 1:

- English and numeric: 6 ECTS
- History of tourism, Strategic management, quality, marketing and corporate social responsibility, sports events, finances (22 ECTS)
- Personal coaching (an individual coaching is proposed to accompany students in their internship research and towards the construction of a professional project) + Master Thesis: 20 ECTS

Master 2:

- innovation, benchmarking and products conception: 6 ECTS
- quality, Human Resources (HR), and ethics management: 4 ECTS
- finances and law (of tourism and work): 4 ECTS
- optional seminars (adapted tourism, web design, ...): 4 ECTS
- annual group project: 12 ECTS

Personal coaching and Master's Thesis: 26 ECTS

## 2.3 OTHER SPORTS MANAGEMENT MASTER'S DEGREES AT THE UNIVERSITY OF MONTPELLIER

At the university of Montpellier outside of sport faculty:

- The department of marketing and administration offers a Master's Degree in Sports Marketing
- The Institute of enterprise offers a master's degree in Sports Policy and Corporate Responsibility

## 3. THE LABOR MARKET IN THE FIELD OF SPORTS MANAGEMENT

### 3.1 MONITORING OF GRADUATES IN SPORT SCIENCES: NATIONAL LEVEL

It is to be noted that the unemployment rate of people under 25 in France is 23,7 % (Eurostat, 2017).

Data available about graduate monitoring in France is difficult to obtain because of the important diversity of training courses:

- **Diplomas delivered by universities (STAPS)**
  - o **LMD diplomas:** licence, master, Phd: with differing specializations (3 specializations available at the bachelor's level: Performance/Adapted physical activity / management; lot of various masters specialized degrees) (no data available at central level for sport sciences bachelor's and Phd; no data available for master's specializing in sports management)
  - o **Occupational training courses (STAPS):** DEUST, Occupational Bachelor's, DU ... (no data available at the central level)
- Diplomas delivered by high schools (and some business schools): no centralized data available
- Diplomas delivered by the French ministry of sports : mostly levels IV and V, these diplomas are mostly technical(last central graduate monitoring available : [http://www.injep.fr/sites/default/files/documents/ias4\\_insertion\\_sport.pdf](http://www.injep.fr/sites/default/files/documents/ias4_insertion_sport.pdf)).

The most recent and complete centralized data at national level are those from the french ministry of higher education and research (MEESR) who collects from each university comparable data about master's degree graduates<sup>10</sup>. The last enquiry concerns the 2014 master's degree graduates (n = 109 193). The field of the enquiry concerns master's graduates in 2014, of french nationality and who didn't continue studying. The data were collected by each university with a similar frame, in december 2016 and examine the situation between 18 and 30 months after graduation. We only can present general data about STAPS professional integration (Sport sciences but not about sport management specialization).

<sup>10</sup>Source: MEESR 2017 : Enquête d'insertion professionnelle des diplômés de l'Université 2014 (enquête Master)

The most important data are:

**Table 4 : Sample of the enquiry**

	Graduated in 2014 (in the filed) + Response Rate	% female	% study continuation rate
<b>All Master degree LMD</b>	109193 (41625) 71%	58	37
<b>All Master in Sciences Technology and Health</b>	30887 (11526) 74%	40	40
<b>all Masters in Sport sciences (Staps)</b>	1529 (829) 73%	37	30

Source : from MEESR (2017)

**Table 5 : Occupational integration rates of master graduated in 2014**

	% occupational integration rate* (18 month)		% occupational integration rate (30 month)		% unemployment rate (30th month)	
	Female	Male	Female	male	Female	Male
<b>All Master degree LMD</b>	86	86	90	91	10	9
<b>All Master in Sciences Technology and Health</b>	85	86	89	91	11	9
<b>all Masters in Sport sciences (Staps)</b>	<b>86</b>	<b>88</b>	<b>91</b>	<b>94</b>	<b>9</b>	<b>6</b>

Source : from MEESR (2017)

**Table 6 : Stable contracts and full time jobs of master graduated in 2014**

	% stable** employment (18 month)	% stable employment (30 month)		% full time job (18 month)	% full time job (30 month)	
	all	Female	Male	All	female	male
<b>All Master degree LMD</b>	60	70	78	92	92	96
<b>All Master in Sciences Technology and Health</b>	63	68	82	96	95	97
<b>all Masters in Sport sciences (Staps)</b>	59	70	77	86	85	87

Source : from MEESR (2017)

**Table 7 : Professional status and salaries of master graduated in 2014**

	% of executive (18 month)	% of executive (30 month)		Net median mensual full time salary (30 month)	
	all	female	male	Female	Male
<b>All Master degree LMD</b>	57	54	71	1800	2070
<b>All Master in Sciences Technology and Health</b>	70	65	79	1860	2070
<b>all Masters in Sport sciences (Staps)</b>	40	39	48	1500	1710

Source : from MEESR (2017)

### **3.2 THE MONITORING OF SPORTS TOURISM MASTER'S DEGREE GRADUATES FROM THE UNIVERSITY OF MONTPELLIER**

At the end of each quadrennial, Nathalie Le Roux conducts a survey on the professional integration of our graduates (the last 6 classes released between September 2010 and September 2015). This survey was conducted between January and February 2016.

- 57 out of 107 students responded to the questionnaire (53.3%).
- Only 7% of the respondents were unemployed (all of which were from the last class). The rest are employed (74%) or are on sabbatical, or in training (19%). To be noted: 6 have created companies.
- The speed of integration into the job market (30% in less than 6 months) is definitely one of the strong points.
- More than 60% of the respondents say they are satisfied or very satisfied with their professional situation.
- 36.6% of the positions are in the tourism sector and 51.2% are either related to tourism or related to sports.
- However, 12.2% of the older grads occupy positions in sectors not directly related to the master's degree. Most of them have held a number of positions in the tourism sector before trying their luck in another sector. Mobility is strong: 47% of young people (excluding the last class) have already been hired by 2 to 3 companies and have occupied equally as many different jobs.

## 4. NASME METHODOLOGY – QUANTITATIVE (DATA COLLECTION II)

### 4.1 LIST OF CONTACTS AND SAMPLE

As stated in the work objectives, each country had to build a database of 60 contacts to answer the survey. In France, we built a first base of 124 potential contacts. Our aim was to **respect the diversity of the services (federation unisport, multisport, olympic, non olympic, for disabled people / non lucrative clubs / professional clubs / public sector at the national, regional and local levels / business sector).**

The potential contacts were distributed as follows:

#### 28 = Sport movement:

- 3 contacts national olympic committee (2 at national level; 1 at local level)
- 13 contacts olympic uni-sport federations
- 2 contacts non-olympic uni-sport federations
- 7 contacts multi-sport federations or affinities
- 3 contacts School Federations or universities

#### 22 = Public sport administration

- 10 contacts in municipalities (in various regions of France)
- 3 contacts in french ministries (2 at local level)
- 4 contacts in national organizations
- 3 contacts in Universities (networks in sport management)
- 2 ski resorts

#### 14 = professional clubs

- Rugby, basketball, football, handball, volley ball

#### 20 sports amateur clubs: in various cities

#### 40 = business, outdoor, fitness, golf, and commercial organizations

### 4.2. CONTACTS AND FOLLOW-UPS

The first letter was sent to 64 contacts in december 2017. 25 persons were contacted directly by local colleagues and/or by colleagues in other universities. A meeting was organized in our department to explain the project and ask colleagues to answer the questionnaire (mostly to bring together professionals) and to play an active role in their network.

After this first email campaign including personal contacts, we sent a collective message to about 300 former students, asking them to follow up on our inquiry.

Some former students were contacted directly because of their situations in professional clubs, municipalities, and sports federations. This was very efficient and allowed us to make several more contacts.



After sending a first e-mail we managed to register every contact (98 contacts were registered) and we sent follow-ups to all contacts in february *via* the application webropol.

Finally, in february, in order to increase the response rate, we contacted 35 other people *via* linked-in.

After the Brno meeting, as France and some other countries had less answers (especially for France in professional sports clubs) we decided to do 2 more re-solicitations: one in april, concentrated on professional sports clubs and the next, a larger one, in may.

#### **4.3 RESPONSE RATE AND PROFILE OF RESPONDENTS**

In regards to our first theoretical base of contacts (124 contacts), 60 responses is a good response rate (48%).

An accurate response rate is impossible to know: in fact, it is impossible to follow up all the contacts which were taken by me, or other colleagues, or students who helped spread the initiative...

We initially listed people with powerful positions in the organization as volunteers (presidents or general secretaries) but also pay-rolled people (for example in the national federation: national technical director, 'chargé de mission formation' (person in charge of missions training), HR directors; in sports clubs: 'chargé de mission', marketing directors). Finally, the respondents are not all at top level positions because the presidents, and chief executives were to transfer the emails throughout their organizations.

The questionnaire had only a few returns. Some answered only that it was difficult for them to respond regarding to the specificity of their organization (especially non olympic sports federations).

**The questionnaire did not provide for the possibility of monitoring individuals; it was not possible to do personal follow-ups.**

It is interesting to note that the webropol application registered more than 161 visits without responses (were people discouraged by the form of the tool?).

## 5. RESULTS QUANTITATIVE DATA

### 5.1 BASIC INFORMATION

- 60 people finally answered the questionnaire (response rate 48%).
- 62% are male and 38% female
- **45% are less than 35 years old**, 30% are between 35 and 44 years old, and 25% are over 50

Due to the local and professional networks activated to contact people (mostly in south of France and Rhône-Alpes Region), the majority of respondents are located in **Montpellier and the south of France (33% and 25%)**, the other are from **Rhone-Alpes region (15%)**, Paris and its region (7%) and south east of France (3%). The last two follow-ups enabled us to enhance the geographical diversity of respondents to the **north east (17%)**.

Owing to recruitment methods (especially towards former students) we can observe that our population is highly qualified: 13% of respondents have phd's, 62% a master's and, 20% a bachelor's while only 5% have no university degree.

For the same reasons, we can also observe that most of them have studied sports management (36%). And yet we can also observe an important part of the respondents have studied management, finance and marketing (27%) or some combination of these. 26% have studied other sports education programs (physical education, adapted physical education, sport coaching in sports sciences faculties). Of the 12% who have studied other training courses and who advised which one, only half come from any another sector (medico-social, industry, chemistry, agriculture...)

The current employer diversity is quite good according to the data base:

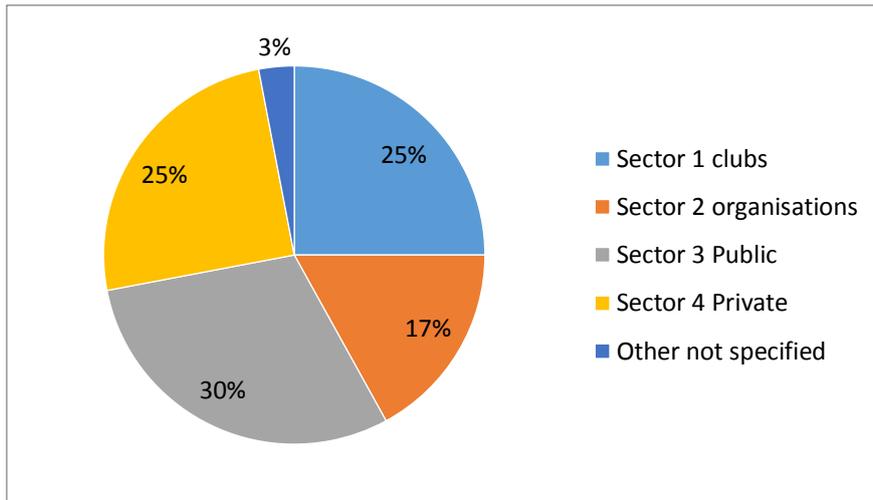
**Table 8 : Employer diversity of the sample by sectors (base of contacts and responses)**

		Contacts	Responses (before BRNO meeting)	Final (Responses after BRNO meeting)
Sector 1	<b>Clubs</b> 1. NBOL sports clubs (diversity of sports and geographical localization ; 2. professional sports clubs)	20 (16%) 14 (11%)	10 (20%) + 1 (2%) -	13 2 = <b>15 (25%)</b> -
Sector 2	<b>Sport Organisation</b> (regional, national level : federations unisport –olympic / multisport / school and universities sport movment / for disabled)	28 (22%)	12 (24%) +	7 local level 3 national level = <b>10 (17%)</b> -
Sector 3	<b>Public</b> (central and local level – diversity of geographical localization)	22 (17%)	14 (28%) +	8 municipalities 5 regional and national level 4 universities 1 other <b>18 (30%) ++</b>
Sector 4	<b>Private Business</b> (events, outdoor, fitness, golf ...)	40 (32%)	12 (24%) -	<b>15 (25%)</b> -
			Others not precised*	<b>2 (3%)</b>
<b>Total</b>		124 (100%)	49 (100%)	60 (100%)

\*On 7 responses "other organization" 5 could be reclassified with their decription, only 2 are still non identified.

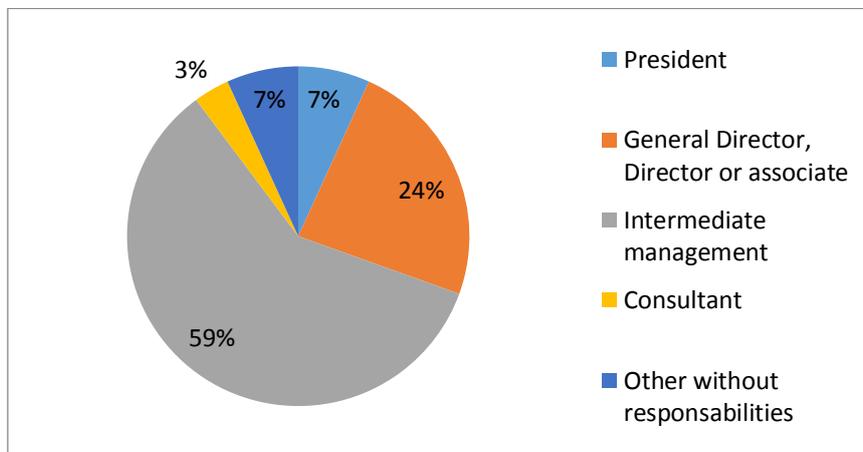
The final follow-ups after the BRNO meeting enabled us to enhance the number of total respondents (from 49 to 60), to slightly improve certain categories (like sports clubs from 11 to 15 respondents) and significantly improve other categories (like public sector from 14 to 18 respondents). Finally, the figure 9 shows the global structure of the sample. We can observe an overrepresentation of public sector compared to the sports organization sector (sector 2) which can be partially explained by recruitment: our networks have improved in public and business sectors and less in the traditional sports movements.

**Fig. 9 : Respondents employers by sectors (%) (n=60)**



Finally, we see in the graph 10 that respondents have mainly intermediate management positions (59 %) e.g. event managers, communication managers, trainers, logistics managers, planners, and service managers. 24 % are directors, general directors or associate directors and 7% have volunteer power responsibilities (president or CEO). Only a few are consultants (3%) and 7% have no official titles (temporary teachers at universities, animator, coaches...)

**Fig. 10 : Respondents occupational title (%) (n=60)**



## 5.2 CHANGES IN WORKING LIFE

### 5.2.1 EFFECTS OF COMMERCIALIZATION, INTERNATIONALIZATION AND NTIC: ALMOST NTIC

The first three questions within this part of the questionnaire asked the respondents whether they believe that commercialization of sports, internationalization of sports and the development of information technology will have an effect either on their sector or directly on their work (Table 11).

**Table 11 : Expected effects of commercialization, internationalization and increase of new technologies on sports sectors (n=58)**

	Yes	No*
Commercialization and effect on their sector	69 %	<b>31 %</b>
Internationalization and effect on their sector	60%	<b>40%</b>
Increase on new technologies and effect on their work	<b>86%</b>	14%

\*cf. Table 12

As 31% and 40% answering “NO” to the two first points seems to us very high regarding to common feelings, we were curious to know why and in which sector? It seems that this answer is not related to a specific sector (the NO's are equally distributed between the 4 sectors). For approximatively half of all “NO” respondents, commercialization and internationalization should not be considered as new features. The effects are already known in their sector. For the other (mainly NBOL and the public sector) their sector or their job seems to be very far from these considerations and they wanted to insist on the different facets of sports: local sports clubs, but also some federations (for the disabled or poorly covered sports) don't feel concerned or not willing to be concerned by these two facts. The local public sector also insists on their field of intervention: the local territories. Conversely, almost all respondents (86%) think their job will be affected directly by NTIC.

**Table 12 : Qualitative precision about the answer : “NO” commercialization and internationalization will not affect our sector**

NO, why ?	
<b>Commercialisation is not a new feature</b> (the effects are already done)	4
Sector NBOL ou Disability – considering themselves as <b>not commercial</b>	7
Poorly mediatised sector	1
Other	1
NR	5
	18 (31%)
<b>Internationalization is not a new feature</b> (the effects are already done)	2
Not concerned by this international scale: many sport at local level. Internationalization concerns <b>only Elite sports</b>	4
Our job is local : work with <b>local territories, local clubs ...</b>	6
Other	4
NR	7
	23 (40%)

### 5.2.2 A FEMINIZATION OF THE WORK FORCE??

Today, 42% of respondents evaluated the number of women to be less than 20% in the sports management sector and 38% they are between 20 and 30% (Table 13). This proportion changes when asking about the future and the majority of respondents expects a “feminization” of the sector: only 3% think women will stay less than 20% and 62% that they will increase until 30 and 50%.

**Table 13 : Evaluation of the part of women in the sport management sector : today and in the future (n= 60)**

Women in SM	Today	Expected evolution
Until 20 %	42%	3%
from 21-30 %	38%	28%
31-50%	15%	62%
more 51%	0%	2%
NR	5%	5%

### 5.2.3 FASTEST GROWING POSITIONS

The fastest growing job titles in the future cited by the respondents can be classified in various categories. We can observe (Table 14) that **technical jobs** (sports coaches, animators, teachers ...but also as secretary or hostesses) are more often cited as a first position than general management, communication or marketing roles. This fact may perhaps be linked to the fact that respondents are more likely to make a “quantitative” evaluation of the potential growth of the labor market in the sports sector than a “qualitative” evaluation of the new tasks to be fulfilled (next question).

**Table 14 : Fastest growing jobs in the future (n=59)**

	Number of citation in first position	Number of citation in second position	3 <sup>rd</sup> position	Examples
“Technical skills” oriented jobs	12	12	7	Entraîneur, éducateur sportif, animateur, secrétaire de direction, hôtesse d’accueil
General Management positions and project management	11	13	6	Directeur de station, management, manager, chargé de développement, de mission ... coordinateur
Communication, web, and community management	8	8	2	Community manager, chargé de communication, web manager,
Marketing and sales roles	7	4	3	Commercial, vendeur, recherche de sponsors...
Consultant	4	3		Conseiller, consultant, expert
No new job	1	/	/	
Others	4	1	7	Para medical, coach santé, spécialiste du juridique
Nr	12	18	34	

#### 5.2.4 DISAPPEARANCE OF JOBS ?

Given the lack of answers to this question, we cumulated the answers in 1<sup>st</sup> (n= 27), 2nd (n= 6) and 3rd rank (n=2) to carry out the analysis. **Respondents believe the following jobs will probably disappear in time:**

- “Traditional” or “basic” functions such as: secretaries, hostess, traditional marketing
- Reception, monitoring and maintenance of sports facilities (including ticketing)
- Volunteers position and State agents
- Mono activity animator
- **None (no disappearance)**

#### 5.2.5. NEW JOBS ?

The new jobs already observed by the respondents in their own sector (Table 15) are classified here in 5 categories. The jobs which concern the competencies linked with the use of NTIC is the most often cited in all sectors even if they do not use the same job title. The second, far from the first, category is linked to the monitoring of athletes or salary performance. The third concerns the general direction of an organization, a territory or a type of activity (like outdoor activities development manager). The specific specialities observed are: quality, planning, client/consumer analyst ... Finally, some new figures seem to appear linked to health management (of athletes, of salaries, of clients: health coach, health awareness, physician...). Additionally, some respondents noted the fact that new jobs are not really being created but some new status' are being developed (self-employed – freelance, mutualization of salaries between various organizations).

**Table 15 : New jobs by category (all sectors) (n= 58)**

jobs related with NTIC (and marketing/communication)	19
Jobs related to the monitoring of athletes/salaries performance	6
Jobs related to structure direction and/or development	5
Jobs related to one specific management speciality	3
Job related to another specialty	3
Other	5
NR	17
<b>Total</b>	<b>58</b>

#### **Examples of new jobs expected in the future:**

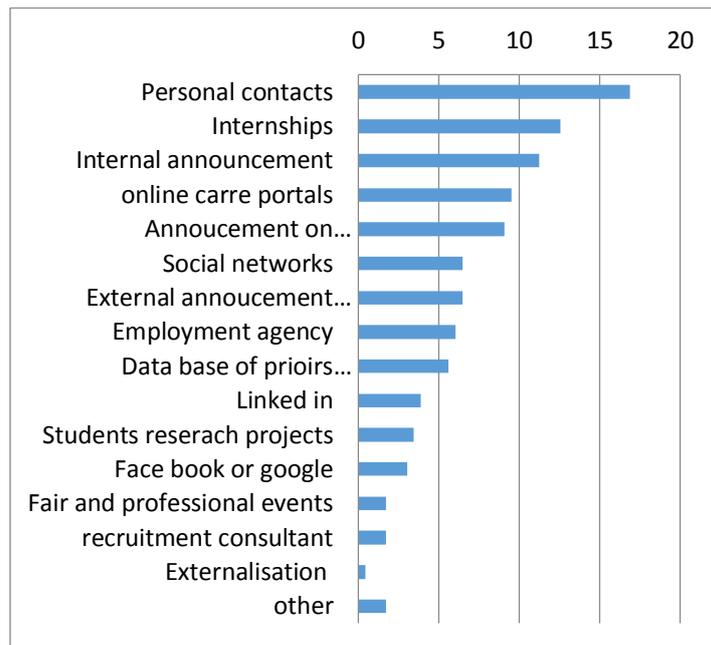
- wellness chief officer
- Charge du développement sportif associatif (sponsoring...)
- Technology, data, AI, digital marketing, security of data,
- Personal coach
- Manager E-sport/Chef de project events E-sport, connected activities
- Rationalization jobs (budgets, tasks...)
- Traders, courtiers, ...
- Droit à l’image
- Coordination of independent workers in outdoor activities
- International relations
- Client/ consumer relation

### 5.3 COOPERATION AND RECRUITMENT

#### 5.3.1 RECRUITMENT

This part of the questionnaire examines how the organizations recruit their workers. The most frequent way of recruitment is through personal contacts (referrals) and accounts for 18%. However, other recruitment methods still exist, Fig 16 showing that there are in fact many ways. It examines also whether, according to the respondents, the graduates find work in other sectors. On the other hand, we asked them if their sector of activity recruited graduates from other fields of training and if so, which ones. These two questions were also asked about the foreseeable future (10 years). We also asked them about their cooperation with sports management institutes and/or universities. The result (table 17) is interesting because respondents think the part of “out placement” of sport management graduates will increase in the future (from 58.2% to 82.1%) when the part of other graduates in the sports sector will decrease (from 89.3% to 78.6%%). This can be a combination of two phenomenas: firstly, greater confidence in the skills of those trained in sport management, and secondly, a greater need for specialization in the sports sector.

**Fig. 16. Ways of recruitment in % ( n = 231)**





**Table 17 : Recruitment of Sport management and other graduates. %**

	Yes, Now	Which ones ?	Yes, future	Which ones ?
Graduates in SM are recruited by other sectors ?	58.2 % (n= 55)	NBOL Events Sport article trade Trade Security Tourism Health, wellness All sectors (it depends on the cand	82.1% (n=56)	Health in big firms Leisure Education, youth, social sectors Tourism Events Medias, audio-visuel Videos games, virtual reality Civil servant All sectors
Other curricula in SM sector ?	89.3 % (n=56)	Business Schools Political sciences Geography Economics Sociology, ethnology Accountability, marketing, finance Social and health Sport adapted physical education (APA) Sport Law Sport coaching Graduates for the ministry of sports	78.6 % (n=56)	Business Schools Technology, computer sciences Lobbying International competencies Law (especially image) Health, medical and para medical (ostéopathe, diéticienn Territories management Entrepreneurship Economics, sociology, social scientists Security
		Which one ? <i>Why ?</i>		No : <i>Why ?</i>
Cooperation with a SM training organisation ?	54.4 % (n=57)	Staps Orsay Toulouse Lyon Bordeaux Le Mans Nanterre Montpellier Marseille Strasbourg  Montpellier Business School INSEP CREPS BTS Tourisme  <i>STAPS : To recruit trainees, to developp competencies, to open the field of competencies, to make studies and/or enquiries ...</i>	45.6% (n=57)	Lack of finances  Geographical reasons (far from a university)  No opportunity yet Don't know any institution or person  A bad expérience  NO needs yet

We can see that Staps are not the only organizations identified as awarding diplomas in sports management. As said above, indeed in France the supply of training is diverse and often competitive in various organizations. However, we see here that Staps are cited relatively often (this being related to the recruitment mode). The reasons for these collaborations include: the recruitment of trainees, the opening to new skills, the possibility of carrying out studies and / or surveys.

### 5.3.2 PARTNERSHIP OF RESPONDENTS

Respondents have a wide variety of partnerships. In the first place local public bodies and “professionals” like accountants, jurists, technicians .... We can see on table 18, that universities appear as partners in very few cases: only 8 in total citations (5.4%). This fact seems contradictory with the prior result where 54% of all organizations had some collaboration with a sports management training organization. We can observe that even if they do collaborate, they do not consider it to be a true partnership. Sports management training organizations may perhaps have some progress to make on this point.

**Table 18 : Main partnerships of respondents organisations by rank (n= 49)**

	rank 1	rank 2	rank 3	Total citations
<b>Municipalities and local public bodies (department, region)</b>	<b>13</b>	<b>9</b>	<b>10</b>	<b>32</b>
<b>Professionals : jurist, accouter, technicians, coach, health agency ...</b>	5	10	9	24
<b>Private firms</b>	6	8	9	23
<b>Sport federations or local sport governing bodies</b>	8	4	2	14
<b>Local sports clubs</b>	3	5	3	11
<b>Sport Ministry and or local governing bodies</b>	4	5	1	10
<b>University or training organisations</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>8 (5.4%)</b>
<b>Other administrations</b>	3	0	0	3
<b>Sportifs, clients</b>	1	0	1	2
<b>NR</b>	1	5	14	20
<b>Total</b>	<b>49</b>	<b>49</b>	<b>49</b>	<b>147</b>

### 5.4 CURRENT COMPETENCES OF PROFESSIONALS IN THE AREA OF SPORTS MANAGEMENT

This section of the questionnaire examines what the respondents think about how qualified and able they are to do their jobs (table 19). They were asked to rate their own current skills in the area of sports management on a scale from 1 to 5 (1= weak; 5 = excellent). The following table (table 19) shows the skills with an average mean value of 4.0 and above:

**Table 19 : Core competences of respondents today**

<b>France: Core competences (both 4,0 or more)</b>	<b>Now</b>
Capacity to adapt to new situations (Flexibility)	4,39
Teamwork	4,32
Project design and management	4,30
Ability to work autonomously	4,23
Social intelligence	4,12
Organizational skills	4,07
Planning skills	4,04
Problem solving skills	4,05
Ability to work in an interdisciplinary team	4,04
Communication skills and management	4,02
Knowledge of the people's need for physical activity	4,00

### 5.5 FUTURE REQUIREMENTS IN THE AREA OF SPORTS MANAGEMENT

This section presents the main future requirements for people working in the field of sports management, highlighting the respondents view of what will be the most important skills. Marked in green (table 20) one can see the skills which surpass 4 points (oral communication, strategic planning, creativity etc...) and in orange the skills the respondents think they have already acquired. Can we make any conclusions about the skills that should be improved from their point of view?

**Table 20 : Future requirements in sport management**

France: Core competences (both 4,0 or more)	Future
Capacity to adapt to new situations (Flexibility)	4,44
Organizational skills	4,44
Planning skills	4,44
Oral communication	4,42
Teamwork	4,41
Project design and management	4,39
Social intelligence	4,32
Ability to work autonomously	4,31
Strategic planning and development	4,27
Capacity to generate new ideas (Creativity)	4,26
Ability to work in an interdisciplinary team	4,24
Decision making skills	4,24
Critical and self-critical abilities	4,22
Problem solving skills	4,22
Change management	4,16
Communication skills and management	4,16
Networking	4,14
Written communication	4,12
Capacity to learn	4,08
Ethical commitment	4,08
Human resource management	4,08
Knowledge of the people's need for physical activity	4,02
Capacity for applying knowledge in practice	4,02
Organization of sports for all -events	4,02
Event leadership	4,00

### 5.6 CORE COMPETENCES TO BE DEVELOPED

Next, we looked at the difference between the current competencies and the future requirements as provided by the answers of the respondents. To recognize the variables which seem to be important for future sports management education development, we looked at those competencies with the highest differences in comparison to current ones (see Table 21).

**Findings seems to be congruent with the future jobs previously listed (Ntic and communication specialists, data analysts ...).**

Table 21 Competences to be developed (difference 0,5 or more)	Now	Future	Difference	Total
Digital marketing	2,96	4,20	1,23	7,16
Stakeholder management	2,37	3,38	1,01	5,75

Marketing	3,09	4,06	0,97	7,15
Use of virtual media / platforms in work	3,25	4,12	0,87	7,37
Ability to utilize big data	2,58	3,42	0,84	6,00
Knowledge of a second language	3,00	3,84	0,84	6,84
IT-skills	3,40	4,14	0,74	7,55
Customer relations management	3,17	3,88	0,71	7,05
Corporate social responsibility (CSR)	3,07	3,78	0,71	6,85
Ability to work in an international context	3,07	3,78	0,71	6,85
Sponsorship management	3,00	3,69	0,69	6,69
Business intelligence in sport	3,04	3,71	0,67	6,74
Sales management	3,02	3,69	0,67	6,70
Physical activities for the disabled	3,18	3,84	0,66	7,02
Use of social media in work	3,48	4,14	0,66	7,62
Sports related legislation	3,41	4,06	0,65	7,47
Interest to follow the development of the sport management field	3,19	3,82	0,63	7,02
Knowledge of welfare policies	3,14	3,69	0,55	6,83
Knowledge of the changing trends in the society	3,59	4,12	0,53	7,70
Ability to create new products or services	3,57	4,10	0,53	7,67
Legacy planning	2,35	2,88	0,52	5,23
Knowledge of health issues	3,35	3,85	0,50	7,20

### 5.7 LESSER SKILLS OR BASIC SKILLS?

The following are 15 variables of “lesser” importance. We should speak carefully about competencies “of lesser importance” because in reality these skills are often taken for granted and yet are obviously the most basic requirements in the field: a score with a small difference between today and in the future also means that the need is still present or considered to be acquired.

**Table 22 : Less important competencies to develop ?**

Event leadership	3,88	4,00	0,13
Capacity for applying knowledge in practice	3,91	4,02	0,11
Analyzing skills	3,58	3,68	0,10
Teamwork	4,32	4,41	0,09
Project design and management	4,30	4,39	0,09
Ability to work autonomously	4,23	4,31	0,08
Cooperation across different administration sectors	3,65	3,72	0,07
Capacity to adapt to new situations (Flexibility)	4,39	4,44	0,05
Management with focus on values, ethics and culture	3,89	3,94	0,05
Ability to make conclusions from research data	3,65	3,69	0,04
Desire to succeed	3,73	3,76	0,03
Knowledge of the people's need for physical activity	4,00	4,02	0,02
Service orientation	3,44	3,46	0,02
Volunteer management	3,53	3,53	0,00
Community life in general	3,95	3,82	-0,13

## 6. SECTORIAL ANALYZES

A reminder the sample of respondents by sector is presented in table 23. Low overall numbers do not allow for statistically significant cross-sorting.

**Table 23 : Employer diversity of the sample by sectors**

		Final
Sector 1	<b>Clubs</b> 1. NBOL sports clubs (diversity of sports and geographical localization ; 2. professional sports clubs)	13 2 = <b>15 (25%) -</b>
Sector 2	<b>Sport Organization</b> (regional, national level : federations unisport –olympic / multisport / school and universities sport movment / for disabled)	7 local level 3 national level = <b>10 (17%) -</b>
Sector 3	<b>Public</b> (central and local level – diversity of geographical localization)	8 municipalities 5 regional and national level 4 universities 1 other <b>18 (30%) ++</b>
Sector 4	<b>Private Business</b> (events, outdoor, fitness, golf ...)	<b>15 (25%) -</b>
Other	<b>unprecised</b>	<b>2 (3%)</b>
Total		60 (100%)

We have looked at new jobs regarding the potential differences between sectors. The results are interesting because of the similarity of first category: Jobs related to NTIC are the first to be cited in all sectors. But in the public sector 2 other categories related to general management (or to one speciality in management: quality, consumer experience) seem to be more important. The same appears in the private sector where cooperation amongst specialists in other fields seems to be more important: all jobs cited have some relation to the health sector.

**Table 24 : New jobs by sectors (n= 58)**

		Number	Examples
<b>Sector 1 : clubs NBOL et Professional clubs</b>	jobs related with NTIC (and marketing/communication)	5	Chef de projet digital, chargé de mission numérique...
	Jobs related to the monitoring of athletes performance	3	Health coach, mental coach, performance monitoring
	Others	1	No new job but a new "status" : autoentrepreneur
	NR	6	
	<b>Sub total 1</b>	<b>15</b>	
<b>Sector 2 : sports organisations</b>	jobs related with NTIC (and marketing/communication)	3	Chargé de communication, responsable marketing, responsable relations presse et réseaux sociaux
	Jobs related to the monitoring of	1	Coach de vie, accompagnement personnel et



	athletes performance		mental du SHN
	Jobs related to structure direction and/or development	2	Directeur de structure, coordinateur d'association sportive
	Other	1	Référent Handicap
	NR	3	
	<b>Sub total 2</b>	<b>10</b>	
<b>Sector 3 : Public sector</b>	jobs related with NTIC (and marketing/communication)	5	Influenceur, développeur web, community manager
	Jobs related to the monitoring of athletes performance	1	Manager de la performance
	Jobs related to structure direction and/or development	3	Managers, chargés/agents de développement, chargé de mission (outdoor sports)
	Jobs related to one specific management speciality	3	Qualité, planning, commercialisation des équipements sportifs, analystes des parcours clients
	Other	2	No new jobs but mutualization of competencies
	NR	4	
	Sub total 3	<b>18</b>	
<b>Sector 4 Private</b>	jobs related with NTIC (and marketing/communication)	6	Graphiste, web master, créateur d'expérience ...
	Jobs related to the monitoring of athletes/salaries performance	1	coach
	Job related to another speciality	3	Actiphysician, sophrologue, nutritionniste, health prevention
	Other	1	No new jobs : just an evolution of the competencies
	NR	4	
	Sub total 4	<b>15</b>	
	TOTAL answers	<b>58</b>	

## 6.1. SECTOR 1 : CLUBS (N= 13) AND PROFESSIONAL CLUBS (N=2)

### *Co-ed's recently graduated in sports management: mainly intermediate positions*

Respondents working in clubs and sports clubs are 53% men, the majority of whom are under 35 (67%). Their clubs are mainly located in the south of France (67% in Montpellier) and they have a LMD university diploma (in sports management) 93%. Only 20% have top responsibility positions in the club, while 66% have intermediate management positions.

## 6.2. SECTOR 2 : SPORT ORGANISATIONS (FEDERATIONS AND LOCAL COMMITEES) (N=10)

### *Recent Female graduates in other specialties than sports management: intermediate positions*

In the sector 2 the respondents are 90% female, 70% are under 35 and 100% have graduated with a LMD diploma (but only 40% specialized in sports management). The geographical diversity is higher than clubs. 30% of respondents have top responsibilities in the club, while 60% have an intermediate management position.

### **6.3. SECTOR 3 : PUBLIC SECTOR (REGIONAL, DEPARTEMENTAL LEVEL AND MUNICIPALITIES) (N=18)**

#### ***Middle aged Men graduated mainly in sports management with high-level responsibilities***

In the public sector, respondents 72% are men. They are a bit older than other groups (50% are between 35 and 50). The geographical diversity is good. 77% of the respondents all have a LMD diploma in Sports management. 30% hold positions with high-level responsibilities and 60% are in intermediate management.

### **6.4. SECTOR 4 : PRIVATE SECTOR (N= 15)**

#### ***Men over 50, sports management graduates with top responsibilities***

In the private sector, 86% of respondents are men. There is a good geographical diversity. 40% are older than 50. 73% have a LMD diploma for the 60% in sports management. 66% hold high-level management positions.

## 7. QUALITATIVE METHOD

To complete the findings of data collection I and II and the quantitative results, the project planned a qualitative approach. The aim of this qualitative approach was give a comprehensive focus of the changes observed by professionals in their work and to record their opinions concerning future training needs.

### 7.1 DATA COLLECTION AND INTERVIEW GUIDE

The objective of the data collection III was to enhance the quantitative results through a comprehensive approach.

All partners had to interview 8 people (2 / sector) through an interview guide with a common frame and some specific national adaptation (depending on the results of the data collection II). We therefore translated and adapted this guide to the context. For instance, we added an introduction focused on the interviewee's personal trajectory (personal and professional) which explains to a large extent the positions of the advanced actors in the rest of the interview.

The interviewees are not interviewed here as cross-cutting experts of skills needs in their sector but because of their professional experience and their own career path. In this way, we do not ask them (see Interview Guide) for a general or generic opinion on a set of activities but to illustrate how trends identified by the questionnaire make sense (or not) for their own organization or specific job. As such, it is not necessary that they have previously answered the questionnaire (which incidentally proved impossible for us to control).

As well, we expected them to have “an opinion” on training needs in the future considering their personal experience.

After a short contextualization the work (erasmus program, data collection I and II...) the interview was conducted via 8 central questions (some of which were country specific). The interview guide was built with some useful “control questions”, and time indications.

- TRENDS affecting the labour markets (commercialization, digitization and internationalization or other trends)
- COMPETENCIES necessary, core, to be developed ... for the future employees in their organization (general / with a reaction to some results of the questionnaire but always asking = can you illustrate a situation which is particularly important)
- FASTEST growing positions: interviewed individuals were also asked to react to the results of the questionnaire and illustrate if and how these results could apply to their respective organizations.
- RECRUITMENTS
- Relationship with training institutions

At the end (or during the interview – for me mostly at the beginning) the following information was asked about the interviewees socio-demographics Table 25).

## 7.2 SAMPLE

Regarding the sports organization in France and the fact that all french federations are located in Paris (800 km from Montpellier) we chose to conduct the interviews mainly<sup>11</sup> during a convention which took place in Montpellier between the 5th and 7th of January, 2019. This convention called "SPORT COLL" brought together sports actors mainly around the theme of private and public relationships and sport public policy (at local levels – local authorities). These conditions have to be underlined because it has a direct influence on the data collected and may have a selection bias: most of the individuals interviewed have, in their jobs, the opportunity to build relationships with local authorities (the skills needs cited often have to do with the management of institutional relations and the refined knowledge of the French administrative system). Unfortunately, as the convention was very short, it was not possible to meet more people especially from the public sector (participants were over-solicited and also very busy at this time). Nevertheless, of the 12 requests for appointments, 6 persons accepted a face-to-face interview during the 3 days event.

A total of 7 interviews were conducted (Table 1) from 51' to 106'. None of the interviewees were involved in the data collection from round II (quantitative survey). Concerning the diversity criteria: unfortunately, all individuals are male. We had greater generation diversity (29 to 60 years old). Two private businesses (one of 50 employees and another of 180), four federations (2 Olympics in individual sports, one is multi-sport and linked to national education and one is a federation of public sports committees at very local levels (municipalities). These two federations are a very specific part of the French sports system. Their job positions are as following:

- elected positions such as presidents of CLUB1 or general secretary of FEDP3
- employed officers with a leading role in federation (such as Director 'Technique National' in FD1)
- service managers like in FD2 and FD4 (in charge of institutional relations – service head)
- CEO (Private1) and a head of a development department (Private2).

Finally concerning their education background we have an interesting diversity of people (the youngest) with a master's degree in both sports management or political science, physical education teachers who, through internal promotion, have reached executive positions in sport federations, or a sports trainer who developed from nothing at the beginning the most important club in his discipline in France.

**Table 25 : Sample description of the interviews**

Sector	Code Interview	Organisation	Position	Age	Time in position	Gender	Education	Duration interview
Clubs	Club1	Club (+800 members)	President	40	20	male	Bac + Educateur sportif	106'
Sport Organization and public sector	FD1	Fédéré Multisport	DTN adjoint Directeur relations internationales	40	10	male	Professeur d'EPS – Cadre Education nationale	80'
	FD2	Fédération Unisport Olympique	Directeur de service relation CT	29	5	male	Double Master Sciences Politiques / Staps (gestion du sport et collectivités territoriales)	53'
	FDP3	Federation (multisport)	General secretary	60	20	male	Professeur d'EPS	57'

<sup>11</sup>Except one (Private1) conducted during a business trip in Paris.

	FD4	Federation Unisport Olympique	Responsable relations institutionnelles	34	?	male	Master Politiques Publiques	51'
Private Business sector	Private1	Private company in the wellness industry (180 salariés – existe depuis 18 ans)	CEO (fondateur de l'entreprise en 2001)	50	18	male	Master Staps Management du Sport + University Diploma « entrainement »	101'
	Private2	Private company in events and urban sports (50 salariés permanents + events)	Responsable développement et commercial	39	10	male	Bachelor Staps	63'

### 7.3 DATA ANALYSIS

All interviews have been recorded and transcribed directly by following the main themes of the guide enabling a first round of analysis which are presented in this report.

The aim of the analysis was to illustrate the preferred future competencies within various sports sectors in France. As the author of this report was also the person who conducted all the interviews and who transcribed the material, she has good knowledge of its contents. The transcription is part of the analysis work and recalls blind spots which may have been forgotten during the interview process. We asked the help of administrative staff with the transcription process after having defined the main lines following the logical frame of the interview guide:

- Personal trajectories, education and career orientation.
- Trends impacting the sports industry and their effects in their respective organizations or personal positions
- Core competencies needed in their activity
- Competencies to be developed
- Future recruitment
- Relationships with training institutions

Each interview has been synthesized in this way.

## 8. QUALITATIVE RESULTS

### 8.1 TRENDS AND THEIR IMPACT ON JOBS

#### *INTERNATIONALISATION*

For all individuals, except Private2 for whom internationalization of the activity has been the beginning of growth and specialization of the work force process, internationalization is not a very important trend in their activity.

The Club1, although very successful in its discipline including internationally since having 15 top athletes registered on the lists of the Ministry, 3 athletes qualified at the Olympic Games, 200 France champions, only evokes this dimension in order to insist on the leverage (especially financial) that it constitutes in terms of **development of activities or services of proximity** (sport in the districts, support to the insertion, etc ....)

A federation goes in the same direction by presenting a broader vision of internationalization:

*"Which is to navigate between tradition [participation in world championships] and modernity [work on CSR and intangible heritage - youth mobility- events]" FD1*

Internationalization is thus presented more as a "mission" being a part of the development of the external federal model through the signing of partnership agreements.

*"Our stake is more national except for the elite" FD2*

This other federation explains that its future is not its performance but new trends in non-institutional practice and in relations with territorial actors.

*"We are working closer to the territories [...] our mission is to train real local development agents who can lead a project interfacing with local decision makers" FD3*

For private companies, internationalization is a goal of growth that will not necessarily change the content of work. It will be realized on another scale and by foreign collaborators by the creation of a surcursale:

*"We are going to do it next year, we will create a partnership company [...] I'm not sure it affects them [employees] because the firm is organized to operate in France, except for marketing that will be dealt with by other resources so there's no direct impact » Private1*

For others (Private2), internationalization "has been" the main lever for the evolution of the company (a trend that has already occurred in the 2000s) and has allowed the development of services, the creation of jobs (a company going from 8 people to 50 employees in 10 years). The growth of the company has led to the need for an audit by an outside consultant to help organize the company into clusters and to "streamline the work done". In the same way, growth has led to a need for specialization:

*"We were quite freestyle [...], like swiss knives [...] it was necessary to become specialists" Private2*

## DIGITALISATION

Digitization is considered through several axes.

First, as an already old trend and assumed by all actors for whom it is consecutive to the generalized computerization. The management of licenses (membership), the organization of competitions is "a profession that has completely changed" FD1. We associate here "digitization" with the continuity of the use of computer tools in the general management of the organization which has often been accompanied by a specialization of profiles:

- Often, the management of licenses and competitions has been computerized for a few years and required the creation and structuring of a computing department in the federation, including the creation of ad hoc softwares. As a result, the training of all the leaders was necessary:

*"100% of directors are trained in software ..." FD1:*

*"We have videoconferencing tools to help save money and improve productivity" FD4*

- In the same way, some companies and particularly Private 1 have developed a collaborative platform for project monitoring and remote teamwork. All documents relevant to the work are digitalised and shared between collaborators. A specialized company worked on the development of the system and a full-time employee manages the platform:

*"For us it was a great tool [...] we have been into digitalization for more than 10 years" Private1.*

However, the phenomenon of digitalization is most often associated with the development of "applications for smart phones" and not presented as a trend in itself but as an indispensable response to societal changes in the uses of sport:

- Club 1: "Families do not move anymore, we must not only develop local clubs but also develop digital tools to bring the sport home" (SMS service ...). However, it notes that there are still some barriers to the use of certain online features (such as online registration and payment) on the part of low-income parents.
- FD2: the tendency of practitioners to want to evolve "more freely and in nature" has "forced" the federation, centered on a competitive logic, to reform the license to open it to other types of members. It is a matter of "favoring non-competing consumer licenses" and anticipating societal changes (especially new practices in nature) so that "they remain in the federal fold". Digitization and the offer of mobile services appear here as the tool that meets the needs of "free" "self-organized" practitioners seeking this type of service.
- FD4: in the same way, the main challenge of digitization is to respond to new trends in practices (off-piste, off-club, off-stage) carried out in a different logic than that of competition (health sport, sport in companies, young people ...). Digitalization is the essential tool for the institution to resist private brands that have largely invested in the phenomenon. Mobile application development is therefore the heart of the federation's strategy (since around 2010), even though this strategy came a little too late for some. It is to consider the activity differently (not only the development of club practice but also the proposal of services for new practitioners and touch them via digital tools and "counter the weight of brands." digital turn is also sensitive regarding the evolution of equipment: how to invent "connected practice spaces" in a partnership logic with territories (example of trail areas)?

Digitalization thus appears to be an essential communication tool, particularly for reaching the younger generations and, except for the club1 which considers itself "excellent in communication: website, 3 facebook pages, instagram, twitter", is not always mastered, required "specialized" recruitment and a staff training plan:

- FD1: "our directors [mainly sports teachers] are trained at bac +5 but are not good at making it known". A communication department was created in 2012 accompanied by the recruitment of a "communicator" who since 2012 "organizes training for the use of social networks"
- FD2: since 2010 all recruitments are for young "masters" with well-identified skills: "we are looking for digital we are going into a master of digital marketing, we are looking for equipment we go to engineers or science po". A "digital marketing project manager" was recruited with this in mind to develop the federation's reference application and "become the strava of the ... [activity]". In the same way, a "responsible of mission practical in the nature" was recruited with a profile "project manager" whose objective is to go to the local authorities, to make the link, to build nature equipment ...
- FD4: there was the creation of a service dedicated to the new forms of practices within the federation (SERVICE ADHERENTS AND NEW PRACTICES): young people / sport health / sport in company / out of stage. The profiles of the employees differ slightly here: specialized technicians practicing these new activities ("health coach" / global manager / project manager / + ex SHN for the image) The federation considers that the added value of these employees is their knowledge of environments and styles of practice.
- "the service com went from 1 to 10 people, the person in charge had to be trained, it was a specialist of [the activity] he had to become a specialist of the communication" Private2

Lastly, digitalization appears more rarely as a lever for financing with partners outside the sporting world (tourism in the territories):

- Club 1 has, for example, developed a mobile application allowing participants and spectators of a competition to organize their trips (transport, hotels ...) but also to discover the region (tourist visits). This application allows the club to develop partnerships with public authorities and tourism stakeholders and work on highlighting its economic and social impact on the territory.
- FD4 mentions pilot experiences at the league level to develop new practice spaces offering digital services (access, detailed information on the course but also tourism). The tourism partnership vision is thus put forward.

### **COMMERCIALIZATION:**

The trend towards the commercialization of sport is interpreted by those interviewed (belonging to the sports movement) as the underlying trend in which to position oneself. The private sector (the brands) would have known before the federations (here FD2 and FD4), meet the needs of new practitioners and everyone tries more or less to catch up with his "backwardness" or "do everything to prevent the same something that at the federation of ... [activity] »FD2.

For others, differentiation from the private sector requires a reflection on the identity of the federation (FD1 and FD3) and the meaning of the actions taken. The FD1 develops this argument through the notion of "total event". The federation intends to develop an alternative vision of commercial sport by engaging in a reflection on the experience of young people during its events: from the commitment to preparation, to the emotion experienced until its sustainability beyond and the impacts that these experiences can have on the life of the young people (mobility,

employment, formation, insertion, values ...). The federation seeks the involvement and development of varied experiences valued by commitment throughout the process.

For FD3, the differentiation towards commercialization is to go beyond the communication of the values of "sport for all" by "engaging a deep reflection on the capacity of a territory to develop a policy of access to the practice which requires real skills of networking and project management "in particular what is the basis of the foundation of this federation.

## 8.2 OTHER IMPORTANT TRENDS CITED

### ***RATIONALIZATION OF PUBLIC FINANCES AND OF PUBLIC ACTION (LOI NOTRE)***

Some actors evoke and regret the difficulty of finding financial partners - a real underlying trend that leads the club to constantly innovate, attract financiers, develop:

*"The shop, the derivatives ..." Club1*

This issue of funding is broadened to a partnership dimension. In the context of public policy evaluation, a federation insists on the need to:

*"To work with the communities to find out what best fits their expectations" without "limiting themselves to the field of sport or education", by investing other fields as possible as those of "culture, cooperation, international relations, priority neighborhoods of the city, health prevention ... ". FD1*

Another federation sees in the reduction of public finances "a big difficulty" because the equipment on which depends the practice are equipment largely deficit. Municipalities, owners of equipment, are now led to seek to make them more profitable. In general terms, the issue of financial management in the context of budget restrictions is increasingly viewed, the accounts of the federations are more controlled, which also leads to the development of specialized skills (recruitment of a "public procurement officer").

The FD4 evokes on this subject, the transformation of the French administrative landscape (NOTré law on the new territorial organization): these structural changes reveal a fundamental tendency which consists of rationalizing the public action and to make it enter a logic of project with multiple partners. The consequences for the federations, beyond the restructuring (merging regions ...) are important in terms of culture of action especially at the regional level:

*"It's a question of helping the actors to go from being a grant seeker to putting forward a regional federal project that could have an impact on the territory". FD4*

In short, it is a question of "accompanying them to have a new role of partner on their territory". In this respect, the federation is called upon in the coming years to support its leaders (volunteers and employees) at local level through training activities and by facilitating a network of actors and exchanges of practices and experiences.

### **THE DIFFICULTY IN KEEPING A NON LUCRATIVE MODEL WITHIN THE CONTEXT OF MASSIVE PROFESSIONALIZATION**

Some actors then question the difficulty of maintaining associational functioning in a context of widespread professionalization at the federal level. Links with clubs might be stretched due to the transformation of the federal institution, which would be:

*"Disconnected from the reality of his clubs, still suspended from volunteering and subsidies, having no professional project nor the means to have one". FD2*

In this context he wonders how the institution goes, with the "private finances that will unlock with Paris 2024", succeed in "make it human". The real challenge for them is the capacity of the institution to "keep an associative logic". Some federal actors have warned of the threat of losing the sense of non-profit actions and the working relationships with local clubs. The new employees should be aware of this risk and continue to look for people who value associations (1901).

### **PUBLIC HEALTH POLICIES AND THEIR OPPORTUNITIES FOR SPORT (HEALTH LAW 2015 AND "SPORTS: A PRESCRIPTION FOR CHRONIC ILLNESS"): SPORTS FOR ALL, HEALTH AWARENESS, THE DISABLED**

Federal actors and businesses refer to the 2015 Health Act, which recognizes prescription sport, sport for all and health prevention through physical activity. These aspects are experienced as substantive trends:

*"We have an immense role to play [...] the axes of progress for our federation, which consists of looking for those who are not at home, working on the move and the move it better" FD1*

*"Yes, the other trend is health, we have developed a lot the medical and research part", "we are setting up a research laboratory in relation with university researchers on the health part in companies it was essential, we collaborate with sleep specialists, posture »Private 1*

### **SUSTAINABLE DEVELOPMENT**

This trend is presented as important by all organizations as **it's a considerable preoccupation on the part of practitioners**. Lots of training demands are associated within the federation about this theme.

*" the need to practice in healthier environments and to control their impact on nature and various other places is a real demand" FD4*

### **INSTITUTIONALIZATION AND SPORTS-ACTIONING (INTEGRATION OF OLYMPIC GAMES)**

In some cases, like emerging sporting activities with a performance-oriented approach, the consequence of sports-actioning is the growth of standards, facilities and materials. Logically, the role of specialized engineers is growing in the organization (or the employees will have to be able to work in interdisciplinary contexts)

**The question is how do respondents define a "specialist" : we can see (and this could be an axis for a more complete analysis) that they do not agree about the definition.**

**What are specialized people : master's in sport management versus "super technicians" in sports?**

Thus, in a federation, since 2010, all recruitments concern young "masters" with well-identified skills:

*"We are looking for digital we are going into a master of digital marketing, we look in the equipment we go to the engineers or science po" FD2.*

A "digital marketing project manager" was recruited with this in mind to develop the federation's reference application and "become the strava of the ... [activity]". In the same way, a "responsible of mission practical in the nature" was recruited with a profile "project manager" whose objective is to go to the local authorities, to make the link, to build nature equipment ...

In another federation (FD4), there was the creation of a service dedicated to new forms of practice within the federation (MEMBER SERVICE AND NEW PRACTICES): young people / sport health / sport in company / out of stage. The profiles of the employees differ slightly here: they are specialized technicians practicing these new activities ("health coach" / global manager / project manager / + ex SHN for the image) The federation considers that the added value of these employees are their knowledge of environments and styles of practice.

In Private2 the specialization has been very important in recent years:

*"The communication service went from 1 to 10 people, the person in charge had to be trained, it was a specialist of [the activity] he had to become a specialist of the communication" Private2*

### 8.3 CORE COMPETENCES

As a reminder, the main requirements for people working in the field of sport management in the future according to the respondents of the questionnaire were: In green (table 26) those competencies beyond 4 points (oral communication, strategic planning, creativity etc...) and in orange, competencies respondents think they already have.

**Table 26 : Future requirements in sport management**

France: Core competences (both 4,0 or more)	Future
Capacity to adapt to new situations (Flexibility)	4,44
Organizational skills	4,44
Planning skills	4,44
Oral communication	4,42
Teamwork	4,41
Project design and management	4,39
Social intelligence	4,32
Ability to work autonomously	4,31
Strategic planning and development	4,27
Capacity to generate new ideas (Creativity)	4,26
Ability to work in an interdisciplinary team	4,24
Decision making skills	4,24
Critical and self-critical abilities	4,22
Problem solving skills	4,22
Change management	4,16
Communication skills and management	4,16
Networking	4,14
Written communication	4,12
Capacity to learn	4,08
Ethical commitment	4,08
Human resource management	4,08
Knowledge of the people's need for physical activity	4,02
Capacity for applying knowledge in practice	4,02
Organization of sports for all -events	4,02
Event leadership	4,00

During the interviews we asked the persons to react to these results and to say how these competencies are necessary in their professional environment in concrete terms.

What stands out?

**ADAPTATION AND FLEXIBILITY: BE ABLE TO MEET, SPEAK, LISTEN AND UNDERSTAND OTHERS (CLIENTS / OTHER PROFESSIONALS = WORK IN INTERDISCIPLINARY CONTEXT)**

*"It's obvious" in the context of growth of a business (from a small business to one with 200 employees in 10 years) Private1*

*" indispensable" for club1 whose "members are different from one quarter to another"*

*" Necessary [...] listen to the client and the capacity to apply some self- analysis when there is a defeat [...], you will need to come back and think again, and speak with your team to understand what occurred, some times it is a small thing, you have to discuss and listen in informal moments, some time it is a work organization problem, a tool which is not accurates "Private 2.*

On another scale (a federation) flexibility is understood to be the capacity to work in an interdisciplinary context and is associated to relational competencies:

*" a specialist who works with other specialists" FD2*

*"yes, you have to adapt to local realities, be curious, be able to analyse, look for ideas to build a project and more to ensure that ideas can emerge while meeting alterity, the competency is here : be able enter in relation with others !"FD3*

For private1 it is at the heart of a manager's work and the lack of dialogue is often the major problem:

*" we worked a lot in defining good profiles for our managers [...] when they don't speak together, they do not share information, ideas or knowledge, I am obliged to put the thing in place. So it is more the lack of engagement (implication), of listening, and of discussions that drive us to make rules afterwards. This constant problematic obliged us to change our process. We said to them: "interact, see each other, discuss !!!" Private 1.*

In the case of FD2 and FD3 its an organizational **problem**: this competency is illustrated by the difficulties of internal communication in a big organization.

*« How are we able to communicate with people who are not working at the same moment nor in the same geographical area, how to share information, how to get to know each other, to understand each other" FD3*

*« it is very important to communicate on your job to collaborators and representatives" FD2*

**WORK ORGANIZATION: AN ORGANIZATIONAL CONSTRAINT OR AN INDIVIDUAL ABILITY?**

Further to this idea, the organization of work seems indispensable and is a question of managing priorities in emergencies. It is in this way that **it is first the responsibility the organization** to define good and efficient collaborative environments and **then a personal capacity** which can be learned (a methodology) according to some respondents or inherent to some personalities, and at least it is influenced by exogenous political contexts and decisions.

*"managers are every where and nowhere at the same time, there is a necessity to be organized, you can not finish the work you began when the emergency is elsewhere" Club1*

*"its the structure of the organization, the specialization of tasks, but it is your training background which enables you to have the right reflexes: how to look up information, how to synthesize it... I go to the library, I synthesize information: then, I look on the internet, it is all the methodology of work learned at university which leads to efficiency" Private2*

*"If you want to efficient, every day you have to look at what is the priority, without getting bogged down into the details. You have to know how to define priorities and manage them. We need projects to be followed and solved on platforms. There is nothing worse than an incomplete task at the end of the day. You can open up your task, you get people re-involved, you close it, you act!! That's what planning is!" private1*

*"we try to plan our job of production on down time" FD2*

### **COMMUNICATION AND TEAM WORK: A BROAD AND PARTNERSHIP BASED VISION**

These skills are almost always associated directly with relational skills (exchange, listening, curiosity, empathy, information sharing ...). However, respondents may refer to more "technical" capacities (capacity for analysis, synthesis, precision, brevity, rigor).

For example, the two private companies explain / illustrate the necessary qualities on somewhat different terms.

A company (50 employees) says to bet on the human skills and globally in all the situations described during our interview the capacities of listening and expression [oral] are presented as raw and as being related to the personality of the employees:

*"The human being, the reactivity, the fact of listening to people we have to understand to sell, we do not have a fixed commercial strategy, it is the listening of the customer and the team work internally but also externally with the customer: users / communities / clubs ... "Private2.*

*"To know how to speak, to express oneself, to hold an appointment, to listen to it, to ask the right questions and in certain situations [...] for example, like here [a trade show] to know how to introduce oneself, to explain what one does and to anticipate the questions to propose, adapt to the atmosphere of the show is not obvious the visitors may be that they do not care completely it is necessary to succeed to interest them ... it does not learn »Private 2*

For the manager of another company (180 employees) who has developed many operating processes, the formalization is more important and the needs less directly related to individual "innate" characteristics. They sometimes depend on the origin of training:

*"[We must] be able to synthesize messages and be able to communicate them. Since we have a lot of people, we have a videoconferencing tool. [...] By cons it requires an oral exercise and presentation that is not given to everyone. We must always prepare, know the message we want to pass and then prepare for the oral presentation. [...] it will save time for everyone but it must be precise and concise [...] At us it is really analysis, synthesis, go up and down information, work in a team and be autonomous at the same time. private1*

This company also highlights the necessary writing skills that seem to be a problem in their operation and is one of the criteria for selecting managers:

*"Communication is also writing and it's a disaster. We do not allow coaches to write to our clients, they do not know how to write. Communications only pass by us otherwise it is a fault every 2 words. The headquarters takes control of any communication. We have a mailbox by club but it is the manager who responds, and we make sure that the manager writes well. We have 25,000 customers, who have a certain standing, and if the image of our coach is bad it will affect the company, and it is not admissible. private1*

For the federations, the interviewees refer to the communication and mastery skills of the different types of language (political, associative, technical) in a very political system. Thus it is the relationship with the elect that is presented as the most delicate:

*"You have to know who you are and with whom you talk [...] how to manage the ego of everyone [...] knowing how to swim in troubled waters" FD2.*

*"The position of the director in the face of his administration [...] the posture, the measure, the discretion, the incarnation of the role". FD2*

This link with the elected representatives is presented as the condition of "project success" (FD4) and relates to the capacity to develop "relevant" projects in line with the needs of the territories (FD3).

### ***MOST IMPORTANT COMPETENCIES***

#### **- THE KNOWLEDGE AND COMPREHENSION OF THE SYSTEM AND THE POLITICAL CONTEXTS**

This knowledge is considered on two levels: the knowledge of the internal system (the federation, the company) and of its environment.

With regard to the internal system, several people insist on the primary competence of "knowing well the issues of the federation" FD2 to "be able to decline the national plan for the development of sport at the local level" FD1. The FD4 insists in its turn "in the first place it is necessary to know well the plan of development defined by the federation to be able to implement it". This is also observed in companies where a home-based training exists.

For the knowledge of the environment, private companies emphasize more the customer approach. Thus "understanding the environment in which one is evolving [...] and being able to synthesize what people expect and share it with colleagues" is essential. In the case where the customer is a public authority (private2) knowledge of the political system is also highlighted. For the interviewee, "the knowledge of sports and territorial institutions and the evolution of the organization of sport, the competences of the various bodies, who does what, where? Is even cited as a skill to be developed in the future.

We see this clearly show this competence refer, for all, to a set of fairly complex knowledge that both formal knowledge of the political organization of sport in France and its developments but also more operational knowledge such as those on the networks of actors and their turn over. Knowing the history of the fundamentals and debates on sports policies and being able to understand the positions of the various players is unanimous among all players in the federal world.

*"We must master the protocols, and understand the French administrative network, the organs concentrated, decentralized, the presence or not of the state ..." Club1*

*«You need knowledge of sports administration + the whole network [sports activity] » FD2*

*«A key competence is the dialogue with elected officials» FD3*

*"You need a good knowledge of the context, master the context that evolves a lot, and control the federal organization (clubs, committees departments, leagues) + the organization of French sport (ministry, territorial communities) [...] TRANSVERSALITY is a essential skill »FD4*

Knowledge of the workings of the associative system is not only part of the knowledge that employees must have but also the values that will underlie their actions or even their degree of involvement. So, for the club1 "Do not deny the task ... nobody really works 35H. They all do 50-60H / week "is featured among the Essential Skills. For FD2, "you have to have a job that has nothing to do with sports, marketing, engineering, comm ... and a real taste and interest in sports and the associative cause, which includes the idea that pay is lower [...] it is different from a box, it is to do more, we do not count our hours, it is to think feder every day, the evening, the weekend, to make 40 years in a federation it is not necessarily the right model. The symbolic offsets ("it's a real pleasure when there are results to say that we contributed a little" or "comfort of work, we play sports together every lunch") are however strong.

The question of the manager's commitment to values is also present in companies. At Private1 this is the subject of a real substantive work:

*"What we are working on more and more is the values of the company: how do I understand them and how do I share them (how to be)? We are in a job that makes a lot of sense: we give people well-being, health. These values are fundamental, they have been rewritten. I have a person here who works on this and his job is to make everyone share them managers and coaches. What will increase from 200 to 400 employees is the sharing of these values. That's what made me up this box and it will continue tomorrow even without me. And, moreover, when people leave our home, it's because they did not understand that. " private1*

- **PARTNERSHIP APPROACH AND PROJECT COMPETENCIES: A STRONG EMPLOYEE'S INVOLVEMENT EXPECTED**

This knowledge of the system would not be useful if it were not used for projects. For private 1, organized according to a "project mode" it comes under the sense that the first skill is "to have people responsible for project, able to be force proposal, to take a project and carry it out" . This is even presented as a strong need for the future that materializes around the following qualifiers:

*"Consistency", "commitment". Private 1*

*"The directors must work in internal and external partnerships (institutional & communities, private, sports movement) and this requires a detailed knowledge of the education and sports system, an understanding of the ecosystem and a fine analysis, to be able for example to unlock resources. in [region], for example a voluntarist sport for all policy at the 1st level school exists ". FD1*

For another federation this is even the heart of the federal project:

*"Design and develop and implement projects, which involves animation, monitoring and evaluation". This competence is, however, referred to the need for a "finesse" of analysis and the ability to "advance in a network": "all this requires a" rightness "of the analysis:" it is to be able to sort, categorize, do not go too fast to the quantitative [...] we are asked to evaluate, measure, justify by figures, statistics but we must ask more what is the nature of the desired performance. FD3*

For the FD4, "to know the environment is to leave traditional visions".

In this context, several people evoke the ability to "question" Private2, "to be in a position of doubt which allows permanent adjustment to the moving reality, to question the evidences, to be able to construct a thought. complex »FD3

An interesting question emerges for future analysis: employers' representations of the skills and competencies required seem to oscillate between two dimensions. For some of them (self-taught?) they are part of the innate and are most often associated with the personality of the candidates. For others, these skills are part of a level of training and can be further developed through regular follow-up of continuing training.

## 8.4 COMPETENCES TO BE DEVELOPED

As a reminder (table 26) the skills to be developed in the survey results focused on digital marketing, partnership relationship management and the use of social media and collaborative work platforms.

<b>Table 26 Competences to be developed (difference 0,5 or more)</b>	<b>Now</b>	<b>Future</b>	<b>Difference</b>	<b>Total</b>
Digital marketing	2,96	4,20	1,23	7,16
Stakeholder management	2,37	3,38	1,01	5,75
Marketing	3,09	4,06	0,97	7,15
Use of virtual media / platforms in work	3,25	4,12	0,87	7,37
Ability to utilize big data	2,58	3,42	0,84	6,00
Knowledge of a second language	3,00	3,84	0,84	6,84
IT-skills	3,40	4,14	0,74	7,55
Customer relations management	3,17	3,88	0,71	7,05
Corporate social responsibility (CSR)	3,07	3,78	0,71	6,85
Ability to work in an international context	3,07	3,78	0,71	6,85
Sponsorship management	3,00	3,69	0,69	6,69
Business intelligence in sport	3,04	3,71	0,67	6,74
Sales management	3,02	3,69	0,67	6,70
Physical activities for the disabled	3,18	3,84	0,66	7,02
Use of social media in work	3,48	4,14	0,66	7,62
Sports related legislation	3,41	4,06	0,65	7,47
Interest to follow the development of the sport management field	3,19	3,82	0,63	7,02
Knowledge of welfare policies	3,14	3,69	0,55	6,83
Knowledge of the changing trends in the society	3,59	4,12	0,53	7,70
Ability to create new products or services	3,57	4,10	0,53	7,67
Legacy planning	2,35	2,88	0,52	5,23
Knowledge of health issues	3,35	3,85	0,50	7,20

Respondents were asked to react to these results and to discuss the specific skills needs of their sector.

### **THE SAME CORE COMPETENCIES IN THE FUTURE?**

- **KNOWLEDGE OF THE SYSTEM / POLITICAL LANGUAGES / WORKING WITH REPRESENTATIVES**

3 out of 7 people repeat here the need for knowledge on the administrative functioning and the understanding of the codes relating to these universes in a context of regulatory evolution in France (creation of the National Sport Agency, modification of the rules of allocation of public funding, disappearance of the CNDS):

*"Mastery of protocols: meetings with the administrative services, attitudes to have with elected officials / prefectures" "Understanding of the French administrative network: deconcentrated and decentralized bodies, representation or not of the State ..." Club 1*

*"To master languages, to know who we are dealing with - in the world of sports and the construction industry [of sports equipment] of local authorities" FD2*

*"Knowledge of sports and territorial institutions (and evolution of the organization of sport - competences of the various bodies and actors): who does what, where? how to write answers to calls for tenders: not only the legal aspects but also all aspects "off" Private 2*

## **REACTIONS TO QUANTITATIVE RESULTS**

### **- DIGITAL MARKETING: AN ASSUMED TURNING POINT**

This point is quickly evacuated by the interviewees:

*"All the federations have already taken this turning point [...] we are already doing but we could do even better (a lot of delay on private companies)" FD1*

Private 1 in the same way considers that "digitization is already done". The goal of the federations is now to differentiate itself from private companies. In this regard another federation notes that the best way to differentiate is to return to the sense of federal action and

*"Keep in mind that a federation is a federation of CLUBS. This development must be able to benefit the clubs and make the traditional practices more attractive thanks to the digital tool »FD4*

### **- SHAREHOLDERS AND PARTNERSHIPS (OUTSIDE OF THE SPORT SYSTEM) APPROACH: THE KEY OF THE FUTURE COMPETENCIES**

This is the point that seems to inspire most people interviewed. Already developed previously, we can see that we are witnessing a radical transformation of sports organizations into their operating logic, which is more in line with environmental trends and connected to the interests of the different partners. Almost all interviewees stress a growing need:

*"The ability to build partnerships" FD1.*

*"The development of public as well as private partnerships: we must find the companies likely to be in the values of our federation" FD4.*

In the same vein, partnerships with universities and especially research teams are mentioned to help federations or companies develop their arguments.

*"Developing tools to measure the economic and social impact of events = need to look for specific skills on the university side to help us measure our impact and help us to better argue with communities" FD4*

*"The field of research deserves to be deepened, with interdisciplinary researchers" FD1.*

However, if it seems clear that the connection with its environment is essential, stakeholders note progress to be made in the internal organizations and the ability of different departments to work together for the same project. Arguing that most organizations have believed significantly in recent years (recruitment, restructuring) or that they have developed in isolation with FD2 multi-task volunteers, the actors note that it is necessary to succeed in better work in partnership "even internal" FD1, "the various services work too little between them, [...] we could work better

together, pool the subjects" FD2. A real lack of "coordination between services" FD2 is regretted. The growth of organizations, but also of more profound changes in the structure of human resources (younger, higher level of qualification) causes an additional difficulty:

*"We do not necessarily have the time to make the link [...] sometimes we may be afraid to interfere between services and then the age structure too, we are in the intergenerational now, competent young people who replace little to a few old people who have the legitimacy of seniority" FD2.*

In a changing environment (notably the new territorial organization and the creation of the national sports agency), this partnership logic will lead to "the creation of new, stronger regional leagues, hence the need to develop more active leagues with more PROJECT vision, able to Develop a TERRITORY VISION and manage staff »FD4. "The Fede (and its training organization) has a role of supporting the leagues: creation of tools for elected officials and regional directors and employees: to structure the action and link it to the project of the federation" FD4.

Finally, FD3 questions the need to come to ask more about the meaning of the federal project and the sense of collective belonging to the same project that will be the challenge of managers:

*"How to develop a sense of belonging? already the capacity to consider that one can build a community of destiny. Get out of business in camera = develop participation, debate, co-build projects ... exchange »FD3*

*"That's why we organize national and regional conferences to develop the federal project, organize exchanges, debate, develop a sense of belonging ... to tell people" you are in it ", ability to do to understand the actors = "what you do, your work your prerogatives show that you are and it is very difficult ..." FD3*

## 8.5. NEW JOBS AND FUTURE RECRUITMENTS

*"2 former athletes we know" "+ 1 brilliant, relevant and committed trainee" CLUB 1*

**Legal function:** *"the legal department has been in existence for a long time, but a new legal specialist has just been hired and its profile has been focused on transversal knowledge (sport, education, labor code, sometimes even civil law). with the prefects etc ...) »FD1*

**The actiphysician:** *"The job to develop today for me is therefore the care of the sedentary. We are working today on people who are obese with one or two metabolic syndromes, and we have rebuilt a whole program of activities for those people who have nothing to do with a fitness program, or training. is to teach them to breathe well, position themselves, etc. He is a coach with fairly fine technical knowledge, fairly pronounced health knowledge (diabetics etc.) and it needs some empathy. It's an ergonomist who puts in the company. He will work with the nurse, the CHSCT. You have to take into account where they are and say "my strategy is the small step" and every day is a day gained. It's not a coach or an APA, it's between 2. I do not have it on the market today. Knowledge and skills will be fundamental. Private 1*

**Comunity manager:** *"Another profession that we see a lot coming today is the" community "part: putting the link between employees. Oa has a full time on it, a health economist who has worked in Germany. We talk about CHO "Chief Happiness Officer" is the creation of the community to give value to the action that people will lead on a daily basis. private1*

## 9. CONCLUSIONS AND PERSPECTIVES

### 9.1 FUTURE COMPETENCES VS. CURRENT CURRICULUM

In France, the teaching models of the national diplomas are evaluated and accredited every four years in successive waves according to the academies.

The national legal framework tends to encourage universities to develop the "skills" approach for the construction of new teaching models. This approach, somewhat controversial (Boutet et Julien, 2000; Perrenoud, 2004), leads to rethinking of the training offers around "blocks" of skills. On the one hand, it is supposed to ensure better employability of graduates and on the other, studies that will answer to evolving company needs. To these "adequationalists" approaches can be added in terms of "professionalization" in the more complex sense (Abbot, 1988). **They uphold the idea that university education is far from meeting labor market imperatives, but, in the short term, can participate in building future professionals with autonomy in defining the limits of their professionalism.**

In France, the organization of Sport sciences faculties is unique: the dean's conference (C3D [staps.org](http://staps.org)). The dean's conference, which initiates discussions on the evolution of training offers, has been preoccupied this year by the reform of access to higher education ("parcours sup"). This organization has also conducted work on the adaptation of skills 'blocks' to university courses in sports science. In appendix 1, you will find the reference sheet for the master's in sports management. In summary, 'block' major skills are the following:

#### ***Disciplinary skills (Management du Sport):***

BLOCK 1: Diagnose a sports organization in its environment from a functional and organizational point of view

BLOCK 2: Evaluate the results of the action, communicate them to regulate the functioning of the organization.

BLOCK 3: Design projects, products and sports services

BLOCK 4: Coordinate, coach and train within sports organizations to pilot projects

#### ***Specific professional skills:***

BLOCK 5: interact with the institutional environment and the network of socio-economic actors to develop strategies for adapting and developing their organization

BLOCK 6: Manage and administer sports organizations to optimize performance

#### ***Cross-curricular professional competences***

Blocks 7 to 9: Cross-curricular and linguistic skills (to be filled in by DGESIP): languages, digital tools and critical thinking

#### ***Specific skills of "master speciality" (Tourism management, event management ...)***

Block 10 ... to be defined at local levels

For example, **the program of the Master's in Sports Tourism Management at the University of Montpellier** has been redesigned after a two-year consultation of professional partners, teachers and students.

We decided to redesign the model around some key objectives:

- Objective 1: Consolidate the fundamentals of management (20%)
- Objective 2: Understanding and knowing sports tourism: actors, issues and strategies (40%)
- Objective 3: Deepen its communication, marketing & management skills (40%)

These objectives are then divided into teaching units spread over 2 years and sorted by competencies/skills axis:

- Skills 1: managing the activities of sports tourism companies
- skills 2: managing resources and HRs
- Skills 3: quality control of sports tourism services, both internally and for clients
- Skills 4: marketing of sports tourism products and services in line with the evolution of society
- Skills 5: Communication and Effective Marketing

We also decided to develop “project oriented” education *via* group work, case studies and personal project support.

## 9.2 RECOMMENDATION FOR THE FUTURE CURRICULUM

If we now look at the findings of this enquiry and how it can help to improve the quality of the programs in sports management, given that the final decision concerning programs remains in the hands of each university.

The ten core competencies to develop are:

Digital marketing
Stakeholder management
Marketing
Use of virtual media / platforms in work
Ability to utilize big data
Knowledge of a second language
IT-skills
Customer relations management
Corporate social responsibility (CSR)
Ability to work in an international context

2 categories can be made:

The so called “**Cross curricula professional competencies**”: have to be enhanced

- Digital technical skills: digital marketing, use of virtual media, big data, IT skills
- Language skills: Second language and ability to work in an international and **interdisciplinary** context

The program should also increase the **ability to analyze a specific context to enhance performance** of employer organization (with a specific point of view about ethics and values)

- Customer relations management
- Corporate social responsibility (CSR)
- Stakeholder management

These two points need to be enhanced in our and, perhaps, in all training programs. Problems still exist in the acquisition of foreign languages for our students in France. More, the ability to work in an international context needs to be more thoroughly thought through, in contrast to the mere acquisition of a foreign language (cultural skills ... open minded approaches ...)

If we look at core competencies for the future, we can see mainly so called “**soft skills**” and **self work organisation abilities** (flexibility, autonomy, social intelligence) but also **collective work organisation** (team work, project design, planning skills). This is a real challenge for universities more used to transmit contents and knowledge (hard skills) often stemming from research. How to train to soft skills and develop ability to work with a group, to be creative ...to

be able to work in an interdisciplinary context: undoubtedly by multiplying the **opportunities of scenarios, case studies, group projects ....** but also by developing the **general culture that gives the possibility of the dialogue with others.**

The qualitative analysis has, for its part, allowed us to draw strong ideas on the expectations of the different environments and to illustrate in which concrete situations the following skills are needed:

France: Core competences (both 4,0 or more)	Future
Capacity to adapt to new situations (Flexibility)	4,44
Organizational skills	4,44
Planning skills	4,44
Oral communication	4,42
Teamwork	4,41
Project design and management	4,39
Social intelligence	4,32
Ability to work autonomously	4,31
Strategic planning and development	4,27
Capacity to generate new ideas (Creativity)	4,26

These ideas can be summed up in the following way:

- Internationalization but connexion to local actors: PROJECT / PARTNERS / COLLABORATION

Indeed, federal sport organizations see the international, the high performance as the ultimate showcase of their activity, but insist on the future of their action which is located more, for the people questioned, in the capacity to answer the needs of practitioners increasingly distanced from the traditional institutional approach. These are athletes outside clubs or remote (public prevented) physical activity due to illness, disability or adverse social conditions. For the respondents it is in the local connection, the collaboration with all the public and private partners dealing with these issues that will mainly be the federal action, even more in a context of rationalization of public expenditure and in considering the challenges of sustainable development. In this sense, public health policies are strong opportunities for sports organizations, whether private (associative or business) or public.

In that complex environment, the managers will have to be able to:

- form partnerships;
- understand and analyze the complexity of the issues, roles and interests of each actor;
- develop, manage, monitor and complete a collective project in a multi-disciplinary context;
- use modern methods of communication to reach and stay in touch with more and more volatile practitioners, but especially to collaborate with project partners (multi-sites and occupying different professional positions);
- understand the respective roles of each actor and to differentiate possible contributions taking into account the values of the action
- anticipate societal challenges (public health, sustainable development).

All these complex missions therefore require a set of skills that the actors do not all formalize in the same way:

- thus it was possible to highlight a questioning on the notion of "specialist" which is heard in a different way according to the actors and still seems to make debate (specialist of the sport or professional specialist?)

- it was also possible to highlight that many actors seemed to refer to qualities intrinsic to people (falling within the qualities of personalities or "knowing how to be" = being curious, inventive, positive, having empathy, knowing how to listen the other, knowing how to question oneself, adopting a posture of doubt) when others (sometimes the same ones) listed technical skills ("savoir faire") on which concrete training needs were identified: organization of work (his own and that of others) and priorities, to seek information, to analyze, to synthesize, to share information, to write synthetically, to be able to express oneself verbally and in writing, to be rigorous.

It seems to emerge for the interviewees the need for a balance between hard skills (many actors continue to evoke needs of deep knowledge of systems: history and political science in a main way) and soft skills (skills of human and collaborative work in dominant ways).

### 9.3 GENERAL CONCLUSIONS

This study was conducted between December and June 2019. After a phase of constitution of contact databases (n = 125), several e-mail collection and recovery stages made it possible to achieve an insufficient return rate (n = 49, Brno Meeting October 2018). We decided to broaden the contact base.

60 people finally answered to the questionnaire (response rate 48%). Some biases related to our method of recruitment are undoubtedly present: geographical location, age of respondents, high level of qualification of our respondents ... but the final employer diversity is quite good regarding to the diversity looked at the beginning of the enquiry even if number remain low and not allow to many cross analyzes. Our population also occupies lower professional positions than those initially targeted by the survey. 59% hold middle management positions (probably because of their youth). However, 30% hold senior management positions and / or elective positions.

What are the changes in the working life observed and expected by respondents? Classically, they observe the increase of impact on NTIC on their work and less for internationalization and commercialization. Either because these two facts are already known or because they think they have no impact on their working sector (local clubs non mediatized, local public authorities with territorial services orientation).

Fastest growing jobs positions have been classified in 4 categories:

“Technical skills” oriented jobs	Entraîneur, éducateur sportif, animateur, secrétaire de direction, hôtesse d’accueil
General Management positions and project management	Directeur de station, management, manager, chargé de développement, de mission ... coordinateur
Communication, web, and community management	Community manager, chargé de communication, web manager,
Marketing and sales roles	Commercial, vendeur, recherche de sponsors...

Far ahead of it are the ICT-related professions that appear as fastest growing jobs already observed. For the future respondents identify some new jobs such as:

- wellness chief officer
- Charge du développement sportif associatif (sponsoring...)
- Technology, data, AI, digital marketing, security of data,
- Personal coach
- Manager E-sport/Chef de projet événementiel E-sport, connected activities
- Rationalisation jobs (budgets, tasks...)
- Traders, courtiers, ...
- Droit à l'image
- Coordination of independant workers in outdoor activities
- International relations
- Client/ consumer relation

In the section "cooperation and recruitment" we observed a great diversity of modes of recrutements and of partnerships. We also observed that training organisations are not that often considered as "partner" of the organisations. Some progress in the communication beetwen us can thus be done.

About **core competencies** findings highlighted which skills respondents think they need today and for the future. No many differences can be observed although we can notice that the so called "soft skills" are in both cases highlighted

France: Core competences (both 4,0 or more)	Now	France: Core competences (both 4,0 or more)	Future
Capacity to adapt to new situations (Flexibility)	4,39	Capacity to adapt to new situations (Flexibility)	4,44
Teamwork	4,32	Organizational skills	4,44
Project design and management	4,30	Planning skills	4,44
Ability to work autonomously	4,23	Oral communication	4,42
Social intelligence	4,12	Teamwork	4,41
Organizational skills	4,07	Project design and management	4,39
Planning skills	4,04	Social intelligence	4,32
Problem solving skills	4,05	Ability to work autonomously	4,31
Ability to work in an interdisciplinary team	4,04	Strategic planning and development	4,27
Communication skills and management	4,02	Capacity to generate new ideas (Creativity)	4,26
Knowledge of the people's need for physical activity	4,00	Ability to work in an interdisciplinary team	4,24
		Decision making skills	4,24
		Critical and self-critical abilities	4,22
		Problem solving skills	4,22

The sector analyzes are limited due to the low numbers. But we identified qualitative information about new jobs or new status expected that are different from one sector to another and are interesting (table 24).

Finally, we used the findings to make some recommendations for the development of curricula. The importance of NTIC and foreign languages but also the evidence of the need of soft skills remain the key words of this findings and universities have (if not already done) to take it into account through the development of internship, of case studies led by the students in relation with local partners. An important challenge is to find the balance between the ability to develop (by research) useful knowledges and contents for the future action of managers and to participate to develop the capacities of students to work efficiently with a lot of different partners.