

## **Sport management “a look at the sport manager In the current professional context”**

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### **Abstract**

Today's world moves at breakneck speed, in a so-called time-less culture where occupations and professional obligations are becoming increasingly broad and complex. Sports management is no different, requiring sports managers to acquire a diverse set of duties and skills, significantly expanding their competencies. The purpose of this study is to provide third-year sports management undergraduates at the Universidade Autonoma de Lisboa with the opportunity to reflect on the theme "A look at the sports manager in the current professional context" through sustained practices based on a set of variables relating to: the sports manager; organizational management; sports manager skills; and future challenges. According to the sociodemographic analysis, pupils had generalized thinking depending on age, gender, household, geographical closeness to Lisbon's metropolitan center, and nationality. We employed a quantitative, descriptive methodology. When confronted with the study factor "Challenges," which proved to have a significant influence on the student's perception of this issue, the results revealed a generalized opinion among the universe of students under study regarding "A look at the sports manager in the current professional context".

**Keywords:** Students, Sociodemographic Profile, Manager, Sports Management.

**JEL Codes:** D84, D91, D71; F69.

## **INTRODUCTION**

The first educational programs in Sports Management were introduced in the United States of America, specifically at Ohio University, in 1968 (Chelladurai, 2009). There are around 500 university courses in Europe dedicated to preparing sports managers. Sports promotion programs were developed in Western Europe beginning in the 1960s, requiring a significant capacity to manage the large mass movements initiated at the time and the production of research into sports policies and participation patterns in various countries (Pires et al. 1994). With the development of a degree in Sports Management, the Faculty of Human Motricity (FMH) was a pioneer in Portugal in the field of Sports Management (Pires & Lopes, 2001). There has been a significant evolution in this sector over time, and various institutions, schools, and business entities currently offer sports management training.

According to Parkhouse (1996), a sports management training program should cover the following topics: management of organizational skills; sports marketing; sports ethics; finance; sports economics; sports policy; management of sports facilities and spaces; event management; and management of innovation and new technologies.

Sports programs must evolve shortly in a planned and strategic manner, in complete harmony with other institutions. Sports management is highly complex due to this multidisciplinary approach, and more is needed to apply only the fundamental management tasks of planning, leading, coordinating,



controlling, and innovating. It is critical to contextualize the environment, which includes variables such as culture, politics, economy, technology, and creativity (Pires & Lopes, 2001).

## LITERATURE REVIEW

**THE SPORTS MANAGER** - A sports manager is defined as an executor who may operate in various knowledge areas, which vary depending on the organization and the policy and structure of the country in which they work. Sports managers are becoming increasingly significant in the organizations they oversee. However, there needs to be more research on the characteristics of sports managers. According to Bastos (2003), the areas of action and duty of sports managers differ by country and are commonly organized as follows:

University and high school sports, professional sports, sports equipment management, community sports associations, sports marketing, sports journalism, clubs, the sports industry, fitness centers, sports training, aquatic activities, and consulting and entrepreneurship are all areas of activity in the United States.

In Spain, the sports manager's role is divided into four categories: public sports organizations, private non-profit sports organizations, sports service companies, and sports limited companies, with their areas of activity including the development of public sports policies, the construction and management of sports facilities, sports clubs, club associations, sports leagues and federations, nature-based sports, and the organization of shows, events, and sports. The Portuguese sports system comprises bodies affiliated with the state administration, sports associations such as federations, associations, clubs, school and military sports, and the private sector (Cruz, 2017).

According to Katz (1955), a sports manager must have three talents to do their job correctly: technical, human, and conceptual skills. Technical skills include knowledge and aptitude in a specific setting. On the other hand, human skills are concerned with interpersonal interactions and working with others. Conceptual competencies are necessary for a manager to see the organization as a whole and foresee changes in the environment to ensure the organization's adaptability.

According to Ceitil (2010), there are two categories of skills: soft skills and specific skills. Transversal skills or soft skills, such as teamwork, proactivity, cooperation, and communication, should be generalized to any job in any field of activity because they are generic skills. Specific or challenging skills, on the other hand, are those that are directly tied to the execution of a specific job; they are the knowledge and technical abilities required in a given professional environment (Robles, 2012).

**THE RESPONSIBILITIES OF A SPORTS MANAGER** - The sports manager can and should intervene and drive state structures based on a more or less organic and hierarchical territorial dynamic; professional host structures at both the national and international levels; local power structures with the ability to intervene in the world of sport; sports federations; clubs, and so on. The responsibilities of a sports manager can be divided into four categories: general management activities, organizational management, information management, and sports and exercise science.

Today's sports manager must be a strong leader and manager, with vast organizational expertise and the ability to create personal relationships. In order to help people develop their professional and organizational capacity and performance, they must provide guidance, direction, and advise, as well as encouragement and inspiration (Venliolis, 2005).

There are a number of markers that demonstrate the existence of a new area of professional intervention, according to Pires et al. (1994). These are some examples:

- the crisis of modern sport, which necessitates the development of new mentalities;
- the complexity of sporting practices, which necessitates the systematization of management theories contextualized to the world of sport;

- the creation of many organizations associated to sports management in a variety of ways, resulting in the institutionalization of not only a field of expertise but also professional intervention;
- the existence of scientific research in the field of sports management;
- the professional opportunities that are emerging in a world where interesting jobs are becoming scarce, demonstrate that we are witnessing a dynamic of affirmation in the context of employment opportunities for new generations;
- initial training at the higher education level in the field of Sports Management appears to us to be a reality that will guarantee the existence of strong pressure at the highest levels of management.

According to the same writers, the current sporting crisis necessitates a reconsideration of conventional structures of sports organizations. The breakdown of the conventional sport business model, which no longer reacts to the dynamics of the new economy society in terms of the entertainment industry connected with new information, communication, and sports technologies, has caused this problem. If we go back to the end of 1999, modern sport faced its most upheaval, mostly owing to problems involving the International Olympic Committee over concerns linked to the selection of cities to host the Olympic Games.

According to the same writers, complex and tough times are windows of opportunity that young people today and tomorrow should seize. Although recent studies reflect some important indicators about the current state of the professional Sports Management market, with regard to the Sports Manager's assumption of responsibilities in the current professional field, information is scattered and remains too little for the main actors (graduates in the field) to determine the reasons that lead to this assumption of responsibilities in a responsible and effective manner. As a result, there is an urgent need to gather information on the present professional field's points of duty for the Sports Manager. It is vital to have a positive, proactive attitude in the face of work chances, because we cannot anticipate the future of the world; we can only make it happen (Pires et al., 1994).

The need for sports management today is justified, on the one hand, by the ability to solve problems that arise in the routines of organizations; on the other hand, sports management exists because unpredictable problems arise that require quick and original solutions. The "tasks of a manager" are utilized to accomplish this. In this environment, current and future sports managers are required to be able to formulate questions, discover solutions, and provide answers to a variety of problems that may arise. Lambrecht (1987), for example, was able to determine which areas of competence were related to the size of the organizations through a survey of more than 264 sports managers from various organizations. Kjeldsen (1990), for example, conducted a study based on 69 questionnaires, with a return rate of 54.8%, from technicians with initial training in sports management, with the goal of determining the job profile as well as career expectations, so that students could be informed about what was going on in the world of work later on at academic level.

**HIS SKILLS AS A SPORTS MANAGER** - According to Saldanha (2006), the municipal manager, also known as the senior sports technician in the public administration, is responsible for carrying out a diverse set of functions that enable the development of a local sports policy supported by: programmes, equipment, facilities, and quality sports agents in order to meet and respond to the needs of the regions on a local territorial scale. The key functions, according to Law No. 12-A/2008 of February 27, are: advisory; study; planning; programming; evaluation and implementation of technical and scientific methods and processes that assist decision-making. They also have the responsibility of representing the institution or service in their field. According to several authors, experience is required to bring forth a variety of skills and competencies in sports managers. According to Velve (2000) and Sandberg (1994), it is universally acknowledged that only experience can result in an improvement in a sports manager's competence and, by extension, responsibility; however, just accumulating years in a specific function is not a prerequisite for a favourable outcome.

According to Batista (2012), the results of a study of fifty sports management professionals in local functions (municipalities) show that there is a significant interaction between the importance attributed to the various functions and competencies and the factors of years in the function and in the organisation. The Wilk's Lambda-r and Wilks test value=0.002,  $F(7.36, 0.00) = 228.197$ ,  $p < 0.000$  show that senior sports managers in local governments with varying levels of experience (years on the job and in the organisation) value the set of functions and skills that comprise the various dimensions of the study significantly differently. A general goal was set to intercede with third-year sports management undergraduates at the Autonomous University of Lisbon, so that they reflect on the theme "A look at the sports manager in the current professional context," based on a study conducted with third-year sports management undergraduates at the Autonomous University of Lisbon. The study was based on practises supported by the following variables: the Sports Manager (5 items); Organisational Management (6 items); Sports Manager Skills (4 items); and Challenges (4 items) at the Autonomous University of Lisbon.

## METHODOLOGY

Cervo and Bervian (2002) define scientific methodology as the investigation of knowledge techniques. Lakatos and Marconi (1991) define methodology as "a set of approaches that refer to the foundations and assumptions that guide a specific study." This perception leads us to an understanding of methodological research, and it is also clear that it can be defined by the procedures and approaches defined, namely the type of research and its structuring, bibliographic sources, data collection and processing instruments, and time horizon. According to Vilelas (2020), research methodology is the methodical, critical, and empirical application of numerous stages linked to the phases and processes used when doing academic research. The selection of methodology entails creating a strategy that will influence the procedures and tools used to gather and process the data (Sousa and Batista, 2014).

In terms of the research approach employed in our study, it was based on "applied research" which strives to develop information for practical application aimed at solving specific problems (Gil, 2006). We employed "quantitative research" inasmuch as everything can be measured, which implies converting opinions and facts into numbers in order to classify and assess them. It necessitates the application of statistical tools and procedures (percentage, mean, mode, median, standard deviation, correlation coefficient, and others) (Gil, 2006). In a nutshell, quantitative research is concerned with quantifying phenomena by collecting and analysing numerical data and employing statistical tests (COLLIS; HUSSEY, 2005). We employed "descriptive research" to define the characteristics of a specific population, phenomenon, or to identify correlations between variables. The most popular type is the survey, which is often conducted using a questionnaire or systematic observation and provides a description of the environment at the time of the research. When the goal is to describe specific events, this methodology is advised to guide the form of data gathering (Gil, 1996). It is intended for researchers with in-depth understanding of the phenomena and problems under investigation. Without changing the variables, descriptive research observes, records, analyses, and correlates facts or phenomena (variables). It aims to determine, as precisely as possible, the frequency with which a phenomenon occurs, its relationship and connection with others, as well as its nature and statistical characteristics (Collis; Hussey, 2005). It is mostly produced in the human and social sciences, addressing data and problems that deserve to be studied but do not appear in papers (Cervo; Bervian, 2002, p. 66). The whole procedure of selecting the population under examination (designated as the sample) as well as its characterisation will also be described. We will then outline the process of selecting the instrument for data collection, as well as the procedure for processing the information gathered using specific approaches, and lastly identify the study's final results and discussion.

## SAMPLE

One part of the research process is determining what we want to examine and who we want to analyse, often known as the target population. Based on this clarification, and given the impossibility of analysing the entire population for a variety of reasons, a sample (students in the third year of the Sports Management degree course at the Autonomous University of Lisbon, year 2022/2023) was identified that allowed us to obtain data or observations with the goal of drawing conclusions about the population from whom information was collected (Vilelas, 2020). Given that the basic assumption of this study is to intervene with students in the third year of a sports management degree at the Autonomous University of Lisbon, in order for them to reflect on the theme "A look at the sports manager in the current professional context." It was feasible to collect a valid sample of 30 pupils from a universe of 34 students.

## INSTRUMENT

A questionnaire survey was utilised as the instrument. The questionnaire survey, according to Batista, Moreira, Rodrigues, and Silva (2021), is a data collection technique commonly used in research in the field of education, and it is most commonly used in large-scale studies, which allow a significant number of subjects to be observed in relation to a given social phenomenon due to the possibility of quantifying the data obtained and making inferences and generalisations. This tangible object is used in the numerous ways (Batista et al., 2021). The technique refers to the procedure for producing a specific outcome, and the method may include multiple techniques to meet the research objectives. Data collection is defined as an operational, well-defined, and transferable procedure, tailored to the type of problem and phenomena under investigation, i.e. it seeks to make the research feasible in terms of how to reach and implement the method's set of options, with an eye towards empirical verification. As previously stated, the research was conducted utilising questionnaire surveys (Batista & Sousa, 2011). A 5-point *Likert* scale was used to develop the instrument (questionnaire survey). It enables the discovery of several points of view on a specific topic. Because the Likert scale includes psychology and applied statistics, it can be utilised in a variety of investigations. It is a tool for getting qualitative understanding from quantitatively structured challenges. The survey employed a Likert scale with the following evaluation levels: entirely disagree=1, disagree=2, neither agree nor disagree=3, agree=4, and totally agree=5. The questionnaire was divided into two sections. The first section included sociodemographic questions about the students under study (age, gender, household, geographical proximity to a large urban centre - Lisbon, and nationality), and the second section included four groups distributed across 20 items suggested to measure the study variables, as follows: F1 - The Sports Manager (5 items); F2 - Organisational Management (6 items); F3 - Sports Manager Skills (5 items); F4 - Challenges (4 items).

Following a thorough and demanding analysis, independent and dependent variables with the necessary and adequate dimensions to discover answers to the aims of this research, as well as to collect data objectively and in accordance with the subject under investigation, were defined. According to Vilelas (2020, p.171), "the variables must be consistent with the problem definition, objectives, hypotheses, and theoretical framework." In terms of independent variables, "this type of variable is independent of the research procedures, but constitutes determining factors that will influence it," or "the researcher manipulates it to observe the effects produced on the dependent variables."

The dependent variable, on the other hand, "is that which is directly related to the answers sought in the research (...)", or "(...) to the result obtained with the research procedures" (Sousa and Batista, 2014, p.49). Because the study's major goal was to generate "A look at sports managers in the current professional context," it was important to investigate various indicators that were closely

related to this multifactorial relationship. To that purpose, a number of variables were chosen to provide a direct answer as well as others that could be related to one another, in order to explore and describe the many dimensions under consideration (SAMPIERI et al., 2014). The factors were chosen and incorporated into the questionnaire survey.

## PROCEDURES

The responses were chosen among the third-year Sports Management students at the Autonomous University of Lisbon in 2022/2023. Following a pre-test with a limited group, questionnaires were developed in the second semester of the 2022/23 academic year, with all surveys completed by students, yielding a final sample of thirty valid questionnaires. The questionnaires were gathered during regular school hours in order to include all students in the school year. All respondents were informed about the nature of the study in advance, participated actively and willingly, and were assured of anonymity and confidentiality.

## DATA PROCESSING

Quantitative data analysis is performed utilising statistical techniques and procedures that allow for the study of a large number of variables (Collis; Hussey, 2005). It is a method based on the requirement to conduct focused observations in order to identify patterns and correlations between variables. This study also allows for the extraction of indicators and statistical characteristics capable of identifying trends and describing behaviours for the target population based on a particular sample. The information gathered from the questionnaire survey was entered and tabulated in Microsoft Excel. In this study, the arithmetic mean of the data gathered for each variable was also computed. The data was then transferred to the statistical analysis programme JAMOVI version 1.6.23, where descriptive analyses, such as frequencies, measures of central tendency, and dispersion, were performed. A boxplot was also utilised to show the distribution's extremes and quartiles. Cronbach's Alpha, which is commonly used to quantify the inter-correlation between the items provided to measure a certain variable, was used to analyse reliability and internal consistency. To determine if the variables have a normal distribution, the non-parametric Shapiro-Wilk test was performed. The Spearman correlation test was also performed to assess the degree of linkage and relationship between the variables.

## ANALYSIS AND DISCUSSION OF RESULTS

**SOCIODEMOGRAPHIC PROFILE** - The sample's sociodemographic analysis reveals little difference in a wide range of items among students in the third year of the Sports Management degree course at the Autonomous University of Lisbon: In terms of the AGE indicator, the findings suggest a high concentration of students aged 21, accounting for 33.33% of the sample. There was also a large amount of young people between the ages of 23 and 24, accounting for 33.33% of the sample, while only three were over 25, accounting for 10% of the sample. The minimum and maximum ages recorded were 20 and 29. In terms of central tendency measures, it can be deduced that the most commonly repeated age was 21, therefore the Mode ( $Mo=21$ ), while the average recorded was ( $Me=22.5$ ) years for females and ( $Me=22.3$ ) years for males. In the age variable, the median was ( $Md=22.5$ ) for females and ( $Md=21.5$ ) for males, as shown in Table I.

Table I - Age

	Gender	N	Mean	Mode	Median	Standard Deviation	Min	Máx
Age	F	4	22.5	22.5	21.0	1.29	21	24
	M	26	22.3	21.5	21.0	2.15	20	29

Source: Jamovi (2023).

The data in Table I is important regarding young men's more robust appetite for sports-related areas and young women's less so in a professional setting. Given the preceding, we believe that more and better work on sports pedagogy in younger age groups and the dissemination and promotion of themes related to sports management could become influential factors in the attractiveness of sports, particularly sports management. The "Shapiro-Wilk" normality test for the gender variable yielded a value of p0.850, which is greater than p0.05, and p0.093 for the male gender is also greater than p0.05, indicating that both the female and male gender variables have a normal distribution, as shown in Table II.

Table II - Variable normality test gender "Shapiro-Wilk"

Id_Student	Gender	Shapiro-Wilk		
		N	W	P
	F	4	0.971	0.850
	M	26	0.933	0.093

Source: Jamovi (2023)

Regarding the "Shapiro-Wilk" normality test, it was possible to notice a change in the p-values based on the stratified analysis (age/household/gender), with a p-value of.002 for men, indicating that the variable does not have a normal distribution. The female gender, on the other hand, had a p-value of 0.972, which is more than 0.005, indicating that there is a normal distribution in this situation. Table III displays this information.

Table III - Normality test (age/household/gender) "Shapiro-Wilk"

Gender		N	Mean	Mode	Standard Deviation	Min	Máx	Shapiro-Wilk	
								W	P
Age	F	4	22.50	22.50	1.291	21	24	0.993	0.972
	M	26	22.35	21.50	2.153	20	29	0.862	0.002
Household	F	4	2.75	2.50	0.957	2	4	0.863	0.272
	M	26	3.42	4.00	0.987	1	6	0.851	0.001

Source: Jamovi (2023)

HOUSEHOLD - According to the sample analysis universe, students live in homes with a maximum of four individuals (46.67%), as confirmed in this study. Only one student comes from a family of six or more members, a pattern that mirrors the reality of Portuguese households, where only (3.33%) have more than four individuals. The aggregate with the highest representativeness (Me=14.93) and (Md=13.0) is shown in Table IV.

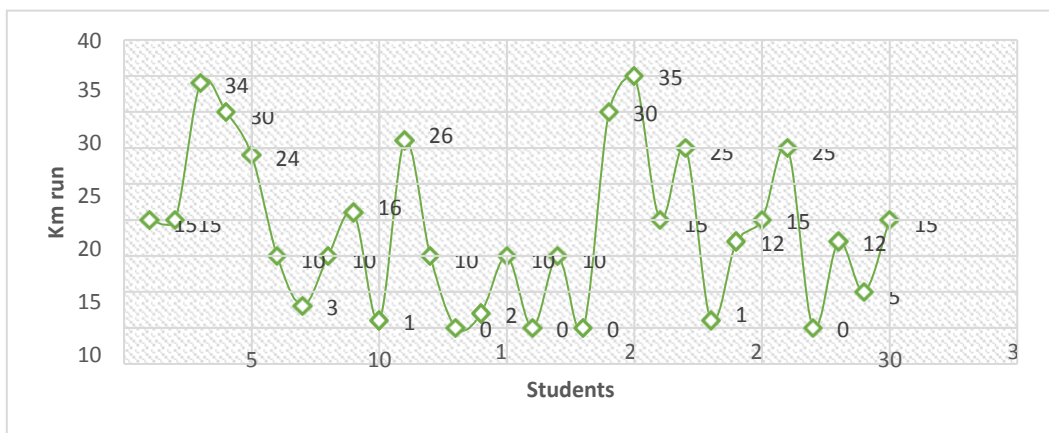
Table IV: Household

	Household	N	Mean	Mode	Median
Id	1	1	3.00	3	3.00
	2	5	20.80	21	13.00
	3	9	14.56	15	5.00
	4	14	14.93	13	1.00
	6	1	18.00	18	18.00

Source: Jamovi (2023)

GEOGRAPHICAL closeness - In terms of geographical proximity, we attempted to understand with the students the distance traveled from their location to the urban core "Of Lisbon," as this aspect may influence their professional activity. The values with the highest representativeness are located in (10km = 5 students and 15km = 5 students), indicating that one-third of the students in the sample live in or near Lisbon, a determining factor in their future job search and integration into the labor market, taking into account that they may remain in their current residence when looking for work. On the other hand, four students live in Lisbon's city hub. We conclude from the sample that most students live near the urban center of Lisbon, and students live at most 35 kilometers from the city center of Lisbon, Graphic I.

Graph I: Proximity of students to the urban center Lisbon.



Source: own elaboration (2023)

When asked about the possibility of changing residence in the future to a large urban center "Lisbon" to be able to work in the area of Sport Management "Issue Q20," 5 students fully agree to do so in the future, which corresponds to 16,67% of the sample; 7 students agree to do it, which corresponds to 23.33% of the sample; and 15 students report not agreeing or disagreeing, which corresponds to a universe of the sample of 50.00%, demonstrating many uncertainties Only three students disagreed, accounting for 10% of the sample (Table V).



Table V: Proximity to the city of Lisbon

	Q20	N	Mean	Mode	Standard Deviation
Id_Student	disagree	3	3.00	3	2.00
	neither agree nor disagree	15	20.67	22	7.42
	agree	7	9.57	8	5.86
	Totally agree	5	15.80	18	6.06
Proximity to the city of Lisbon	disagree	3	24.33	24	9,50
	neither agree nor disagree	15	14.33	12	9.85
	agree	7	9.71	10	10.59
	Totally agree	5	9.60	1	13.20

Source: Jamovi (2023)

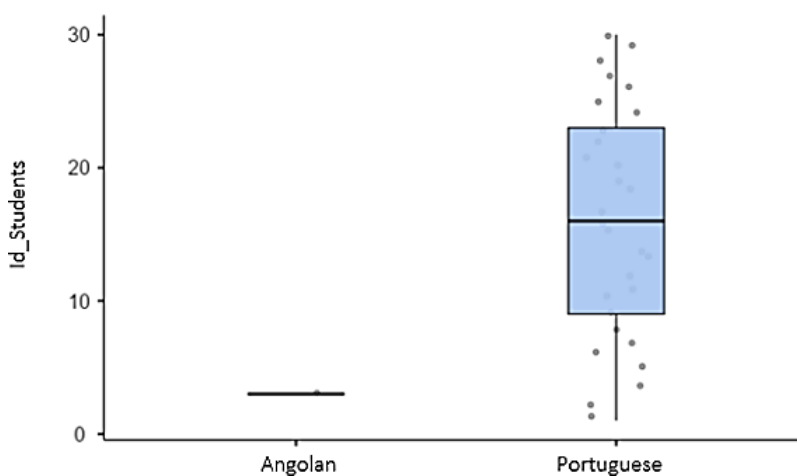
NATIONALITY - In terms of nationality, there is no doubt that 96.7% of students have Portuguese nationality, while only 3.3% are foreigners, with only one student being of Angolan nationality, as shown in Table VI and Chart II Boxplot.

Table VI: Table of nationality frequencies

Nationality	Counts	% Total	% Cumulative
Angolan	1	3.3%	3.3%
Portuguese	29	96.7%	100.0%

Source: Jamovi (2023).

Graph II *Boxplot*: Nationality of students



Source: Jamovi (2023).

The absolute and relative frequencies of the acquired data were analyzed using frequency analysis. The measurements of central tendency and dispersion, namely mean, median, mode, standard deviation, variance, maximum, and minimum, were then computed. In exploratory data analysis, statistical tools are typically employed to detect trends that may be buried in grouped data. This analysis supports data quality evaluation (VALADARES NETO et al., 2017). Some fundamental ideas employed in a statistical distribution are absolute and relative frequency analysis. The total frequency corresponds to the raw data obtained in a study, expressing the number of times a specific phenomenon occurred, typically preliminary data in an examination. Absolute frequency information must always be expressed in actual numbers; it should be highlighted. The relative frequency is calculated by dividing the number of observed occurrences by the entire sample size (represented by the letter "N") to give a percentage value about the sample size. It is important to note that the sum of observed relative frequencies must equal 100%.

### F1 - THE SPORTS MANAGER

F1 - In this study, we propose "The Sports Manager" to quantify the traits related to sport management in modern times, and we have:

Question Q1 - "Given the media importance of sport management in the current times, there began to be a need to have qualified professionals in sport management.", 56.7% of respondents answered (I fully agree), 40.0% answered (agree), and only 3.3% answered (neither agree nor disagree), Table VII - Q1.

Table VII - Q1

Q1 - Frequencies			
Q1	Counts	% Total	% Cumulative
I do not agree nor disagree	1	3.3%	3.3%
Agree	12	40.0%	43.3%
I totally agree	17	56.7%	100.0%

Source: Jamovi (2023).

Question Q2: "The specificity of the characteristics of sport, depending on the social sector in which it is inserted: private, public, or tertiary sector, leads to the need to include other areas of strengthening sport management," 80.0% of respondents agreed, 16.7% agreed, and 3.3% said neither agree nor disagree. Based on the findings, there is a universal recognition of the significance of incorporating other areas of enhancing Sport Management, whether in the private or public sector, Table VIII - Q2.

Table VIII - Q2

Q2 - Frequencies			
Q2	Counts	% Total	% Cumulative
I do not agree nor disagree	1	3.3%	3.3%
Agree	24	80.0%	83.3%
I totally agree	5	16.7%	100.0%

Source: Jamovi (2023)

Question Q3: "A sport management training program should include and be related to the field of sports activities, management and organizational skills in sport, ethics marketing, communication, finance, sports economics, sports law, sports policy, and innovation." 43.3% of respondents said they agreed, 53.3% agreed, and only 3.3% stated they didn't know. Given the values discovered, there is a generalized awareness of the significance of the Sport Management area's link with other areas of knowledge, Table IX - Q3.

Table IX - Q3

Q3 - Frequencies			
Q3	Counts	% Total	% Cumulative
I do not agree nor disagree	1	3.3%	3.3%
Agree	13	43.3%	46.7%
I totally agree	16	53.3%	100.0%

Source: Jamovi (2023)

Question Q4: "Sports management programs should evolve technologically and strategically, as well as develop partnerships with economics and management faculties, increasing diversity and specialization and improving entrepreneurial capacity." 53.3% said they agreed, 40.0% said they agreed, and only 6.7% said they disagreed or disagreed. There is universal agreement that sports management programs should evolve in technological and strategic terms and build partnerships for innovation and entrepreneurship, as shown in Table X - Q4.

Table X - Q4

Q4 - Frequencies			
Q4	Counts	% Total	% Cumulative
I do not agree nor disagree	2	6.7%	6.7%
Agree	12	40.0%	46.7%
I totally agree	16	53.3%	100.0%

Source: Jamovi (2023)

Question 5: "The management of the sports system can no longer be managed by athletes, former coaches, and managers who have no specific training in sport management." Only 6.7% of respondents said they did not agree or disagree, while 53.3% said they completely agreed. Once again, there is a general consensus that the field of sport management should be administered by specialists in the field. In this field of research, we believe that the establishment of a Professional Order is appropriate. Table XI - Q5.

Table XI - Q5

Q5 - Frequencies			
Q5	Counts	% Total	% Cumulative
Disagree	1	3.3%	3.3%
I do not agree nor disagree	6	20.0%	23.3%
Agree	10	33.3%	56.7%
I totally agree	13	43.3%	100.0%

Source: Jamovi (2023)

In order to continue our research, we want to know the relationship between the question Q1 "Given the media importance of sport management in current times, there began to be a need to have qualified professionals in sports management" and the question Q2 "The specificity of the characteristics of sport, depending on the social sector in which it is inserted: private, public, or tertiary sector, leads to the need to include other areas of strengthening the management of sporadic events." We employed the non-parametric correlation matrix of "Pearson" to determine the correlation between these two variables, and the following findings were obtained: For Q1, the value of  $p = 0.029 < 0.005$ , indicating a significant correlation, Pearson's R value corresponds to the value of 0.398, indicating a strong correlation of Q2 with Q1, as shown in Table XII.

On the other hand, we correlate the question Q2 "The specificity of the characteristics of sport, depending on the social sector in which it is inserted: private, public, or tertiary sector, leads to the need to include other areas of strengthening sport management" with the question Q4 "Sports management programs must evolve in technological, strategic terms and develop partnerships with faculties of economics and management, increasing diversity and specialization and interdisciplinary collaboration." We employed the non-parametric correlation matrix of "Pearson" to determine the correlation between these two variables, and the following findings were obtained: For Q2, the value of  $p = 0.003 < 0.005$ , producing a significant correlation, which was Pearson's R value corresponds to the value of 0.522, indicating a strong correlation of Q4 with Q2, Table XII.

**Table XII: Matrix of corrections from Q1 to Q5**

		Q1	Q2	Q3	Q4	Q5
Q1	R de Pearson	—				
	p-value	—				
Q2	R de Pearson	0.398 *	—			
	p-value	0.029	—			
Q3	R de Pearson	0.211	0.416 *	—		
	p-value	0.263	0.022	—		
Q4	R de Pearson	0.147	0.522 **	0.287	—	
	p-value	0.438	0.003	0.124	—	
Q5	R de Pearson	-0.046	0.212	0.103	0.293	—
	p-value	0.809	0.261	0.587	0.116	—

Source: Jamovi (2023).

## F2 - ORGANIZATIONAL MANAGEMENT

Variable F2 - "Organizational Management" for:

Question Q6 - "The company must have adequate infrastructure for the normal performance of activities as a sports manager", 56.7% answered (I absolutely agree), and only 43.3% answered (agree). Overall, everyone believe that firms must have enough infrastructure for the sports manager's professional performance, as shown in Table XIII

- Q6.

Table XIII - Q6

Q6 - Frequencies			
Q6	Counts	% Total	% Cumulative
Agree	13	43.3%	56.7%
I totally agree	17	56.7%	100.0%

Source: Jamovi (2023)



Question 7: "The company must have quality materials and equipment to meet the requirements of the sports manager's work/service." 60.0% of respondents said they fully agreed, and 40.0% said they agreed. In short, everyone agreed that organizations must have high-quality materials and equipment to suit the professional needs of a sports manager, as shown in Table XIV - Q7.

Table XIV - Q7

Q7 - Frequencies			
Q7	Counts	% Total	% Cumulative
Agree	12	40.0%	40.0%
I totally agree	18	60.0%	100.0%

Source: Jamovi (2023)

Question No. 8: "The company must have a research department for the development of the sports manager's work." Table XV - Q8 shows that 56.7% of respondents answered (agree), 26.7% answered (agree fully), and 16.7% answered (disagree or disagree).

Table XV - Q8

Q8 - Frequencies			
Q8	Counts	% Total	% Cumulative
I do not agree nor disagree	5	16.7%	16.7%
Agree	17	56.7%	73.3%
I totally agree	8	26.7%	100.0%

Source: Jamovi (2023)

Question Q9 - "The company should make investment and provide encouragement to training and professional and personal development of the sports manager," approximately half of the respondents, 50.0%, responded (I fully agree), 46.7% responded (agree), and only 3.3% responded (do not agree or disagree), Table XVI - Q9.

Table XVI - Q9

Q9 - Frequencies			
Q9	Counts	% Total	% Cumulative
I do not agree nor disagree	1	3.3%	3.3%
Agree	14	46.7%	50.0%
I totally agree	15	50.0%	100.0%

Source: Jamovi (2023)

Question Q10 - "The company must manage and offer its resources appropriately to the practice of knowledge management in sport management," data show that 53.3% of respondents answered (agree), 43.7% responded (agree totally), and 3.3% responded (I do not agree or disagree). Based on the findings, we can conclude that students are usually of the viewpoint that companies should

manage and adequately provide their resources conducive to good practice of sports management in the current work context. Q10 in Table XVII.

Table XVII - Q10

Q10 - Frequencies			
Q10	Counts	% Total	% Cumulative
I do not agree nor disagree	1	3.3%	3.3%
Agree	16	53.3%	56.7%
I totally agree	13	43.3%	100.0%

Source: Jamovi (2023)

Question Q11 - "The sports manager is a diffuser of new thoughts and forms of action within this area, having the duty to harmonize the proper functioning of sports organizations, optimizing resources and services according to the needs of populations" results show that 43.3% of respondents report (totally agree), 40.0% report (agree), and 16.7% report (disagree or disagree). In general, respondents agree that the sports manager plays an active part in the propagation of the sport manager's forms of action in their most diversified aspects in the professional setting, as shown in Table XVIII - Q11.

Table XVIII - Q11

Q11 - Frequencies			
Q11	Counts	% Total	% Cumulative
I do not agree nor disagree	5	16.7%	16.7%
Agree	12	40.0%	56.7%
I totally agree	13	43.3%	100.0%

Source: Jamovi (2023)

We want to know the relationship between question Q6 - "The company must have adequate infrastructure for the normal performance of activities as a sports manager" and question Q7 - "The company must have quality materials and equipment to meet the requirements of the sports manager's work/service" based on the answers given in F2 - "Organizational Management." We employed the non-parametric correlation matrix of "Pearson" to determine the correlation between these two variables, and the following findings were obtained: Pearson's R value corresponds to a value of 0.247, which is far from zero and regarded a strong correlation, of Q7 with Q6, respectively, Table XIX.

The correlation between question Q7 - "The company must have quality materials and equipment to meet the requirements of the sports manager's work/service" and question Q9 - "The company must make investment and provide incentives for training and professional and personal development of the sports manager" is, on the other hand, weak. We employed the non-parametric correlation matrix of "Pearson" to determine the correlation between these two variables, and the following findings were obtained: Pearson's R value equates to 0.090, that is, close to 0, indicating a poor connection between Q9 and Q7, Table XIX. We also draw a link between question Q8 - "The company must have a research department to develop the work of the sports manager" and question Q11 - "The sports manager is a diffuser of new ideas and ways of acting within this area, with the duty to harmonize the proper functioning of sports organizations, optimizing resources and services

according to the needs of the populations." We employed the non-parametric correlation matrix of "Pearson" to determine the correlation between these two variables, and the following findings were obtained: For Q11, the value of  $p=0.112 > 0.005$ , indicating a weak connection and Pearson's R value equates to 0.296, indicating a good correlation of Q11 with Q8, Table XIX. We also correct the question Q10 - "The company must manage and offer its resources in an appropriate way to the practice of knowledge management in sports management" and the question Q11 - "The sports manager is a diffuser of new thoughts and forms of action within this area, having the duty to harmonize the proper functioning of sports organizations, optimizing resources and services according to population needs." We employed the non-parametric correlation matrix of "Pearson" to determine the correlation between these two variables, and the following findings were obtained: Pearson's R value corresponds to a value of 0.48 for Q11, which is far from zero and considered a strong correlation of Q11 with Q10, Table XIX.

Table XIX - Matrix of correlations Q6 to Q11

		Q6	Q7	Q8	Q9	Q10	Q11
Q6	R de Pearson	—					
	p-value	—					
Q7	R de Pearson	0.247	—				
	p-value	0.188	—				
Q8	R de Pearson	0.238	0.544**	—			
	p-value	0.206	0.002	—			
Q9	R de Pearson	0.008	0.315	0.237	—		
	p-value	0.967	0.090	0.207	—		
Q10	R de Pearson	0.024	0.344	0.352	0.471**	—	
	p-value	0.899	0.063	0.057	0.009	—	
Q11	R de Pearson	0.228	0.019	0.296	0.267	0.480*	—
	p-value	0.225	0.922	0.112	0.155	0.007	—

Source: Jamovi (2023)

### F3 - SPORTS MANAGER SKILLS

Variable F3 - "Sport manager skills":

Question Q12 - "The sports manager must have training and be able to assist in the management of organizations in order to achieve the objectives of the organization", (66.7%) of respondents said (I totally agree) and 33.3% answered (agree). As a result, we can conclude that all respondents believed that the sports manager should be qualified and capable of assisting organizations in achieving their objectives in the current professional context. Table XX - Q12.

Table XX - Q12

Q12 - Frequencies			
Q12	Counts	% Total	% Cumulative
Agree	10	33.3%	33.3%
I totally agree	20	66.7%	100.0%

Source: Jamovi (2023)

Question Q13: "The sports manager should be responsible for general management activities, organizational management, information management, and sports and exercise sciences." Only 10.0% of respondents answered (neither agree nor disagree), whereas 63.3% said (agree). The findings show that the majority of respondents believe that the sport manager should play an important role in general management activities; however, three students responded (do not agree or disagree), accounting for 10% of the sample; we are concerned about your indifferent stance, given that your future as a professional in the field of sport management may be at stake. To properly measure this value, a "Pearson" correlation matrix between variables will be done subsequently, with the goal of better understanding the result obtained. Table XXI - Q13.

Table XXI - Q13

Q13 - Frequencies			
Q13	Counts	% Total	% Cumulative
I do not agree nor disagree	3	10.0%	10.0%
Agree	19	63.3%	73.3%
I totally agree	8	26.7%	100.0%

Source: Jamovi (2023)

"The sports manager can act as a consultant, general director, technical director, commercial director, facilities director, marketing manager, sports event manager, product manager, human resources manager, of companies and other organizations or public or private entities," says Question Q14. 46.7% of respondents responded (agree), 30.0% responded (completely agree), 20.0% did not develop an opinion and responded (disagree or disagree), and only 10.0% responded (disagree), which equates to only one student. Based on the findings, we believe that, in general, everyone thinks that the sports manager should play a leading position and/or exercise leadership in any sports organization, Table XXII - Q14.

Table XXII - Q14

Q14 - Frequencies			
Q14	Counts	% Total	% Cumulative
Disagree	1	3.3%	3.3%
I do not agree nor disagree	6	20.0%	23.3%
Agree	14	46.7%	70.0%
I totally agree	9	30.0%	100.0%

Source: Jamovi (2023)

Question Q15: "The sports manager must be a professional sufficiently qualified to manage any of the sports organizations," 46.7% of respondents said (I agree entirely) or (I agree), while 6.7% said (I do not agree, nor disagree). According to the findings, the majority of respondents believe that the sports manager should be a highly qualified professional in order to perform their duties in the current professional context. Q15 in Table XXIII.



Table XXIII - Q15

Q15 - Frequencies			
Q15	Counts	% Total	% Cumulative
I do not agree nor disagree	2	6.7%	6.7%
Agree	14	46.7%	53.3%
I totally agree	14	46.7%	100.0%

Source: Jamovi (2023)

Question Q16 - "The functions of a sports manager are: planning, organization, execution, and control in a sports organization, in addition to other required skills, related to the areas of communication, marketing, social relations, leadership, legislation, and others" here the answers were mostly concordant, with 73.3% of respondents answering (agree), 13.3% answering (totally agree), and only 13.3% answering (disagree or disagree), Table XXIV - Q16.

Table XXIV - Q16

Q16 - Frequencies			
Q16	Counts	% Total	% Cumulative
I do not agree nor disagree	4	13.3%	13.3%
Agree	22	73.3%	86.7%
I totally agree	4	13.3%	100.0%

Source: Jamovi (2023)

We want to know the relationship between the question Q13 - "The sport manager shall have responsibility for the general activities of management, organizational management, information management, and sport and exercise sciences" and the question Q14 - "The sport manager may act as a consultant, general director, technical director, commercial director, facilities director, marketing manager, sports event manager" based on the answers given in F3 - "Skills of the sports manager." We employed the non-parametric correlation matrix of "Pearson" to determine the correlation between these two variables, and the following findings were obtained: Pearson's R value corresponds to a value of 0.204, indicating a strong correlation of Q14 with Q13, Table XXIV. However, if we compare question Q13 - "The sports manager should have responsibility within the general activities of management, organizational management, information management, and sports and exercise sciences" - and question Q15 - "The sports manager must be a professional sufficiently qualified to manage any of the sports organizations." We used the non-parametric correlation matrix of "Pearson" to determine the correlation between these two variables, and the following results were obtained: for Q15, the value of  $p=0.622 > 0.005$ , correlation Pearson's R value corresponds to the value of 0.094, that is, close to 0, considered a weak correlation of Q15 with Q13, Table XXIV.

We also chose to draw a link between the question Q14 - "The sports manager can perform functions of consultant, general director, technical director, commercial director, facilities director, marketing manager, sports event manager, product manager, human resources, companies, and other organizations or public or private entities" and the issue Q16 - "The functions of a sports manager are: planning, organization, execution, and control in a sports organization, i.e. We employed the non-parametric correlation matrix of "Pearson" to determine the correlation between these two variables, and the following findings were obtained: The correlation Pearson's R value for

Q16 is 0.081, which is close to zero, indicating a weak correlation of Q16 with Q14, as shown in Table XXIV.

Table XXIV - Matrix of correlations Q12 a Q16

		Q12	Q13	Q14	Q15	Q16
Q12	R de Pearson	—	-0.040		0.231	
	p-value	—	0.832		0.218	
Q13	R de Pearson	-0.040	—			
	p-value	0.832	—			
Q14	R de Pearson	0.030	0.204	—	-0.165	
	p-value	0.876	0.279	—	0.385	
Q15	R de Pearson	0.231	0.094	-0.165	—	
	p-value	0.218	0.622	0.385	—	
Q16	R de Pearson	-0.137	0.333	0.081	-0.211	—
	p-value	0.471	0.072	0.670	0.262	—

Source: Jamovi (2023).

#### F4 - CHALLENGES

Variable F4 - "Challenges":

Question Q17 - "The crisis of professional sport and sport education necessitates investment in sport management as an instrument capable of attempting to solve modern sport's problems," Table XXVI - Q17 shows that 53.3% of respondents answered (agree), 40.0% answered (I absolutely agree), and only 6.7% answered (I do not agree or disagree).

Table XXVI - Q17

Q17 - Frequencies			
Q17	Counts	% Total	% Cumulative
I do not agree nor disagree	2	6.7%	6.7%
Agree	16	53.3%	60.0%
I totally agree	12	40.0%	100.0%

Source: Jamovi (2023)

Question Q18 - "Human resources management is a strategic instrument of the organization in the future, becoming necessary an initial training in sports management", 46.7% of respondents said (I absolutely agree), 40.0% answered (agree), and only 13.3% answered (neither agree nor disagree). We may conclude from the responses that most respondents value human resource management in a sports organization. Table XXVII - Q18.

Table XXVII - Q18

Q5 - Frequencies			
Q1	Counts	% Total	% Cumulative
I do not agree nor disagree	4	13.3%	13.3%
Agree	12	40.0%	53.3%
I totally agree	14	46.7%	100.0%

Source: Jamovi (2023)

Question Q19 - "Employability perspective in the field of sport management after completing higher education," 43.3% answered (I totally agree), about 40.0% answered (agree), but some respondents have reservations, as 13.3% answered (I do not agree or disagree), and 3.3% answered (I totally disagree), Table XXIX - Q19.

Table XXIX - Q19

Q19 - Frequencies			
Q19	Counts	% Total	% Cumulative
Totally disagree	1	3.3%	3.3%
I do not agree nor disagree	4	13.3%	16.7%
Agree	12	40.0%	56.7%
I totally agree	13	43.3%	100.0%

Source: Jamovi (2023)

Question Q20 - "See with good possibility, change of residence to a large urban center to be able to exercise the profession in the field of sport management," most respondents have reservations about changing residence to a large urban center, even to work in the field of sport management. Table XXX - Q20 shows that 50.0% answered (I do not agree or disagree), 23.3% answered (agree), 16.7% answered (totally agree), and 10.0% answered (disagree).

Table XXX - Q20

Q20 - Frequencies			
Q20	Counts	% Total	% Cumulative
Disagree	3	10.0%	10.0%
I do not agree nor disagree	15	50.0%	60.0%
Agree	7	23.3%	83.3%
I totally agree	5	16.7%	100.0%

Source: Jamovi (2023)

Based on the responses given in F4 - "Skills of the Sports Manager," we want to know if there is a link between the question Q17 - "The crisis of professional sport and sport education, leads to the need to invest in sport management as an instrument capable of attempting to solve the problems of modern sport" and the question Q19 - "Employability perspective in the area of sport management, after completing higher education." We employed the non-parametric correlation matrix of "Pearson" to determine the correlation between these two variables, and the following findings were obtained: Pearson's R value corresponds to the value of 0.098, that is, removed from 0, and is deemed a reasonable correlation of Q17 with Q19, Table XXX.

On the other hand, we draw a connection between question Q17 - "The crisis of professional sport and sport education, leads to the need to invest in sport management as an instrument capable of attempting to solve the problems of modern sport" and question Q20 - "See with good possibility, change of residence to a large urban center to be able to practice the profession of sports management." To determine the correlation between these two variables, we utilized the "Pearson" matrix of non-parametric correlation, which yielded the following results: For Q20,  $p=0.0912 > 0.005$ , small significant connection, Pearson's R corresponds to 0.307, i.e., away from 0, considered a substantial correlation of Q17 with Q20, Table XXX.

We also used the matrix of non-parametric covariance to determine the correlation between the question Q18 - "Human resources management is a strategic instrument of the organization in the future, becoming necessary an initial training in sports management" and the question Q20 - "See with good possibility, change of residence to a large urban center to be able to practice the profession in the area of sports management." For Q18,  $p=0.126 > 0.005$ , small significant connection, Pearson's R corresponds to 0.508, i.e., away from 0, considered a strong correlation of Q18 with Q20, Table XXX.

Table XXX - Matrix of correlations Q17 to Q20

		Q17	Q18	Q19	Q20
Q17	R de Pearson	—			
	p-value	—			
Q18	R de Pearson	0.453 *	—		
	p-value	0.012	—		
Q19	R de Pearson	0.307	0.419 *	—	
	p-value	0.098	0.021	—	
Q20	R de Pearson	0.021	0.126	0.216	—
	p-value	0.912	0.508	0.253	—

Source: Jamovi (2023)

Following a brief examination of the frequency of replies to the statements offered (recommended questions for measuring the variables of this study). In terms of central tendency, it was discovered that the mean and median rotate mean value of 4 for all variables in this study. In terms of fashion, the most common value is 5 (I completely agree). The observed minimum values range from 1 (completely disagree) to 5 (completely agree). The data also demonstrates that the sample has some extremes between the maximum and minimum values, which justifies some degree of data dispersion. Table XXXI summarizes the descriptive statistics for the variables in this investigation.

Table XXXI - Descriptive Statistics (F1, F2, F3, F4)

	N	Mean	Median	Mode	Standar Desviation	Var.	Mín.	Máx.	
<b>F1</b>	Q1	30	4.53	5.00	5.00	0.571	0.326	3	5
	Q2	30	4.13	4.00	4.00	0.434	0.189	3	5
	Q3	30	4.50	5.00	5.00	0.572	0.328	3	5
	Q4	30	4.47	5.00	5.00	0.629	0.395	3	5
	Q5	30	4.17	4.00	5.00	0.874	0.764	2	5
<b>F2</b>	Q6	30	4.57	5.00	5.00	0.504	0.254	4	5
	Q7	30	4.60	5.00	5.00	0.498	0.248	4	5
	Q8	30	4.10	4.00	4.00	0.662	0.438	3	5
	Q9	30	4.47	4.50	5.00	0.571	0.326	3	5
	Q10	30	4.40	4.00	4.00	0.563	0.317	3	5
<b>F3</b>	Q11	30	4.27	4.00	5.00	0.740	0.547	3	5
	Q12	30	4.67	5.00	5.00	0.479	0.230	4	5
	Q13	30	4.17	4.00	4.00	0.592	0.351	3	5
	Q14	30	4.03	4.00	4.00	0.809	0.654	2	5
	Q15	30	4.40	4.00	4.00	0.621	0.386	3	5
<b>F4</b>	Q16	30	4.00	4.00	4.00	0.525	0.276	3	5
	Q17	30	4.33	4.00	4.00	0.606	0.368	3	5
	Q18	30	4.33	4.00	5.00	0.711	0.506	3	5
	Q19	30	4.20	4.00	5.00	0.925	0.855	1	5
	Q20	30	3.47	3.00	3.00	0.900	0.809	2	5

Source: Jamovi (2023)

F1 - Importance of Sport Management; F2 - Organizational Management; F3 - Sports Manager Skills; F4 - Challenges.

Reliability and internal consistency analysis (Cronbach's alpha):

Internal consistency is a method of determining the correlation between distinct items in the same test in statistics or scientific study. It assesses if the multiple items proposed to measure the same construct yield comparable findings. Cronbach's alpha coefficient, which is derived by comparing correlations between items, is commonly used to assess internal consistency. According to Almeida, Santos, and Costa (2010), the Cronbach's alpha coefficient was described in 1951 by the American psychologist Lee Joseph Cronbach and refers to a method for determining the reliability of educational and psychological examinations. This opened the door to various interpretations of the reliability index. Cronbach's alpha is defined as the average of the correlations of the items that comprise an instrument (Almeida et al., 2010). The internal consistency index ranges from 0 to 1. For reliability to be acceptable a degree of consistency of > 0.7 is usually expected; the crucial value suggested by Nunnally (1978) was used as a guide. In the event of results between 0.8 and 0.9, this implies a high level of acceptance. Values less than 0.21 indicate a lack of consistency, which is unacceptable. In summary, the degree of internal consistency of the Likert items proposed to measure the variables in this study has a value of 0.813, indicating a very acceptable level of reliability. Table XXXII.

Table XXXII - Cronbach's alpha coefficient (F1, F2, F3, F4)  
Scale reliability statistics

	Mean	Standard deviation	α de Cronbach	α de McDonald
Scale	4.29	0.307	0.813	0.839

Source: Jamovi (2023).

## CONCLUSIONS

This study aimed to intervene with students in the third year of the Autonomous University of Lisbon's degree in sports management, in the sense that they reflect on the theme "A look at the sports manager in the current professional context" based on sustained practices, based on a set of variables related to: the sports manager; organizational management; sports manager skills; and future challenges. In a more synthesized manner, for each of the groups of questions raised, F1, F2, F3, and F4, a combination of individualized responses was obtained, from which the following conclusions can be drawn: According to the thirty respondents to the set of questions asked in variable F1 - "The sports manager," twenty-seven answered (agree), corresponding to 90%, and only three had a neutral opinion, answering (do not agree or disagree), corresponding to 10%. Thus, the data indicates that all students believe that sports managers have become increasingly relevant in organizations tasked with managing sport management. Table XXXII.

Table XXXII - (F1)

F1 Frequencies - Likert Scale			
F1 - Likert Scale	Counts	% Total	% Cumulative
3	3	10.0%	10.0%
4	27	90.0%	100.0%

Source: Jamovi (2023)

Regarding the F2 - "Organizational Management" results, it is concluded that twenty-six of the students answered (agree), corresponding to 87%, three answered (agree totally), and only one answered (disagree or disagree), amounting to 3.3%. There are no responses from (agree) and (completely disagree). Concerning "Organizational Management," we can conclude that students in general believe that organizations must have appropriate infrastructure for the sports manager to perform professionally. Table XXXIII.

Table XXXIII - (F2)

F2 Frequencies - Likert Scale			
F2 - Likert Scale	Counts	% Total	% Cumulative
3	1	3.3%	3.3%
4	26	86.7%	90.0%
5	3	10.0%	100.0%

Source: Jamovi (2023)

Concerning the Sports Manager's Skills, classified as F3, it was determined that twenty-seven of the students answered (agree), corresponding to 90.0%, three answered (disagree or disagree), corresponding to 10.0%, with no answers from (disagree) and (completely disagree). According to the data gathered, respondents believe that the sports manager should play a significant part in general management activities in the professional setting, as shown in Table XXXIV.

Table XXXIV - (F3)

F3 Frequencies - Likert Scale			
F3 - Likert Scale	Counts	% Total	% Cumulative
3	3	10.0%	10.0%
4	27	90.0%	100.0%

Source: Jamovi (2023)

Regarding the conclusions obtained in F4 - "Challenges" it is concluded that there is some variation in the answers, when questioned with questions related to the employability perspective in the area of sports management, when finishing higher education, approximately 43.3% answered (totally agree), approximately 40.0% answered (agree), however, doubts persisted in some of the respondents, as 13.3% answered (disagree or disagree), and 3.3% answered (disagree or disagree). In summary, Table XXXV indicates that all students feel positive about their integration into the labour market situation in the field of Sport Management when they complete their academic career.

Table XXXV - (F4)

F4 Frequencies - Likert Scale			
F4 - Likert Scale	Counts	% Total	% Cumulative
2	1	3.3%	3.3%
3	1	3.3%	6.7%
4	14	46.7%	53.3%
5	14	46.7%	100.0%

Source: Jamovi (2023)

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