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## **Professionalism in Sport for All Management – a pilot study about the TAFISA CLC**

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### **Abstract**

Based on experiences of member organizations in Germany, Austria and the Netherlands, for example, and based on the realization that quality in Sport for All programs and events depends on professionalism, “The Association for International Sport for All (TAFISA)” created and started a special education program in Sport for All Management in 2007 – the so-called Certified Leadership Course (CLC)”. In a five days program, international and national lecturers (i.e. from the host country) are teaching between 25 and 85 participants in different topics about the development and management of Sport for All on local, regional, national and international levels. The participants themselves have sometimes more or sometimes less experiences in Sport for All Management. The evaluations are so positive that TAFISA – meanwhile supported by the International Olympic Committee (IOC) – is encouraged to continue with the CLCs and to develop an accredited Master of Arts (MA) Study Program in Sport for All Management together with partner universities.

**Keywords:** Professionalism, Volunteerism, German Olympic Sport Association, TAFISA, Certified Leadership Course – Evaluation results, TAFISA Master of Arts Study Program

## **Introduction**

For many years Professionalism is a key word in sport development – regarding both coaching and management. No doubt – in all countries around the globe, the sport organizations are searching for top coaches and they have developed special educational programs for coaches in their academies, but also in cooperation with universities. In many countries there was - and there still is - a lack of educational programs to develop professionalism in sport management.

Since 2007 TAFISA - the worldwide organization for Sport for All development – is offering international and national Certified Leadership Courses (CLC) in different countries. The participants are administrators in their city, province or government with responsibility for the Sport for All development on the local, regional or national level, as well as volunteers or voluntary leaders in nonprofit sport organizations (sport clubs and/or sport federations). Why and how does TAFISA offer CLCs? Are they necessary, accepted and an important step within the process of professionalism? Are there additional steps projected?

## **Professionalism in coaching and managing**

No doubt: since decades elite sport needs well trained coaches, psychologists, biomechanics, special medicine doctors, physiotherapists ... and meanwhile also excellent managers. However, nowadays and in future in all countries, in all cities and communities the Sport for All development does not only depend on the quantity of Sport for All programs and events and on the number of participants; in fact it is necessary to have in focus the quality of educating and coaching regarding different target groups as well as the management in Sport for All. So, professionalism in coaching and managing is required. Meanwhile, emergent and developing nations with their governmental and nongovernmental sport organizations have the experience, that it is not enough to have top coaches for their national teams; they want more professionalism in Sport for All coaching and managing nowadays. But in addition to professionals with a university study background, they need likewise well trained volunteers as instructors/coaches, leaders and managers.

## **Educational Concept to qualify volunteers and professionals in Germany**

In Germany, the sport federations are offering training programs for coaching volunteers included in a license system with competitive/elite sport or Sport for All in focus for almost 50 years. For more than 30 years, the German Sport Association (DSB) – now the German Olympic Sport Association (DOSB) – offered and offers special education programs in sport management for leading and managing volunteers in sport clubs.

Step 1 – License C with minimum 120 teaching units (45 minutes each) in theory and in practice; the examination is included in the study time.

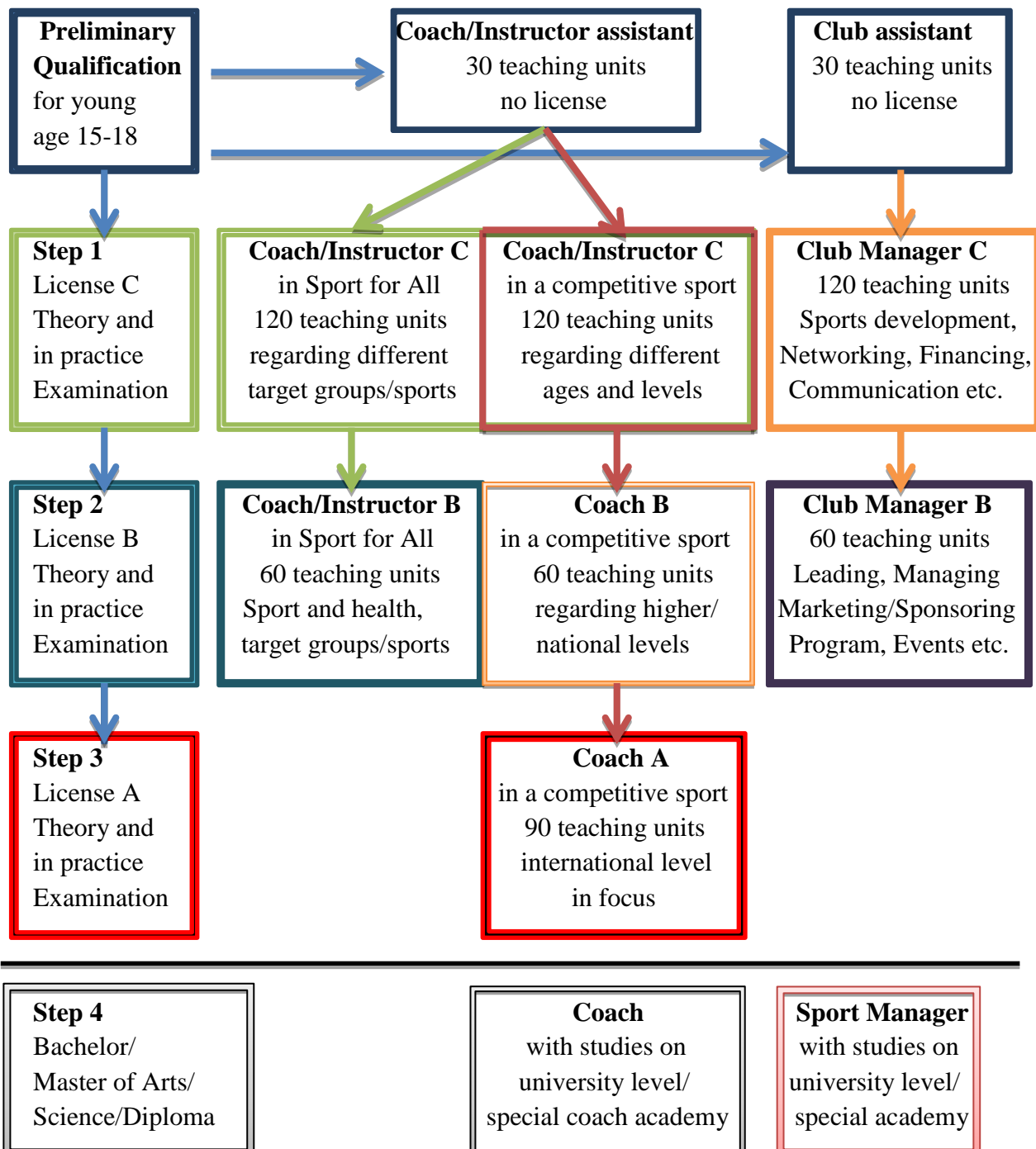
Step 2 – License B with additional 60 teaching units (45 minutes each) in theory and in practice; the examination is included in the study time.

Step 3 – License A with additional 90 teaching units (45 minutes each) in theory and in practice; the examination is included in the study time. The course is further more a bridge to a professional coaching career.

Step 4 – Bachelor and Master Study programs in cooperation with universities

The following chart 1 gives an overview:

**Chart 1.** German Olympic Sport Association (DOSB) - Course of education for volunteers in sport coaching or sport management (abridged version from concept 2005)



Each course has up to 30 participants and is offered in all regions in Germany.

The licenses C, B and A are in general limited to four years; so the certified club coaches and club managers (mostly volunteers) have to participate in special further “fresh-up” education courses (minimum 15 teaching units – 45 minutes each) offered by federations on provincial and national levels.

Germany has nearly 80 million citizens (2015); about one third is a member and active in one or more sport clubs (27 million sport club memberships). The 89.250 sport clubs are mostly nonprofit organizations - and with their different sport sections (different kinds of sport) also members in 62 national sport federations (Statistics German Olympic Sport Association, 2015).

The positive development in quantity and quality was and is only possible because a strong volunteering system has tradition and the qualification system is accepted. But the limits of volunteering are obviously reached; the number of fields for indispensable volunteering is still increasing. Professionalism in coaching and managing is necessary to keep up with the expectancies of the club members – this is also supported by the latest findings in different fields of scientific research and in practice. Special fields are, e. g.:

- sport and health (prevention, therapy, rehabilitation, fitness),
- sport and integration,
- sport and inclusion,
- sport and economics,
- sport and high performance,
- sport and environment/ecology,
- sport and technology,
- sport and architecture,
- sport and equipment,
- sport and politics,
- sport and religion,
- sport and law and order,
- sport and target groups,
- sport and motives,
- sport and media,
- sport and networking ... etc.

Beside the sport club system with a 200 years tradition, a network of commercial sport and fitness providers has developed overtime each with a professional staff. About 10% of the population is active in one of these sport and fitness studios. The situation in other countries (e.g. countries in Europe) is similar.

At the end of 2015, more than 550.000 volunteers in German Sport Clubs had one or more license(s) as coaches in different kinds of sport (about 52% in Sport for All and 48% in competitive sport – total female 51%, male 49%). About 8000 volunteers are qualified with a license for sport club management (male 2/3, female 1/3). Next to the qualified volunteers, there are university-studied professionals in fulltime or part-time employment.

## **Professionalism – Definition/Explanation**

*Professionalism* is “the level of excellence or competence that is expected of a professional” (www.businessdictionary.com/definition/professionalism - requested on 30.12.2015).

*Professionalism* is “the skill, good judgement, and polite behavior that is expected from a person who’s trained to do a job well” (www.merriam-webster.com/.../professionalism - requested on 30.12.2015).

*Professionalism* is “the key to quality and efficiency” (www.oxforddictionaries.com/de/definition/englisch/professionalism - requested on 30.12.2015)

So *professionalism* is a process to optimize the quality of working and its resulting outcomes. *Professionalism* is an aim as well as a product, and a precondition for quality in educating and coaching different target groups, but also in managing sport programs and sport events.

## **Pilot study in Salzburg/Austria in comparison with the development in Germany**

In a regional study in Austria/Province Salzburg (2013 – 2015), the target was to define the stage and acceptance of professionalism in the field of sport club and sport federation management. The result was a moderate realization of the necessity to reach a higher level of professionalism in sport club management. In a pilot study with 90 sport clubs and 12 sport federations, nearly 82% of the clubs were managed by volunteers and two third of the federations as well. 88.6% of the sport club leaders (volunteers) don’t see a possibility to hire a payed part-time or a full-time manager for the near future. Main reasons are the small number of members (< 300) and a lack of financial resources. Some see a serious problem if, within the club management team, some are paid and some are not paid (volunteers). But in long distance planning, nearly 70% accepted the necessity of professionalism in the club management. Two thirds of the sport federations are working with a professional staff; their experiences are positive. For most of the answering club and federation leaders the process of professionalism is a guarantee for quality improvement and assurance.

In Germany, the percentage of sport clubs and sport federation with full-time or part-time staff is clearly higher – approximately one third of all sport clubs and 100% of all sport federations are managed by professionals beside the voluntary, but elected leaders (presidents, vice presidents, treasurers, board members etc.). Reasons for this positive development can be found in the fact that the majority of all sport clubs in Germany has far more members than the average of sport clubs in other countries, and the most of the leaders and board members are aware of the aspect that professionalism in sport club management is indispensable nowadays and in future. Important for the most sport clubs (nonprofit sport clubs) are limited personnel costs in order to keep the membership fees low, because all parts of the society should be able to become members in a sport club.

If governmental provider of sport programs and events are responsible on local, provincial or state levels, they need professional managers with solid competences.

## TAFISA creates the Certified Leadership Course (CLC)

With 30 years of experience in having training programs and study programs for managers in national sport organizations, TAFISA (The Association for International Sport for All) decided to offer Certified Leadership Courses (CLCs) in 2007, especially for emerging and developing nations in different parts of the world. At the beginning, the hosting countries along with TAFISA organized international courses in English with interpreters; the participants came from different countries. Since 2010, there are also national Certified Leadership Courses possible and organized. Meanwhile, the TAFISA Certified Leadership Course concept is well accepted worldwide and supported by the IOC. TAFISA emphasizes the following benefits for the CLC participants:

- Education & increased professional qualification
- Knowledge & experience transfer opportunities
- International & national networking
- Opportunity to showcase local/national initiatives
- Development of English and presentation/public speaking skills
- Hardcopies of all lecture content
- Graduation certificate
- Sports & social program
- Access to international speakers & lecturers

(<http://www.tafisa.net/index.php/programs-events/tafisa-clc-with-the-support-of-ioc> - requested on January 1<sup>st</sup> 2016)

China, Macao, Malaysia, Mongolia, India, Kazakhstan, Uzbekistan, I.R. Iran, India, Turkey, Guam, Trinidad & Tobago, Haiti, Tanzania, Nigeria, Latvia etc. have been host countries in the past and most of them are prepared for the future. During a five days compact course with lectures, workshops and a final oral report (examination), the participants learn about typical management aspects in the field of Sport for All, and they have the chance to exchange their local, regional or national experiences. Topics are, e. g.:

- Philosophy and Anthropology related to Sport for All – “Designed to move”
- Social capital und social power in Sport for All (e. g. Integration and Inclusion)
- TAFISA- Provider in Sport for All on international, national, regional and local levels
- Dimensions of Sport for All development
- Targets and target groups in Sport for All
- Sport for All and Health
- Sports Marketing, Sponsoring and Financing
- Program development and management
- Event planning and management
- Strategy development
- Sport facilities management
- Public relations, communication and media
- Tradition and trends in Sport for All
- Tourism and Sport for All
- Law and Sport for All

The lecturer team includes international active experts and scientists (e. g. TAFISA Board and Staff members, Commissioners) as well as specialists involved in the national Sport for All development (from the host country).

Each CLC has between 25 and 85 participants out of different countries (international CLCs) or different provinces (national CLCs). Altogether there have been more than 700 CLC participants out of more than 40 countries until 2015. At the end of the course the participants are asked to evaluate the offered program by a questionnaire.

### CLC Evaluations 2011 – 2015

The CLC participants were asked by TAFISA to answer ten questions by rating in five possibilities. The questions are:

- 1 Was the content of lectures relevant and interesting?
- 2 How did you find the quality of the lectures?
- 3 Was the accommodation appropriate?
- 4 Was the program appropriate?
- 5 Were the working groups valuable?
- 6 Would you recommend the course to others?
- 7 What is your overall opinion of the course?
- 8 Would your organization be interested in hosting an international CLC?
- 9 Would your organization be interested in hosting or participating in a national CLC program?
- 10 Would you consider participating in TAFISA's Sport for All Management Masters (after it has been developed)?

The rating possibilities are:

**A = Excellent/Definitely**

**B = Good/Probably**

**C = OK/Maybe**

**D = Poor/Probably Not**

**E = Very Poor/Definitely Not (was never selected)**

Finally, 155 participants out of different CLCs (Iran, Malaysia, Trinidad & Tobago, Mongolia, India, Turkey, Guam, Haiti, Kazakhstan, China) were taken into consideration. Consequently the results can be seen as representative of all CLCs to a large extent.

The results are:

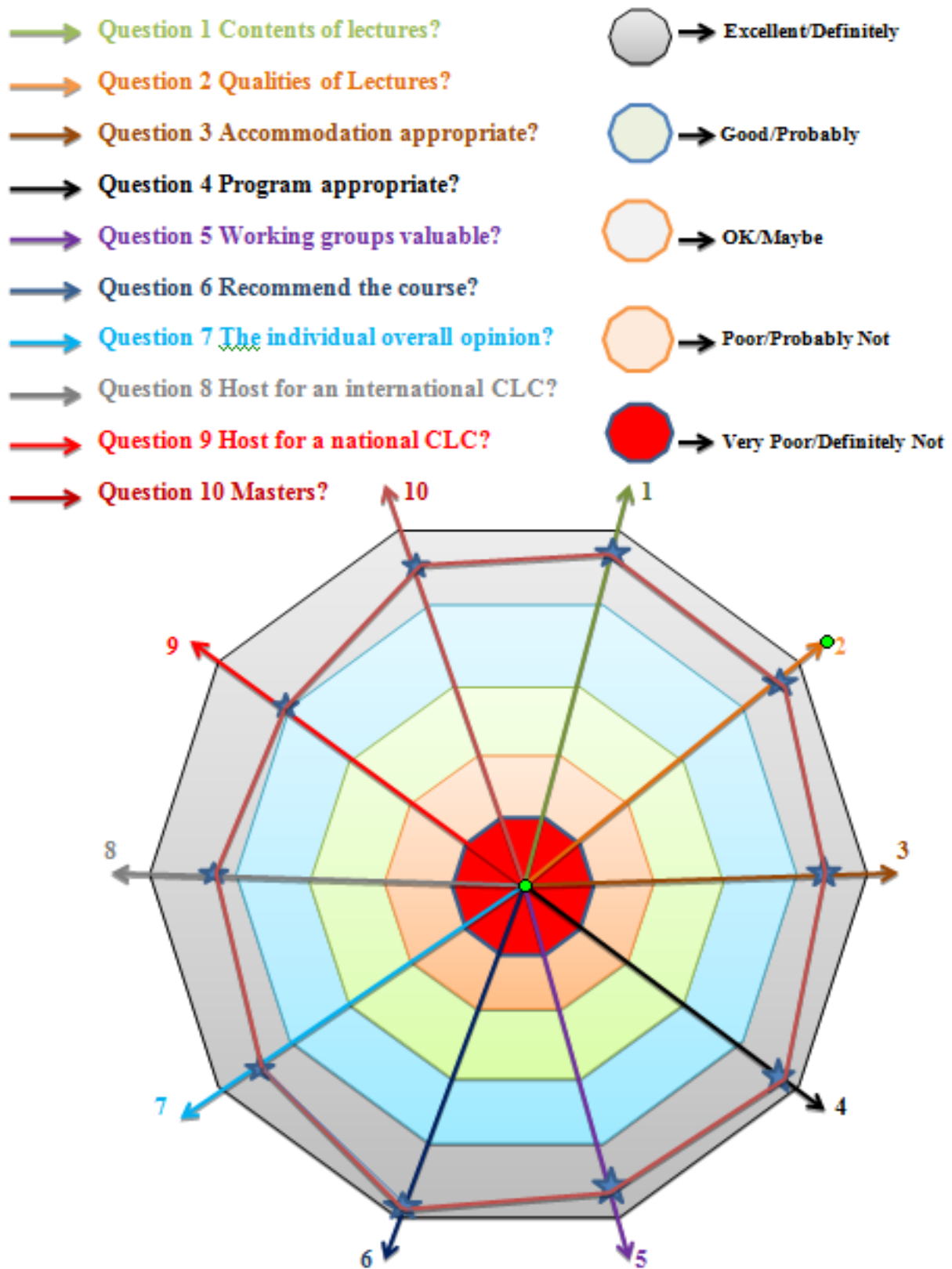
- ✓ **Question 1** (content of lectures)      **A 69,7 %**    **B 26,5 %**    **C 3,8 %**    **D 0,0%**  
*96,2 % are content with the offered lectures and were interested!*
- ✓ **Question 2** (quality of lectures)      **A 60,7 %**    **B 36 %**    **C 3,3 %**    **D 0,0%**  
*96,7 % are rating the quality of lectures with excellent or good!*
- ✓ **Question 3** (accommodation)      **A 48,3 %**    **B 39,6 %**    **C 11,4 %**    **D 0,7%**  
*87,9 % think that the accommodation is appropriate, but 12,1 % are not amused! (Supposition: The organizers want to avoid high costs for the participants.)*
- ✓ **Question 4** (program)      **A 66,2 %**    **B 31,1%**    **C 2,7 %**    **D 0,0%**  
*97,3 % agree with the course program and with side events!*
- ✓ **Question 5** (working groups)      **A 63,3 %**    **B 32 %**    **C 4,7 %**    **D 0,0%**  
*95,3 % judge the workshops in groups very positive! Only 4,7 % express their problems with working groups.*
- ✓ **Question 6** (recommend the CLC)      **A 77,3 %**    **B 18,2 %**    **C 4,5 %**    **D 0,0%**  
*95,5 % would recommend the CLC to others! This is an encouragement for TAFISA, for the organizers and lecturers.*
- ✓ **Question 7** (overall opinion)      **A 62,3 %**    **B 35,1 %**    **C 2,6 %**    **D 0,0%**  
*97,4 % have a very positive opinion of the CLC!*
- ✓ **Question 8** (hosting internat. CLC)      **A 49 %**    **B 31,3 %**    **C 18,4 %**    **D 1,3 %**  
*80,3 % see a chance to organize an international CLC in their country and with their organization! But 19,7 % have doubts if that is possible at the present time!*
- ✓ **Question 9** (hosting national CLC)      **A 42,3 %**    **B 35 %**    **C 20 %**    **D 2,7 %**  
*77,3 % see a chance to organize a national CLC in their country and with their organization as well! 22,7 % are skeptical if that is possible at the present time!*
- ✓ **Question 10** (TAFISA Masters)      **A 66 %**    **B 20,9 %**    **C 11,8 %**    **D 1,3 %**  
*86,9 % are interested in a TAFISA Masters Study Program in Sport for All Management! This study program - in cooperation with universities – is in preparation and will start presumably in September 2016.*

➡ See chart 2: Graphic “Evaluation results – on average”

Even though the group of participants was very heterogeneous regarding e. g. age, gender, nationality, religion, management experiences in the field, sport activities, profession and study background, the documented results confirm the experiences of organizers and lecturers that the study atmosphere during the CLC was very positive and motivating.



**Chart 2.** Evaluation results – on average



In summary, the evaluation results are between excellent/definitely and good/probably – depending on the question. So the CLCs are accepted and an important step to professionalism.

The participants had – in addition to the ten mentioned questions (with rating system) - the chance to express their experiences with the CLC in words or sentences e. g. in Guam and Trinidad & Tobago. The following questions are offered:

➤ *What did you enjoy most about TAFISA CLC?*

Some answers (quotations):

- ✓ I enjoy sports for all ideas because more people get the opportunity to give back to their community as a volunteer as the concept is all inclusive.
- ✓ Useful information gained.
- ✓ There was a mixture of both governmental and non-governmental organizations.
- ✓ The group/workshop session.
- ✓ The breadth of knowledge.
- ✓ It proved a better insight for what Sport for All exactly is.
- ✓ Close interaction with lecturers and additional info available.
- ✓ I especially enjoyed the opportunity to see sport from various points of view. Finally, the idea that Sport for All really should be for all.
- ✓ The information received and the passion of the presenters.
- ✓ All of the presented topics were enlightening. Furthermore the topic of philosophy of sport for all, the delivery system in sport for all, sport clubs and the working group sessions had a positive impact and has educated by making me more knowledgeable about the topic.
- ✓ Diversity of participants. Interesting to learn from a wide range of people and cultures.
- ✓ Share experiences between non-local and local participants.
- ✓ Volunteerism.
- ✓ Networking was one thing that I really appreciated out of this course.
- ✓ Everything!

➤ *What could be improved about the TAFISA CLC?*

Some answers (quotations):

- ✓ Can add some exercises in the course.
- ✓ Examples and slides of TAFISA events to show the success of TAFISA.
- ✓ Improve lecture materials and handouts.
- ✓ The program schedule could be longer to include more topics. Longer period of time.
- ✓ To improve the course, it could be a lot shorter.
- ✓ The CLC Course could be a bit longer to cover more areas and to get deeper.
- ✓ More publicity is required.
- ✓ The group activities felt really long.
- ✓ The handouts were too small and hard to read.
- ✓ Taking a break between long topics.
- ✓ The information can be more relevant to the host country.

- ✓ Extremely good. I would recommend a special time slot in which people can demonstrate traditional games.
- *Are there additional topics you think should be addressed during the TAFISA CLC?*
  - ✓ Legal aspects. Law of sport organizations with different backgrounds.
  - ✓ Strategic planning.
  - ✓ A practical session on the local sport/culture should be included.
  - ✓ School sports.
  - ✓ Sport psychology, nutrition, facility planning.
  - ✓ Sport participation for the “What?” a great training!
  - ✓ How can TAFISA support groups to enhance their programs?
  - ✓ No, the TAFISA CLC set a benchmark of everything that was needed to be addressed.
- *Any further comments?*
  - ✓ TAFISA’s name should become a worldwide name and the concept can help in family homes as well.
  - ✓ Great course. Would recommend to others.
  - ✓ I would like to thank the sponsors and the lecturers for their job well done job and I look forward to further courses.
  - ✓ The presenters were very good. Both male and female.
  - ✓ Wonderful program!
  - ✓ Overall, the training has given me the ability to see sport/fitness under a completely different aspect. It has given me the tools to maybe look into implementing a program (Sport for All).
  - ✓ Most productive CLC: THANK YOU ALL!
  - ✓ The management of transportation to venue could be improved.
  - ✓ It was a great experience and I would not mind attending another one in the future.
  - ✓ Everything was touched on – even the inclusion of people with mental retardation.
  - ✓ I have thoroughly enjoyed this course. Thank you for coming to Guam!

Meanwhile, the experiences and the evaluation results are taken into consideration by the CLC management, by the organizers and lecturers.

These evaluations and comments are encouraging TAFISA and the CLC Team to continue, to improve and finally to realize the planned accredited University Study Program (Certification Program included):

### **International Sport for All Management Master of Arts (MA)**

As mentioned, a 18 month semi-virtual Master of Arts Study Program (online and presence studies) is planned (Start in September 2016 ?) in partnership between Ahmet Yesevi University/Turkey and University of Applied Management of Erding/Germany (UAM), which includes a six month semi-virtual Certification Study program (Modules 1 to 5) as well. The Master Study program is based on the accredited International Sport Management

Master of Arts Study Program (MA) at UAM with specialization in International Sport for All Management.

(International Sport for All Management Master of Arts - short form: TAFISA MA/Contract – TAFISA SFA Masters Course – Draft 151020-2 – 02.01.2016)

*The Modules are:*

**First Semester – MA and Certification Program**

**Module 1:** Multidimensional Aspects of Sports Development in an international comparison (6 ECTS)

Description: The Sport for All Movement – philosophical, political, sociological, physiological and pedagogical aspects of Sport for All

**Module 2:** International Sports Associations and National Sports Systems in an international comparison (6 ECTS)

Description: Sport for All Organizations from the local to the international level (governmental and non-governmental organizations, SWOT analysis, SMART objectives, particular laws, religious, social, economic and ecological conditions)

**Module 3:** Key qualifications (6 ECTS)

Description: Staff and program management, professionalism and voluntarism – human resources and competences

**Module 4:** Application orientated Module (6 ECTS)

Description: Sport for All programs – Dimensions of Sport for All development

**Module 5:** Marketing, Sponsoring, Financing for, in and with the field of Sport for All (6 ECTS)

**Second Semester – MA Program**

**Module 6:** Philosophy of Science and applied Research Methods (6 ECTS)

Description: Sport sciences, network studies, research methods in the field of Sport for All

**Module 7:** Sport for All Facilities Management (6 ECTS)

Description: Types of indoors and outdoors facilities, standards and norms, designs and constructions, management, redevelopment, user and program development

**Module 8:** Market and Competitor Analysis in the field of Sport Management (6 ECTS)

Description: Globalization in Sport for All on local, regional, national and international levels

**Module 9:** Planning, Realization and Evaluation Strategies within Event Management in an international comparison (6 ECTS)

Description: Event management in the field of Sport for All on local, regional, national and international levels

**Module 10:** Current Research Questions, Trends and Particularities within Event Management (6 ECTS)

Description: TAFISA programs, events, activities – trends, concepts, reality and evaluations

### **Third Semester – MA Program**

**Module 11:** Choice of one of the following elective modules (6 ECTS each)

11.1 Sport for All and Health

11.2 Leisure and Tourism

11.3 Triple AC – Active Cities, Active Communities, Active Citizens

11.4 Networking as a strategy in Sport for All Management – best practice examples

11.5 Communication and Media

11.6 Fundraising

**Master Thesis for MA (24 ECTS)**

Description: Each student will be assigned to a Master Thesis Supervisor during the second presence week. The topic of the Master Thesis is to be chosen by the students, and approved by their allocated Supervisor. Topics must be related in some way to the TAFISA Masters general course content and Sport for All Movement. The Master Thesis should be completed during the third semester. Students are to present their Thesis results during the third presence week.

**Examination:** Thesis paper and presentation

## Conclusion

Sport for All worldwide - from the local level to the international field - has to grow in quality and quantity. Sport for All organizations in all communities, regions, nations and worldwide have to find and to strengthen the balance between regional traditions, trends and globalization. Sport for All has to have in focus the different target groups and to serve a variety of aims/motives.

Sport for All must be possible in different life situations, e. g.:

- ✓ in families
- ✓ in kindergarten and schools
- ✓ as a balance to studies and professional life (job activities)
- ✓ in the community/residential area
- ✓ with friends
- ✓ in difficult social situations
- ✓ under problematical health conditions
- ✓ as one way to social integration and inclusion
- ✓ in leisure and vacation times
- ✓ lifelong with a variety of motives – Sport for All as a lifestyle
- ✓ in fairness and following ethical principles

TAFISA is a world organization with a network of international relationships and activities. Regarding the process of professionalism in the Sport for All development, TAFISA started a successful way full of valuable experiences, focusing on developing and emerging nations, supported by the IOC and in cooperation with member organizations as well as with universities.

## Conflict of Interest

The author has not declared any conflicts of interest.

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