



**Women – new leader’s empowerment in sport and physical
education industry / *NewMiracle***

SKILL AND COMPETENCIES CARDS

Grant Agreement No.: 622391-EPP-1-2020-1-LT-SPO-SCP

Developed by P6 – University of Rome Foro Italico
Dr Flavia Guidotti (Researcher)
Prof Laura Capranica (Manager)

2022

TABLE OF CONTENT

Skill card creation	3
Relevant information regarding the European framework for working fields, professions and necessary knowledge/qualifications/competencies/skills in relation to sport management	3
ESCO and ISCO.....	8
ESCO's detailed professional profiles in relation to sport management:	17
Sport administrator	17
Sport facility manager	19
Sports programme coordinator	20
Sports, recreation and cultural centre managers	21
Recreation policy officer	23
Special-interest groups' officer	24
Desk analysis for national information in relation to sport management academic/vocational training and gender equality.....	26
Literature review on necessary sport management knowledge/competencies/skills	26
Methodological summary	26
Major research findings	27
Comparison between the “Literature Review (LR) Knowledge/Competencies/Skills model” and the ESCO profiles	32

Disclaimer:

"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein"

SKILL CARD CREATION

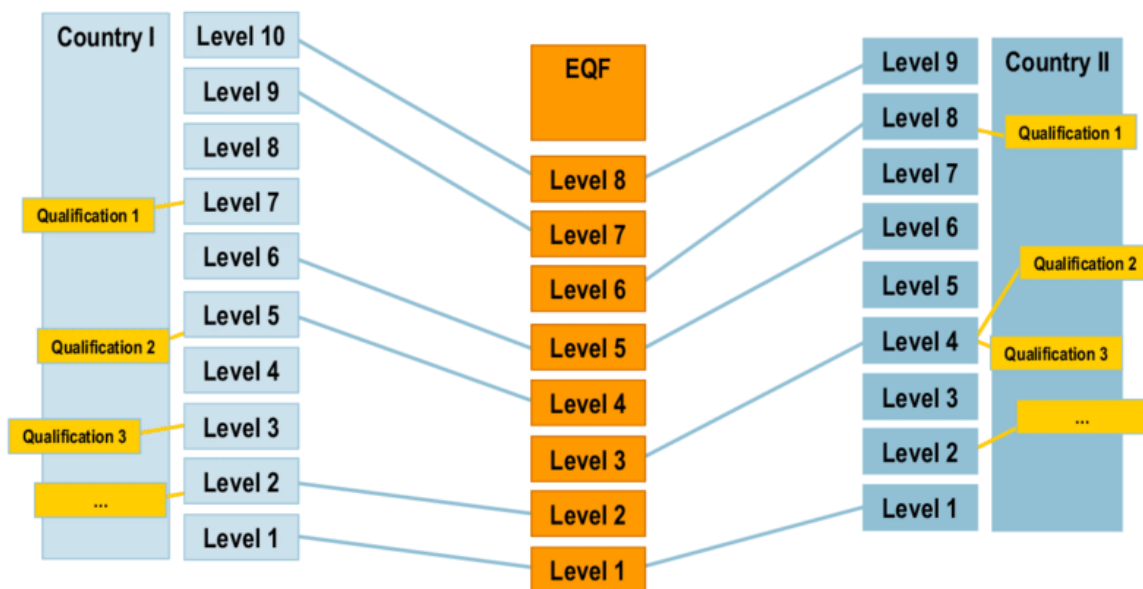
Relevant information regarding the European framework for working fields, professions and necessary knowledge/qualifications/competencies/skills in relation to sport management

The European Qualifications Framework (EQF)

The European Qualifications Framework (EQF)¹ provides a common reference framework which assists in comparing the national qualifications systems, frameworks, and their levels (Figure 1, 2 and 3). It makes qualifications more readable and understandable across different countries and systems in Europe. The introduction of the EQF has been a trigger for a shift to learning outcomes. The linking of national qualifications frameworks (NQFs) to the EQF was expected to be completed by 2014, thus signalling that the learning outcomes approach has been broadly accepted as the basis for future European cooperation in the area of education and training.

The introduction of the EQF, and the rapid development of NQFs, is increasingly influencing the writing of curricula and qualification standards, focussing on what a learner is expected to know, understand and be able to do.

Figure 1 – Example of reference system enabling comparison of national qualifications systems based on learning outcomes



Reproduced from: Implementing and developing a Credit System for Vocational Education and Training – Final report (2008): available at: _____

¹ European Qualifications Framework (EQF): available at https://ec.europa.eu/escportal/escopedia/European_Qualifications_Framework_40_EQF_41

<https://www.researchgate.net/publication/228391858> Implementing and developing a Credit System for Vocational Education and Training

The EQF Recommendation was revised in 2017 as one of the key actions of the 2016 Skills Agenda for Europe. The Commission is now working with EU countries and other interested parties to implement this recommendation to support better understanding of qualifications and make better use of all available skills in the European labour market. For example, the 2017 EQF Recommendation invites Member States to make the results of the referencing process publicly available at national and Union levels and, where possible, ensure that information on qualifications and their learning outcomes is accessible and published. Information on the process of referencing national qualifications frameworks or systems to the EQF and on qualifications with an EQF level should be readily accessible to the public.

Figure 2 - EQF levels compared with achieved education.

EQF LEVEL 8	ACADEMIC LEVEL	DOCTORATE
EQF LEVEL 7		MASTER
EQF LEVEL 6	POST UPPER SECONDARY LEVEL	BACHELOR
EQF LEVEL 5		HIGHER NATIONAL DIPLOMA
EQF LEVEL 4	UPPER SECONDARY LEVEL	HIGHER NATIONAL CERTIFICATE, UPPER SECONDARY DIPLOMA
EQF LEVEL 3	SECONDARY LEVEL	SECONDARY DIPLOMA OR VOCATIONAL DIPLOMA
EQF LEVEL 2	PRIMARY LEVEL	SECONDARY SCHOOL WITH NO DIPLOMA
EQF LEVEL 1		PRIMARY SCHOOL

Adapted from: <https://www.maintworld.com/R-D/Application-of-European-Qualification-Framework-EQF-in-Maintenance>

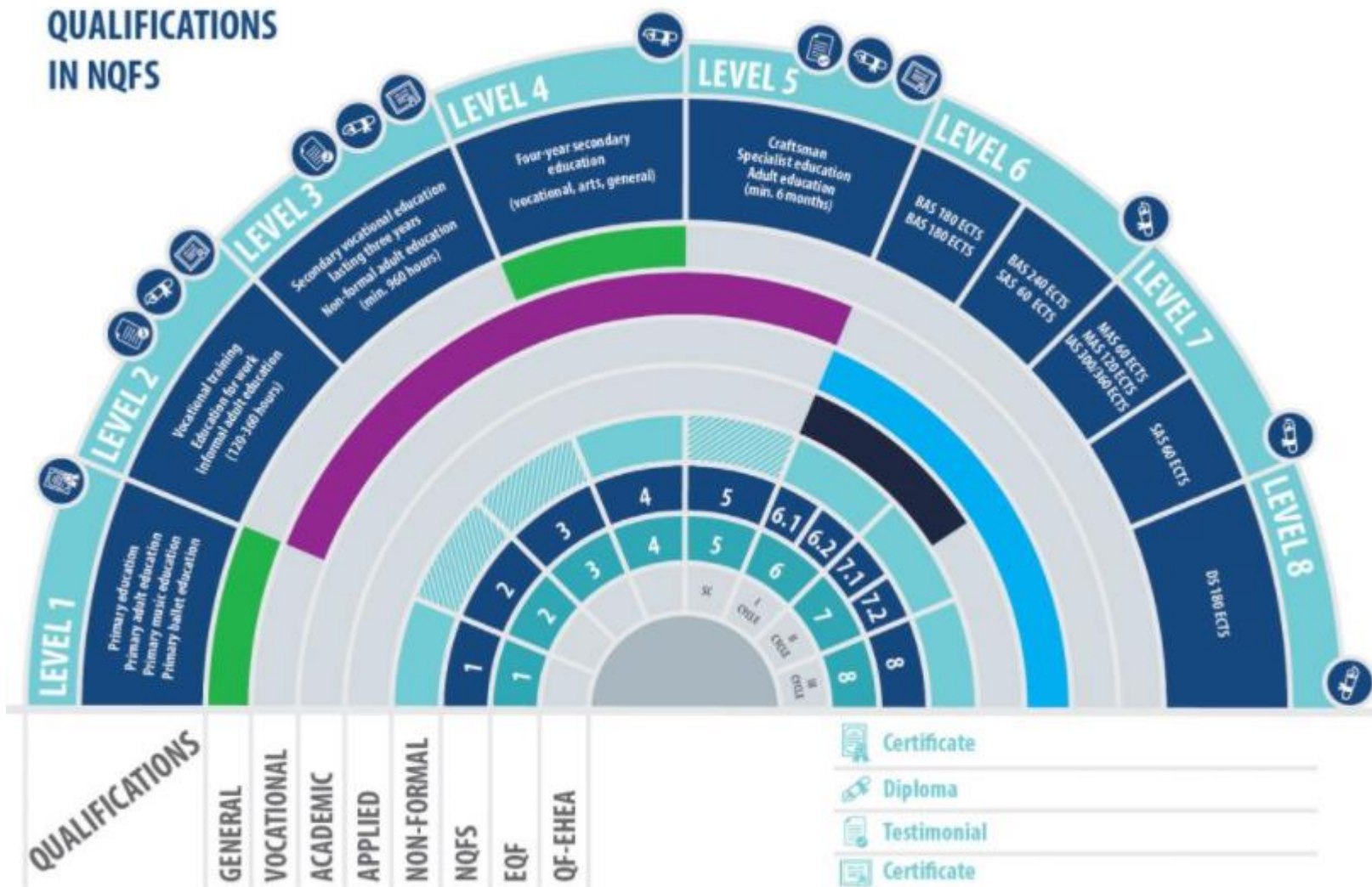
By September 2021, 35 countries had formally linked ('referenced') their national qualifications frameworks to the EQF: Austria, Belgium (Flanders and Wallonia), Bulgaria, Croatia, Cyprus, the Czech Republic, Denmark, Estonia, Finland, the Former Yugoslav Republic of Macedonia, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Kosovo, Latvia, Lichtenstein, Lithuania, Luxembourg, Malta, Montenegro, the Netherlands, Norway, Poland, Portugal, Romania, Serbia, Slovakia, Slovenia, Sweden, Switzerland and Turkey. The remaining countries are expected to follow in 2021, which means that the first stage of EQF referencing is nearly finished.



Co-funded by the
Erasmus+ Programme
of the European Union

Figure 3 – The structure of the European Qualification Framework (EQF).

QUALIFICATIONS IN NQFS



ESCO and ISCO

ESCO² is the multilingual classification of European Skills, Competences, Qualifications and Occupations. ESCO is part of the Europe 2020 strategy. The ESCO classification identifies and categorises skills, competences, qualifications, and occupations relevant for the EU labour market and education and training. It systematically shows the relationships between the different concepts. Instead, the International Standard Classification of Occupations (ISCO)³ is a four-level classification of occupation groups managed by the International Labour Organisation (ILO). In ESCO, each occupation is mapped to exactly one ISCO-08 code. ISCO-08 can therefore be used as a hierarchical structure for the occupations pillar.

Since ISCO is a statistical classification, its occupation groups do not overlap. Each ESCO occupation is therefore mapped to only one ISCO unit group. It follows from this structure, that ESCO occupation concepts can be equal to or narrower than ISCO unit groups, but not broader. The result is a strictly mono-hierarchical structure where each element at level 2 or lower has exactly one parent. A few groups of ISCO-08 do not contain ESCO occupations.

ESCO does not adapt the ISCO occupation groups, but the Commission manages translations of ISCO labels in the official languages of the European Union. For the various language variants ESCO uses the translations of the Commission Recommendation of 29 October 2009 on the use of the International Standard Classification of Occupations (2009/824/EC), if available.

ESCO and the EQF

The qualifications pillar of ESCO is developed in a way that is consistent with the EQF. This will allow building on the results achieved during the work on the EQF. National qualification databases will be a valuable source for ESCO.

ESCO supports describing and understanding of learning outcomes of a qualification.

A labour market terminology that can help to understand which occupations and skills are related to a particular qualification allows learners, job seekers and employers to best use this information: ESCO fills this need by providing an updated, evidence – based and multilingual skills and occupation vocabulary.

ESCO supports education and training systems in the shift to learning outcomes that serves better the labour market needs. Organisations that provide data on qualifications can use ESCO to annotate learning outcomes descriptions with skills terminology, integrating knowledge, skills and competence concepts that

² **European Skills, Competences, Qualifications and Occupations (ESCO)**: available at:
<https://ec.europa.eu/esco/portal/home?resetLanguage=true&newLanguage=en>

³ **International Standard Classification of Occupations (ISCO)**: available at:
[https://ec.europa.eu/esco/portal/escopedia/International Standard Classification of Occupations 40 ISCO 41 ?resetLanguage=true&newLanguage=en](https://ec.europa.eu/esco/portal/escopedia/International%20Standard%20Classification%20of%20Occupations%2040%20ISCO%2041?resetLanguage=true&newLanguage=en)

correspond to the learning outcomes description of the qualification. This helps education institutions to express their learning outcomes in a way that facilitates the understanding of their qualifications by labour market actors and to attract learners from within and across borders.

ESCO is also used to collect and analyse data on skills trends across Europe and exploit the possibilities offered by big data analysis techniques. Results of skills intelligence projects are an important support and source of information to education and training institutions that can help them to develop curricula by considering emerging skills needs.

In 2019, the European Commission conducted a pilot project with the Member States to test automated linking of learning outcomes of qualifications with ESCO skills in different languages and developed a dedicated IT tool to support national authorities in this exercise. The project demonstrated the value of using the ESCO skills thesaurus to provide transparency of qualifications and better quality of data on individual learning outcomes.

ESCO enhances personalised/digital career guidance services.

ESCO skills and occupations can be used to provide jobseekers and learners with tailored suggestions of learning and training opportunities. Digital platforms can use ESCO to provide citizens with information on learning opportunities, suggest courses, develop tailor made training opportunities and recommend learning paths based on people's skills. Career guidance providers can use ESCO to provide guidance services and recommend adequate training based on the skills set and career aspirations of an individual.

ESCO supports validation of informal and non-formal learning.

ESCO can be used for the validation of informal and non-formal learning. The clear and detailed learning outcomes that are provided through ESCO can be used to identify, document, assess and certify the skills and experience that an individual has acquired through informal or non-formal learning.

Organisations can use ESCO to identify the skills developed in a given activity. Furthermore, once the learning activity in each project is concluded, the learner can receive a form of certification, for instance an open badge, which links the skills of learners with a standard terminology and supports the validation of informal and non-formal learning achievements. The badges can then be displayed in e-portfolios and shared with employers and others as verifiable records of learning.

Compatibility with the Framework for Qualifications of the European Higher Education Area⁴

⁴ **Europass – European Union:** available at:
<https://europa.eu/europass/en/description-eight-eqf-levels>

Each of the 8 levels of the EQF is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at the level in any qualifications system. The learning outcomes are defined in terms of:

Knowledge: in the context of EQF, knowledge is described as theoretical and/or factual.

Skills: In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive, and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

Responsibility and autonomy: In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility.

The Framework for Qualifications of the European Higher Education Area provides descriptors for three cycles agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process. Each cycle descriptor offers a generic statement of typical expectations of achievements and abilities associated with qualifications that represent the end of that cycle.

EQF-3 (Secondary or Vocational Diploma):

Level 3 - learning outcome		
Knowledge	Skills	Responsibility and autonomy
Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems

EQF-4 (Higher National Certificate; Upper Secondary Diploma):

Level 4 - learning outcomes		
Knowledge	Skills	Responsibility and autonomy
Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

EQF-5 (Higher National Diploma):

Level 5 - learning outcomes		
Knowledge	Skills	Responsibility and autonomy
Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others

EQF-6 (Bachelor):

Level 6 - learning outcomes		
Knowledge	Skills	Responsibility and autonomy
Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups

EQF-7 (Post-graduate Master's Degree):

Level 7 - learning outcomes		
Knowledge	Skills	Responsibility and autonomy
Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams

EQF-8 (Doctorate):

Level 8 - learning outcomes		
Knowledge	Skills	Responsibility and autonomy
Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

Data from the Call for Tender “Study on sport qualifications acquired through sport organisations and (sport) educational institutes”

Regarding sport management, the Call for Tender “Study on sport qualifications acquired through sport organisations and (sport) educational institutes”⁵ (2016) has developed a comprehensive analysis of sport qualifications released by educational providers in the Member States and of employment in sport, by detecting the weight of sport workers on the overall national labour markets of the 28 Member States (data were collected before the Brexit, thus United Kingdom was included).

As stated by the EC, sport organisations and educational institutions can achieve positive benefits by working together to increase the numbers of qualified professionals in the sector. Both entities lie within the wider system of the Sport education systems. This macro-area is composed of the Higher Education (HE) sector, also encompassing Vocational Educational High Schools of Sport, formal vocational training providers and non-formal educational providers (i.e. sport federations). Furthermore, a relevant role is played by the international sport organisations that also design and deliver sectorial international sport qualifications, influencing the general panorama of qualified and employed sport professionals across the EU and beyond.

The sport disciplines in Higher Education, at EU level, appear to be covered by clear and systematic evidence in the countries, since the HE whole area allows, in general, the registration and monitoring of sport graduates. Thanks to the Bologna process, these qualifications are often either already embedded in the national systems and/or have a reference to the European Qualifications Framework (EQF). Nevertheless, for some countries people qualified in sport disciplines are not systematically available in the national realities.

Indeed, when available, the data only concerned Educational/Vocational High Schools of Sport, as well as Bachelor, Master, and Doctorate degrees, whereas no information was available for the first and second levels of post-graduate diplomas. The main findings highlighted different systems across Member States for acquiring qualifications with reference to EQF levels through sport educational institutes, with several countries monitoring the number of graduates and aggregating data according to sport-related macro-segments. Conversely, a systematic monitoring system is currently lacking in most countries. Furthermore, a high variability of denominations of courses and degrees emerged, calling for a clear definition of sport-related macro-segments across Europe. Finally, in considering the relevant, well documented, gender disproportionality in sports-related occupations (i.e., more recent data included in the European Parliamentary Research Service “Gender equality in sports - Slowly changing the game” (2020), a higher

⁵ **Study on sport qualifications acquired through sport organisations and (sport) educational institutes** (2016): available at:

<https://op.europa.eu/en/publication-detail/-/publication/28026772-9ad0-11e6-868c-01aa75ed71a1>

gender-related focus in both national sport professionals data recording and in fostering sport-related educational opportunities for women should be envisioned.

On the vocational side, the panorama at EU level distinguishes between formal VET (Vocational Education and Training) providers and those non-formal providers that mainly correspond to sport organisations and private bodies delivering programmes for training sport coaches, instructors, referees, and managers. In the framework of the Study, the Sport management segment was “*including those professions aimed at the development and management of small and large sport organisations, events, facilities and services*”. The data showed that sport managers accounted for **3.717.018 individuals**, divided in the different national contexts as showed in table1. It should be taken into account that United Kingdom reported the highest number of sport managers among the considered Member States, thus affecting the current evolved picture of the sport management segment. No gender differentiation was provided in the study.

Regarding people who volunteer in sport by carrying out administrative tasks (that are supposed to also include people involved in the management segment), data reported that volunteers account for 16%. Furthermore, results showed that most of the countries with a high number of volunteers carrying out administrative tasks have a high number of qualified managers.

The major result of the study was the extremely fragmented situation of sport qualifications across European countries, with different learning paths, different recording systems of qualified people, and huge gaps in data/information retrieving systems (i.e., only 12 Member States provided exhaustive and complete data), which calls for improvements in this area.

Table 1 – Number of qualified sport professionals (coaches, managers, and referees) within Member States.

Country	Coaches	Managers	Referees
Cyprus	472	3.760	800
Malta	973	497	618
Luxembourg	1.496	3.344	645
Latvia	1.866	na	na
Lithuania	2.421	755	3.875
Estonia	3.308	3.069	2.557
Bulgaria	3.379	37.314	7.939
Hungary	5.202	na	na
Romania	6.861	59.551	8.852
Slovakia	9.000	43.000	19.000
Poland	14.527	na	44.112
Spain	15.012	470.000	100.000
Greece	19.920	27.500	5.800
Croatia	25.000	70.000	11.000
Slovenia	27.286	474	2.385
Portugal	35.795	36.457	13.350
Belgium	80.000	310.000	29.000
Czech Republic	80.000	140.000	35.000
Finland	80.000	10.000	15.000
Austria	100.965	232.188	49.402
Denmark	130.000	95.000	na
Sweden	150.000	170.000	3.700
Italy	235.608	542.429	115.464
Ireland	262.628	90.000	19.200
Germany	307.597	7.580	400.000
France	572.250	131.600	280.000
Netherlands	600.000	100.000	na
United Kingdom	1.109.000	1.132.500	300.000

From: Study on sport qualifications acquired through sport organisations and (sport) educational institutes (2016)

Qualifications⁶

Qualifications are the formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards.

Information on qualifications at European level is now displayed in Europass and comes from databases of national qualifications reflecting the National Qualifications Frameworks that are owned and managed by the European Member States. Europass offers the most up to date and rich repository of high-quality data on qualifications, national qualification frameworks and learning opportunities in Europe, helping learners to find a course in another country and employers to grasp the value of a qualification from a different EU Member State.

One of ESCO's main missions is to build stronger bridges between the world of education and training and the world of work, contributing to reduce skill mismatches and supporting the better functioning of the labour market. The vision behind ESCO is the provision of a common reference language that could support

⁶ **Qualifications:** available at:
<https://ec.europa.eu/esco/portal/qualification?resetLanguage=true&newLanguage=en>

transparency, translation, comparison, identification, and analysis of the content of a qualification, thus helping to indicate how those relate to the skills and occupations needed across occupations and sectors. ESCO does so in multiple ways. In this framework, no mention is dedicated to the potential impact of gender in determining issues in promoting equal educational opportunities and future employment.

The EUROPASS

Europass⁷ is a set of online tools and information developed by the European Commission that helps European citizens managing every step of learning and career. The tools and information support in communicating skills, qualifications, and experiences clearly and consistently across Europe.

Users can create a free profile with Europass, including all the skills, qualifications, work, education and training experiences, language skills, digital skills, volunteering experiences, and any achievements that are deemed important for professional development. Profiles can be managed in one or more European languages.

Europass allows also to browse educational and job (search results are provided by EURES – The European Job Mobility Portal) opportunities across Europe, through a database that currently includes courses from Belgium, Czech Republic, Estonia, France, Germany, Greece, Hungary, Iceland, Latvia, Lithuania, Malta, Netherlands, Poland, Portugal, Serbia, Slovenia, Sweden, Turkey. Other Member States are still not included in the portal.

Browsing the portal with the “sport management” keyword, the database showed the following results for educational courses/opportunities across Europe in relation to the different EQF levels:

- EQF-3: 531 records
- EQF-4: 2074 records
- EQF-5: 558 records
- EQF-6: 1735 records
- EQF-7: 1883 records
- EQF-8: 69 records

The results obtained with browse search raise a few considerations:

- The records found include sport management educational courses/opportunities and, also, courses not necessarily relevant to the field of interest. Furthermore, the portal doesn't allow further filtering the results obtained, thus the process of retrieving pertinent results might be quite long. This represents a crucial issue, which calls for improvements in the system's data processing for increasing the quality of the information retrieved.

⁷ Europass, available at:
<https://europa.eu/europass/en>

- In considering that many Member States are not included in the portal, the collected information displays only a partial representation of the sport management educational opportunities across Europe. The implementation of the portal with data regarding all the European countries might be crucial to portray a comprehensive and broad picture of sport management learning opportunities within the European Union.

ESCO's detailed professional profiles in relation to sport management:

Sport administrator

Permanent URL:

<https://ec.europa.eu/esco/portal/occupation?uri=http://data.europa.eu/esco/occupation/20e39113-05f5-4184-94e2-f5e8e8c8d2ea&conceptLanguage=en&full=true&resetLanguage=true&newLanguage=en&skillFilterIndex=0#&uri=http://data.europa.eu/esco/occupation/20e39113-05f5-4184-94e2-f5e8e8c8d2ea>

Code: 1349.22

Description

Sport administrators act in a middle management role within sport organisations at all levels, in any sport or country in Europe (e.g. sport clubs, federations, and local authorities). They carry out organisational tasks across a wide range of functions in accordance with the strategy and policies set by management, boards of directors and committees. They play a crucial role in the overall delivery of sport and their work in sport organisations directly impact the unlocking of the potential of the sector in Europe towards health, social inclusion, and economy.

Alternative labels

sports club administrator
administrator of Olympic sport recruiting
sport administration officer
administrator of sports club
cricket club administrator
programme administrator
sports administration officer

develop opportunities for progression in sport
develop practices to conduct effective sport club management
ensure health and safety of customers
ensure health and safety of staff
ensure the provision of resources for physical activity
implement operational business plans
implement strategic planning
involve volunteers
lead a team
liaise with sports organisations
manage a team
manage customer service
manage internal process of a sport organisation
manage personal professional development in sport
manage sport facility finances
perform project management
promote equality in sport activities
respond to enquiries

Hierarchy

1 - Managers
13 - Production and specialised services managers
134 - Professional services managers
1349 - Professional services managers not elsewhere classified
sport administrator

Essential skills and competences

coordinate the administration of a sports organisation

Essential Knowledge

impact of politics on sport delivery

Optional skills and competences

apply for external funding for physical activity

contribute to the safeguarding of children

establish collaborative relations

facilitate physical activity in the community

liaise with board members

manage athletes touring abroad

manage sport competition programmes

manage sports events

promote sport activities in public health

support sport activities in education

Optional Knowledge

CA Datacom/DB

Sport facility manager

Permanent

URL:

<https://ec.europa.eu/esco/portal/occupation?uri=http%3A%2F%2Fdata.europa.eu%2Fesco%2Fisco%2FC1431&conceptLanguage=en&full=true#&uri=http://data.europa.eu/esco/isco/C1431#&uri=http://data.europa.eu/esco/isco/C1431>

Code: 1431.3

Description

Sport facility managers lead and manage a sport facility or venue, including its operations, programming, sales, promotion, health and safety, development, and staffing. They ensure it provides excellent customer service whilst achieving business, financial and operational targets.

Alternative labels

stadium manager
director
sport hall manager
sport venue manager
fitness club manager
swimming pool manager

lead a team
manage a team
manage customer service
manage personal professional development in sport
manage physical resources
manage sport facility finances
organise facility activities
perform project management
promote equality in sport activities
provide first aid
recruit employees
supervise maintenance of sport facilities

Hierarchy

1 - Managers
14 - Hospitality, retail and other services managers
143 - Other services managers
1431 - Sports, recreation and cultural centre managers
sport facility manager

Optional skills and competences

Essential skills and competences

coordinate events
ensure health and safety of customers
ensure health and safety of staff
handle customer complaints
handle incidents
implement operational business plans
implement strategic planning
involve volunteers

apply conflict management
contribute to the safeguarding of children
cooperate with colleagues
coordinate marketing plan actions
facilitate physical activity in the community
promote sport activities in public health
sell products
sell services
support sport activities in education

Sports programme coordinator

Permanent URL:

<https://ec.europa.eu/esco/portal/occupation?uri=http%3A%2F%2Fdata.europa.eu%2Fesco%2Foccupation%2F7b629a14-09d0-417e-8181-7683923b4e5e&conceptLanguage=en&full=true#&uri=http://data.europa.eu/esco/occupation/7b629a14-09d0-417e-8181-7683923b4e5e#&uri=http://data.europa.eu/esco/occupation/7b629a14-09d0-417e-8181-7683923b4e5e>

Code: 2422.17

Description

Sports programme coordinators coordinate sports and recreation activities and policy implementation. They develop new programs and aim to promote and implement them, as well as ensure the maintenance of sports and recreation facilities.

Alternative labels

sports development coordinator

sports development officer

community development officer

recreation officer

recreation programme coordinator

sports program coordinator

Hierarchy

2 - Professionals

24 - Business and administration professionals

242 - Administration professionals

2422 - Policy administration professionals

sports programme coordinator

Essential skills and competences

analyse goal progress

develop recreation programmes

develop sports programmes

establish collaborative relations

liaise with local authorities

liaise with sports organisations

perform project management

plan allocation of space

promote recreation activities

promote sports in schools

promote sports organisation

ntial knowledge

government policy implementation

health, safety and hygiene legislation

project management principles

Optional skills and competences

analyse community needs

apply strategic thinking

build community relations

communicate with media

coordinate events

develop professional network

ensure equipment availability

fix meetings

keep task records

maintain relations with local representatives

manage budgets

manage staff

perform market research

propose leisure activities

schedule recreation facilities

set organisational policies

supervise site maintenance

Optional knowledge

budgetary principles

Sports, recreation and cultural centre managers

Permanent URL:

<https://ec.europa.eu/esco/portal/occupation?uri=http%3A%2F%2Fdata.europa.eu%2Fesco%2Fisco%2FC1431&conceptLanguage=en&full=true#&uri=http://data.europa.eu/esco/isco/C1431#&uri=http://data.europa.eu/esco/isco/C1431>

Code: ISCO-08 1431

Description

Sports, recreation and cultural centre managers plan, organize and control the operations of establishments that provide sporting, artistic, theatrical and other recreational and amenity services.

Tasks include -

- (a) planning and organizing the range and mix of entertainment, attractions, cultural activities and sports and fitness programmes to be offered by the centre;
- (b) ensuring that facilities are kept clean and in good condition;
- (c) keeping abreast of new trends and developments in the creative arts and arranging theatrical productions and performances by bands and orchestras;
- (d) advising on the facilities available and promoting publicity in relation to events, shows and activities;
- (e) checking and keeping custody of all cash receipts and making regular stock checks;
- (f) establishing and managing budgets, controlling expenditure and ensuring the efficient use of resources;
- (g) planning and directing daily operations;
- (h) controlling the selection, supervision and performance of staff;
- (i) ensuring compliance with health and safety regulations.

Examples of the occupations classified here:

- Amusement park manager
- Billiards or pool hall manager
- Casino manager
- Cinema manager
- Leisure centre manager
- Riding school manager
- Sports centre manager
- Theatre manager
- Theme park manager

Hierarchy

1 - Managers

14 - Hospitality, retail and other services managers

143 - Other services managers

1431 Sports, recreation and cultural centre managers

Recreation policy officer

Permanent URL:

<https://ec.europa.eu/esco/portal/occupation?uri=http%3A%2F%2Fdata.europa.eu%2Fesco%2Foccupation%2Ffdf7b000-d923-4086-9660-eb8ee5e77ef0&conceptLanguage=en&full=true#&uri=http://data.europa.eu/esco/occupation/fdf7b000-d923-4086-9660-eb8ee5e77ef0#&uri=http://data.europa.eu/esco/occupation/fdf7b000-d923-4086-9660-eb8ee5e77ef0>

Code: 2422.12.13

Description

Recreation policy officers research, analyse and develop policies in the sports and recreation sector and implement these policies to improve the sport and recreation system and improve the health of the population. They strive to increase the participation in sports, support athletes, enhance the performance of athletes in national and international competitions, improve social inclusion and community development. They work closely with partners, external organisations or other stakeholders and provide them with regular updates.

Alternative labels

recreation policy specialist
sports and recreation policy analyst
sport and recreation policy officer
sports policy advisor
sports and recreation policy advisor
sports and recreation policy researcher
sports and recreation policy specialist
sports and recreation policy officer
sports policy officer
recreation policy advisor

create solutions to problems
develop recreation programmes
develop sports programmes
maintain relationships with government agencies
manage government policy implementation
promote recreation activities
promote sport activities in public health

Optional skills and competences

advise on government policy compliance
apply latest sport science findings
develop professional network
liaise with politicians

Hierarchy

2 - Professionals
24 - Business and administration professionals
242 - Administration professionals
2422 - Policy administration professionals
2422.12 - policy officer
recreation policy officer

liaise with sports organisations
perform project management

Optional knowledge

European Structural and Investment Funds regulations
government policy implementation
government representation
policy analysis
project management
scientific research methodology

Essential skills and competences

advise on legislative acts
analyse community needs

Special-interest groups' officer

Permanent URL:

<https://ec.europa.eu/esco/portal/occupation?uri=http%3A%2F%2Fdata.europa.eu%2Fesco%2Foccupation%2Fe9cf8b24-6b8b-47cc-9dd3-b601aa135960&conceptLanguage=en&full=true#&uri=http://data.europa.eu/esco/occupation/e9cf8b24-6b8b-47cc-9dd3-b601aa135960#&uri=http://data.europa.eu/esco/occupation/e9cf8b24-6b8b-47cc-9dd3-b601aa135960>

Code: 1114.1

Description

Special-interest groups' officials represent and act on behalf of special-interest groups such as trade unions, employer organisations, trade and industry associations, sports associations, and humanitarian organisations. They develop policies and ensure their implementation. Special-interest groups' officials speak for their members in negotiations about topics such as working conditions and safety.

Alternative labels

special-interest groups' worker

sports association official

special-interest groups' staff member

industry association official

employer's organisation official

special-interest group official

campaign group official

lobbying body official

trade association official

trades union research officer

sport governing body official

special-interest group staff member

special-interest group worker

professional body official

trades union official

humanitarian organisation official

Hierarchy

1 - Managers

11 - Chief executives, senior officials, and legislators

111 - Legislators and senior officials

1114 - Senior officials of special-interest organisations

special-interest groups' official

Essential skills and competences

advise on drafting policies

advise on legislative acts

analyse issues

communicate with media

conduct public presentations

create solutions to problems

deal with pressure from unexpected circumstances

develop professional network

ensure compliance with policies

identify policy breach

interact with the board of directors

keep updated on the political landscape

maintain relationships with government agencies

manage budgets

manage government policy implementation

manage members

negotiate health and safety issues with third parties

perform public relations

present arguments persuasively

recruit members

represent special-interest groups' members

represent the organisation

show diplomacy

use communication techniques

Essential knowledge

budgetary principles

communication principles
public relations

Optional skills and competences

advise legislators
advise on consumer rights
analyse membership
apply diplomatic principles
build international relations
check payrolls
circulate information
defend human rights
develop communications strategies
develop economic policies
develop employment policies
develop manufacturing policies
develop membership strategies
develop trade policies
evaluate humanitarian programme proposals
handle complaints
identify hazards in the workplace
identify research topics
influence legislators
interview people
liaise with local authorities
liaise with sports organisations
manage fundraising activities

manage sport competition programmes
manage sports events
prepare presentation material
prepare speeches
promote equality in sport activities
promote free trade
protect employee rights
study topics
use databases
visit places of work
write leaflets
write work-related reports

Optional knowledge

business law
election law
employment law
government policy implementation
graphic design
humanitarian aid actors
international human rights law
labour law
politics
sports ethics
statistics
trade union regulations
trading law

Desk analysis for national information in relation to sport management academic/vocational training and gender equality

All the relevant information regarding national contexts of the NewMiracle's project partners is included in the **IO1**.

Literature review on necessary sport management knowledge/competencies/skills

To provide a comprehensive picture off all the relevant knowledge, competencies and skills in the field of contemporary sport management, a systematic literature review has been performed. The integration of the EU information was considered crucial to fill in the knowledge needs and gaps, to define a clearer and precise profile of the contemporary sport manager, and to structure an adequate training course within the project. The performed research steps are summarized in the next paragraph.

Methodological summary

The literature search was conducted on Google Scholar to retrieve a wider possible variety of scientific contributions. To retrieve scientific contributions specifically focused on the elected research domain, the following keywords have been selected: "sport management", "competencies", "skills". To identify contemporary relevant information, the search was limited to a time frame between 2010 and 2022. The following inclusion criteria were considered:

1. first, to contain a minimum of 2 of the above mentioned keywords within the title and keywords;
2. second, in case the keywords were not displayed in the tile and keywords, the relevance of the abstract in relation to the research purposes was considered; and
3. finally, whether the abstract was relevant to the research topic, the full-text screening was performed.

A decisive inclusion criterion was the absence of mentioned relevant sport management competencies and skills in the tile, keywords, abstract, and/or full text.

The first literature search resulted with 211 potentially eligible papers. After in-depth analysis, only 37 papers were deemed eligible and retained. The in-depth analysis consisted of identifying all the knowledge, competencies and skills cited within the retained 37 papers. All the retrieved informations have been collected and analysed through qualitative and quantitative methodologies. In particular, all the competencies/skills citations have been recorded on a excel file. To provide a better understanding and interpretation of the collected information, similar/analogous citations have been collapsed into common knowledge/competencies/skills categories. To provide a precise labelling of each category and to group similar citations, according to the EU guidelines in this area, 5 main clusters have been considered:

- Specific sport management Knowledge/experience
(i.e., the industry-specific knowledge acquired through formal academic/vocational education and experience in the field)

- Competencies*
- Soft skills*
- Hard Skills*
- Personal Traits/Attitudes*

(* definitions are listed in the [Strategy-IO3_1](#) document).

Major research findings

A total of 686 citations have been registered and processed. Firstly, similar citations, themes, and/or skills/competencies have been categorized into a total of 46 categories. Secondly, the clustering process has been performed. Finally, frequency of occurrence (in percentage) of each identified category and assigned cluster was calculated. Major findings are presented in tables 2-3-4 and figure 4-5.

Table 2-3-4 - Results of the literature review regarding knowledge/competencies/skills in contemporary sport management (frequency of occurrence, also in percentage).

Categories (<10 citations)	Percent age	Frequency (n)	Assigned cluster
Ability to deal with policy and politics	0.3%	2	Soft skills
Ability to deal with pressure/stress	0.3%	2	Soft skills
Personal management	0.4%	3	Soft skills
Event management	0.6%	4	Specific knowledge/experience
Foreign languages	0.6%	4	Hard skills
Practical intelligence skills	0.6%	4	Competence
Working autonomy skills	0.6%	4	Soft skills
Accountability	0.7%	5	Soft skills
Initiative/proactivity	0.7%	5	Personal Traits/Attributes
Responsibility	0.7%	5	Soft skills
Conflict management skills	0.9%	6	Soft skills
Ethical commitment and behaviour skills	0.9%	6	Soft skills
Knowledge transfer to practice skills	0.9%	6	Competence
Transferable skills	0.9%	6	Competence
Legal knowledge	1.0%	7	Specific knowledge/experience
Decision Making skills	1.2%	8	Competence
Risk management	1.2%	8	Specific knowledge/experience
Networking	1.3%	9	Soft skills
* Total citations n=686			

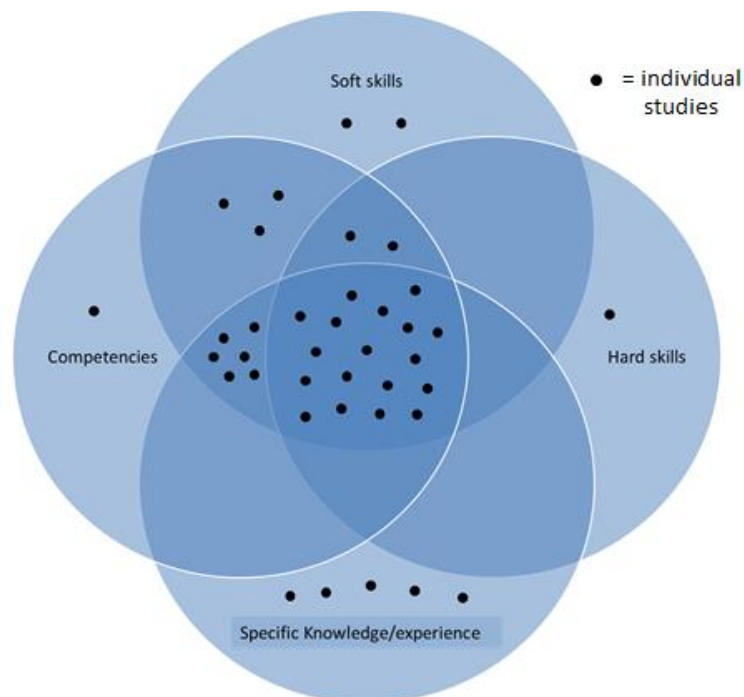
Categories (10-20 citations)	Per centage	Freque ncy (n)	Assigned cluster
Appropriate working behaviour/professionalism skills	1.5 %	10	Soft skills

Time management skills	1.5 %	10	Soft skills
Adaptability/flexibility skills	1.6 %	11	Soft skills
Career awareness and planning skills	1.7 %	12	Soft skills
Learning (skills and will)	1.7 %	12	Personal Traits/Attributes
Goal orientation-setting skills	1.9 %	13	Competence
Business and entrepreneurship knowledge/experience	2.2 %	15	Specific knowledge/experience
Cross-cultural competence	2.3 %	16	Competence
Social skills (generic citation)	2.3 %	16	Soft skills
Strategic management and ability to manage change	2.3 %	16	Specific knowledge/experience
Creativity and innovation skills	2.5 %	17	Soft skills
Problem solving skills	2.5 %	17	Competence
Teamwork	2.5 %	17	Soft skills
Human resource management	2.8 %	19	Specific knowledge/experience
Stakeholders management	2.8 %	19	Specific knowledge/experience
* Total citations n=686			

Categories (>20 citations)	Percentage	Frequency (n)	Assigned cluster
Communication skills (written/oral)	3.2%	22	Hard skills
Finance and economy management	3.2%	22	Specific knowledge/experience
Emotional and interpersonal intelligence skills	3.4%	23	Competence
Personal traits (generic citation)	3.4%	23	Personal Traits/Attributes
Technological and digital skills	3.6%	25	Hard skills
Planning/organization/coordination skills	3.8%	26	Competence
Critical Thinking and Interaction skills	3.9%	27	Soft skills
Tasks and resources management	3.9%	27	Competence
Analytic/evaluation/control skills	4.1%	28	Hard skills
Marketing knowledge	4.2%	29	Specific knowledge/experience
Specific knowledge/experience (generic citation)	4.2%	29	Specific knowledge/experience
Leadership skills	6.1%	42	Soft skills
Effective interpersonal communication skills (internal/external)	7.1%	49	Soft skills
* Total citations n=686			

Figure 4 – Representation of the frequency of occurrence (in percentage) of the assigned clusters.

Figure 5 – Distribution of the main clusters within the retained studies (personal traits/attributes accounted for few citations, thus was excluded from the following representation):



In general, no single category accounted for a high frequency of occurrence, also in considering the relatively high number of observations (n=686). The highest cited category was **Effective interpersonal**

communication skills (internal/external)⁸ (7.1%), whereas the lowest were Ability to deal with policy and politics and Ability to deal with pressure/stress (0.3%).

According to the literature, major findings regarding the identified categories and assigned clusters reported that **soft skills** play a crucial role in contemporary sport management. Overall, the cluster received 36.9% of the registered citations, overcoming the second highly cited category (Specific knowledge/experience in sport management, 24.5%) by more than 10%. Indeed, Critical Thinking and Interaction skills, Leadership skills, Effective interpersonal communication skills (internal/external), Teamwork, Creativity and Innovation skills, and general Social skills were consistently represented, suggesting that the social aspect of the contemporary working environment should be taken into account in employees' preparation and vocational training. Other social skills also well represented were Career awareness and planning skills, Adaptability/flexibility skills, Time management skills, and Appropriate working behaviour/professionalism skills, suggesting that the employee personal sphere and management are also important and valuable to career potential and success. Other skills, such as Ability to deal with policy and politics⁹, Ability to deal with pressure/stress, Personal management, Working autonomy skills, Accountability, Responsibility, Conflict management skills, Ethical commitment and behaviour skills, and Networking were also mentioned as important in contemporary sport management, but were cited at a lower extent.

Specific knowledge/experience in sport management also resulted relevant (i.e., 24.5%), and included categories such as Specific experience, Marketing knowledge, Finance and economy management, Human resource management, Stakeholders management, Strategic management, and ability to manage change, Business and entrepreneurship knowledge/experience, Risk management, Legal knowledge, and Event management. In line with the literature and general trends/practices in academic/vocational education, these sport management knowledge areas are essential to professionals in the field, calling for continuous implementation and lifelong learning.

⁸ In this framework, the category implies the ability to interact at interpersonal level and establish effective communication with others.

⁹ In this framework, this category was considered representing the "Political skills", which has been defined as "the ability to effectively understand others at work and use such knowledge to influence others to act in ways that enhance one's personal and/or organizational objectives." Politically skilled individuals display six important behaviours: thinking before speaking, managing up, interpersonal influence, social astuteness, networking ability and sincerity (Ferris, Davidson & Perrewé, 2005). Furthermore, it might also include the professional ability to comply with external (national/international) and internal (organizational) policies, and/or the ability to interact with external policy institutions and/or officers.

Competencies resulted for 21.3% of the citations, Tasks and resources management ¹⁰ , Planning/organization/coordination skills, Emotional and interpersonal intelligence skills¹¹, Problem solving skills, Cross-cultural competence¹², and Goal orientation-setting skills as the most relevant. Less cited competencies were Transferable skills, Knowledge transfer to practice skills, and Practical intelligence.

Regarding **hard skills**, which accounted for 11.5%, only 4 categories were labelled under this cluster. In particular, Analytic/evaluation/control skills, Technological and digital skills, and Communication skills (written/oral)¹³ received the highest number of citations, suggesting that being competent in the use of appropriate tools, methodologies, and instruments is extremely valuable for career development and success. Furthermore, the knowledge of Foreign languages is also an appreciated characteristic in employees.

Finally, **personal traits/attributes** resulted as the least cited cluster, accounting for 5.8%. However, as a generic citation, it reported 3.4% of the overall recorded citations, meaning that the way people feel and behave in the working environment is important. Furthermore, Learning (skills and will), as individual perceived need and capacity to acquire new skills and knowledge, is crucial to ameliorate the professional standing and for future personal and professional development. Finally, showing Initiative/proactivity define the employee's attitude towards being active or passive in the workplace, suggesting that standing in front and take risks and challenges is a valuable characteristic.

Overall, the present findings corroborate the need to develop a wide variety of skills and competencies, as well to display a multifaceted knowledge background to success in contemporary sport management, especially in considering the necessary evolution of the working area towards higher levels of professionalism and meet the challenges that time and constant socio-economic-cultural changes impose.

¹⁰ This category includes a variety of tasks and duties that sport managers have to perform in daily work within sport organizations, which require the possession of different knowledge, hard skills and soft skills to accomplish them.

¹¹ Emotional and interpersonal intelligence skills was considered a competence according to literature (), which stated that this label includes the possession of multiple skills categorized into 4 different clusters, namely Self-Awareness, Self-Management, Social Awareness, and Social Skills (Boyatzis and Sala, 2004).

¹² This category includes the general cross-cultural awareness of special feature pertaining the sport environment, including the protection of minors and the avoidance of discrimination of any kind, such as race, colour, sex, sexual orientation, language, religion, political or other opinion, national or social origin, property, birth, or other status (in compliance with the Olympic Charter).

¹³ In this framework, the category includes the correct use of the language and appropriate communication tools (for written and oral communication).

Comparison between the "Literature Review (LR) Knowledge/Competencies/Skills model" and the ESCO profiles

In considering the need to integrate information derived from different sources, exploring the potential differences and similarities between European data regarding major Knowledge/Competencies/Skills displayed on the ESCO profiles (see the dedicated paragraph) and the emerged scientific evidence was deemed necessary. Therefore, all the information presented in the ESCO website were collected and processed on an excel file. A total of 188 records was registered.

First operation was to organize the knowledge/competencies/skills categories in relation to their relevance (i.e., essential and optional). Second, to allow a comparison, similar individual units were grouped into common categories, adopting the same approach applied for the LR model. At the end of this stage, a total of 26 categories were retained. Third, the frequency of occurrence (in percentage) was calculated for each category. Finally, the comparison between the two models was operated, as showed in table 5.

Major finding highlighted that 20 out 46 categories emerged for the LR model were not detected in ESCO's data. In general terms, the comparison reported that both specific knowledge/experience in sport management and soft skills accounted for the highest representation (36%), followed by competencies (16%) and hard skills (12%). In particular, 8 soft skills (i.e., Accountability, Adaptability/flexibility skills, Appropriate working behaviour/professionalism skills, Ethical commitment and behaviour skills, Personal management, Responsibility, Social skills, Time management skills, Working autonomy skills), 6 competencies (i.e., Decision Making skills, Emotional and interpersonal intelligence skills, Goal orientation-setting skills, Knowledge transfer to practice skills, Practical intelligence skills, Transferable skills), 1 hard skill (i.e., Foreign language competency), the generic specific sport management experience, and all the personal traits/attitudes were not mentioned in ESCO profiles.

Regarding the ESCO profiles, Stakeholders management was considered the most important item (16.5%, compared to 2.8% in the LR model), followed by the Ability to deal with policy and politics and Cross-cultural competence (both 12.8%, compared to 0.3% and 2.3% in the LR model, respectively) and Tasks and resources management (10.1%, compared to 3.9% in the LR model).

The comparison allowed determining whether the detected 26 categories were equally considered in the two models. In particular 9 categories displayed a similar frequency of occurrence (i.e., Ability to deal with pressure/stress, Analytic/evaluation/control skills, Business and entrepreneurship knowledge/competence/experience, Career awareness and planning skills, Communication skills (written/oral), Conflict management skills, Creativity and innovation skills, Finance and economy, Marketing knowledge). Conversely, 8 items were considered more important in the LR model (i.e., Critical Thinking and Interaction skills, Effective interpersonal communication skills (internal/external), Leadership skills, Planning/organization/coordination

skills, Problem solving skills, Strategic management, and ability to manage change, Teamwork, Technological and digital skills). Finally, 9 categories resulted more important in the ESCO profiles (i.e., Ability to deal with policy and politics, Cross-cultural competence, Event management competence, Human resource management, Legal knowledge, Networking, Risk management, Stakeholders management, Tasks and resources management).

Overall, the findings proved the difficulty in addressing the issue of providing a solid, reliable, stable and internationally recognized framework for sport management specific knowledge/competencies/skills needs. This result is in line with previous literature in the field (Miragaia & Soares, 2017; Fahrner & Schüttoff, 2019; Dowling, 2020; Emery, Crabtree & Kerr, 2012), corroborating the sport management students and professionals' needs to be equipped with more than specific business-focused technical skills and competencies. Indeed, the classical academic approach of mainly addressing only specific knowledge and competencies is not sufficient to address distinctive cultural and social characteristics of the sport industry. Therefore, the integration of different aspects, also including the development of social and interpersonal skills, is considered to be the future of sport management education. Furthermore, it should be considered the role of personal traits/attributes in determining the behaviours within work settings. Indeed, these aspects strongly modulate the expression of the different competencies and skills within daily working task, as well as their impact in determining career expectations, also in relation to gender. In a male dominated environment, such as sport management, strengthening and consolidating women's specific knowledge, soft skills, and specific cultural gender-based awareness could provide them a springboard to future professional advancement and satisfaction. Therefore, the integrated model should encompass all the relevant aspects that might help women in successfully meet the challenge of the sport working sector.

From the integration of the different information and research findings collected through project's activities, the NewMiracle KNOWLEDGE/COMPETENCIES/SKILLS CARD is presented in figure 6.

Table 5.1 and 5.2 – Comparison between ESCO and LT emerged knowledge/competencies/skills.

Knowledge/Competence/skill	Assigned LR cluster	Literature review (LR)		ESCO profiles		Comparison	
		(46 categories; 686 observations)		(26 categories; 188 observations)			
		Freq uency (n)	Perc centage (%)	Freq uency (n)	Perc centage (%)		
Accountability	Soft skills	5	0.7%			ESCO	Absent in
Adaptability/flexibility skills	Soft skills	11	1.6%			ESCO	Absent in
Appropriate working behaviour/professionalism skills	Soft skills	10	1.5%			ESCO	Absent in
Decision Making skills	Competence	8	1.2%			ESCO	Absent in
Emotional and interpersonal intelligence skills	Competence	23	3.4%			ESCO	Absent in
Ethical commitment and behaviour skills	Soft skills	6	0.9%			ESCO	Absent in
Foreign language competency	Hard skills	4	0.6%			ESCO	Absent in
Goal orientation-setting skills	Competence	13	1.9%			ESCO	Absent in
Initiative/proactivity	Personal Traits/Attributes	5	0.7%			ESCO	Absent in
Knowledge transfer to practice skills	Competence	6	0.9%			ESCO	Absent in
Learning (skills and will)	Personal Traits/Attributes	12	1.7%			ESCO	Absent in
Personal management	Soft skills	3	0.4%			ESCO	Absent in
Personal traits	Personal Traits/Attributes	23	3.4%			ESCO	Absent in
Practical intelligence skills	Competence	4	0.6%			ESCO	Absent in

Categories included only in LR

Responsibility	Soft skills	5	0.7%	ESCO	Absent	in
Social skills	Soft skills	16	2.3%	ESCO	Absent	in
Specific knowledge/experience	Specific knowledge/experience	29	4.2%	ESCO	Absent	in
Time management skills	Soft skills	10	1.5%	ESCO	Absent	in
Transferable skills	Competence	6	0.9%	ESCO	Absent	in
Working autonomy skills	Soft skills	4	0.6%	ESCO	Absent	in

Knowledge/Competence/skill	Assigned LR cluster	Literature review (LR) (46 categories; 686 observations)		ESCO profiles (26 categories; 188 observations)		Comparison	
		Frequency (n)	Percentage (%)	Frequency (n)	Percentage (%)		
Common categories	Ability to deal with policy and politics	Soft skills	2	0.3%	24	12.8%	More important in ESCO
	Ability to deal with pressure/stress	Soft skills	2	0.3%	1	0.5%	Similar
	Analytic/evaluation/control skills	Hard skills	28	4.1%	8	4.3%	Similar
	Business and entrepreneurship knowledge/competence/experience	Specific knowledge/experience	15	2.2%	2	1.1%	Similar
	Career awareness and planning skills	Soft skills	12	1.7%	2	1.1%	Similar
	Communication skills (written/oral)	Hard skills	22	3.2%	8	4.3%	Similar

Conflict management skills	Soft skills	6	0.9 %	1	0.5 %	Similar
Creativity and innovation skills	Soft skills	17	2.5 %	1	0.5 %	Similar
Critical Thinking and Interaction skills	Soft skills	27	3.9 %	1	0.5 %	More important in LR
Cross-cultural competence	Competence	16	2.3 %	24	12. 8%	More important in ESCO
Effective interpersonal communication skills (internal/external)	Soft skills	49	7.1 %	6	3.2 %	More important in LR
Event management competence	Specific knowledge/experience	4	0.6 %	6	3.2 %	More important in ESCO
Finance and economy	Specific knowledge/experience	22	3.2 %	8	4.3 %	Similar
Human resource management	Specific knowledge/experience	19	2.8 %	8	4.3 %	More important in ESCO
Leadership skills	Soft skills	42	6.1 %	4	2.1 %	More important in LR
Legal knowledge	Specific knowledge/experience	7	1.0 %	9	4.8 %	More important in ESCO
Marketing knowledge	Specific knowledge/experience	29	4.2 %	6	3.2 %	Similar
Networking	Soft skills	9	1.3 %	5	2.7 %	More important in ESCO
Planning/organization/coordination skills	Competence	26	3.8 %	3	1.6 %	More important in LR
Problem solving skills	Competence	17	2.5 %	2	1.1 %	More important in LR
Risk management	Specific knowledge/experience	8	1.2 %	5	2.7 %	More important in ESCO
Stakeholders management	Specific knowledge/experience	19	2.8 %	31	16. 5%	More important in ESCO
Strategic management and ability to manage change	Specific knowledge/experience	16	2.3 %	2	1.1 %	More important in LR



Tasks and resources management	Competence	27	3.9 %	19	10. 1%	More in ESCO	important
Teamwork	Soft skills	17	2.5 %	1	0.5 %	More in LR	important
technological and digital skills	Hard skills	25	3.6 %	1	0.5 %	More in LR	important



Figure 6 – The *NewMiracle* KNOWLEDGE-COMPETENCIES-SKILLS CARD.

