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**“Impact of Advanced Course in Sport Management Graduates on their Sport
Organizations: The case of Argentina”**

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SUMMARY

The Advanced Course in Sport Management (ACSM-MOSO), offered by the Argentine Olympic Committee, aimed to equip sports professionals with the necessary tools for success. This study investigated the perceptions and experiences of ACSM-MOSO participants and its impact on their work. Using a mixed-methods approach, surveys and interviews were conducted with stakeholders from various federations.

Analyzing data from 203 survey responses and interviews with program directors and graduates, the study found that ACSM-MOSO had a significant impact. Graduates reported improvements in their organizations, attributing these to the program's practical focus and tailored content. The program's success lies in its emphasis on strategic planning and continuous improvement. However, some challenges have been identified. Despite these challenges, graduates expressed gratitude for the comprehensive training received.

ACSM-MOSO has successfully met the needs of sports management professionals in Argentina, contributing to their personal development and career advancement. Overall, ACSM-MOSO has played a vital role in professionalizing sports management and shaping the future of the industry in the Country.

RÉSUMÉ

Le Cours Avancé en Gestion du Sport (ACSM-MOSO), offert par le Comité Olympique Argentin, visait à équiper les professionnels du sport avec les outils nécessaires pour réussir. Cette étude a examiné les perceptions et expériences des participants à l'ACSM-MOSO et son impact sur leur travail. En utilisant une approche mixte, des enquêtes et des entretiens ont été menés avec des parties prenantes de diverses fédérations.

En analysant les données de 203 réponses aux enquêtes et des entretiens avec les directeurs de programme et les diplômés, l'étude a constaté que l'ACSM-MOSO avait un impact significatif. Les diplômés ont signalé des améliorations dans leurs organisations, attribuant celles-ci à l'accent pratique du programme et à son contenu adapté.

Le succès du programme réside dans son accent mis sur la planification stratégique et l'amélioration continue. Cependant, certains défis ont été identifiés. Malgré ces défis, les

diplômés ont exprimé leur gratitude pour la formation complète reçue.

L'ACSM-MOSO a réussi à répondre aux besoins des professionnels de la gestion sportive en Argentine, contribuant à leur développement personnel et à leur avancement professionnel. Dans l'ensemble, l'ACSM-MOSO a joué un rôle vital dans la professionnalisation de la gestion sportive et dans le façonnement de l'avenir de l'industrie dans le pays.

CHAPTER 1

1. INTRODUCTION

As stated in the Sport Administration Manual (2019), in 1960, the International Olympic Committee (IOC) established its own assistance programme to support the National Olympic Committees (NOCs).

In 1984, Olympic Solidarity shifted to a revenue management structure that met the criteria of the IOC, which was facilitated by the growth in television rights revenues, which began with the XXIII Olympics in Los Angeles. In 1985, the Committee began to conduct its activities on a four-yearly basis and was granted administrative autonomy in accordance with the Commission's functions, scope, and structure. In 2001, the Chairperson of the Committee was appointed by the IOC member, Robin Mitchell.

Olympic Solidarity's Mission is to assist NOCs in developing athlete development programs, particularly those with the greatest need. These multi-disciplinary programs are designed jointly by IOC and the NOCs, with technical assistance from the International Federations (IFs) if necessary (International Olympic Committee – Olympic Solidarity, 2021). The Olympic Solidarity Commission is responsible for determining the primary course of action and overseeing the activities of Olympic Solidarity (Olympic Charter, 2023). The Committee is financially, technically, and administratively independent, and reports directly to the Olympic Executive Board and the President.

As mentioned in the Olympic Solidarity 2021-2024 Plan (2021), The World Programmes are designed to assist NOCs in the implementation of specific sports development activities, and are essential for the fulfilment of the Olympic Charter's mission.

To emphasize Olympic Solidarity's priorities and to demonstrate the World Programmes' consistency with the IOC Strategy, the World Programmes are divided into three Development Areas and five Programme Clusters (mentioned later on): Athletes and Sport Development, Values and Capacity Building and administration. The last program is the one that focuses on NOC Management & Knowledge Sharing (NOC Administration, Development, National Courses for Sports Administrators, International Executive, Courses in Sports Management, NOC Exchanges, Forums for NOCs and their Athletes and Special Projects).

The Sport Administration Courses, integral to the NOC Management and Knowledge

Sharing program, have transformed significantly to meet the modern challenges of the sports industry. Originally aimed at supporting sports administrators from developing nations, these courses now engage more than 3,000 participants from 40 different NOCs annually. They emphasize essential aspects of sports organizations, ethics, and the Olympic Movement, preparing individuals to manage sports effectively and ethically within their communities.

Furthermore, graduates from these Sport Administration Courses gain a competitive advantage when applying for the Advanced Sport Management Courses. This enriches their knowledge and skills, ultimately contributing to their effectiveness as sports administrators (Al-Fahad Al-Sabah, 2019; Bach, 2019).

In the broader context, as highlighted by Miró in Robinson (2020), sports have become increasingly vital in our evolving global society. They play a pivotal role in fostering diversity, unity, and addressing complex challenges. Olympic Sport Organizations (OSOs) are adapting to this changing landscape by developing sustainable business models. This adaptation requires a proactive and innovative mindset, necessitating stronger collaborations with diverse stakeholders, ranging from government bodies to private sector entities. Upholding impeccable governance standards is crucial to maintain public trust and safeguarding sports integrity.

Within this framework, Olympic Solidarity also offers the Advanced Sport Management Courses (ACSM-MOSO) as a means of fostering collaborative learning among athletes, coaches, and NOC managers. These courses emphasize the importance of well-prepared sports managers who contribute significantly to the evolution of the Olympic Movement. Covering key modules such as Organizing an Olympic Sport Organization, Strategic Management, Human Resource Management, Financial Management, Marketing Management, and Organizing Major Sport Events (Robinson, 2020), these courses provide a comprehensive understanding of sports management.

The Advanced Course in Sport Management (ACSM - MOSO), offered by the Argentine Olympic Committee, is a program designed to provide sport professionals with the tools they need to be successful in their careers. The program covers a wide range of topics relevant to sport management, including leadership, strategic planning, marketing, finance, and human resources. Despite the successful implementation of these courses over the past decade, there remains a need to assess their real impact on human resources within sport

organizations/federations, especially in terms of performance improvement and goal achievement. This research project in Argentina aims to address this gap, investigating the course's influence on sports administrators and their ability to implement projects effectively.

The study explored the perceptions and experiences of human resources who have completed the course and how it has influenced their work in their respective federations/organizations. The research used a mixed-methods approach through surveys and in-depth interviews with key stakeholders from different federations.

This research is important for a number of reasons. First, it provides insights into the effectiveness of the ACSM-MOSO program and how it can be improved. Second, it highlights the ways in which the ACSM-MOSO program is contributing to the development of sport management in Argentina. Third, the research findings will be of interest to sport federations and organizations, as they can be used to inform their recruitment and training practices.

Additionally, this research is relevant to the Olympic Movement as a whole, as it can provide insights into how NOCs can support the development of sport management capacity in their respective countries. The research findings will be disseminated through a master's thesis, as well as through presentations among peers. The findings will also be shared with the Argentine Olympic Committee, Olympic Solidarity and other relevant stakeholders.

The report is presented in four chapters. In Chapter I, the research problem, its objectives, and the importance of this study. Chapter II is the literature review, covering topics such as Sport Management Training, Professionalization in Sports Management, Knowledge, Competences and Skills in Sport Management, Human Resources Management, Training and Development, and Performance Management and Performance Appraisal. Chapter III details the research methodology design, the sample and participants, data collection methods, and analysis techniques. Finally, Chapter IV will present the research results, discussions, and conclusions reached in the study.

1.1. RATIONALE OF THE STUDY

1.1. a. Problem statement

Despite the growing popularity of sport management education and training, the impact of

such programs on sport organizations' performance and success is not well understood. While numerous studies have investigated the effectiveness of sport management education programs, few have examined the actual impact of such programs on sport organizations' performance and success. Therefore, it is essential to explore the real impact of sport management education on sport federations in Argentina to inform future policy and practice in the field of sport management.

The unique focus on ACSM-MOSO, the only course in Argentina with alumni from Olympic-recognized sport federations/organizations, becomes especially important within the context of the IOC. This specific investigation could serve as a model to evaluate similar programs in other countries, thereby contributing to the IOC's mission of promoting and developing sport and sports management education on an international scale. Understanding how sport management education influences the performance and success of sport organizations is vital for shaping future strategies, not just for individual countries but for the entire Olympic Movement.

1.1. b. Research objectives

- To explore the perceptions and experiences of participants who have completed the ACSM-MOSO offered by the COA.
- To investigate the impact and legacy of the ACSM-MOSO on the work of human resources in their sport related jobs.
- To identify the factors (facilitators / inhibitors) that influence the learning transfer of the ACSM-MOSO on sport federations/organizations in Argentina.

1.1.c. Significance of the study

This research project holds significant potential to inform sport management education policy and practice, not only in Argentina but also on a broader scale. By investigating the actual impact of the Advanced Course in Sport Management on sports federations in Argentina, this study could also identify strengths and weaknesses in Advanced Courses in

Sport Management education and training programs that are designed, organized and/or implemented by the International Olympic Committee.

Sports federations and organizations play a pivotal role in developing, promoting, and managing sports at both the national and regional levels. Effective management within these entities is crucial for ensuring the sustainable growth and success of sports programs and initiatives. Olympic Solidarity's investment, -together with the COA's - in the ACSM-MOSO, reflects its commitment to enhance the capabilities of individuals working within these organizations. This project will assess benefits, perceptions and experiences of participants within sports federations and organizations in the following areas:

- **Enhanced Professionalism:** Assessing the course's impact will help determine whether it contributes to increased professionalism and expertise among sports management professionals.
- **Strategic Decision-Making:** Insight into how the course influences decision-making processes within sports organizations can highlight its strategic relevance.
- **Resource Allocation:** Evaluating the course's effect on resource allocation and the overall efficiency of federations and organizations is of paramount importance.
- **Sustainable Development:** Assessing the course's impact can offer valuable insights into its contribution to the long-term sustainability and growth of sports programs.

The results have the potential to significantly improve the design and delivery of not only this sport management education program but also other similar programs that can benefit from the findings. Additionally, this research contributes with valuable insights to the existing body of knowledge concerning sport management education and training, offering a better understanding of how it influences the performance and success of sports organizations.

CHAPTER 2.

2. LITERATURE REVIEW

2.1. Argentine Olympic Committee

The COA was created on December 31, 1923 (Argentine Olympic Committee, 2023) and its main mission is to promote and protect the Olympic Movement in Argentina, in accordance with the Olympic Charter (Argentine Olympic Committee, 2021). The COA organizes courses and seminars to help sports leaders/managers develop their skills and knowledge of Olympic principles (Argentine Olympic Committee, 2023). Examples include the Argentine Olympic Academy (Dalotto, 2020) and Sport Administration Courses (International Olympic Committee, 2021).

The COA's new strategic plan, PEH2032, prioritizes training and development of human resources in sports sciences and physical education (Argentine Olympic Committee, 2023). To achieve this goal, the COA carries out ongoing activities in collaboration with educational institutions, professional associations, government sports organizations, and international sports organizations (IOC, Olympic Solidarity, Panam Sports, IFs). These activities are aimed at a variety of sports professionals, including leaders, coaches, referees, and sports support personnel.

The Sports Education Commission and Argentine Olympic Academy implement the activities described above. Their mission is to address sports education with a comprehensive and interdisciplinary approach, aligned with the principles of Olympism (Argentine Olympic Committee, 2023). The Argentine Olympic Academy also studies, researches, promotes, and disseminates the history, culture, organization, and development of the Olympic Movement (Argentine Olympic Committee, 2023).

2.2. Olympic Solidarity

As stated in the Sport Administration Manual (2019), in 1960, the International Olympic Committee (IOC) established its own assistance programme to support the National Olympic Committees (NOCs) that had been established when their countries achieved independence, with the aim of contributing to the advancement of sport and the Olympic ideal. The

International Olympic Aid Committee (IOAC), commenced.

In 1971, the IOAC was joined by the Committee for Olympic Solidarity, which was established in 1969 through the Permanent General Assembly of the NOCs, in order to further the assistance of NOCs in need. Despite the lack of financial resources, more than 50 NOCs were established in countries with limited resources for sport development. In 1979, the IOC granted the NOCs, 20% of the revenues generated from television rights at a constitutional assembly held in Puerto Rico by the Olympic Congress. This was formalized in 1981 by the Olympic Commission. In 1984, Olympic Solidarity (OS) shifted to a revenue management structure that met the criteria of the IOC, which was facilitated by the growth in television rights revenues, which began with the XXIII Olympics in Los Angeles. In 1985, the OS Committee began to conduct its activities on a four-yearly basis and was granted administrative autonomy in accordance with the Commission's functions, scope, and structure.

2.2.a. Mission

As stated in the 2021-2024 Plan (International Olympic Committee – Olympic Solidarity, 2021) Olympic Solidarity's primary objective is to assist NOCs in developing athlete development programmes, particularly those with the greatest need, in order to enable NOCs to fulfill their obligations to the Olympic Movement in accordance with the IOC strategy. These multi-disciplinary programmes, which focus on the needs of athletes, but also include the training of coaches and sport administrators, and the promotion of Olympic values, are designed jointly by IOC and the NOCs, with the technical assistance of the International Federations (IFs) if necessary. This mission is enshrined in Article 5 of the Olympic Charter and its bye-law (Olympic Charter, 2021).

2.2. b. Global Structure

In accordance with the Olympic Charter (2021), the Olympic Solidarity Commission is composed of individual members appointed by the IOC President to carry out the tasks assigned to it. It is responsible for determining the primary course of action and overseeing the activities of Olympic Solidarity, such as approving programmes and their associated

budgets, as well as monitoring their implementation. It is financially, technically and administratively independent, and reports directly to the Olympic Executive Board and the President, who respectively ratify its key decisions, including the approval of the plans and budgets.

The Committee is dependent on the Olympic Solidarity International Office in Lausanne for the implementation, execution, monitoring and coordination of its decisions. The International Office is in charge of all operational aspects and coordinates them with the relevant Olympic Solidarity offices of each of the five continental Associations of National Olympic Committees (NOCs) and Asian National Organizations (ANOCs).

2.2. c. Olympic Solidarity Programmes

2.2. c.a. World Programmes

The World Programmes are designed to assist NOCs in the implementation of specific sports development activities, and are essential for the fulfilment of the Olympic Charter's mission (Olympic Solidarity 2021-2024 Plan). To emphasize Olympic Solidarity's priorities and to demonstrate the World Programmes' consistency with the IOC Strategy, the World Programmes are divided into three Development Areas and five Programme Clusters (Figure 1). The World Programmes are managed by the Olympic Solidarity International Office, which may also call upon Continental Associations' offices to coordinate activities within their continents in accordance with their specific requirements. Olympic Solidarity works in close collaboration with the IFs, the IOC commissions and various other partners in the Olympic Movement, to develop and deliver World Programs of the highest quality for all National Organizations, particularly those in the most need.

World programmes are divided into three development areas: Athletes and Sport Development, Values and Capacity Building and Administration. Each development area also has program clusters enumerated as follows:

Athletes and Sport development:

- Olympic Games Universality (managing Olympic Scholarships for Athletes: Tokyo 2020, Beijing 2022, Paris 2024 and Milano Cortina 2026, together with Team

Support Grants)

- Entourage (Technical Courses for Coaches, Olympic Scholarships for Coaches, Athlete Career Transition, NOC Athletes' Commission and Activity Grants)
- Sport Development (Development of National Sports System, Continental Athlete Support Grants, Youth Athlete Development and Refugee Athlete Support)

Values

- Olympic Values

3 DEVELOPMENT AREAS	5 PROGRAMME CLUSTERS	20 WORLD PROGRAMMES
Athletes & Sport Development	 Olympic Games Universality  Entourage  Sport Development	Olympic Scholarships for Athletes: Tokyo 2020, Beijing 2022, Paris 2024 and Milano Cortina 2026 Team Support Grant Technical Courses for Coaches Olympic Scholarships for Coaches Athlete Career Transition NOC Athletes' Commission Activity Grant Development of National Sports System Continental Athlete Support Grant Youth Athlete Development Refugee Athlete Support
Values	 Olympic Values	Olympic Values
Capacity Building & Administration	 NOC Management & Knowledge Sharing (Incl. Forums & Special Projects)	NOC Administration Development National Courses for Sports Administrators International Executive Courses in Sports Management NOC Exchanges Forums for NOCs and their Athletes Special Projects

Figure 1: World Programmes (Olympic Solidarity 2021 - 2024 Plan, p.21)

Capacity Building and Administration

- NOC Management & Knowledge Sharing (NOC Administration, Development, National Courses for Sports Administrators, International Executive, Courses in Sports Management, NOC Exchanges, Forums for NOCs and their Athletes and Special Projects).

There are also Continental Programs, Subsidies to support NOCs' participations in Olympic Games and Youth Olympic Games (YOG), and YOG subsidies for travel, accommodation and expenses for representatives.

2.3. Sport Administration Courses

Olympic Solidarity has supported National Olympic Committees (NOCs) for over 30 years, focusing on athlete, coach, and administrator development. They offer three levels of education: Sport Administrators Courses, Advanced Sport Management Courses (ACSM–MOSO), and, as an exemplary program, Executive Masters in Sport Organization Management (MEMOS). Over 3,000 participants from 40 NOCs attend the Sport Administrators Courses annually. These courses are conducted face-to-face, in blended formats or virtually, covering Olympic Movement principles and sports management topics (Al-Fahad Al-Sabah, 2019). The courses, outlined in the Sports Administration Manual (2019), encompass essential areas such as Leadership, Olympic Values, Organizational Management, Principles, Structure, and Leadership of the Olympic Movement, The Games, Athletes (and their entourage), Olympic Values, Management, Activities, and Resources.

Since the beginning of the program, the COA has annually offered a minimum of four Sport Administration Courses across different parts of Argentina. Initially held face-to-face for four intensive days, the courses transitioned to a blended approach in 2017. This change involved incorporating introductory activities about the Olympic Movement and adapting to Argentina's sports system before the intensive face-to-face classes. This adjustment enhanced the course's quality, making it more didactic and enabling directors to delve deeper into specific subjects during in-person sessions. Graduates from the Sport Administration Courses are invited to apply to the ACSM-MOSO, under the recommendation of a recognized sport organization (National, Provincial, Municipal or public).

2.4. Advanced Sport Management Courses

Sports are now more important than ever, promoting diversity and unity while tackling complex challenges in our fast-changing world. Olympic Sport Organizations (OSOs) must develop sustainable business models. This requires innovation and stronger partnerships with various stakeholders, from governments to private sectors. Maintaining high governance standards is crucial for public trust and sports integrity. Recognizing this, Olympic Solidarity offers the ACSM-MOSO with "Managing Olympic Sport Organizations" as the core textbook. These courses create a collaborative learning community where athletes, coaches, and NOC managers share knowledge to support the Olympic Movement's goals.

ACSM-MOSO emphasizes the need for well-prepared sports managers who can drive the Olympic Movement's evolution, especially through NOCs and their members. It highlights the shared responsibility in the Olympic Movement to prepare for the future of sports and foster solidarity locally and globally. This course comprises six modules as follows: Organizing an Olympic Sport Organization, Strategic Management, Human Resource Management, Financial Management, Marketing Management, and Organizing Major Sport Events (Robinson, 2020).

Each NOC determines its course implementation based on its specific context. In the case of the COA, the course is conducted annually, running from March to November. Its inception dates back to 2014 when it was initially offered in a face-to-face format. However, starting in 2017, a blended methodology was introduced, incorporating an online campus that has proven valuable not only for this course but also for other projects within the COA.

The course is structured as follows: it consists of intensive monthly meetings held on Thursdays and Fridays of each month, complemented by activities conducted through the virtual campus. These activities encompass assessments, reading materials, and the development of practical projects for each unit, all geared toward the respective national federation or sports organization of each student.

Concerning the in-person classes, students are organized into three groups, each led by a primary tutor and assisted by a collaborating tutor. These tutors provide guidance throughout the project development process for each unit, customizing the projects to align with the needs of their respective federations. During each in-person class, students are also required to present their projects, with submissions comprising a written document in Word

format and a PowerPoint presentation not exceeding 10 minutes in length.

Upon successfully completing the course, each student, in collaboration with their tutor, selects one of the six projects undertaken and defends it in front of a panel comprised of all the tutors and the course director. If 100% of the assignments, projects, and the final presentation receive approval, the students are granted the status of ACSM-MOSO graduates.

Even though the course has been implemented successfully for the past 10 years, it is unclear whether completing the course has a real impact on the human resources that have taken the course and if they were able to implement their projects in their sport organizations/federations, in terms of improving their performance and achieving their goals. This research project seeks to investigate the impact of the course on human resources within sport organizations/federations in Argentina.

2.5. Sport Management Training in Argentina: A Historical Perspective

Sport management training in Argentina has evolved significantly since the early 20th century. In the early days, the only formal training available was a Physical Education Teacher degree, which was taught in military schools (Scharagrodsky and Aisenstein, 2006) and focused exclusively on teaching physical education at the elementary, primary, and secondary levels.

In the mid-20th century, National Institutes of Physical Education began to offer a subject on "Administration and Organization of Sport." (Crisorio et. al. 2015). However, this course was limited to the planning of classes and tournaments and did not cover other important aspects of sports management, such as strategic management, governance, soft skills, marketing, or finance. Despite the lack of formal training, the demand for sports managers grew with the growth of the sports industry in the 1980s. Many people filled these roles (especially in non-profit organizations, such as sport clubs and national federations) on a voluntary basis, without the specific management knowledge and skills required.

In the late 20th century, some universities began to offer complementary proposals to the physical education degree, with more knowledge in management. For example, the National University of the Litoral launched a university articulation cycle for a Bachelor of Physical

Education in 1999, one of whose educational outcomes covered topics of "organization and administration of educational and sports institutions."

From the beginning of the 21st century, other universities also began to develop programs related to sports management. However, these programs often did not meet the specific needs of the Argentine sports industry, either due to a biased view of the Argentine sports market or because they were not tailored to the country's sporting reality (Villarreal Doldán, 2023). In addition, there were only four postgraduate programs focused on sports, high-performance training, and specializations in sports nutrition, kinesiology, and sports and sports medicine (CONEAU, 2023).

In recent years, demand for training in other sports-related areas has increased. This is due to the growing need for professionalization of the sports sector, which requires professionals with knowledge and skills in areas such as sports marketing, sports psychology, sports medicine, and sports nutrition, to name a few (Villarreal Doldán, 2015). Numerous academic institutions, both public and private, have responded to this demand by offering training programs in some of these areas. However, many of these programs -as mentioned before, should prepare the future graduate, to perform considering a 360° approach (Villarreal Doldán, 2023).

2.6. Sport Management Training

The current societal landscape has placed unprecedented demands on organizations, compelling them to restructure their governance, management, and operations to cater for the diverse needs of their stakeholders (Rouaren et. al., 2016). This demand for transformation is not limited to the public and private sectors; nonprofit organizations (NPOs) are also experiencing these pressures. Within the ecosystem of sports, NPOs – such as National and international Federations (NFs and IFs)-, find themselves needing to rationalize their social and commercial activities with a myriad of stakeholders, including the government, sponsors, member organizations, and mass media. Consequently, these demands have triggered significant transformations within these organizations. Institutionalized management structures have been established, standardized procedures have been integrated, and individuals with specialized qualifications have been recruited.

However, both NFs and IFs are grappling with organizational frameworks that do not seamlessly align with these evolving demands. Despite these challenges, organizational adaptation has led to a profound shift in sports federations, moving them from being volunteer-driven entities to becoming increasingly business-oriented organizations (Lang et al., 2019). This evolution is commonly referred to as the 'professionalization' of sport management, signifying a fundamental transformation in the way sports organizations operate and engage with their stakeholders. This landscape has driven the creation of sports management training programs worldwide, aiming to prepare professionals capable of addressing the changing challenges and growing demands of the sports field.

Currently, in addition to the IOC Sport Administration Courses and Advanced Sport Administration Courses, other International Federations (IF) have developed their own Sport Management training programs. Such is the case of World Athletics (WA), through its Academy¹, The Federation International de Football Association (FIFA) with its FIFA- CIES international Program², The International Basketball Federation (FIBA), with its Fiba Academy Manager Program³, The International Tennis Federation (ITF) with its ITF Academy⁴ and World Aquatics (WA) with its National Aquatics Manager⁵ program, to name a few. It is important to highlight that many of the programs delivered by IF are done in cooperation with Universities and Institutes of Higher Education, which give them the academic background that some of them fill the need to cover.

In the Argentine context, the ACSM-MOSO offered by the COA has emerged as a prominent initiative in sports management training. This program has been designed with the purpose of strengthening the capabilities of those working in sports federations and organizations recognized by the IOC and COA. There are other programs delivered by NFs, such as the local FIFA – CIES⁶ programme implemented by the Argentine Catholic University, and the online Sport Management Course, implemented by the University Sport Argentine Federation

¹ <https://worldathletics.org/development/education/academy> [Accessed 21/9/2023]

² <https://www.cies.ch/en/education/fifacies-international-programme/about-the-international-programme/> [Accessed 21/9/2023]

³ <https://itf-academy.com/?view=partners&id=8> [Accessed 21/9/2023]

⁴ <https://itf-academy.com/?academy=103&language=en> [Accessed 21/9/2023]

⁵ <https://www.worldaquatics.com/development/programmes/national-aquatics-manager> [Accessed 21/9/2023]

⁶ https://inscripciones.cursosposgrado.uca.edu.ar/product?catalog=derecho-y-management-del-deporte-cies-fifa&qad=1&qclid=Cj0KCQjw06-oBhC6ARIsAGuzdw1qbRU7pZvy1SS1EiAVdwc7NSYzopPd4AJTNwygklqPJHwAe6yw8bkaAuoiEALhew_wcB [Accessed 21/9/2023]

(FEDUA)⁷. There are other Continuous education courses and pre-graduate careers in sport management however, the ACSM-MOSO stands out for its innovative and holistic approach, setting it apart from the rest. Regarding the ACSM-MOSO and despite its potential significance, the understanding of its actual impact on Argentine sports organizations remains a topic of insufficiently explored research, especially considering the growing need to professionalize sport. This is a concept that has been used for some time in the industry and we need to define it for the purpose of this research.

2.7. The Sport Industry. Characteristics

While general aspects of business organization and administration can be applied to sports management, it is crucial to recognize the unique characteristics of the sports industry when implementing them (Villarreal Doldán, 2015). This distinction is pivotal as it can determine the success or failure of management endeavors. According to Winfree et al. (2018), factors such as passion, economic profit versus results, competitive balance, variable quality, product and brand loyalty, vicarious identification, blind optimism, technology, and supply must be carefully considered to achieve successful management in the sports ecosystem.

Sport can be managed similarly to other industries, but its distinctive traits should not be used as a justification for ignoring fundamental business structures and principles. Rather, these unique characteristics necessitate the application of advanced and professional business principles. It is imperative to professionalize sports management through innovative academic programs, such as those provided by the IOC and implemented by the NOCs with the support of Olympic Solidarity. These programs not only enhance understanding of the challenges and opportunities in the sports world but also ensure the training of qualified leaders who will contribute to the sustainable success of sports management in an ever-evolving environment.

2. 8. Professionalization in sports management.

As established by Claussen et. al. (2018) professionalization of non-profit sport organizations is a dynamic process towards a more rationalized functioning, driven by the

⁷ <https://feduargentina.com.ar/curso-virtual-de-gestion-deportiva/> [Accessed 21/9/2023]

objectives of enhancing the organization's performance and ensuring its service role towards its members. Being influenced by for-profit organizations and other stakeholders, this current situation in the sport industry, entails a transformation of volunteer driven management, to a business-oriented framework. But, as explained by Evetts (2014), professionalism is not just about following the normative values of an occupation, such as occupational procedures, controlling, education and training. It is also about using a discourse of accountability and good governance that is applied by managers and authorities at a governance level.

Legay (2001) and Bayle and Robinson (2007), as cited by Ruoranen et. al. (2016), have identified three key dimensions of professionalization in sport federations. Firstly, there is the "Advancement of Organizational Professionalization," which focuses on setting clear objectives, developing strategies, and continuous evaluation for efficiency and improvement. Secondly, the "Enhancement of Individual Professionalization" involves increased reliance on paid personnel and higher expectations from volunteers, spanning both management and sports-related roles. Lastly, the "Augmentation of Process and Structural Professionalization" encompasses changes in decision-making processes, role specialization, and technology integration.

Moreover, the development of organizational capacity is a fundamental step towards achieving professional standards in sports management. As mentioned by Clutterbuck and Doherty (2019), the concept of organizational capacity refers to how well an organization possesses certain attributes crucial for achieving its goals. These attributes encompass human resources, financial resources, and structural capacity, including infrastructure and planning. For sports organizations, these five elements include skilled volunteers, stable finances, effective communication, strategic planning, and collaborative partnerships.

By improving their capacity, organizations can attract skilled professionals, secure stable funding, and establish strategic partnerships – all of which contribute to a higher level of professionalization needed to face the transformations in consumption and production of sports (Stewart, 2017). Effectively managing sports organizations in the early twenty-first century necessitates the adoption of approaches and methodologies that mirror those commonly observed in the realm of contemporary business, governmental, and non-profit entities.

2.9. Knowledge, Competences and Skills in Sport Management

In the dynamic and multifaceted world of sport management, cultivating competencies and skills is crucial. Professionals in this field must possess a unique set of abilities to navigate its complexities and challenges. These competencies should be acquired through specific training tailored to meet today's demands, offering a global and international approach to match the broader market context (De Haan & Sherry, 2012; Miragaia & Soares, 2017).

Regarding knowledge in sport management, Doherty (2013) establishes that theories can be formulated through direct adoption, adjustments, or expansions from other fields, or entirely original theories can be crafted. Hence, knowledge can be generated from the fields of Economic Sciences, Social Sciences, and sport-specific topics related to business and management principles.

Santos, Batista, and Carvalho (2022) identify key competencies for effective management, including leadership, integrity, resource allocation, delegation of authority, employee motivation, human resources management, specialized knowledge, and creative thinking. These competencies play a pivotal role in critical tasks such as decision-making, problem-solving, communication, planning, and evaluation.

Competences and skills in sports management are determined by the context in which practices take place, and it is crucial that the knowledge acquired is applicable in real-life situations (López-Carril, Añó, Villamón, 2019). To achieve successful management, sport managers must acquire abilities such as problem-solving, decision-making, communication, leadership, teamwork, time management, negotiation, organization, and planning (Villarreal Doldán, 2023).

Specific tasks that a manager needs to perform effectively, or skills, include budgeting, scheduling, marketing, event management, coaching, officiating, training, and public relations. Knowledge, competencies, and skills are all interconnected and essential for sport managers to be successful, highlighting the importance of training and development within a sport organization's management of human resources.

2.10. Training and Development

Training and development are essential for organizational improvement. Sport organizations that do not invest in systematic training and development programs are likely to underperform, both because they will fall behind current trends, practices, and skills, and because they will not develop into learning organizations (Hoye et. al., 2022.). Training and development, at its most fundamental, is a process by which workers acquire the skills necessary to be successful in their positions. These abilities can include everything from knowing how to use the automatic turnstiles at a professional sports stadium to knowing how to effectively brand a business in a cutthroat industry. Training and development now encompass building general organizational abilities, such as assuring the quality of products or services or fostering an environment that promotes compliance, in addition to teaching specific skills.

Robinson (2020) mentions that the goal of training in a sport organization is to make sure that participants develop the skills necessary for the organization to carry out its daily tasks and fulfill its objective. When new competences and abilities are needed, training offers an organization an internal option to hiring new personnel and offers volunteers and staff members the chance to grow personally, contributing to career development and performance management. For employee and volunteer retention, dedication, and motivation, human resource investment is crucial.

The purpose of training and development is to ensure that employees and volunteers are provided with opportunities to learn new skills, knowledge, and develop attitudes that will allow them to deal with the demands of the sport organization in which they work and volunteer. (Taylor, et al., 2015.). They also suggest that in general, 'training' pertains to the improvement of technical, job-specific skills and competencies, whether it occurs on the job or off-site. 'Development,' on the other hand, focuses more on altering attitudes and behaviors, along with skill enhancement, with the goal of improving a person's interpersonal abilities.

Some common reasons for engaging in specific programmes of training and development are as follows:

- To train about a specific topic or skill.
- As a component of an individual's overall professional development programme.

- When a performance appraisal indicates that performance improvement is required.
- As part of a succession management or a strategic talent management process.
- As a way of developing a common and shared mindset and approach to decision-making amongst managers.

These programs serve as critical tools for staff and volunteer retention, ensuring that the organization's workforce possesses the required competencies to execute its strategic objectives, and nurturing the growth of potential future leaders. Training and development process should be viewed as cyclical, just like the entire human resource management process.

CHAPTER 3:

3.METHODOLOGY

3.1. Research design

This study employed a mixed-methods research design (Gratton & Jones, 2010), integrating both quantitative and qualitative data collection and analysis techniques. This approach aimed to achieve a comprehensive understanding of the impact of the ACSM-MOSO offered by the COA. Quantitative data provided insights into the prevalence of certain experiences and perceptions, while qualitative data allowed for deeper exploration of individual perspectives and experiences.

3.2. Sampling and Participants

The study's sampling frame (total population) was 332 graduates from the ACSM-MOSO offered by the COA between 2014 and 2023. From the total population, 203 responded the survey (61% response rate). The Director of the program (name initial of interviewee: SDM) and an authority (name initial of interviewee: VSG) within the governance of the COA took part in the study through open interviews. Additionally, interviews were performed with five ACMS–MOSO graduates, willing to take part of the process.

To designate the graduates, G1, G2 until G203 labelling was adopted, and for the interviews, their name initials were used. By "graduate," it is meant a person who has completed and passed the ACSM-MOSO. In the data collection and interpretation, the anonymity of the interviewees was maintained, so only their initials are used.

3.3. Data Collection Methods

The questionnaire survey featured a mix of closed-ended and open-ended questions. This design aimed to capture participants' perceptions of the ACSM-MOSO program's impact on their work and their sports organizations or federations, providing a comprehensive understanding of the program's effects. To do so, the questionnaire covered participants': Demographics, backgrounds in sport management, experiences and perceptions of the

Objectives	Research question	Intended outcome /Data needed	Instrument	Population / sample
To explore the perceptions and experiences of human resources who have completed ACSM-MOSO offered by the Argentine Olympic Committee.	What are the perceptions and experiences of participants who have completed the ACSM- MOSO regarding the program's content, delivery, and overall impact on their professional development in sports management?	Participant experience & perception: Surveys/interviews with graduates for data on program strengths/weaknesses and organizational satisfaction.	Online Survey Interviews Course program content and implementation	MOSO Graduates 203 Graduates interview: 5
To investigate the impact of the ACSM-MOSO on the work of human resources in their sport related jobs.	How has the ACSM-MOSO influenced the skills, decision-making processes, and overall effectiveness of human resources professionals in their respective sports organizations?	HR professional impact: data on roles, responsibilities, skills before/after ACSM-MOSO, relevant modules, job retention, project implementation using ACSM-MOSO knowledge.	Online Survey Interviews	MOSO Graduates 203 Graduates interview: 5 Program Director / 1 Authority / 1
To identify the factors that influence the impact of the ACSM-MOSO on OSOs in Argentina.	What are the facilitators and inhibitors that influence the successful application and integration of knowledge and skills acquired from ACSM-MOSO within sports federations and organizations in Argentina?	Knowledge transfer: data on organizational factors, support systems, and challenges applying ACSM-MOSO knowledge.	Online Survey Interviews	MOSO graduates 203 Program Director / 1 Authority / 1

Table 1: Research table

course. Furthermore, it sought to explore the impact of the course on various aspects of their work and their contributions to their sport federations and legacy of the course at a personal level. Prior to distribution, the questionnaire underwent a pre-testing phase to validate its

reliability.

Quantitative data analysis using descriptive statistics summarized participant demographics and participant responses. Cross tabulation was performed when interpreting demographics, between organizations, who is still working and who is not; and by roles at different levels of the sport industry, after graduating. Thematic analysis was then applied to delve into open-ended responses, uncovering recurring themes and patterns related to their experiences, perceptions, program strengths and weaknesses, and the impact on their professional roles and organizations.

To complement the quantitative data and gain deeper insight on individual perspectives, semi-structured interviews were conducted via Google Meet with five ACSM-MOSO graduates, the program director, and the COA's Secretary General. These interviews took place between December 2023 and February 2024. The number of participants surveyed shows representation across different graduation years and genders capturing a diverse range of experiences.

The primary objectives of the interviews were, to complement the quantitative survey data, gain deeper insight into individual experiences and perspectives on the ACSM-MOSO program's impact and identify themes related to practical application, organizational impact, personal development, challenges, and program improvements.

Key themes such as practical application of course content, organizational impact, personal and professional growth, networking and collaboration, challenges faced during and after the course, suggestions for program improvements and overall impact on sports management professionalization, were identified.

Drafting questions (open-ended) were developed to explore each theme in depth and were arranged to facilitate a logical flow, starting with general experiences and moving towards more specific aspects. The guide was designed to be flexible, allowing interviewers to probe deeper based on responses. A pilot test was conducted with a subset of interviewees to refine the questions. Feedback was gathered on question clarity, relevance, and the overall flow of the interview. Based on the pilot test feedback, the guide was refined to enhance clarity and ensure all critical themes were effectively addressed. Redundant or unclear questions were revised or removed.

During the interviews conducted via Google Meet, the guide provided a structured yet flexible framework. Interviewers followed the guide while adapting to the unique responses and directions taken by each interviewee. After the initial interviews, the guide was reviewed to ensure it effectively captured the necessary information. Minor adjustments were made to address any gaps identified.

Thematic analysis was employed to analyze interview transcripts, identifying key themes and insights regarding Practical Application, Organizational Impact, Personal Impact, Challenges and potential Improvements.

4.RESULTS AND DISCUSSION:**4.1. Interpretation of the results**

The findings of the questionnaire survey are presented in the following sections.

Respondent Graduates' Demographics

Respondent demographics: (Table 2 – Table 6), a majority were men (57.1%), aged 45 to 54 years old (36.5%) and recent graduates 2021 - 2023 (39.9%). Alumni from 2020 and 2022, COVID-19 had a lower response rate, which might be attributed to the compromised ability to build strong sense of belonging to the program, even though it was implemented successfully online. Recent graduates, who just finished the programme in November 2023, and graduates were more involved and also more active in the platform had higher response rates.

Year of graduation	% of the (203) total surveyed
2014	6,4
2015	6,4
2016	7,9
2017	8,9
2018	9,9
2019	10,3
2020	11,3
2021	9,4
2022	10,3
2023	19,2

Table 2: Year of graduation

The majority of the graduates (65.2%) are still working in the organization that recommended them for the course. Of those who are not in their original organization, almost half (45.2%) work in non-profit sports organizations and a significant portion work in the public sector (21.9%). Indicating that they continue to engage in the sport sector.

Employment Sector	Percentage (%)
Non-for-profit sports organizations	45.2
Not related to sport	23.3
Public sector	21.9
Private sector	9.6

Table3: Employment sector

Within non-profit organizations, most work in sports federations (provincial: 27.3%, national: 9.1%, local: 36.4%)⁸. This reveals the diversity of institutions benefiting from ACSM-MOSO graduands.

Among the respondents who work in sports⁹, 38.3%% hold managerial positions, followed by sports governance (17.9%) and administrative positions (13.9%). This points to the growing professionalization of roles that require managerial and administrative skills.

The data indicate that a significant proportion of graduates hold management and leadership positions within sports organizations. And concurrently, there is a growing requirement from sports organizations of graduated professionals.

Graduates' Perceptions and Experiences

The survey data (see Table 4) reveals positive feedback from graduates regarding the ACSM-MOSO course, aligning with the importance of educational programs meeting participants' needs and the evolving sports industry (Miró in Robinson, 2020). General satisfaction with the ACSM-MOSO program was very high (87.6% very satisfied, 11.4%

⁸ See table 1 "Organization type", in the appendix section

⁹ See table 2 "Position in Sport Organization", in the appendix section

satisfied).

Aspect	Percentage
Satisfaction with ACSM-MOSO	
- Very satisfied	87.6%
- Satisfied	11.4%
- Neutral	1%
Most valuable aspects about ACSM-MOSO	
- Course content	69.2%
- Networking opportunities	64.7%
- Practical application of the course	58.2%
- Conferences and lecturers	51.7%
Application of projects developed during program	
- Applied in professional settings	55.2%
- Partial application	35.8%
- Unable to implement any projects	9%
Areas of project implementation (more than 1 option allowed)	
- Unit 6: Organization of a Sports Event	59.6%
- Unit 2: Strategic Management	58.5%
- Unit 3: Human Resources Management	30.9%
- Unit 5: Marketing Management	25 %
- Unit 1: Organization of an Olympic Sports Organization	11.7%
Improvement in professionalism and management among members	
- Significant improvement	39.8%
- Moderate improvement	33.3%
- Slight improvement	18.9%
- No changes	8%

Table 2: Perceptions about the ACSM-MOSO

While respondents valued course content (69.2%) and networking opportunities (64.7%), it's unclear if this directly aligns with a professionalized sports management landscape. Robinson (2020) suggests strong programs prepare graduates for this shift. Further research could explore if this program bridges the gap between volunteer-driven structures and professionalized models in Argentina.

Some 55,2% of graduates were able to apply their projects developed during the program in professional settings, and another 36% partially implemented their projects. Of those implementing projects, the main areas covered were: Organization of Sports Events (59,6%) and Strategic Management (58,5%), followed by Human Resources Management (30,9%) and Marketing Management (25%). It can be inferred that the course provided the impetus for the participants to deliver in these areas of their organizations through building practical professional skills in projects implementation with a strong theoretical basis. The areas of implementation also point to the areas of need for the programme participants' organisations.

Those that were unable to implement projects (9%) noted that it was due to lack of time for implementation.

Respondents reported significant (39.8%) or moderate (33.3%) improvement in professionalism and management skills after the course. This suggests the programme effectively enhances graduates' professional abilities. This is important given the ongoing challenge in Argentina that many sports organization personnel do not have formal financial compensation (Villarreal Doldán, 2023). This emphasizes the need to not only professionalize management practices but also create sustainable models that ensure fair compensation (Villarreal Doldán, 2023).

While the ACSM-MOSO program equips graduates for the global shift from volunteer-driven to business-oriented sports organizations (Lang et al., 2019), the Argentinian context requires additional focus on sustainable models with fair compensation.

The Impact of ACSM-MOSO:

This section presents the results of ACSM-MOSO course's impact on sports organizations and, potentially, on sporting results in Argentina.

Graduates reported significant improvements in core organizational areas like strategic planning, financial management, and resource allocation¹⁰. This aligns with the growing emphasis on professionalized management practices in the evolving sports industry, (Claussen et. al., 2018); Clutterbuck & Doherty, 2019; Villarreal Doldán, 2015).

¹⁰ The following information can be found in table 3 "Impact of the ACSM-MOSO on Sport Organizations", and table 4 "Specific areas of improvement", in the appendix section

Aspect of Impact	Description
Administrative and Organizational Aspects	<ul style="list-style-type: none"> - Improved administrative and organizational aspects have led to better organization of athletes and tournaments. - Increase in the number of federated clubs and athletes, especially juniors.
Impact on Sporting Results	<ul style="list-style-type: none"> - Some: Better organizational management has resulted in more positive sporting results. - Not a direct correlation; some organizations improved in managerial, governance, and operational processes without a noticeable impact on sporting results.
Increase in Quality of Sporting Events	<ul style="list-style-type: none"> - Better management and organization have enabled the organization of high-quality sporting events. - Greater participation and diversification of sports in society.
Improvement in Communication and Operational Management	<ul style="list-style-type: none"> - More organized federations have led to better communication and operational management with athletes. - While not directly improving sporting performance, it contributes to the overall functioning of the organization.
Contribution to Growth and Development of Sport Management	<ul style="list-style-type: none"> - <i>Professionalization</i>: ACSM-MOSO has contributed to the professionalization of sports management by providing specific tools and knowledge. - <i>Standardization of Criteria and Processes</i>: The course has helped standardize criteria and work processes, leading to greater coherence and effectiveness in decision-making and strategy implementation. - <i>Training of Human Resources</i>: ACSM-MOSO has trained qualified human resources working in various areas of Argentine sports, contributing to more professional and effective management. - <i>Improvement in Planning and Organization</i>: Participants have highlighted improved planning and organization of sports activities, leading to greater efficiency in resource management and achievement of objectives. - <i>Impact on Decision-Making</i>: The course has had a positive impact on decision-making by providing tools and approaches for more informed and strategic decisions.

Table 3: Aspects of Impact

Over two-thirds of graduates (83,1%) perceived a very high, high, or moderate positive impact of the program on their organizations' efficiency and resource allocation¹¹ . Qualitative data (Table 5) further supports this impact with examples of improved athlete and tournament organization, increased participation in federated sports, better communication with athletes, and the organization of high-quality sporting events.

While over half (54.7%) of graduates perceived a positive impact on athletes, coaches, and/or sports results¹² 37.8% were unsure. This suggests a need for further investigation into this aspect. Some graduates acknowledge the complex relationship between professional management and sporting results, influenced by factors like talent, investment, and uncertainty (Winfree et.al., 2018). However, others highlight the role of effective management in creating scenarios that facilitate sporting success (Legay, 2001; Bayle & Robinson, 2007, cited in Ruoranen, et. al., 2016).

Argentina has a unique sports ecosystem, where sports management is a relatively new field compared to physical education programs (Sharagrodsky & Aisenstein, 2006). Evaluating the ACSM-MOSO is crucial to ensure its continuous effectiveness in this context.

The ACSM-MOSO has had a significant impact on various aspects of sports management in Argentina (see Table 5). Administratively and organizationally, improvements have led to better organization of athletes and tournaments, along with an increase in the number of federated clubs and athletes, particularly juniors.

While there can be a correlation between improved organizational management and more positive sporting results, it is not always direct; some organizations have seen improvements in managerial, governance, and operational processes without a noticeable impact on sporting outcomes. Moreover, better management and organization have facilitated the execution of high-quality sporting events, encouraging greater participation and diversification of sports in society.

Additionally, the program has contributed to the professionalization of sports management by providing specific tools and knowledge, standardizing criteria and processes, training qualified human resources, improving planning and organization of sports activities, and positively impacting decision-making processes. These findings underscore the broad effects

¹¹ See table 3 in the appendix section

¹² See table 5 in the appendix section

of the ACSM-MOSO program on the growth and development of sport management in Argentina.

Factors influencing impact:

While the program offers valuable tools for professional development in sports management, its success hinges on overcoming certain challenges (see Table 6). Strong support from top management (34.3%) emerges as a crucial factor, which is recognized as as a driver of change (Santos et al., 2022). Nearly half of participants (49.8%) effectively implemented the learned practices, highlighting the importance of employee engagement.

Fostering positive organizational change, such as enhanced internal communication (31.8%) and collaboration (26.4%) between departments, adoption of new technologies (28.9%), development of a culture of continuous improvement (26.9%) were reported. Nearly half (48.8%) of participants reported developing new programs/projects based on the course, showcasing its practical application.

The survey also reveals challenges that need to be addressed. Resistance to change (47.3%) emerged as the most significant hurdle. Other challenges include: Lack of resources (36.8%), existing organizational culture (37.3%), limited employee commitment (11.4%) and lack of top management support (16.4%), technological limitations (17.4%) and internal conflict (25.4%), lack of time (33.8%) and lack of professionalization in management (34.8%). The results suggest the need for flexible program delivery options and potential additional training for managers, aligning with Hoyer et. al. (2022) who advocate for ongoing support for long-term success.

Factors Influencing Impact of ACSM-MOSO	Description	Percentage
Positive impact		
	Almost half of the participants effectively <i>implemented the recommendations</i> and practices learned in their work.	49.8
	Nearly half of the participants reported <i>developing new programs/projects</i> influenced by the course.	48.8
	<i>Support from top management</i> for course implementation played a crucial role in its success	34.3
	<i>Internal communication</i> within organizations improved.	31.8
	The course facilitated the <i>adoption of new technologies</i> .	28.9
	The course instilled a <i>culture of continuous improvement</i> .	26.9
	<i>Collaboration between departments within organization</i> improved	26.4
	<i>Active employee participation in the course</i> was lower	18.4
Challenges		
	Resistance to change	47.3
	Existing organizational culture	37.3
	Lack of resources	36.8
	Lack of professionalization in management	34,8
	Lack of time	33,8
	Internal conflict (Potential roadblock)	25.4
	Technological limitations (potential roadblocks).	17.4
	lack of top management support.	16.4
	Lack of employee commitment	11.4,

Table 6 factors that influenced the impact of the ACSM-MOSO

Impact at the Personal Level:

The positive impact of the ACSM-MOSO course on graduates extends beyond organizational improvements to their professional development, personal growth, and overall satisfaction with the program (see Tables 7 - 9).

Impact on Professional Development	Percentage (%)	Description
Significant	73.6	ACSM-MOSO had a significant impact on their professional development, enhancing their skills and job opportunities.
Moderate	24.4	ACSM-MOSO moderately contributed in a positive way to their professional development, providing noticeable improvements.
Minor	1	ACSM-MOSO had a minor impact on their professional development, offering some minor improvements.
No Impact	1	Have not noticed any impact on their professional development as a result of the course.

Table 7: Impact of the ACSM-MOSO at a personal level

The vast majority of graduates reported a significant impact on their professional development (73.6% significant, 24.4% moderate) (Table 7). This aligns with the program's goals of enhancing skills and job opportunities, as emphasized by Robinson (2020) in the context of training within sports organizations. Graduates' testimonials further support this notion, highlighting how the acquired skillset translates to promotions, transitions to new and challenging roles, or even entrepreneurial ventures within the sports industry. Over two-thirds of graduates (60.2% significant, 26.9% moderate) felt the program contributed to significant advancements in their careers (Table 8).

Professional Advancement	Percentage (%)	Description
Significant	60.2	ACSM-MOSO has contributed to significant advancements in their career.
Moderate	26.9	ACSM-MOSO has moderately contributed to their professional advancement.
Slight	7.5	ACSM-MOSO had a slight impact on their professional advancement.
No Impact	3	ACSM-MOSO has not had an impact on their professional advancement.
Not Sure	2.5	2.5% are not sure about the impact of ACSM-MOSO on their professional advancement.

Table 8: Professional Advancement

The program also demonstrates a significant positive impact on personal development (80.6% significant, 15.4% moderate) (Table 15), relating to improved skills and knowledge directly enhancing personal development (Taylor et al., 2015) by strengthening graduates' capabilities and expertise to navigate the demands of sports management.

Impact on Personal Development	Percentage (%)	Description
Significant	80,6	ACSM-MOSO significantly improved their skills and knowledge at a personal level.
Moderate	15,4	ACSM-MOSO moderately contributed to their personal development.
Slight	2	ACSM-MOSO had a slight impact on their personal development.
No impact / Not Sure	1	ACSM-MOSO either had no impact or they were not sure about its impact on their personal development.

Table 9: Impact on Personal Development

Regarding recommendation of the course:

Some 90.5% of the graduates stated that they would definitely recommend, and 9.5% said would recommend, the ACSM-MOSO program, indicating a high level of satisfaction and confidence in the program's quality and impact. No respondents indicated they would not

recommend the course. This high recommendation rate suggests a strong level of satisfaction with the program's content, delivery, and overall impact.

4.2. Semi-structured Interviews

The interviews with ACSM-MOSO graduates, the Course Director, and the Argentine Olympic Committee's Secretary General solidify and enrich the positive results gleaned from the survey.

Graduates' Perspectives

Graduate interviewees echoed the survey data regarding the program's practicality, highlighting its seamless blend of theory and real-world application. This practical focus aligns with the survey's finding that graduates valued course content and its relevance to professionalization, as highlighted in the following comments:

- *I can name several graduates that have applied their projects, such as in Equestrian competitions, Tennis and Figure Skating, to name a few (VSG)*
- *Lot of what I learned in the ACSM-MOSO helped me to implement a large-scale sport event in Figure Skating (EIH)*

Organizational Impact:

Similar to the survey, graduates interviewed detailed the program's **positive impact on their organizations**. Both, graduates and authorities Interviewed, mentioned improvements in strategic planning, event organization, and communication with athletes – all areas identified in the survey as benefiting from the course. Notably, some graduates (like FM and VA) demonstrated the course's impact on specific projects within their organizations, further supporting the survey's finding that over half of graduates were able to implement projects developed during the program - and a 35.8% did it partially. The previous was mentioned by interviewees: *We begin to apply the topic of vision, mission and values and all that is planning, to establish what baseball 5 is nowadays (VA)*

We used to organize a large-scale event without a strategic plan. While SWOT analysis seemed like a tool everyone would have, we didn't. As we began to analyze our approach, we discovered several areas where we were lacking professionalism and identified the need for various tools. (FM)

Personal Impact:

The interviews also provided valuable insights into the program's **personal impact**. Graduates reported increased motivation and professional growth, mirroring the survey's finding that a vast majority reported a significant impact on their professional development. This is exemplified by the interviewee LS when he stated:

In terms of personal development, improving the structural aspects of how to carry out an entire management process has also enhanced my skills, not just professionally but also in my personal life. It has encouraged me to explore and awaken the mindset that says, 'If this can be done this way, then I can also apply it to my personal life and start managing myself personally (LS).

Networking was seen as crucial for collaboration (Examples that were given by FM with other ACSM-MOSO graduates to conduct projects at grassroots level, and VA together with other graduates to propel Baseball5 at intercollegiate competitions), sharing experiences, and learning from peers. Graduates demonstrated adaptability and versatility in applying their skills in different contexts within the sports industry. An example is the shift to the private sector, consulting and also to activities outside the sport industry, where an interviewee spoke about applying what they learned in the Human resources module (LS).

Identified Challenges:

The interviews echoed the survey's identified **challenges**. VSG, mentioned the need for more practical examples coming from the ACSM-MOSO manual and a focus on legal and financial aspects. The survey also highlighted 'lack of resources' and 'resistance to change' as hurdles, suggesting a need for program flexibility and potential training for managers.

Program's Role in Professionalizing Sports Management. Both the interviews and survey underscored the ACSM-MOSO program's role in **professionalizing sports management** in Argentina. SDM and VSG, emphasized how the program bridges the gap for individuals lacking formal training.

We were fine-tuning details regarding the profile of students, profile of speakers, incorporating adjunct tutors, and implementing an educational platform. In other words, we were striving for a level

of excellence that caused the management of Argentine sports to begin to professionalize. Those who needed to make decisions, primarily execute budgets, and plan, had the tools to start. (SDM)

This aligns with the survey's finding that graduates hold managerial positions (nearly 40%) within their organizations.

Program Improvements

The interviews offered valuable suggestions for improvement. VSG's suggestion for better positioning aligns with that of some graduates (like LS) who did not perceive an impact due to structural issues. Additionally, in both interviews and the survey highlights the online campus as a crucial factor in accessibility and program delivery – a feature implemented in 2017, that was of great value, especially during COVID-19 which allowed ACSM-MOSO's implementation respecting the times and contents for the 2020-2022 period.

We managed to implement the online campus it in 2017. So, when the pandemic hit in 2020, we were among the few who were able to immediately adapt because we were prepared. I believe this allowed us to offer a higher quality of education and provide a more efficient tool for presenting work. Educationally, it enabled us to systematize everything related to reading materials and self-assessments, which we didn't have before. This allowed us to demand more from the students. (SDM)

Overall Impact

Finally, the interviews provided rich context and individual narratives that support and enhance the survey's findings. Graduates experienced personal growth, increased motivation, and enthusiasm for sports management, overcoming challenges and emphasizing continuous learning (cf CE). As for professional advancement after graduation, participants expressed gratitude for the comprehensive training received and foresaw themselves pursuing roles in sports management in the future, driven by the desire to make meaningful contributions within the administrative sphere of sports. The program's effectiveness in fostering professionalization, equipping graduates with practical skills, and

driving positive change within organizations is undeniably evident¹³.

4.3. Implications for sport federations/organizations and the sport management training sector

The research on the ACSM-MOSO program has several implications for sport federations/organizations and the sport management training sector. The following aspects about the program are noteworthy:

- Success in enhancing the skills and job opportunities of graduates highlights the importance of investing in **professional development** programs for employees within sports organizations. This can lead to improved organizational efficiency and effectiveness.
- The emphasis on **strategic planning** suggests that sports organizations should prioritize this aspect of management to achieve long-term success. Implementing comprehensive training, competition, and development plans can lead to improved efficiency in organizing sports activities.
- The impact on **resource allocation** and efficiency underscores the importance of strategic resource allocation in sports organizations. Effective management of resources can lead to improved organizational performance and better outcomes for athletes and coaches.
- A commitment to **continuous improvement** highlights the importance of staying current with developments in sports management. Sports organizations should continuously assess and adjust their practices to ensure they remain relevant and effective. This is something that it has been implemented in the ACSM-MOSO through yearly workshops on subjects such as: Sport Law, Athlete

¹³ More real-life experiences regarding ACSM-MOSO Graduates, can be found in the following article: *In Argentina, a management programme to effect real change – and open minds*. (2023, May 4). Olympics.com. <https://olympics.com/ioc/news/in-argentina-a-management-programme-to-effect-real-change-and-open-minds>

Safeguarding, E-sports, Metaverse, Crypto, Artificial Intelligence, Office Package Application, Big Data and Athlete Marketing, to name a few. Considering that the online campus is seen as a strength in the program, further initiatives as a form of self-paced tailored courses, could be offered to ACSM-MOSO Graduates.

- The value of **networking opportunities and collaborative learning** environments suggests that sports organizations should foster a culture of collaboration and knowledge sharing. This can lead to new ideas and innovations that benefit the organization as a whole. From the ACSM-MOSO several initiatives have been implemented such as the previously mentioned workshops and the symposium for ACSM-MOSO graduates held to celebrate the 10 years of the course. This last action taken is something that could be implemented every 2 years, since there is a high demand from the graduate's perspective.

The challenges identified, such as resistance to change and lack of resources, indicate the need for sports organizations to be **adaptable and flexible in the face of change**. Developing strategies to address these challenges can lead to more successful implementation of new practices and strategies.

The success of the ACSM-MOSO program highlights a strong demand for **specialized education in sports management**. This finding suggests that educational institutions should consider developing similar programs tailored to the specific needs of sports management professionals in Argentina. To capitalize on this demand and further its impact, the ACSM-MOSO program should develop a targeted marketing strategy aimed at gaining wider recognition as a driver of change in the Argentine sports management training landscape.

The program's contribution to the **standardization and professionalization of sports management** in Argentina suggests that similar efforts could be made in other countries to improve the overall quality of sports management education and practice.

CHAPTER 5

5.CONCLUSION

From the research conducted, it can be concluded that the ACSM-MOSO program has had a significant impact on graduates, both professionally and personally. The program's focus on practical application and tailored content for sports management professionals has been highly valued, with graduates reporting tangible improvements in their organizations. The program's success is evident in the high level of satisfaction among graduates and the positive impact on their skills, job opportunities, and career advancement.

The program has also played a crucial role in professionalizing sports management in Argentina, providing specialized training and bridging the gap for individuals lacking formal education in this field. Graduates praised the program's emphasis on strategic planning and its continuous improvement approach, which ensures its relevance and effectiveness.

Challenges and areas for improvement identified include the need for more practical examples, additional focus on legal and financial aspects relevant to sports management, and the need to keep the contents current. Despite these challenges, graduates expressed gratitude for the comprehensive training received through the ACSM-MOSO course and foresaw themselves pursuing roles in sports management in the future.

The incorporation of a virtual campus, with tailored material adapted to the context is something that has been highlighted as a strength and also an opportunity within the graduates.

The ACSM-MOSO program has been highly successful in meeting the needs of sports management professionals in Argentina, with graduates highlighting its positive impact on their organizations, personal development, and career trajectories.

5.1. Implications for practice and policy

The findings of this study have several implications for practice and policy in the field of sports management. Firstly, the results support Robinson's (2020) emphasis on the need for educational programs that meet the evolving needs of the sports industry. Organizations that

invest in professional development can expect to see improvements in organizational efficiency and effectiveness (Claussen et. al., 2018). The success of the ACSM-MOSO underscores the importance of investing in professional development programs for human resources in sports organizations. Other NOCs should consider similar programs to improve organizational efficiency and effectiveness.

Secondly, the emphasis on strategic planning and effective resource allocation highlighted by graduates suggests that sports organizations should prioritize these aspects to enhance their performance and outcomes. This includes developing comprehensive training, competition, and development plans, as well as implementing tools for project tracking to improve financial management. This picks up on the significance of organizational capacity, understanding it as an organization's ability to possess attributes essential for achieving its goals: skilled human resources, stable finances, and effective structural planning (Clutterbuck & Doherty, 2019)). For sports organizations, these attributes translate into specific strengths: skilled volunteers, financial stability, strong communication channels, strategic planning competencies, and the ability to cultivate collaborative partnerships.

By improving their capacity in these areas, organizations can not only address the needs identified by graduates but also achieve a higher level of professionalization, as highlighted by Stewart (2017). This professionalization is essential to navigate the changing landscape of sports consumption and production. Furthermore, the importance of fostering a culture of continuous improvement and collaboration within sports organizations cannot be left aside. These aspects are crucial for driving innovation, addressing challenges, and ensuring the long-term success of sports organizations.

This emphasis on continuous improvement aligns directly with the concept of training and development (Taylor et al., 2015) when they define training and development as the process of equipping employees and volunteers with the skills and knowledge necessary to excel within their roles. Moving beyond the mere acquisition of technical skills, effective training and development programs, as alluded to previously, cultivate a growth mindset and encourage collaborative practices. These programs are instrumental in retaining staff and volunteers, ensuring the organization possesses a workforce equipped with the competencies necessary to execute its strategic goals. By prioritizing training and development that fosters collaboration and continuous learning, sports organizations cultivate a human resource base well-positioned to address challenges, drive innovation, and

achieve sustained success.

Educational institutions should take note of the demand for specialized programs in sports management, as evidenced by the success of ACSM-MOSO. Offering such programs can help meet the needs of professionals in the field and contribute to the overall professionalization of sports management. As highlighted by Hoyer et al. (2022), training and development are essential for any organization seeking continuous improvement.

Investing in these programs is crucial for sports organizations to remain competitive and achieve their goals by keeping pace with current trends and practices. Effective training and development encompass not only technical skills but also broader organizational capabilities, such as quality assurance and compliance. Moreover, training programs play a vital role in developing the specific skills needed for daily operations and goal fulfillment (Robinson, 2020). These programs also provide valuable opportunities for employee and volunteer growth, contributing to career development, performance management, and ultimately, staff retention and motivation.

5.2. Contribution to knowledge and recommendations

This study makes several significant contributions to the existing knowledge base in sports management education and practice. Firstly, it provides a comprehensive understanding of the impact of the ACSM-MOSO program on human resources in sports organizations in Argentina. By examining the perceptions and experiences of program graduates, this study sheds light on the specific skills and knowledge areas that are most affected by the program, such as strategic planning, financial management, and organizational communication.

The study contributes to the literature on factors influencing the successful application of knowledge and skills acquired from professional development programs in sports management. By identifying facilitators and inhibitors, such as top management support and resistance to change, this study provides valuable insights for improving the effectiveness of similar programs in the future.

Additionally, this study adds to the understanding of the broader impact of professional development programs on sports organizations and the sports management profession. By highlighting the positive effects of the ACSM-MOSO program on organizational efficiency,

athlete performance, and overall sports management practices, this study underscores the importance of investing in professional development programs for the long-term success of sports organizations.

The research contributes valuable insights and knowledge that can inform future research and practice in sports management education and professional development. It provides a foundation for further exploration of the impact of such programs on sports organizations and the broader sports management field and the IOC and Olympic Solidarity's return on investment, both in Argentina and globally.

Future research in this area could explore the long-term impact of professional development programs like ACSM-MOSO on sports organizations and the sports management profession. Also, further studies could track the career trajectories of program graduates to assess the lasting effects of the program on their professional development and the organizations they work for. To gain a deeper understanding of the complexity of social, cultural and sportive context, future research could explore why graduates leave the organization that recommended them.

Additionally, studies could focus on addressing specific challenges identified in this research, such as resistance to change and resource limitations. By identifying strategies to overcome these challenges, future programs could be more effective in achieving their goals and improving sports management practices

Comparative studies across different countries or regions could also provide valuable insights into the global impact of the ACSM-MOSO and other similar programs on sports management practices. By comparing the experiences of professionals in different contexts, researchers could identify best practices and areas for improvement in sports management training and professional development.

5.3.a. Recommendations and Action Plan

For the ACSM-MOSO program at COA, several concrete actions¹⁴ could enhance its ongoing improvement beyond the annual workshop. Firstly, implementing a marketing

¹⁴ The mentioned recommendations are detailed in the appendix

strategy for ACSM-MOSO is crucial in today's competitive educational environment. A strong brand is vital for capturing interest, distinguishing the program, and building loyalty. By crafting a strategic brand for ACSM-MOSO, the program can raise its visibility, appeal to a broader range of high-caliber students, bolster its reputation for excellence, and enhance the overall image of the Olympic Committee.

Priority	Recommendation	Action	Lead	Resources	Timeline	Critical Success Factors
High	Implement a Marketing strategy for ACSM-MOSO	Conduct a brand audit	Marketing	Branding experts: Fernando and Javier	Year 1 (and ongoing)	- Clear brand positioning
		Develop a comprehensive branding strategy				Consistent brand messaging
		Implement branding strategy across various channels		Marketing team: Fernando, Javier and Constanza		Increased brand visibility
		Monitor brand metrics to gauge effectiveness				Positive brand perception among stakeholders

Secondly, organizing a symposium for graduates every two years could significantly benefit the program. This event would provide a platform for graduates to network, share experiences, and discuss industry trends and best practices. A symposium would not only

enhance the sense of community among graduates but also serve as a valuable resource for current students, offering insights into the practical applications of the ACSM-MOSO curriculum. Additionally, the symposium could feature guest speakers and workshops, further enriching the learning experience and reinforcing the program's reputation as a leader in sports management training.

Priority	Recommendation	Action	Lead	Resources	Timeline	Critical Success Factors
Medium	Organize a symposium for graduates every two years	Plan and organize symposium	Events	Event organizers: Andrea, Juan Pablo and Constanza	Year 1 (and	Engaging agenda with relevant topics and speakers
		Invite guest speakers and industry experts			biennially)	Adequate networking opportunities for graduates
		Collect feedback for future improvements				Positive feedback from participants

Thirdly, the implementation of online self-paced courses tailored to specific skill development needs identified by graduates could be highly effective. Given the high satisfaction with the program content, networking opportunities, and perceived career improvements reported by graduates, offering online courses could extend these benefits to a wider audience. The online campus's strength could be leveraged to provide flexible and accessible learning experiences, catering to the diverse needs of sports management professionals.

Priority	Recommendation	Action	Lead	Resources	Timeline	Critical Success Factors
High	Implement online self-paced courses tailored to specific skill development needs identified by graduates	Identify key skill development needs through surveys and feedback	Education	Course developers: Silvia, Javier, Fernando and Alejandro Online platform Specialist in Educational Technology	Year 1 (and	Relevant course content based on graduate needs
		Develop and launch initial set of self-paced online courses			ongoing)	User-friendly platform for course delivery
		Promote online courses to a wider audience		Marketing team: Constanza and Fernando		High enrollment and completion rates for online courses

This study into the COA's ACSM-MOSO offers valuable insights with real-world implications for sports management professionals, educational institutions, and sports organizations worldwide. By demonstrating the program's positive impact on graduates' professional development, organizational efficiency, and overall sports management practices in Argentina, this research underscores the importance of investing in professional development programs.

The findings are strengthened by its focus on the lived experiences of program graduates, providing a reliable and tangible foundation for understanding the program's effectiveness. This research paves the way for further studies that explore the long-term impact of similar programs, investigate strategies to overcome implementation challenges, and assess the global transferability of the ACSM-MOSO model. By building on this knowledge base, the IOC through their development programs (OS) can continue to professionalize and enhance its effectiveness in supporting the success of athletes, organizations, and the entire sporting landscape.

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7. Appendix

7.1. Survey questionnaire

Survey: Impact of the Advanced Course in Sports Management (MOSO)

Thank you for your participation in this survey, which is part of a research study on the impact of the Advanced Course in Sport Management (MOSO) organized by the Argentine Olympic Committee. Please answer the following questions honestly. Your responses are confidential and will be used solely for the purposes of this research.

The survey will consist of closed and open-ended questions across 6 sections: Demographics, Perceptions about MOSO, Impact of MOSO on your sports organization, Impact of MOSO on a personal level, Factors influencing the impact of MOSO, and Legacy of MOSO.

By continuing with the survey, you indicate your consent to participate in this study. If you have any questions or concerns, please contact Msc. Javier E. Villarreal Doldán (jevillarreal@gmail.com). Thank you for your cooperation.

**Indicates that the question is mandatory*

Section 1: DEMOGRAPHICS

Year of MOSO graduation *

Select only one option: 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023

Gender *

Select only one option: Male, Female, Non-binary, Prefer not to say

Age *

Select only one option: 18 to 24 years, 25 to 34 years, 35 to 44 years, 45 to 54 years, 55 to 64 years, 65 or more years

Which organization recommended you to take the MOSO?
*

Are you still working in the sports organization that recommended you to take the MOSO? *

Select only one option: Yes - No

If NO, please mention the organization you are currently working for (Answer only if the previous question was NO) _____

What is your current position in your sports organization? *

Select only one option: Governance, Management, Administrative staff - operational area, Coach, I am not working in any sports organization, Others:

Section 2: PERCEPTIONS ABOUT THE ADVANCED COURSE IN SPORTS MANAGEMENT

On a scale from 1 to 5, how would you rate your overall satisfaction with MOSO? *

Select only one option: 5 (Very satisfied), 4 (Satisfied), 3 (Neutral), 2 (Dissatisfied), 1 (Very dissatisfied)

What aspect of MOSO do you consider most valuable? - You can select more than one option

Select all options that apply: Course content, Networking opportunities, building a learning community, Practical application, Speakers / Presenters, Others:

Have you been able to apply any of your projects presented in MOSO in your sports organization?

Select only one option: Yes, No, Partially

If YES, to which topic/unit did your projects correspond? - You can select more than one option

Select all options that apply: Unit 1: Organization of an Olympic sports organization, Unit 2: Strategic management, Unit 3: Human resources management, Unit 4: Financial management, Unit 5: Marketing management, Unit 6: Organization of a sports event

In your opinion, how has the course improved professionalism and management among the members of your sports organization?

Select only one option: (5) Significant improvement, (4) Moderate improvement, (3) Slight improvement, (2) No changes, (1) Has decreased

Section 3: IMPACT OF MOSO ON YOUR SPORTS ORGANIZATION

Regarding the sport organization you were affiliated with at the time of the program, how has MOSO influenced its growth and development? Please provide specific examples or details about the impact MOSO had on your organization. _____

On a scale from 1 to 5, how would you rate the impact of the course on the allocation of resources and the overall efficiency of your sports organization?

Select only one option: 5 (Very high impact), 4 (High impact), 3 (Moderate impact), 2 (Low impact), 1 (No impact)

In which specific areas have you noticed improvement in resource allocation and efficiency due to MOSO? - You can select more than one option

Select all options that apply: Governance, Strategic management, Financial management, Human resources management, Marketing management, Optimized processes, Others:

If there is organizational improvement in your federation/sports organization, do you believe it has impacted athletes, coaches, and sports results?

Select only one option: Yes, No, Don't know/No answer

If the answer to the previous question is affirmative, can you briefly exemplify it?

In your opinion, how has MOSO contributed to the broader growth and development of sport management in your country? Please share any observations or experiences you have regarding the impact of MOSO on the sports management landscape in your country.

Section 4: FACTORS THAT INFLUENCED THE IMPACT OF MOSO

What factors do you think positively influenced the impact of the Advanced Course in Sports Management on your organization? - You can select more than one option

Select all options that apply: Support from top management: The top management of the organization supported and promoted the implementation of the course teachings.- Implementation of recommendations: The recommendations and practices learned during the course were effectively implemented in the organization.- Active employee participation: Employees actively participated and applied the knowledge gained in their daily roles. - Improved internal communication: The course contributed to more effective internal communication within the organization. - Collaboration between departments: Collaboration between different departments of the organization was encouraged, improving coordination and efficiency.- Adoption of new technologies: New technologies and digital tools were adopted to enhance operations and management. - Cultural change: The course helped instill a positive cultural change within the organization, promoting a mindset of continuous improvement. - Development of new programs/projects: New programs or projects were developed that were directly influenced by the knowledge gained in the course. - Others:

What challenges or barriers do you think may have hindered the impact of MOSO in your organization? - You can select more than one option

Select all options that apply: Resistance to change: Resistance from organization members hindered the implementation of practices learned during the course. - Lack of resources: Lack of resources, whether financial or staffing, limited the ability to implement course recommendations.- Existing organizational culture: Practices and beliefs rooted in the previous organizational culture made it difficult to adopt new approaches.- Lack of employee commitment: Lack of commitment and active participation from employees hindered the effective application of knowledge gained.- Technological limitations: Limitations in technological infrastructure prevented the adoption of new tools and technologies suggested in the course.- Lack of support from top management: Lack of endorsement and support from top management negatively affected the implementation of course strategies.- Internal conflicts: Internal conflicts between departments or teams interfered with the cooperation

necessary to apply course teachings.- Lack of time: Lack of time dedicated to training and application of course practices due to regular operational demands.- Lack of professionalization in management: Lack of professionalization in sports management made it difficult to implement modern approaches and practices.- Others:

Section 5: IMPACT AND LEGACY OF MOSO AT A PERSONAL LEVEL

In your opinion, to what extent has the Advanced Course in Sports Management benefited your professional development?

Select only one option: Significantly: It had a significant impact on my professional development, significantly enhancing my skills and job opportunities.- Moderately: It positively contributed to my professional development, providing noticeable improvements in my skills and knowledge.- Slightly: It had a minor impact on my professional development, offering some minor improvements in my skills and knowledge. - No impact: I have not noticed any impact on my professional development as a result of the course.- Others:

In your opinion, how has MOSO impacted your personal development after graduation?

Select only one option: It significantly improved my skills and knowledge. - It moderately contributed to my personal development. - It had a slight impact on my personal development. - It has not had an impact on my personal development. - Not sure.- Others:

In terms of professional advancement, how has the Advanced Course in MOSO benefited your career after graduation?

Select only one option: It has contributed to significant advancements in my career. - It has moderately contributed to my professional advancement. - It had a slight impact on my professional advancement. - It has not had an impact on my professional advancement. - Not sure.

6. ADDITIONAL COMMENTS ABOUT YOUR EXPERIENCE IN MOSO

In this space, you can comment on anything you like about your experience in MOSO and its impact on your personal and professional life. Also, you can express your opinion or points that you think can be improved based on your experience throughout the course.

Comments *

If you want to participate in a themed gift giveaway, please add your email address here. _____

[ACMS-MOSO Graduates – Survey Responses \(link\)](#)

7.2. Model of Interviews

Program Director (Msc. Silvia Dalotto – Marcó)
Regarding Background and Program Overview:

Could you provide an overview of the ACSM-MOSO program and its objectives?
What inspired the creation of ACSM-MOSO and how has it evolved over the years?
What sets ACSM-MOSO apart from other MOSOs globally?

On Curriculum and Approach:

Could you explain the specific modules or subjects covered in the ACSM-MOSO curriculum?
How does the program balance theoretical knowledge with practical applications in the field of sports management?
Is there any particular focus on the content provided regarding the context of Argentine sports?
How do you ensure that the curriculum remains relevant and up-to-date with the changing trends in the sports industry?

Regarding Impact and Success Stories:

Could you share success stories of ACSM-MOSO graduates and their contributions to the sports industry?
How does ACSM-MOSO measure its impact on the professional development of graduates and their subsequent careers?
Are there any noteworthy achievements or projects initiated by ACSM-MOSO graduates that you are particularly proud of?

Challenges and Future Plans:

What challenges do you face in providing education in sports management and how do you overcome them?
Are there plans to expand or enhance the ACSM-MOSO program in the future?
How do you stay abreast of emerging trends and technologies to incorporate them into the ACSM-MOSO curriculum?

Student Support and Resources:

What types of support services does ACSM-MOSO offer to students, such as career guidance or networking opportunities?
Are there extracurricular activities related to sports management in which students can participate?
How do you ensure that students have access to the latest resources, research materials, and industry publications related to sports management?

Personal Perspectives and Advice:

What advice would you give to future students considering a career in sports management?
In your opinion, what qualities or skills are essential for success in the sports management industry?
Could you share a personal anecdote or experience related to ACSM-MOSO that highlights the program's impact on students' lives or the sports industry?
What advice would you give to directors who are about to implement ACSM-MOSO?

COA's Secretary General (Msc. Victor Sergio Groupierre):

Interview with the Secretary General of the Argentine Olympic Committee on ACSM-MOSO:

Perception and Impact:

In your opinion, how has ACSM-MOSO contributed to the development of professionals in the sports industry in Argentina? What impact has the program had on sports federations and the management of Olympic sports in the country?

Alignment with Olympic Values:

How does ACSM-MOSO align with Olympic values and the mission of the Argentine Olympic Committee? Which aspects of the program reflect the principles of Olympism and excellence in sports?

Participation and Recognition:

Are there prominent examples of individuals who have gone through ACSM-MOSO and are making significant contributions to the Olympic movement in Argentina?

Future Support and Improvements:

What is the COA's vision for the future of ACSM-MOSO? How does the COA plan to enhance the ACSM-MOSO course? Challenges and Solutions: What do you consider to be the current challenges for sports management education in Argentina and how do you see ACSM-MOSO addressing these challenges? Is there a plan to overcome specific obstacles or expand the accessibility of ACSM-MOSO to a broader audience in Argentina?

Testimonials and Success Stories:

Could you share testimonials or success stories from people who have participated in ACSM-MOSO? What positive impact has ACSM-MOSO had on the reputation and international recognition of the COA as a leading organization in the Olympic movement?

Advice and Recommendations:

From your position in the COA, what advice would you give to those considering joining ACSM-MOSO to advance their careers in sports? How does the COA view the role of ACSM-MOSO in the future of Argentine sports and its contribution to the ongoing success of the Argentine Olympic team?

Interview with an ACSM-MOSO Graduate

Experience with ACSM-MOSO:

What was your motivation for joining the ACSM-MOSO program?

How would you describe your overall experience in ACSM-MOSO and what aspects did you find most beneficial?

Learning and Development:

What specific skills or knowledge did you acquire during the program that you consider most valuable for your career in sports management?

How do you believe ACSM-MOSO has improved your leadership skills and decision-making abilities in the sports context?

Impact on Your Career:

To what extent do you believe ACSM-MOSO has contributed to your professional advancement and the opportunities that have come your way since graduating?

Can you share specific examples of how you have applied the skills and knowledge from ACSM-MOSO in your daily work in the sports field?

Networking and Collaborations:

How has ACSM-MOSO influenced your professional network in the sports industry? Have you collaborated with other graduates on joint projects or initiatives?

Do you believe the ACSM-MOSO alumni network has been helpful in your ongoing professional development?

Practical Application:

Can you share a specific case where you directly applied what you learned in ACSM-MOSO to address a challenge or improve a process in your sports organization?

How has ACSM-MOSO training impacted operational efficiency and management in your organization or sports federation?

Recommendations and Advice:

What advice would you give to someone considering joining ACSM-MOSO to advance their career in sports management?

What aspects do you think make ACSM-MOSO unique and valuable compared to other options for education in sports management?

Personal and Professional Development:

How do you believe your personal and professional development has been impacted by your participation in ACSM-MOSO?

What skills or personal qualities do you believe you have improved as a result of completing the program?

Impact on the Community and National Sports:

In what ways do you believe ACSM-MOSO graduates can contribute to the development of sports at the community and national levels in Argentina?

Are there specific projects or initiatives you are currently involved in to contribute to the growth of sports in your community, facilitated by what you learned in ACSM-MOSO?

Access (link) to Interviews

[Interview to ACSM-MOSO Program Director – Msc. Silvia Dalotto Marcó](#)

[Interview to COA´s Secretary General – Msc. Victor Sergio Groupierre](#)

[Interview with Graduate 1](#)

[Interview with Graduate 2](#)

[Interview with Graduate 3](#)

[Interview with Graduate 4](#)

[Interview with graduate 5](#)

7.3. Tables

Employment sector after ACSM-MOSO graduating

Employment Sector	Organization Type	Percentage (%)
Non-for-profit sports organizations	Local clubs (grassroot sport)	36.4
	Municipal Federations	3.0
	Provincial Federations	27.3
	National Federations	9.1
	International Federations	18.2
	COA	3.0
	IOC	3.0
Public sector	Education	25.0
	Municipal government	25.0
	Provincial government	25.0
	National government	25.0
Private sector	Sport consultants and media, Little League Int., etc.	28.6
	Sport Lawyer, Sport promoter and marketing consultant	14.3

Table 4: Organization type

Current position in their sport organization

Position in Sports Organization	Percentage (%)
Managerial	38.3
Governance	17.9
Administrative	13.9
Other (consulting, coaching, etc.)	29.9

Table 6: Position in Sport Organization

Results of the impact on sport organizations:

Impact of ACSM-MOSO on Sports Organizations	Percentage
Very high impact on resource allocation and overall efficiency	22.9%
High impact	31.3%
Moderate impact	28.9%

Low impact	10.9%
No impact at all	6%

Table 8: Impact of the ACSM-MOSO on Sport Organizations

Specific areas of improvement

Specific Areas of Improvement	Percentage
Strategic management	58.7%
Human resources management	36.3%
Optimized processes	32.8%
Governance	21.9%
Marketing management	18.9%
Financial management	9.5%

Table 9: Specific areas of improvement

Impact on Athletes, Coaches and/or Sport Results

Impact on Athletes, Coaches, and/or Sport Results	Percentage
Positive impact	54.7%
No perceived impact	7.5%
Not sure/Unable to answer	37.8%

Table 10: Impact transferred