

A Work Project, presented as part of the requirements for the Award of a Master Degree  
in Management from NOVA School of Business and Economics

# **What does the ideal Masters in Football Management look like? A market potential study for Nova SBE**

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## **Abstract**

The present study validates the idea of creating a program for Football Management at Nova SBE. For such, two distinct analyses were out in action, a qualitative one and a quantitative one. For the first, a series of interviews with industry experts took place in November and December 2020, while for the last a questionnaire was shared in a student hub. The objective was, respectively, understanding the perspective of the industry and potential future students. The opinions of this first group point in the direction of the development of soft skills, welcoming the idea of partnerships with the respective institutions and Nova for these students' internships. The questionnaires specify how potential future students perceive this program in terms of courses, modules, thesis format, and fees.

**Keywords:** Football Management, Masters Program, Higher Education, Sports Industry

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*“Quality without results is pointless. Results without quality is boring”*

Johan Cruyff

## 1. Introduction

Ever since primal times, humans have always had the necessity to prove themselves and others of their capability of exceeding their limits, pushing further, and, ultimately, survive. As the world evolved, so did this idea. In 776 BC appeared the first records regarding the Olympic Games, which intended to join the several city-states of Ancient Greece (Swaaddling, 2000). After having fallen down a little after, the first modern Olympic Games occurred in 1896. As for today’s football, it met its first steps in the Industrial Revolution, in England. The oldest club was founded in 1857 (FIFA 2007).

In the XXI century, sports are well developed, and athletes are now granted more efficient tools to improve, excel, and establish new records due to the increased investment in this area. It is 2021 and behind every great athlete performance, there is an excellent management team providing these tools to ease their work. Clubs, Agents, Institutions, as well as companies dedicated to Communication, Brand Management Public Relations, and Lifestyle. All of them coexist in a symbiotic relationship, one it is considered to be relevant to be studied in the Nova SBE context. This is the idea behind the research question of this project.

NOVA School of Business and Economics is home to leading, worldwide renowned academic programs regarding business, economics, and finance. It belongs to an exquisite array of schools that are triple crown: credited by EQUIS, AMBA, and AACSB. The International Master’s in Management was distinguished by the *Financial Times*, in 2020, as the 16<sup>th</sup> best Masters in Business in the world. Among other key features, students can personalize their Masters according to their preferences and interests. As of 2021, there are 10 main areas of expertise students can major on, alongside 6 different stream options,

which consist of a tailored path for a student focusing on a specific area of management. Also, this year the school premiered a new Masters (Business Analytics) as well as a new area of expertise for the Masters in Management – Hospitality and Service Management (in partnership with the Westmont Hospitality Group). Such indicators unveil the path Nova aims at: “To be a community dedicated to the development of talent and knowledge that impacts the world” (Nova SBE 2020).

Additionally, as of today, the market supply for the people with a Bachelors and want to pursue a Football Management career is based on three rationales. Firstly, excellent well-reputed programs that are, however, exclusive to a small number of people that already have had some contact with a sports organization (p.e. FIFA Masters, AISTS). Then, programs with a strong focus on football and sports but with a significantly weak business background, more focused on the game at the expense of the business side (p.e. FMH). Lastly, programs that merge management with a strong link to football clubs or organizations (p.e. Johan Cruyff Foundation, Escuela Universitaria Real Madrid, ISDE with FC Barcelona), in a list with dozens of programs across Europe, ranging from online certificates of a particular module to full-time Bachelors and Masters or Post-Graduate degrees (the full overview can be consulted in the [Appendix](#)). As so, there is a gap in the well-known programs, regarding their target: the vast majority are restricted to people with prior experience in the industry, locking the options for young people, eager to enter this world.

Based on such, there is a path for Nova to explore. Given the importance and the growth of the football industry, the university needs to understand under which conditions such a program should be taught and conducted and, all in all, what is the value proposition. Alongside this goal, the following research will also touch upon the development and evolution of this specific area of management, their newly surged needs,

and how the modern-day curriculum of the area needs to be adapted to better suit the professionals of the sports industry.

## 2. Literature Review

### 2.1 Football as an Industry

There is a great dispute over the origins of “the global sport”, but most authors believe it evolved from being a simple sporting contest to become a sporting contest situated within a complex set of economic, social, and political structures with huge cultural and financial significance (Chadwick and Hamil 2010). The core of football lies in the uncertainty regarding the outcome of a match between two teams (Chadwick and Hamil 2010). Such uncertainty, responsible for drawing millions of people, helps create a sense of excitement and expectation that induce various responses both from the actors and the spectators that are ultimately translated into financial revenues (Chadwick and Hamil 2010). It is therefore the managers’ job to preserve this uncertainty.

For instance, the impact of winning the Champions League in terms of revenues was over 117.15M€ just in prize money, for the winner Bayern München (Económico 2020). The football sector has been growing, especially in the last 10 years. It represented a \$14 bn worth industry in 2006/2007 and has grown to be \$29 bn in the 2018/2019 season, just in Europe (Deloitte 2019). A substantial part of the growth can be attributed to the Chinese market, where the fast economic growth, rapid urbanization, and increasing middle-class explain a growth rate in the industry twice the one seen in the national economy (Liu and Schwarz 2020).

The football industry can be categorized as entrepreneurial: it has met a relatively fast increase in terms of revenue and its evolution now comprises picturing it as a business, being football the leading sector in terms of global exposure (Giulianotti 2002; Hill and Vincent 2006). Unlike regular businesses and activities, the football industry is drafted as

entertainment, competing with any other activities that target peoples' free time (Bauer, Sauer, and Schmitt 2005). And, as a business, it requires managers that can boost every club or institution they are in so that they are given all the ingredients to be at a top layer and remain competitive (Ratten & Ratten, 2011), regardless of the sporting results: "While Athletic success may be fleeting, a focus to a customer is not" (Gladden and Funk 2001). In the meantime, football is a product-led industry (Chadwick and Hamil 2010): even though the focus on the customer must be continuous, a manager must bear in mind that the institutions' momentum will be the 'multiplier' of the financial success.

## 2.2 The Football Customer

In most markets, people demand a specific product that is available through some brands. Despite there is competition, most consumers are indifferent between acquiring a product/service from producer A or producer B. However, the paradigm changes when considering football. Even though some outliers want to just enjoy the match, the greatest share of people consider the essence of football to be the atmosphere and excitement around, that is experienced with people that share the same feelings towards an institution/club (Chadwick and Hamil 2010). Likewise, most fans are loyal to a specific club/institution, and, as so, they are fairly unlikely to brand switch or finding a substitute. Therefore, the marketing is different from the mainstream and must be adjusted in a way such that every fan feels included, part of something bigger, in which the individual is the consumer and producer at the same time (Chadwick and Hamil 2010).

Managing the football fan has ramifications to other aspects of the business. For example, Dolles and Söderman have developed a [framework](#) that allows to picture the industry and understand the ways a manager can create value alongside the value chain. Made of 3 big blocks, it is centred on the "Football Package" block that contains the following: Team, Competition, Club, Event and Arena, Players, and Merchandising.

Additional to this core, the “Customers” block enhances the role of Fans, Members, Media, Sponsors, and Local Communities. Complementarily, based on the case of Manchester United (Chadwick and Hamil 2010), where the framework is directly applied to a real case, one can add the governing bodies, responsible for laying down the rules under which the clubs can perform, as well as betting and gambling services. Lastly, the authors present two perspectives depending on the range of action: the “Vision” (meant for the long-run) and the “Strategy” (for the medium and short-run) (Dolles and Söderman 2008). Wallace noticed there were “very few well-trained or commercial skill sets in the sports industry. There is a greater need for training courses not to focus merely on core management skills, but also on specific functions of the industry such as sponsorship (...) and CRM.” (Wallace 2003).

In most organizations, it is common to find a certain duality between the management from the sporting perspective and football as a business (Uriely and Mehrez 2006). The lack of clear guidelines often induces conflicts between club owners, coaches, players, and fans. This is especially the case of organizations where one finds little to no management qualifications that would enable appropriate strategies and guidelines.

### 2.3 The Evolution of Business Schools and its relationship with the Corporate World

There has been an increasing influence of Business Schools on society, especially in the last years (Alajoutsijärvi, Kettunen, and Tikkanen 2012). Additionally, the top-tier of Business Schools converges into a somewhat common view, globally accepted (Dameron and Durand 2008). After WWII, the USA was served as a pathway to implement its ideas, companies, and business models in the western world, by serving as a role-model in OECD countries (Dameron and Durand 2013). However, nearly 70 years after, it is possible to witness the rise of other superpowers, first the EU and Japan, and then some Southeast Asian and Middle East countries, whose needs are differentiated, unparalleled

to US's, and dissimilar between them. As such, the model finds the need to undergo some structural changes to address these different needs.

“An organization needs to create, share, and leverage sources of information and knowledge acquisition to successfully carry out its activities” (Teixeira, Veiga, and Fernandes 2019). Such knowledge, integrated by companies, requires its sharing (Aydin and Dube 2018) and it must support and nurture a joint process of creativity. The institutions held responsible for the massive dissemination of knowledge are universities (Castellano, Davidson, and Khelladi 2017). As so, this collaboration between universities and firms allows exploring and proving the innovative knowledge transfer (Aristei, Vecchi, and Venturini 2016), usually associated with sustainable business development and its role in decision-making (Radu-Daniel et al. 2015). Several studies point out in the direction of a relationship between knowledge creation and intelligence and good decisions, especially when taking into account that such knowledge has a residual cost and can boost business performance (Raguragavan Ganeshasundaram 2007). One can expect this effect to be even more relevant in rapidly growing organizations currently with low values of management skills, which is the case of many in the football industry.

As a result of Business Schools' growth, the competition between them grew and their values are somewhat distinct. Naturally, rankings, like Financial Times' were created to guide future candidates to their Master's program. Even though extremely relevant when one decides to enrol, it targets a too general field. More specific fields, like the one sought in this paper, regarding the Sports Industry, are not covered. As so, Sports Business Group spotlights the programs in this industry.

#### 2.4 Football Manager Skills

Sports management (and football, in particular), like in every other industry, aims at extracting the most benefit out of the limited amount of resources available (Acimovic,

Spirtovic, and Projevic 2013). A sports manager is responsible for achieving the organization's objectives efficiently (get the maximum out of the available resources) and effectively (doing the right thing) (Lussier and Kimball 2010). One has to bear in mind the importance of knowing the environment, the way through which it is possible to claim status in the industry (Pires and Sarmento 2001). The manager must be savvy in the organization/institution's reality to directly work with specific people to promote a specific sport (Robinson and Palmer 2011).

The resources at the manager disposition can be classified into 4 categories: Human, Financial, Physical, and Informational (Lussier and Kimball 2010).

- Human – People are a manager's most valuable resource and both athletes and employees must be trained to drive the other resources to maximize productivity;
- Financial – Managers work under a specific budget, and it is their job to make sure that financial resources are not wasted and used most efficiently;
- Physical – Ensuring equipment is in working conditions, both through maintenance or through a fast and smooth acquisition;
- Informational – Getting products to customers faster, ahead of the competition and, all in all, compete in the global economy. Managers must then take advantage of new technologies and be constantly updated on the theme.

In their book, Lussier and Kimball suggest three levels of management (Top, Middle, and First-line) and the skills needed for every level and each specifically. Technical/hard, people (the ability to work in a flat organization where everyone's opinions are valid) and communication (making the opinion heard, clearly and effectively) skills are common for all levels. Additionally, top-level managers have a greater need for conceptual and decision-making skills, while first-line managers need better technical skills, which goes according to the idea that, as managers climb up the corporate ladder, daily tasks lose

their initial relevance, making room for long-run decisions. Also, first-line managers are prone to detail. Logically, middle managers will require a mix of all these skills, depending on the organization.

Furthermore, one has close contact with other industries, such as tourism, entertainment, and leisure (Skinner, Edwards, and Corbett 2015). Also, the sports manager's tasks may vary depending on the context, applying basic notions of management to a specific environment (Hoye and Parent 2017), going, therefore, an extra mile to the core notions, and benefiting from this adaptation (Iancy et al. 2016).

## 2.5 Research Questions

Over the last years, the importance of sports (and football, specifically) has increased, as the aforementioned information proves. Naturally, the need for qualified managers ought to catch up with that increase. Unlike most managers, football managers have different specificities based on the differences between this specific industry, driven by uncertainty and people's emotions. Thus, the required skills are well defined and different. Nevertheless, there are not many programs for the industry with indistinct quality and reputation, key attributes. Based on that, it is important to formulate the following Research Questions.

**[RQ1]**

**What do potential recruiters envision as key attributes of a Football Management master's or specialization at Nova SBE?**

**[RQ2]**

**What are the characteristics of potential applicants to a Football Management master's or specialization program at Nova SBE, and what do they perceive as the most valuable features?**

### 3. Methodology

After a careful analysis of the research questions elaborated and having examined the methodologies adopted by related existing literature, a mixed-method research approach was chosen to conduct this research, reflecting a critical realist stance in which it is accepted both that some things are known and can be measured, and also that others must be explored and fleshed out before operationalising measurements. Since the purpose of this study is to understand how Nova SBE can create a Masters in Football Management, with industry-specific content, it is important to explore the idea from two different perspectives: from potential recruiters and potential students. Therefore, a semi-structured interview and a questionnaire, respectively, addressed each.

#### 3.1 Semi-Structured Interviews

In qualitative research, interviewing is the most commonly used method to collect data (Creswell 2007). To validate the research question, online semi-structured video interviews were conducted. The target profile sought was professionals of the football and sports institutions, preferably with a saying on hiring new employees to the enterprise. As such, it is possible to gain insights into or understanding opinions, attitudes, experiences, behaviours, or predictions (Rowley 2012). This method allows the interviewer to adapt the questions according to the interviewee and according to the course of the interview. Additionally, it is common to add sub-questions to ensure that the question follows the designed path. (Rowley 2012).

The interview guide was organized in four areas and is fully disclosed in the [Appendix](#). The first one refers to the situation in which the person is at the moment, professionally. Such information allows putting into perspective all the opinions that will follow: if a person is directly involved in a recruitment process, their perspective is substantially different than from someone that is not. Then, a series of questions regarding

specific knowledge of the sports industry and the foremost skills to succeed in that field were asked. This information aims at investigating a common ground for all the subjects interviewed as well as finding both the similarities between the industry and the program taught at Nova and what lacks in the program that is specific to the sports field. Following that, a mix of questions was asked regarding new hires: their background, roles, progression, and how they are fitting in the company. The purpose of such inquiry is to, ultimately, understand the fields where today's employees came from and how they are fitting the company. Lastly, the program is presented to the interviewee, in a nutshell, to ensure that specific problems beforehand presented can be tackled if one decides to hire someone from that program. With this last information, one should be able to understand to what extent does the program thought from Nova fits the industry's necessities and adds value to the existent reality, while understanding whether they would be interested in hiring someone with such academic background.

All the interviews were conducted online, via Skype/Teams/Zoom, due to physical mobility constraints and mostly because of the ongoing COVID-19 pandemic and the associated constraints. Even though face-to-face interviews are the most common, the technological advancements of the latest years put the aforementioned platforms as a valid alternative tool to operate individual interviews (Janghorban, Roudsari, and Taghipour 2014). Additionally, it allows reaching people located far away from the university. Most interviews were conducted in English, despite some interviewees preferred to hold it in Portuguese, their native language. Given the interview guide was written in English and our native language is Portuguese, it was considered acceptable to perform this change as there was no loss of information nor misinterpretations. On average, the interviews lasted for approximately 30 minutes and were recorded with the consent of the interviewees.

### 3.2 Questionnaires

On the other hand, questionnaires allow to get data from a great number of people and gather more generalized information (Rowley 2012). In this case, the online survey was built and distributed through Qualtrics to examine who were the potential applicants to the program and their perceptions. It was shared online via social media (Facebook, Instagram, and LinkedIn), targeting students that want to pursue a career in the sports industry and to whom this program might be interesting. Their background is not exclusively Business and Economics as, on one hand, the survey would have been biased and, on the other hand, it would not reflect the background diversity, usual at Nova.

The survey was built using multiple-choice questions, dropdown lists, sliders, small text entries, and a pick, group, and rank set of questions to collect data to provide a more accurate answer to the Research Question. It was organized into 4 blocks regarding the participant's background, their relation with sports, testing the value proposition of the new program, and lastly, a group concerning socio-demographic and academic data, to categorize the participant. The full questionnaire is disclosed in the [Appendix](#).

In order to be able to better perform the existing statistical analysis, the IBM SPSS 27 software was used, alongside Qualtrics' tools.

## 4. Analysis and Discussion

### 4.1 Qualitative Analysis (Interviews)

As with any new product development, higher education programs need to listen to their target audiences. But what is specific to universities is that there are at least two distinct audiences: those who complete programs and those to hire talents from said programs. Potential recruiters were therefore asked to provide their views on how the industry works, what can be tackled and improved, as well as if someone with a Nova background combined with a set of skills capable of filling those gaps would be a perfect fit for them and the organization.

Nine interviews with industry experts were conducted, both in English and in Portuguese, stemming from football clubs, national and international federations and organizations, consultancy companies in the industry, and fitness clubs – ranging from 3 to 17 years of experience in their role.

The first question to be clarified intended to understand which areas benefited the most from specific football or sports knowledge. The interviewees' responses ended up, in general, having the same outcome, dividing management roles into two types: departments such as Communications, Marketing or CRM (the most mentioned ones) and essentially the ones that have direct contact with the core business, whether through B2C (contact with fans) or B2B (contact with sponsors and other partnerships); technical departments such as Human Resources, Finances or Accounting. These last, despite being essential, do not need candidates to have a deep knowledge of the industry's intricacies for one to excel the same way as in the first group:

*“As long as the person has technical skills for the role, it is not necessary to understand football (...)” Male, CRM & Data Analytics Manager at Sport Lisboa e Benfica.*

This observation goes accordingly with Wallace's findings (2003). Together with a deep understanding of this industry, moved by uncertainty and people's emotions, soft skills are crucial, as our respondents came to confirm:

*"[soft skills] are underrated and more important than people think" Male, Senior Analytics Manager at Formula 1.*

The top 3 soft skills mentioned by the individuals were teamwork (the most cited), problem-solving/autonomy, and negotiation. These last two are especially relevant in smaller organizations where one's input is translated into a more noticeable output, due to its close contact with the CEO. Additionally, one of the interviewees mentioned the importance of multitasking:

*"(...) sometimes people accumulate functions across departments (...) and multitasking is essential [in order for one to be able to better prioritize and excel given the different paces and challenges]" Female, Head of Intelligence and Customer Experience at the Portuguese Football Federation.*

These statements confirm Lussier and Kimball's findings that highlighted the importance of soft skills in the industry (2010).

After this first phase, the interview moved to the hiring process, where it is crucial to understand, from the recruiter's perspective how should a candidate look like to fit in the job description and the organization. Most interviewees took a role in the recruitment process of their organization to their respective departments. Beyond the obvious needs for the specificity of the job, they all recruited people with, at least, a bachelor's degree. Then, most interviewees mentioned the importance of the interview phase, as it is hard to select people based merely on their CV and academic performance:

*"I firmly believe CV's can really mislead. One can not be limited by their academic and professional experience" Male, Club Manager at Holmes Place.*

Furthermore, it was considered interesting to understand the progression these talents have on their organizations: whether they would stick to their role and do their job repeatedly, if they would progress at a fast pace, accumulating responsibilities, if they would move horizontally from one department to another and, if so, whether they would keep their previous role and add a new one. No correct answer was found because it came clear that the answer would vary from department to department, and also depending on the size of the organization itself. For instance, someone working in a start-up may easily accumulate functions as he becomes more familiar with the organization. This also suggests that, according to the same factors as before, the pace at which employees will be given line-management responsibilities varies. All interviewees with hiring responsibilities answered positively when confronted with the level of satisfaction they had with their more recent employees. Moreover, one mentioned the following:

*“(...) being young you are not asked to be fantastic right from the start, and evolution is expected (...)” (Male, CRM & Data Analytics Manager at Sport Lisboa e Benfica).*

Likewise, the most common gaps found in these talents were mostly related to handicaps in their soft skills. Despite, in general, being analytically complete, some mentioned that these talents could achieve greater things should they have a stronger soft skill set such as clearer communication abilities. Besides the skill set,

*“Both lack of proactivity and humility / the belief that one knows everything [may prevent an organization from developing and growing]” (Male, Founder, and Managing Partner at IWorkInSport).*

At last, a simplified version of what the program can be was communicated to each respondent with the intent of understanding if someone with such a profile would be a good fit for the organization and which contents should be covered in the program to make it as bullet-proof as possible. The results were outstandingly positive as all of the

respondents confirmed that not only they would be interested in seeking employees with that profile but additionally would be attracted to partnering up with Nova to enhance the possibility of establishing a partnership for an in-program internship as thesis format. The good reputation Nova SBE carries is presented as a perfect fit for an industry that some interviewees recognize as small and with a shortage of qualified employees. Additionally, courses related to law and fiscal policy were considered relevant by some individuals, while others mentioned the Olympic movement or the Doping regulation to figure in the options (through a module). Lastly, it was mentioned that a strong alumni presence could be decisive to shrink the distance between an academic and a working environment.

#### 4.2 Quantitative Analysis (Questionnaires)

To provide a concrete and sustained answer for the RQ2, a survey was conducted with the intent of characterising and understanding potential future students' point of view regarding such a program. Then, a series of questions were conducted for the effect. To get an insight into their expectations, the survey focused mainly on two aspects: the content taught, and the fees expected. Despite there were over 650 participants that started the survey, only 342 finished it. The reasons behind quitting or stopping it are unknown but a connection to indifference regarding the topic may be considered. Given the opinions on the aforementioned topics depend on multiple factors, only people taking a Bachelors' or a Masters' program when answered were accounted for. Given these two conditions, the total number of valid answers went to 342, of which 339 remained after removing outliers [[Annex 4](#)].

44,8% were Bachelors' students, while the remaining 55,2% were Masters'. Approximately 3 in every 4 respondents' area of study was Business/Economics/Finance and Nova SBE was host to most of them (nearly 60%), while there were also some responses from Católica, ISCTE, and U Lisboa (together amount to 18.2%). Regarding

the subjects' working experience, 27% had never worked before, while 22% had only worked for less than 3 months. Moreover, only 22.1% of that working experience was linked to the sports industry [[Annexes 5 to 9](#)].

After this introductory part, the survey started to narrow when the respondents were inquired regarding their interest in Sports. 3.2% mentioned they had no interest, while the vast majority (64%) showed, on a scale of 0-10, an interest of 8 or higher in the industry, as also represented through a mode of 10. Following that, the participants were invited to pick their favourite sports: the top 3 sports picked were Football, Basketball, and Tennis (picked 263, 125, and 119 times, respectively, representing 80%, 38%, and 36% of the subjects). Given that liking, the industry does not mean an intent of working on it, 9.4% of the respondents mentioned no interest at all, while more than 40% mentioned, on a scale of 0-10 an interest of 8 or higher. However, the responses were more disperse when compared to the question regarding the interest in Sports, as the standard deviation was nearly 3.5, contrasting to 3 previously [[Annexes 10 to 12](#)].

Following the two stages above, an idea of the program was then presented to the respondents in a nutshell: combining the excellence of Nova SBE with a partnership with the Portuguese FA, the specific contents and modules, international lecturers, dedicated job fair and study trips, as well as real-world experience through volunteering, consulting projects, and internships. With this information, they were asked to describe how interested they would be in such a program, on a scale of 0-10. 28% pointed to the top while 46% answered 8 or higher [[Annex 13](#)].

Subsequentially, the participants were invited to design their own program, if they were to pick the content of 6 courses, 3 modules, and a thesis format, having to choose from 14, 11, and 3 options, respectively. Regarding the courses (additional to the core management ones – finance, marketing, statistics, human resources, and strategy), the

most taken options were Strategy and Governance in Sports, International Sports Marketing, and Athlete Management. The most picked modules were Becoming a Team Manager, Sports Organizations 360°, and Digital Sports' Technologies. As for the thesis format, the direction was pointing in the direction of an internship [[Annex 14](#)].

Most respondents were 23 years or younger (nearly 75%), male (72%), Portuguese (94%), and nearly 12% considered themselves on the 5% of their class. Lastly, regarding the fee the participants considered adequate for such a program, the values ranged from 0€ to 20 000€. The most common answers were 12 000 (23%), 10 000(17%), and 8 000€ (12.3%) and the mean was nearly 10 000€ [[Annex 15 to 19](#)].

However, given the specificity of such a program, it is more appropriate to narrow the vision and analysis to the ones that, on a scale of 0-10, answered 8 or higher regarding completing this program. This filtered number of answers is then reduced to a total of 169 respondents. The following analysis performed will all be based on this assumption, with the filtered number of respondents. These chose Strategy and Governance in Sports, Finance in Football, Athlete Management, International Sports Marketing, Sports Analytics, and Economics of Sports as the preferred Courses figuring in the program. The chosen Modules and Thesis Format remain the same as in the previous sample. These participants considered, on average that the program's fee should amount to over 10 000€.

Then, when considering the different expectations Bachelors' and Masters' students have on the program, the courses, modules, and thesis format were the same for both groups. However, Bachelors students, on average, consider a slightly higher fee when compared to Masters' (650€ more). Despite it would have been relevant to further analyse the opinions of the top students and female students that find this program attractive (with a score of 8 or higher), neither of these samples was large enough to be considered relevant (n = 20).

Then, to understand whether being a Nova student influences the fee suggested, an ANOVA was run. With a 0,05 level of significance, it is not possible to reject the  $H_0$  (p-value of 0,106). Hence, the variables seem to be independent, meaning that a Nova student does not perceive the fee differently from any other student. Furthermore, aiming at finding a relation between the suggested fee and being a Business/Economics/Finance student, another ANOVA was run. With a 0,05 level of significance, it is possible to reject the  $H_0$  (p-value of 0,003). Therefore, the variables do not seem to be independent, meaning that a student that is pursuing a Business/Economics/Finance degree has a different perception of how much should the fee be when compared to a student from another area. The first set considers it should amount to nearly 10 500 €, 1 500 € more than the second set. Lastly, it is interesting to analyse how much the fee should be when looking at students who have prior working experience in the industry, and the ones that do not. With a 0,05 level of significance, it is possible to reject the  $H_0$  (p-value of 0,007). Therefore, the variables do not seem to be independent: a student that has had prior working experience in the sports industry perceives the value of the program differently than someone who does not (nearly 1 500€ less) [[Annexes 25 to 27](#)].

Following on that, a series of correlations were performed. As before, only the individuals with an interest of 8 or higher in the program were accounted for the upcoming calculations. Firstly, the correlation between the level of interest in Sports and the level of interest in following a career in Sports showed to be significant (below 0,01 in a 2-tailed test) and close to 0,6, meaning there is a moderately strong correlation between these liking sports and considering a career in the industry. Then, it is possible to find a significant moderate positive correlation between the interest in following a career in the industry and the interest in completing the program (0,46). Moreover, there is a significant moderately weak correlation between interest in Sports and interest in

completing the program. At last, the initial assumption was dropped so that it would be possible to correlate the level of interest in completing the program with the fee suggested. No correlation was found as the 0.001 r squared proves [[Annexes 28 to 31](#)].

Furthermore, a regression analysis was run to understand the impact that the level of interest in sports and the level of interest in following a career in sports had on the level of interest in completing the program. The correlation between the independent variables (0.804) does not allow to refute multicollinearity, but both dependent variables correlate significantly with the independent one (both greater than 0.75). With an r squared of 0.715, approximately three-fourths of the observed variation in completing the program can be explaining by the two dependent variables [[Annex 32](#)].

Lastly, a logistic regression was performed using the interest in completing the program (computed as a dummy variable - 0 for a level of interest lower or equal than 7, 1 for the remaining) as the dependent variable and the interest in following a career path in Sports, being a Nova student and being in a Business-related degree as independent variables. Given the significance level below 0.05 in the Omnibus Test and the 0.439 in the Hosmer and Lemeshow test (therefore over 0,05), the data is ready for a logistic regression. If these independent variables were not accounted for in the model, the percentage of people interested in the program was 0.54. From the moment they are accounted for, this adjusted model is able to predict 0.84. The most significant variable is the interest in following a career path in Sports, as it is expected that someone with such will is twice likely to be interested in the program (the expected B is 2.214). Unfortunately, it is not possible to conclude anything from the remaining variables as they are not statistically significant [[Annex 33](#)].

## 5. Conclusions

This final chapter briefly summarises how this document answers the research questions, before making recommendations for the new masters' program development and launch. The purpose of the interviews and the surveys was to substantiate the answer to the RQ1 and RQ2, respectively, and, with such information, explore the expectations both groups, the industry experts and the potential future students have on the program.

Starting with RQ1: the respondents have provided crucial insights regarding the specificities of the industry and have suggested some contents to figure in the program. The most common subject approached was the importance of soft skills. Sometimes a person may be very prone to hard skills and lacks, for instance, communications skills. Such a situation leads to losing people's attention in its will to accurately demonstrate every single aspect of its work. The essence of this program at Nova SBE must ensure that beyond the solid hard capabilities, the student must be able to express himself properly. Together with good communication skills, courses and modules' design must enforce teamwork, negotiation, and problem-solving skills.

Furthermore, the information gathered allowed to make two distinctions when looking at the football or sports world, regarding the size of the organization and the level of contact with the customers. As in most industries, small sports companies lack the outstanding number of resources the biggest players have. As so, when considering a thesis format, the representatives of smaller institutions considered the internship as the best option. When taking managerial decisions, these must acknowledge the existing limitations and, therefore, need very detailed planning due to its little room for manoeuvre. An internship would mean the opportunity for the intern to get to know the specificities of the industry. On the other hand, larger organizations mentioned the importance of a consultancy project, actively engaging the students in some projects that

have either been in the drawer for a long time or some idea that the university and the partner in question want to be put into practice. The other distinction is about the relationship that the department has with customers: unless the job specifications do not require the employee to have a direct content with the core business and, hence, fans, athletes, sponsors, among others, being keen on football or in sports is a decisive matter.

Additionally, the courses suggested were considered as appealing to all interviewees. The most highlighted topic was the importance of a data course that enhances data-driven decisions. Also, some mentioned the importance of encompassing a law/fiscal related course. Despite the relevance of the subject, it is a very specific topic that changes from country to country and, therefore, the content taught would not be global enough to figure as a course, rather an optional module capable of providing some basic insights on the matter.

Regarding RQ2 and more specifically the design of the program, where the participants were invited to customize it the way they wanted, their choices left no room for doubts, as the various clusters created pointed all in the same direction for the three dimensions: the courses, the modules, and the thesis format. Whether they had or not prior experience in the sports industry, Bachelors' or Masters' students (all assuming a significant interest in the program) they have mostly picked **Strategy and Governance in Sports, International Sports Marketing, Athlete Management, Finance in Football, Sports Analytics, and Economics of Sports** as the 6 chosen Courses, **Becoming a Team Manager, Sports Organizations 360°** and **Digital Sports' Technologies** as the 3 picked Modules and an **Internship** as the preferable Thesis Format. The only exception lies in the group of students with prior experience in the sports industry interested in the program, that preferred the **Sponsorship and Naming Rights** course rather than Economics of Sports.

From the potential future student's perspective, it stands out the globalized way different groups evaluated the program regarding the courses they would expect to have. Attached to the question there was a piece of information regarding the regular Masters' in Management fee of 12 000 € so that students less aware could use the value as a benchmark. As such, after having analysed the whole sample and specific samples, none of them suggested a fee any higher than 10 600€, on average, being most groups' evaluation ranging around 10 000€. Nonetheless, such values occur due to a high tendency to suggest values lower than 12 000€. Also, the most common answer was 12 000€ throughout every group analysed, being it Nova or non-Nova, Business-related and non-related, prior working experience in the industry or not, high or low interest in the program or Bachelors' or Masters' students. All in all, most students expect the **same fee from this program as they expect from the regular Masters in Management.**

### 5.1 Recommended Marketing Mix

#### Product

This research project has concluded Nova SBE can successfully launch a Masters in Football Management / Masters' in Management with a major in Football Management, as a high-quality program from a leading European institution, for people with up to 2 years of professional experience that seek the most efficient combination between a solid core management background and a close contact with the sports sphere. They are offered a strong management background (for which the FT ranking, the triple-crown accreditation, and the CEMS membership alliance strongly contribute) and a clear focus on the football industry sponsored by the Portuguese Football Federation. On top of the contents lectured on the program, features should include dedicated career services, international study trips to sports organizations, a list of partnerships for these students to

be interns as well as a set of skills needed in the industry makes the program bullet-proof, and capable of attracting high potential students.

#### Price

As previously discussed, the fee should be kept the same as the regular Masters, whether its price remains unchanged or not.

#### Placement

The same tools and *modus operandi* of the regular Masters' in Management must be applied. Additionally, the presence in platforms such as IWorkInSports that are linked directly to the football (and sports) industry will undoubtedly create the opportunity for a more diversified pool of students.

#### Promotion

Besides the channels already used by Nova SBE for its promotion, the institution might benefit from a strong presence in football-related content both online and in physical spaces, such as advertisement spots in stadium's digital billboards. The program must be positioned in a way that high-quality graduates keen on football and the football industry, look at Nova SBE's MSc in Management with a major in Football / Sports Management as the best choice, because of the school's internationally recognised quality and incredible location, the program features that include FPF as a key partner and several other sports organisations as partners, context-specific guest lecturers, carefully curated content and modules, hands-on work projects, and specific careers information and service. Such position must be one so that it is perceived as the number one option for potential future students.

### 5.2 Program Launch

Given the previous insights regarding the contents of the course, the skills needed, and the fee, it is also important to determine how the program wants to be perceived. For

such, I would recommend investing in a bold launch, from the moment the program is announced up to the Discovery Week. When the program is launched, it would be interesting to open the possibility for some early birds to be granted access to watch a national team match from the VIP stands, benefiting from the partnership from FPF. Also, during Discovery Week, students could have the chance to visit “Cidade do Futebol”, visiting the museum, the facilities, the TV channel “Canal 11” and the teams’ locker-room. Also, it could be interesting having a sports figure as one of the guest speakers, also in the Discovery Week, such as a retired football player that is now working in a club’s back office (the likes of Figo, Rui Costa, Hugo Viana, among others). Furthermore, also in the first week, Nova could benefit from having people engaging in some mini-games and drills with a football. For instance, partnering with Teqball may be beneficial for these events. Lastly, by the end of the semester, depending on the calendar of the national team, students could oversee, together with FPF, gameday delivery.

### 5.3 Partnerships to strengthen short- and long-term relations between Nova and football/sports entities

In order for the program to kick-off fiercely, I strongly recommend exploring further partnerships besides solely with the PFF, with the intent of creating conditions for the students considering doing an internship as their thesis format. From the insights gathered through the interviews, most of the interviewees left room for establishing a partnership with that purpose. Such openness must be explored and made official by the time the program is announced. Taking but the interviews made, partners such as Sport Lisboa e Benfica and IWorkInSports (who have a strong link to many renowned European institutions) may be crucial not only for the initial perception the program seeks but also for the snowball effect that can be foreseen regarding other partnerships with national and international football clubs and institutions.

#### 5.4 Case studies highlighting the importance of Event Management

Leveraging from the high potential Nova students have, some case studies with the intent of lowering the operational costs of the program could be launched. Given the likely success of the program, the school may benefit from decisive procedures that will strongly be driven to and by strategic partnerships, in a symbiotic relation between both parties. As such, enhancing content related to project/event management will develop both hard skills in what concerns the logistics associated as well as soft skills that will highlight the best communication, organization, and time management out of the students. Furthermore, depending on the goal of each case study, the partnerships can be extended to other Nova colleges, such as Nova Medical School, Faculdade de Ciências Sociais e Humanas, or Faculdade de Ciências e Tecnologias, therefore strengthening up these intra-university relations.

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## 7. Appendix

### Annex 1. Overview of Existing Football / Sports Programmes in Europe



## Masters

Who	Description	Type of Program	Where	Partnership	Length	Tuition
Escuela Universitaria Real Madrid (Universidad Europea)	Football Coaching and Management	International Master	Hyflex	Real Madrid CF	9 months	13 700,00 €
CIES	FIFA Masters	Masters	Leicester   Milan   Neuchâtel	De Montfort University (United Kingdom), SDA Bocconi School of Management (Italy) and the University of Neuchâtel (Switzerland)	12 months	25000 CHF
ISDE	Sports Management and Legal Skills	Masters	Online	FC Barcelona	9 months	tbd
ISDE	Sports Management and Legal Skills	Masters	Barcelona / B-learning	FC Barcelona	18 months	tbd
Escuela Universitaria Real Madrid (Universidad Europea)	Football Coaching and Sport Direction	Masters	Online	Real Madrid CF	9 months	unavailable
Sports Business Institute Barcelona	Football Business & Management	Masters	Online		8 months	6 500,00 €
UCFB	Msc Football Business	Masters	London/Manchester		18 months	€9950 (EU) or £14950 (non-EU)
UCFB	Msc International Sports Management	Masters	London/Manchester		18 months	€9950 (EU) or £14950 (non-EU)
UCFB	Msc Sports Management	Masters	London/Manchester		18 months	€9950 (EU) or £14950 (non-EU)
Johan Cruyff Institute	Football Business	Masters	Barcelona	FC Barcelona	10 months (1 week/month)	19 990,00 €
Johan Cruyff Institute	Sport Management	Masters	Barcelona	Universitat Autònoma de Barcelona	10 months	10 710,21 €
Johan Cruyff Institute	Sport Management	Masters	Barcelona   Blended		10 months	8 880,00 €
Johan Cruyff Institute	Sport Management	Masters	Amsterdam		10 months	12 890,00 €
Johan Cruyff Institute	Sport Management	Masters	Online	Universitat Autònoma de Barcelona	11 months	9 270,21 €
Johan Cruyff Institute	Sport Management	Masters	Online		13 months	7 950,00 €
Johan Cruyff Institute	Sport Marketing & Sponsorship	Masters	Online		13 months	7 950,00 €
FBA	Football Business	Masters	Online   Lisbon	Nova SBE	12 months	30000 CHF
Faculdade Motricidade Humana	Sports Management	Masters	Lisbon		2 years	3 200,00 €

## Bachelors

Who	Description	Type of Program	Where	Partnership	Length	Tuition
UCFB	BA (Hons) Sports Business and Sports Law	Bachelor degree	London/Manchester		36 months	€9250 (EU) or £14250 (non-EU)
UCFB	BA (Hons) Football Business and Finance	Bachelor degree	London/Manchester		36 months	€9250 (EU) or £14250 (non-EU)
UCFB	BA (Hons) Football Business and Marketing	Bachelor degree	London/Manchester		36 months	€9250 (EU) or £14250 (non-EU)
UCFB	BA (Hons) Football Business and Media	Bachelor degree	London/Manchester		36 months	€9250 (EU) or £14250 (non-EU)
UCFB	BA (Hons) International Football Business	Bachelor degree	London/Manchester		36 months	€9250 (EU) or £14250 (non-EU)

## Post-Graduates

Who	Description	Type of Program	Where	Partnership	Length	Tuition
University of Liverpool Management School	Business Administration (Football Industries)	Post-Graduate	Liverpool		9 months (Full-Time)	£6000 (EU) or £8350 (non-EU)
Johan Cruyff Institute	Football Business	Post-Graduate	Online		7 months	4 460,00 €
Johan Cruyff Institute	Sport Management	Post-Graduate	Barcelona   Blended		7 months	5 236,00 €
Johan Cruyff Institute	Sport Marketing	Post-Graduate	Barcelona   Blended		5 months	4 496,00 €
Johan Cruyff Institute	Sport Management	Post-Graduate	Online		7 months	4 460,00 €
Johan Cruyff Institute	Sport Marketing	Post-Graduate	Online		6-7 months	4 460,00 €
Johan Cruyff Institute	Sport Marketing	Post-Graduate	Barcelona   Blended		5 months	4 496,00 €
Johan Cruyff Institute	Sport Marketing	Post-Graduate	Online		6-7 months	4 460,00 €
Johan Cruyff Institute	Sport Sponsorship	Post-Graduate	Online		7 months	4 460,00 €
ISOTE	Sports Marketing Management	Post-Graduate	Online   Lisbon		1 semester (140h)	4 990,00 €
Universidade Católica Porto	Professional Football Management and Organization	Post-Graduate	Porto	Liga Portugal	9 months	3 650,00 €

## Diplomas

Who	Description	Type of Program	Where	Partnership	Length	Tuition
Johan Cruyff Institute	Football Industry Trends: LaLiga Case Study: The Making of a Global Brand	Diploma	Amsterdam		3 days	1 225,00 €
Johan Cruyff Institute	Sponsorship 360: International Sport Marketing and Sponsorship	Diploma	Amsterdam   London		2 weekends	2 450,00 €

# Executive

Who	Description	Type of Program	Where	Partnership	Lenght	Tuition
Escuela Universitaria Real Madrid (Universidad Europea)	Sports Management	Executive	Online	Real Madrid CF	9 months	unavailable
UCFB	CEO of a Sports Organization	Executive	Manchester		12 months	£10000 per course (5 courses)

# MBA

Who	Description	Type of Program	Where	Partnership	Lenght	Tuition
University of Liverpool Management School	Football Industries	MBA	Liverpool		12 months (Full-Time) 24 months (Part-Time)	£18000 (EU) or £24950 (non-EU)

# Certificates

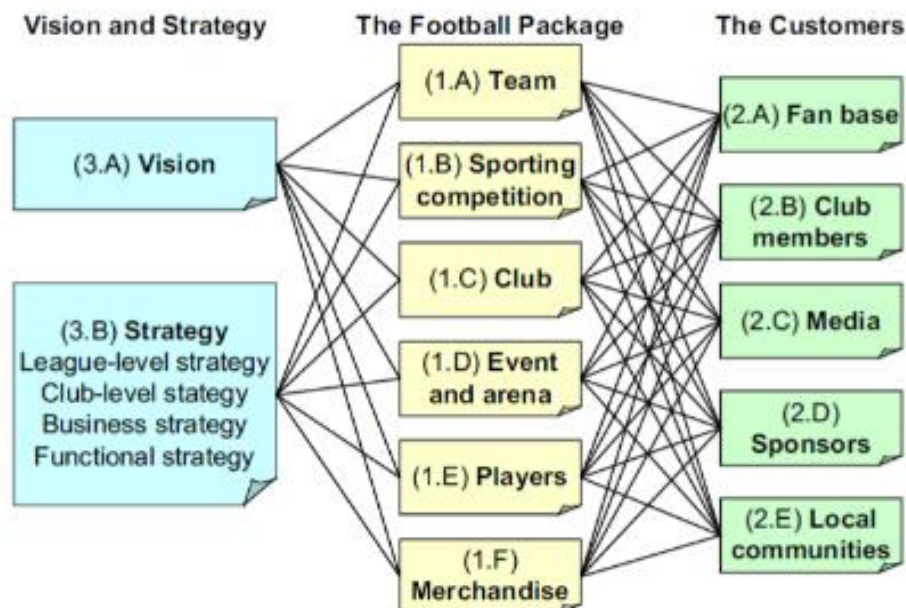
Who	Description	Type of Program	Where	Partnership	Lenght	Tuition
UEFA	Football Management	Certificate	Nyon   London	Université de Lausanne	9 months	7 900,00 €

# Seminars

Who	Description	Type of Program	Where	Partnership	Lenght	Tuition
Johan Cruyff Institute	Football Industry Insights	Seminar	Barcelona		5 days	1 800,00 €

[Click [here](#) to return to the document]

Annex 2. Dolles and Södermann – The Network of Value Captures in Professional Football [click [here](#) to return to the document]



Annex 3. Interview Guide [click [here](#) to return to the document]

“Good [...]. We are Miguel and Francisco, Masters students at Nova SBE, currently researching about developing a program of Football/Sports Management at our university. *Nova is one of the best business schools in the world and ranks consecutively among the top-tier list provided by Financial Times, that acknowledges the best universities in our sector. Furthermore, it belongs to an exquisite array of universities that are triple crown, i.e., accredited by 3 independent entities (AACSB, AMBA, EQUIS).* Recently, the university has been designing programs that narrow the students’ path to industry-specific courses, better preparing them for a more concrete market. We are trying to understand how that could be done for Football/Sports Management. As such, we are talking with experienced professionals in the field, as are of course very thankful for your availability to participate.

This interview will last approximately 30 minutes, and is what we call a semi-structured interview. You are invited to answer each question as you wish, and there are no right or wrong answers. For the purpose of analysing the interview afterwards – an exclusively for that -, I would like to record the meeting. All interventions are anonymous and recordings will be destroyed after the completion of our theses, in January 2021. Is it ok to start recording then?

1. Can you tell me what your current role is and how long you’ve doing it?
2. In your view, which areas in the company do you find benefit most from specific knowledge of the sports / football industry? *(Is it Marketing, Operations, Human Resources, Strategy, Finance, Sales)*
3. You’ve worked in other industries before, right? Which soft skills do you consider most important to work in this industry? *Teamworking ability, Negotiation Skills, Problem-solving, Communication, Foresight Ability*

4. For what kind of roles do you usually hire?
5. What kind of progression do these talents usually have?
6. How long does it usually take for someone to be given management responsibilities?
7. What kind of academic background do they usually have?
8. How satisfied are you with your most recent employees/trainees?
9. What are the most common gaps you find in the talent you hire, in either skills, knowledge, or experience?
10. Which skills gaps do you feel most hinder your progression as a team/organisation?
11. Imagine that a top business school like Nova School of Business and Economics (or another one among the 20 best masters in management in the world) launched a Sport / Football Management masters for high potential students with up to 2 years of professional experience and active engagement with the industry. This program would last 18 months, have specific content taught, as well as special careers and skills modules, field trips, and guest lecturers. The last semester would include an industry consultancy project, with a key international partner, like the Portuguese Football Association. Would you be interested in hiring graduates from this program? Why? Why not? *Under what conditions would they be especially appealing to you? As a potential recruiter, what skills / knowledge would you like to ensure they were trained in?*

We thank you very much for the time at our disposal and we consider all your insights extremely valuable.”

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Annex 4. Questionnaires [click [here](#) to return to the document]

Dear participant, I would like to thank you for your time.

We are two students (Francisco Garcia and Miguel Ferreira) from Nova School of Business and Economics and we are currently pursuing the Master's in Management.

For our thesis, we are researching the possibility of creating a Major in Football/Sports Management, part of the Master's in Management. For such, it is crucial for us to have insights regarding how potential future students would perceive this program, so that its design is fitted to the students' needs and expectations.

All answers are confidential and will not be used for other purposes rather than the present study. This survey will last approximately 5/6 minutes.

Thank you!

Which degree are you currently pursuing?

Bachelors

Masters

Not Studying / Other degree

What is your area of study?

Arts / Humanities

Business / Economics / Finance

Computational Sciences

Engineering

Natural Sciences

Social Sciences

Other

In which institution are you enrolled?

What best describes your Working Experience?

I have none

Less than 3 months

3 to 6 months

6 months to 2 years

More than 2 years

How much of your professional experience was within the Sports Industry?

None

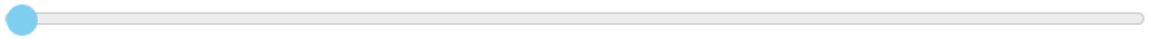
Less than 50%

50% or more

How would you rate your interest in the Sports Industry, from 0 (I am not interested at all) to 10 (I am extremely interested in this industry)?

0      1      2      3      4      5      6      7      8      9      10

Level of Interest in the Sports Industry



Which Sports are you fond of?

Athletics

Baseball

Basketball

Boxing

Equestrian

e-Sports

Football

Golf

Gymnastics

Handball

Hockey

Motor

Rugby

Skiing

Surf

Tennis

Volleyball

Other

To what extent would you consider following a career path in management within the Sports Industry, from 0 (I am not interested at all) to 10 (extremely interested)?

0      1      2      3      4      5      6      7      8      9      10

Likelihood of following a career in the industry



**Please read the following carefully:**

Nova SBE is a triple-crown accredited business school, whose Masters in Management ranks among the top 20 in the world. Consider it now created a **Masters in Sports Management**, in partnership with the **Portuguese Football Federation**. This program would:

- include **specific sports and football management contents**
- have **international guest lecturers** from the industry
- offer **dedicated jobs fair** and career services
- give access to **international study trips** to visit sports organisations and expand network
- include **skills modules** to support a speedy transition into work (for example, Team Management for Football Clubs)
- offer **real-world experience** through volunteering opportunities, courses, and consulting projects with PFF and other partners.

---

To which extent would you be interested in completing this program, from 0 (not interested at all) to 10 (extremely interested)?

0      1      2      3      4      5      6      7      8      9      10

Likelihood of completing the program



Below you find potential courses / options that could exist in this program. Build your ideal program fitting 6 courses you could benefit from, by dragging and dropping your options (your options will not be ranked)!

(Courses - 6 weeks, 3h/week, during the semester)

<b>Items</b>	<b>Courses</b>
Sports for Good	
Contemporary Issues in Sports	
International Sports Marketing	
Sports Policy and Regulation	
Athlete Management	
New Product and Innovation in Sports	
Impactful Communication in Sports	
Finance in Football	
Economics of Sports	
Sports Analytics	
Customer Experience	
Sponsorship and Naming Rights	
Events and Facilities Management	
Strategy and Governance in Sports	

Below you find potential modules that could exist in this program. Build your ideal program fitting 3 modules you could benefit from, by dragging and dropping your options (your options will not be ranked)!

(Modules - 3 full days, in between semesters)

<b>Items</b>	<b>Modules</b>
Becoming a Team Manager	
Inclusion and Diversity in Sports	
Match-day Delivery	
Community Building & Fan Engagement	
Sports Organizations 360°	
Sustainability in Sports	
Sport Tourism	
The Interconnected World of Sports	
Digital Sports' Technologies	
Women in Sports	
Applied Research Sports	

Below you find potential thesis formats that could exist in this program. Build your ideal program fitting 1 format you could benefit from, by dragging and dropping your options (your options will not be ranked)!

(Thesis format - all liaising with a specific institutional partner)

<b>Items</b>	<b>Thesis format</b>
Direct Research	
Consultancy Project	
Internship	

The regular Masters in Management amounts to nearly 12 000€. Knowing this, how much do you think this Masters would cost (in euros)?

Age

Gender

Male

Female

Prefer not to say

Which of the following sentences better describes your academic performance?

I rank among the top 5% in my course

I rank among the top 25% in my course

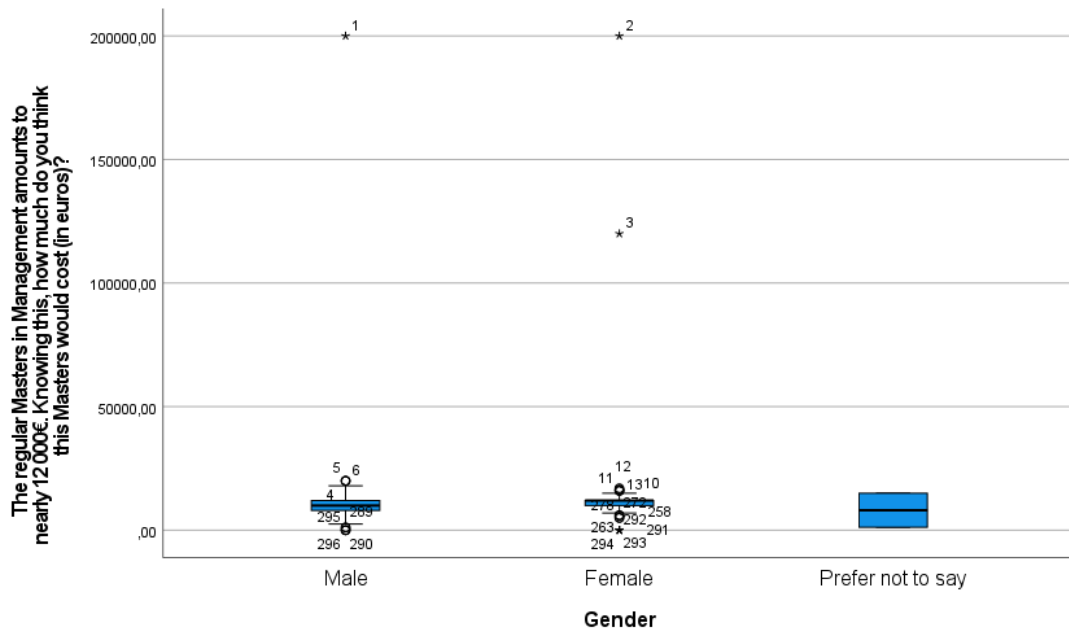
I rank among the average

None of the above

What country are you a national from?

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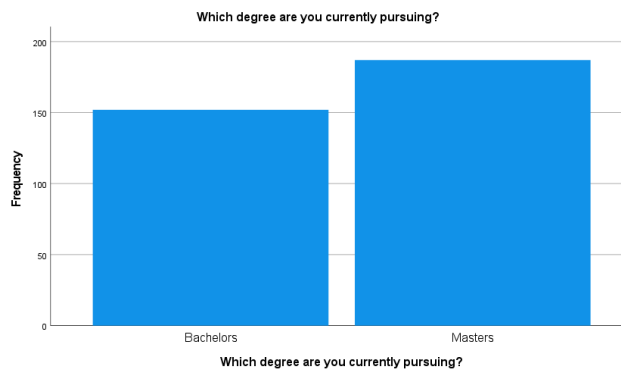
Annex 4. Outliers Justification [Click [here](#) to return to the document]



Annex 5. Descriptive Analysis of the Degree pursued by the respondent

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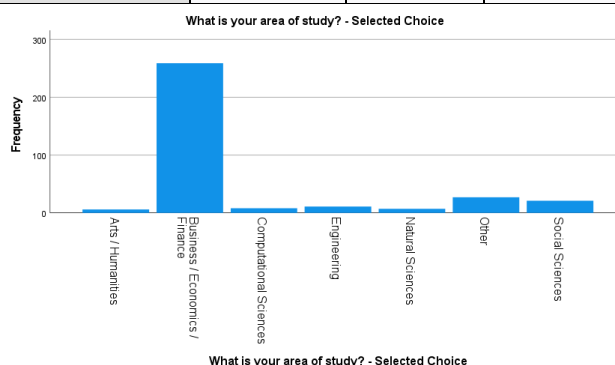
Which degree are you currently pursuing?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelors	152	44,8	44,8	44,8
	Masters	187	55,2	55,2	100,0
	Total	339	100,0	100,0	



## Annex 6. Descriptive Analysis of the Area of Study of the respondents

[Click [here](#) to return to the document]

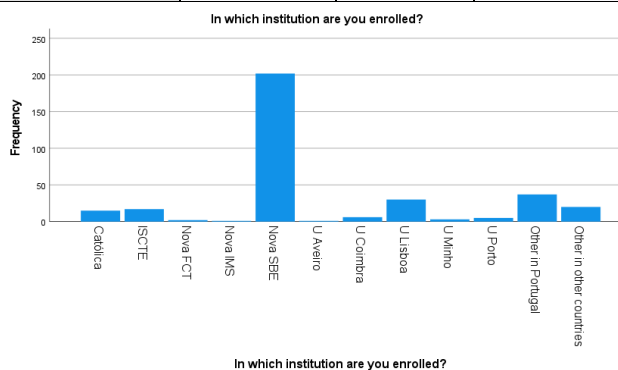
What is your area of study? - Selected Choice					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Arts / Humanities	6	1,8	1,8	1,8
	Business / Economics / Finance	259	76,4	76,4	78,2
	Computational Sciences	8	2,4	2,4	80,5
	Engineering	11	3,2	3,2	83,8
	Natural Sciences	7	2,1	2,1	85,8
	Other	27	8,0	8,0	93,8
	Social Sciences	21	6,2	6,2	100,0
	Total	339	100,0	100,0	



## Annex 7. Descriptive Analysis of the institution in which the respondents are enrolled

[Click [here](#) to return to the document]

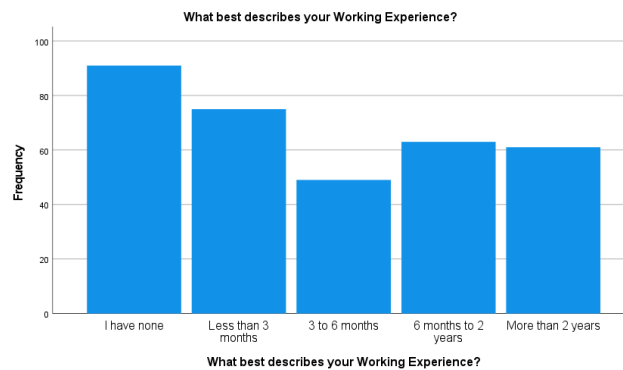
In which institution are you enrolled?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Católica	15	4,4	4,4	4,4
	ISCTE	17	5,0	5,0	9,4
	Nova FCT	2	,6	,6	10,0
	Nova IMS	1	,3	,3	10,3
	Nova SBE	202	59,6	59,6	69,9
	U Aveiro	1	,3	,3	70,2
	U Coimbra	6	1,8	1,8	72,0
	U Lisboa	30	8,8	8,8	80,8
	U Minho	3	,9	,9	81,7
	U Porto	5	1,5	1,5	83,2
	Other in Portugal	37	10,9	10,9	94,1
	Other in other countries	20	5,9	5,9	100,0
	Total	339	100,0	100,0	



## Annex 8. Descriptive Analysis of the respondents' Working Experience

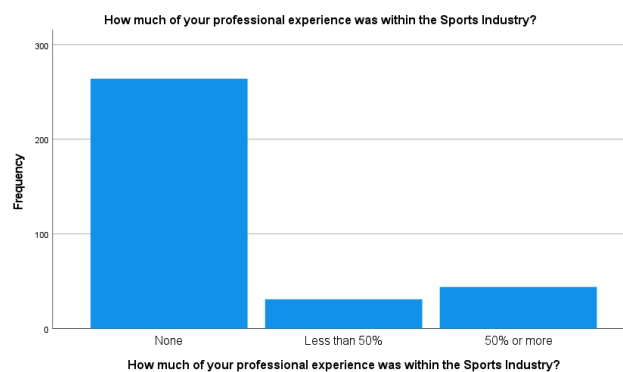
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What best describes your Working Experience?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I have none	91	26,8	26,8	26,8
	Less than 3 months	75	22,1	22,1	49,0
	3 to 6 months	49	14,5	14,5	63,4
	6 months to 2 years	63	18,6	18,6	82,0
	More than 2 years	61	18,0	18,0	100,0
	Total	339	100,0	100,0	



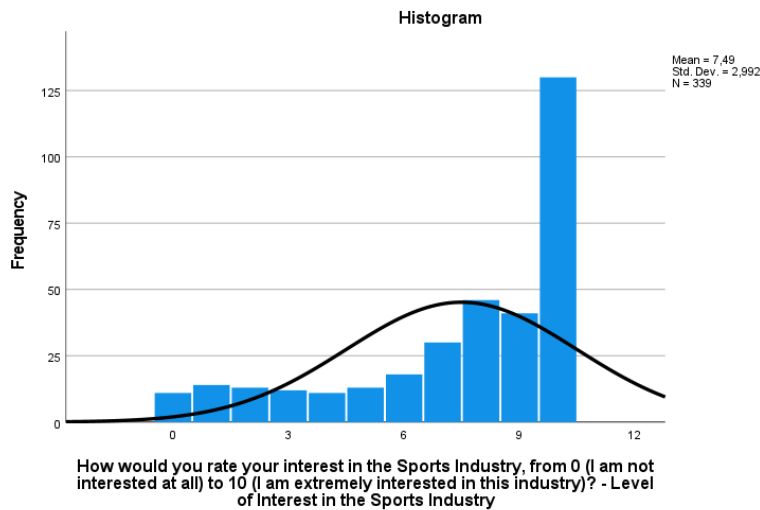
## Annex 9. Descriptive Analysis of the respondents' Working Experience in the Sports Industry [Click [here](#) to return to the document]

How much of your professional experience was within the Sports Industry?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	264	77,9	77,9	77,9
	Less than 50%	31	9,1	9,1	87,0
	50% or more	44	13,0	13,0	100,0
	Total	339	100,0	100,0	



Annex 10. Descriptive & Statistical Analysis of the respondents' level of interest in the Sports Industry [Click [here](#) to return to the document]

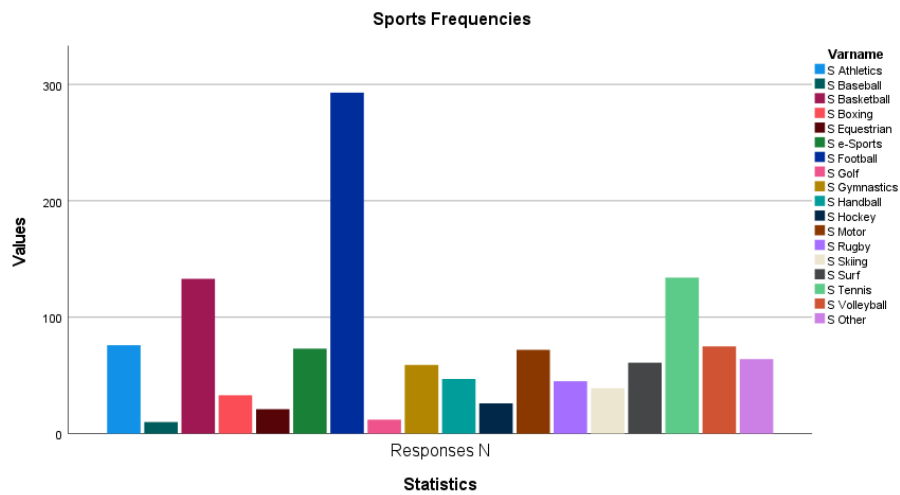
How would you rate your interest in the Sports Industry, from 0 (I am not interested at all) to 10 (I am extremely interested in this industry)? - Level of Interest in the Sports Industry					Statistics		
Valid	0	11	3,2	3,2	How would you rate your interest in the Sports Industry, from 0 (I am not interested at all) to 10 (I am extremely interested in this industry)? - Level of Interest in the Sports Industry		
	1	14	4,1	4,1	N	Valid	339
	2	13	3,8	3,8	Missing		0
	3	12	3,5	3,5	Mean		7,49
	4	11	3,2	3,2	Std. Error of Mean		,163
	5	13	3,8	3,8	Median		9,00
	6	18	5,3	5,3	Mode		10
	7	30	8,8	8,8	Std. Deviation		2,992
	8	46	13,6	13,6	Variance		8,955
	9	41	12,1	12,1	Skewness		-1,137
	10	130	38,3	38,3	Std. Error of Skewness		,132
Total	339	100,0	100,0	Kurtosis		,122	
					Std. Error of Kurtosis		,264
					Range		10
					Minimum		0
					Maximum		10
					Percentiles	25	6,00
						50	9,00
						75	10,00



Annex 11. Descriptive Analysis of the respondents' Sports preferences

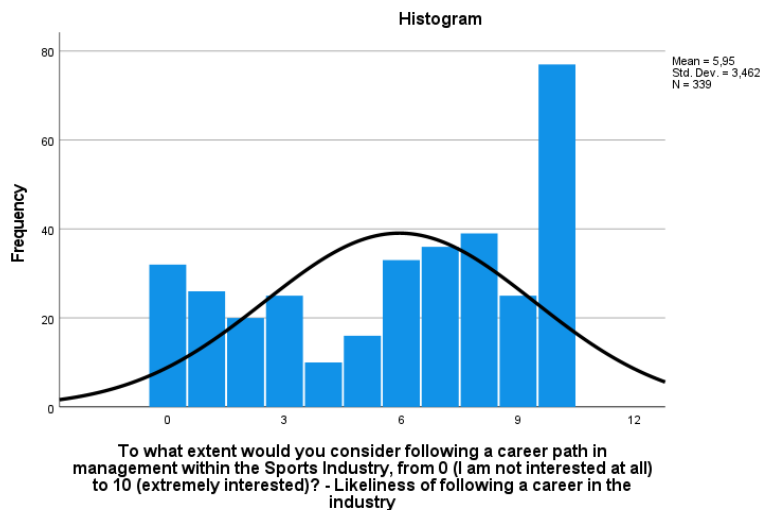
[Click [here](#) to return to the document]

Sports Frequencies				
		Responses		Percent of Cases
		N	Percent	
Sports	Athletics	68	5,9%	20,7%
	Baseball	9	0,8%	2,7%
	Basketball	125	10,9%	38,1%
	Boxing	30	2,6%	9,1%
	Equestrian	17	1,5%	5,2%
	e-Sports	70	6,1%	21,3%
	Football	263	22,9%	80,2%
	Golf	10	0,9%	3,0%
	Gymnastics	51	4,4%	15,5%
	Handball	42	3,7%	12,8%
	Hockey	23	2,0%	7,0%
	Motor	64	5,6%	19,5%
	Rugby	41	3,6%	12,5%
	Skiing	35	3,1%	10,7%
	Surf	53	4,6%	16,2%
	Tennis	119	10,4%	36,3%
	Volleyball	69	6,0%	21,0%
Other	58	5,1%	17,7%	
Total		1147	100,0%	349,7%



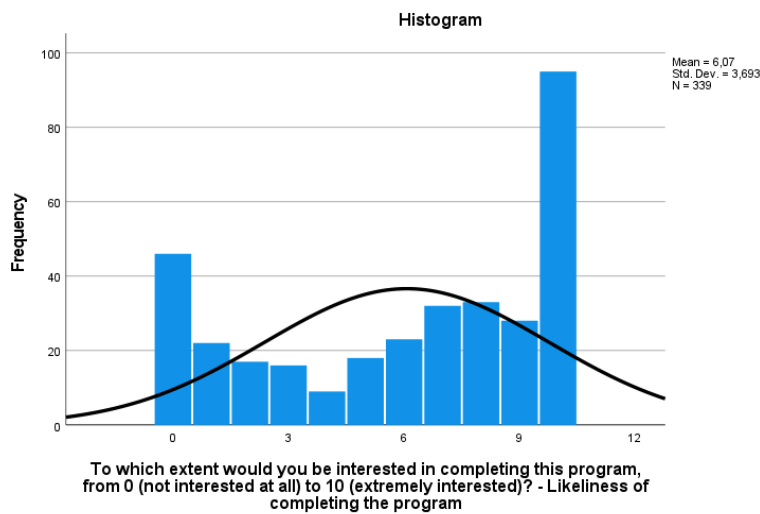
Annex 12. Descriptive & Statistical Analysis of the respondents' level of interest in following a career path in management within the Sports Industry [Click [here](#) to return to the document]

To what extent would you consider following a career path in management within the Sports Industry, from 0 (I am not interested at all) to 10 (extremely interested)? - Likeliness of following a career in the industry					Statistics			
		Frequency	Percent	Valid Percent	Cumulative Percent	To what extent would you consider following a career path in management within the Sports Industry, from 0 (I am not interested at all) to 10 (extremely interested)? - Likeliness of following a career in the industry		
Valid	0	32	9,4	9,4	9,4	N	Valid	339
	1	26	7,7	7,7	17,1		Missing	0
	2	20	5,9	5,9	23,0	Mean		5,95
	3	25	7,4	7,4	30,4	Std. Error of Mean		,188
	4	10	2,9	2,9	33,3	Median		7,00
	5	16	4,7	4,7	38,1	Mode		10
	6	33	9,7	9,7	47,8	Std. Deviation		3,462
	7	36	10,6	10,6	58,4	Variance		11,986
	8	39	11,5	11,5	69,9	Skewness		-,408
	9	25	7,4	7,4	77,3	Std. Error of Skewness		,132
	10	77	22,7	22,7	100,0	Kurtosis		-1,217
Total		339	100,0	100,0	Std. Error of Kurtosis		,264	
						Range		10
						Minimum		0
						Maximum		10
						Percentiles	25	3,00
							50	7,00
							75	9,00



Annex 13. Descriptive & Statistical Analysis of the respondents' level of interest in completing the presented program. [Click [here](#) to return to the document]

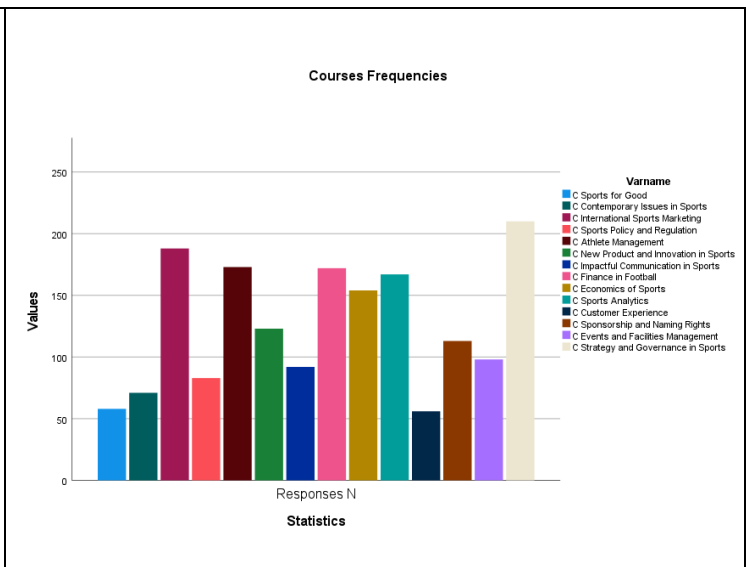
To which extent would you be interested in completing this program, from 0 (not interested at all) to 10 (extremely interested)? - Likelihood of completing the program					Statistics			
		Frequency	Percent	Valid Percent	Cumulative Percent	To which extent would you be interested in completing this program, from 0 (not interested at all) to 10 (extremely interested)? - Likelihood of completing the program		
Valid	0	46	13,6	13,6	13,6	N	Valid	339
	1	22	6,5	6,5	20,1		Missing	0
	2	17	5,0	5,0	25,1	Mean		6,07
	3	16	4,7	4,7	29,8	Std. Error of Mean		,201
	4	9	2,7	2,7	32,4	Median		7,00
	5	18	5,3	5,3	37,8	Mode		10
	6	23	6,8	6,8	44,5	Std. Deviation		3,693
	7	32	9,4	9,4	54,0	Variance		13,640
	8	33	9,7	9,7	63,7	Skewness		-,481
	9	28	8,3	8,3	72,0	Std. Error of Skewness		,132
	10	95	28,0	28,0	100,0	Kurtosis		-1,271
Total	339	100,0	100,0		Std. Error of Kurtosis		,264	
					Range		10	
					Minimum		0	
					Maximum		10	
					Percentiles	25	2,00	
						50	7,00	
						75	10,00	



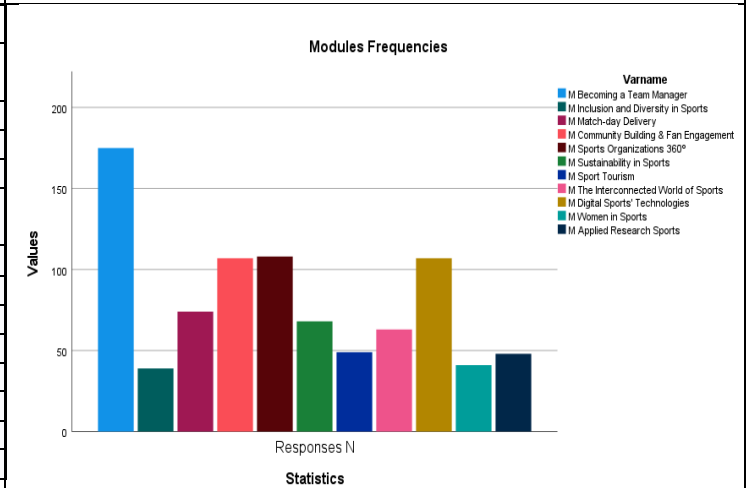
## Annex 14. Descriptive Analysis of the respondents' Courses, Modules and Thesis

Format choices [Click [here](#) to return to the document]

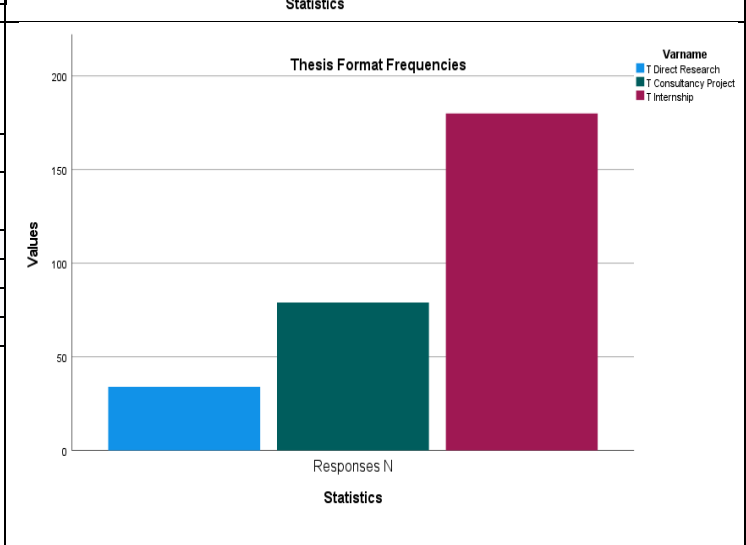
	Responses		Percent of Cases
	N	Percent	
Sports for Good	58	3,3%	19,8%
Contemporary Issues in Sports	71	4,0%	24,2%
International Sports Marketing	188	10,7%	64,2%
Sports Policy and Regulation	83	4,7%	28,3%
Athlete Management	173	9,8%	59,0%
New Product and Innovation in Sports	123	7,0%	42,0%
Impactful Communication in Sports	92	5,2%	31,4%
Finance in Football	172	9,8%	58,7%
Economics of Sports	154	8,8%	52,6%
Sports Analytics	167	9,5%	57,0%
Customer Experience	56	3,2%	19,1%
Sponsorship and Naming Rights	113	6,4%	38,6%
Events and Facilities Management	98	5,6%	33,4%
Strategy and Governance in Sports	210	11,9%	71,7%
Total	1758	100,0%	600,0%



	Responses		Percent of Cases
	N	Percent	
Becoming a Team Manager	175	19,9%	59,7%
Inclusion and Diversity in Sports	39	4,4%	13,3%
Match-day Delivery	74	8,4%	25,3%
Community Building & Fan Engagement	107	12,2%	36,5%
Sports Organizations 360°	108	12,3%	36,9%
Sustainability in Sports	68	7,7%	23,2%
Sport Tourism	49	5,6%	16,7%
The Interconnected World of Sports	63	7,2%	21,5%
Digital Sports' Technologies	107	12,2%	36,5%
Women in Sports	41	4,7%	14,0%
Applied Research Sports	48	5,5%	16,4%
Total	879	100,0%	300,0%



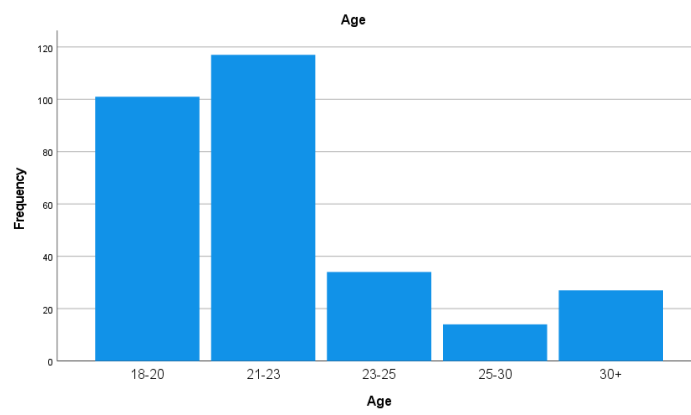
	Responses		Percent of Cases
	N	Percent	
Direct Research	34	11,6%	11,6%
Consultancy Project	79	27,0%	27,0%
Internship	180	61,4%	61,4%
Total	293	100,0%	100,0%



## Annex 15. Descriptive Analysis of the respondents' Age

[Click [here](#) to return to the document]

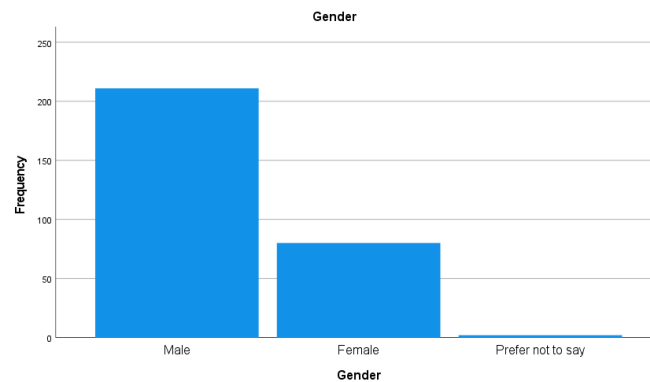
Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-20	101	29,8	34,5	34,5
	21-23	117	34,5	39,9	74,4
	24-25	34	10,0	11,6	86,0
	26-30	14	4,1	4,8	90,8
	30+	27	8,0	9,2	100,0
	Total	293	86,4	100,0	
Missing	System	46	13,6		
Total		339	100,0		



## Annex 16. Descriptive Analysis of the respondents' Gender

[Click [here](#) to return to the document]

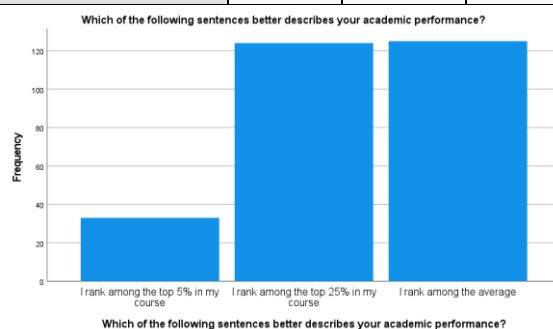
Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	211	62,2	72,0	72,0
	Female	80	23,6	27,3	99,3
	Prefer not to say	2	,6	,7	100,0
	Total	293	86,4	100,0	
Missing	System	46	13,6		
Total		339	100,0		



## Annex 17. Descriptive Analysis of the respondents' Academic Performance

[Click [here](#) to return to the document]

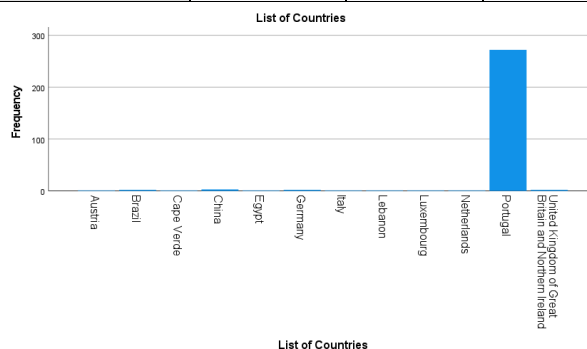
Which of the following sentences better describes your academic performance?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I rank among the top 5% in my course	33	9,7	11,7	11,7
	I rank among the top 25% in my course	124	36,6	44,0	55,7
	I rank among the average	125	36,9	44,3	100,0
	Total	282	83,2	100,0	
Missing	System	57	16,8		
Total		339	100,0		



## Annex 18. Descriptive Analysis of the respondents' Nationality

[Click [here](#) to return to the document]

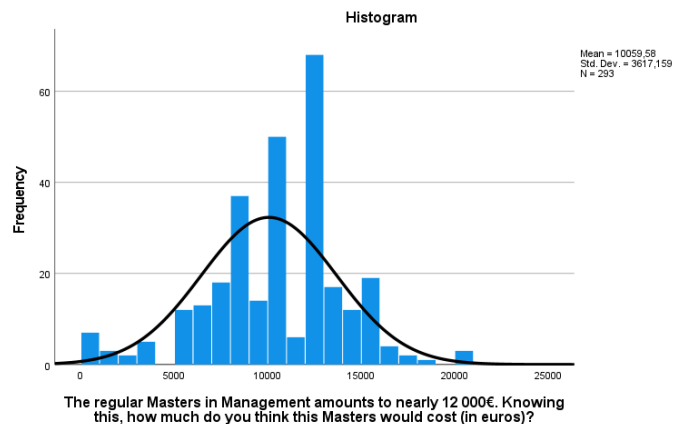
List of Countries					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Austria	1	,3	,3	,3
	Brazil	2	,6	,7	1,0
	Cape Verde	1	,3	,3	1,4
	China	3	,9	1,0	2,4
	Egypt	1	,3	,3	2,8
	Germany	2	,6	,7	3,5
	Italy	1	,3	,3	3,8
	Lebanon	1	,3	,3	4,2
	Luxembourg	1	,3	,3	4,5
	Netherlands	1	,3	,3	4,9
	Portugal	272	80,2	94,4	99,3
	United Kingdom of Great Britain and Northern Ireland	2	,6	,7	100,0
Total	288	85,0	100,0		
Missing	System	51	15,0		
Total		339	100,0		



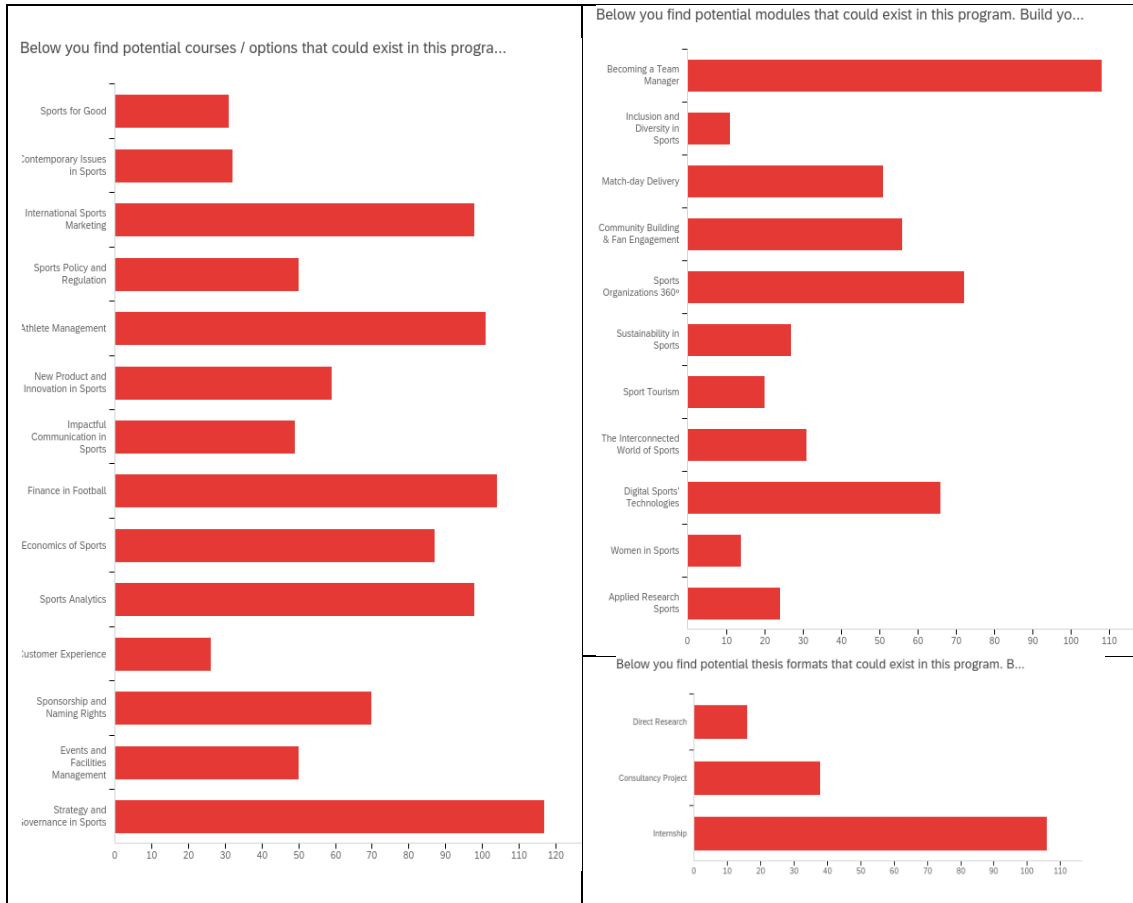
Annex 19. Descriptive & Statistical Analysis of the respondents' suggested fee

[Click [here](#) to return to the document]

The regular Masters in Management amounts to nearly 12 000€. Knowing this, how much do you think this Masters would cost (in euros)?						Statistics			
						The regular Masters in Management amounts to nearly 12 000€. Knowing this, how much do you think this Masters would cost (in euros)?			
		Frequency	Percent	Valid Percent	Cumulative Percent	N	Valid	293	
Valid	0	1	,3	,3	,3		Missing	46	
	7	1	,3	,3	,7	Mean			10059,58
	10	2	,6	,7	1,4	Std. Error of Mean			211,317
	12	2	,6	,7	2,0	Median			10000,00
	17	1	,3	,3	2,4	Mode			12000
	1000	1	,3	,3	2,7	Std. Deviation			3617,159
	1200	2	,6	,7	3,4	Variance			13083838,066
	2500	2	,6	,7	4,1	Skewness			-,442
	3000	5	1,5	1,7	5,8	Std. Error of Skewness			,142
	5000	12	3,5	4,1	9,9	Kurtosis			,699
	6000	12	3,5	4,1	14,0	Std. Error of Kurtosis			,284
	6500	1	,3	,3	14,3	Range			20000
	7000	14	4,1	4,8	19,1	Minimum			0
	7500	4	1,2	1,4	20,5	Maximum			20000
	8000	36	10,6	12,3	32,8	Percentiles	25	8000,00	
	8500	1	,3	,3	33,1		50	10000,00	
	9000	12	3,5	4,1	37,2		75	12000,00	
	9500	1	,3	,3	37,5				
	9990	1	,3	,3	37,9				
	10000	50	14,7	17,1	54,9				
	11000	6	1,8	2,0	57,0				
	12000	67	19,8	22,9	79,9				
	12500	1	,3	,3	80,2				
	13000	16	4,7	5,5	85,7				
	13500	1	,3	,3	86,0				
	14000	12	3,5	4,1	90,1				
15000	19	5,6	6,5	96,6					
16000	3	,9	1,0	97,6					
16500	1	,3	,3	98,0					
17000	2	,6	,7	98,6					
18000	1	,3	,3	99,0					
20000	3	,9	1,0	100,0					
	Total	293	86,4	100,0					
Missing	System	46	13,6						
Total		339	100,0						



Annex 20. Program chosen & suggested fee by the respondents that showed 8+ interest in completing the program



**The regular Masters in Management amounts to nearly 12 000€. Knowing this, how much do you think this Masters would cost (in euros)?**

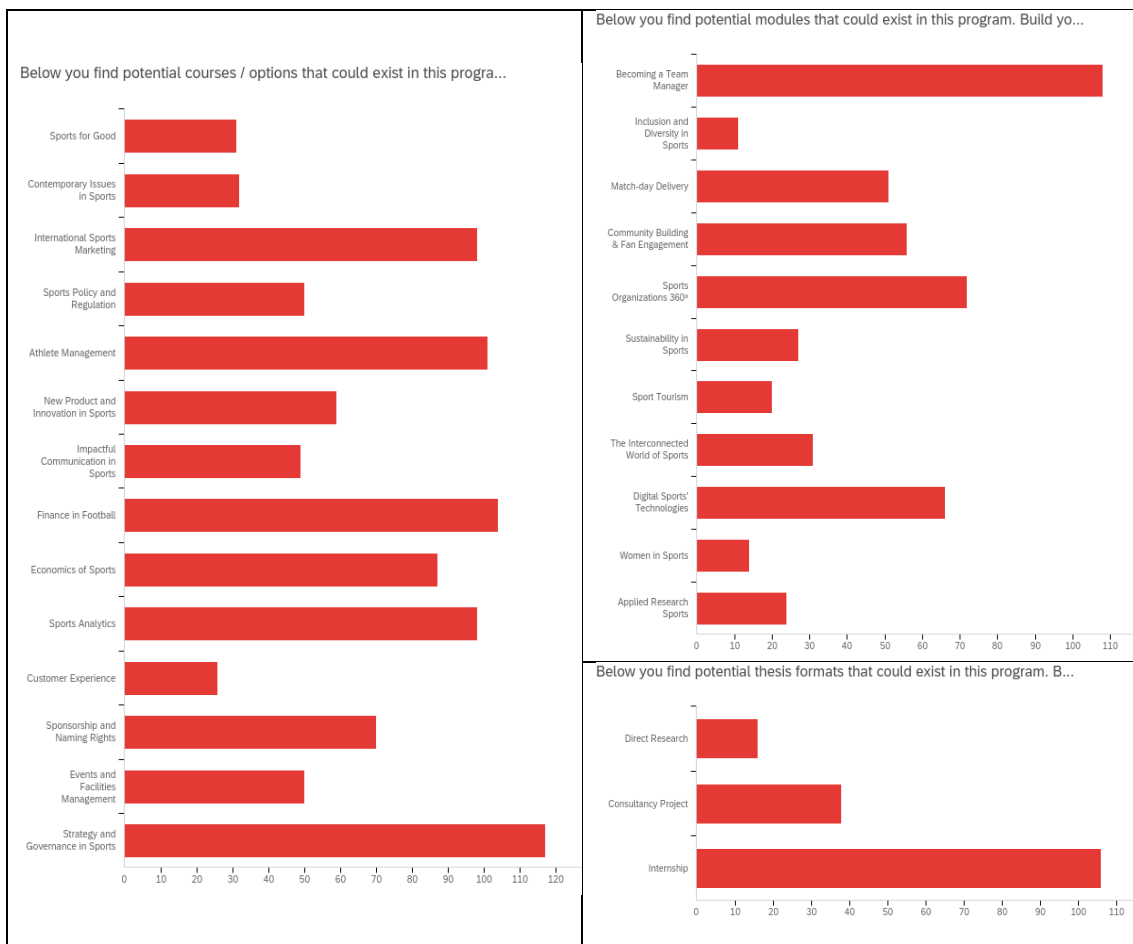
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 7	1	,6	,6	,6
1000	1	,6	,6	1,3
1200	1	,6	,6	1,9
2500	2	1,3	1,3	3,2
3000	3	1,9	1,9	5,1
5000	6	3,8	3,8	9,0
6000	3	1,9	1,9	10,9
7000	8	5,1	5,1	16,0
7500	3	1,9	1,9	17,9
8000	26	16,7	16,7	34,6
9000	7	4,5	4,5	39,1
9500	1	,6	,6	39,7
9990	1	,6	,6	40,4
10000	27	17,3	17,3	57,7
11000	2	1,3	1,3	59,0
12000	35	22,4	22,4	81,4
12500	1	,6	,6	82,1
13000	9	5,8	5,8	87,8
14000	5	3,2	3,2	91,0
15000	11	7,1	7,1	98,1
17000	1	,6	,6	98,7
18000	1	,6	,6	99,4
20000	1	,6	,6	100,0
Total	156	100,0	100,0	

**Statistics**

The regular Masters in Management amounts to nearly 12 000€. Knowing this, how much do you think this Masters would cost (in euros)?

N	Valid	Missing
	156	0
Mean	10030,11	
Std. Error of Mean	266,313	
Median	10000,00	
Mode	12000	
Std. Deviation	3326,248	
Variance	11063927,272	
Skewness	-,314	
Std. Error of Skewness	,194	
Kurtosis	,664	
Std. Error of Kurtosis	,386	
Range	19993	
Minimum	7	
Maximum	20000	
Sum	1564697	
Percentiles	25	8000,00
	50	10000,00
	75	12000,00

Annex 21. Program chosen & suggested fee by the respondents that showed 8+ interest in completing the program and were enrolled in a Bachelors' program



**The regular Masters in Management amounts to nearly 12 000€.**  
**Knowing this, how much do you think this Masters would cost (in euros)?**

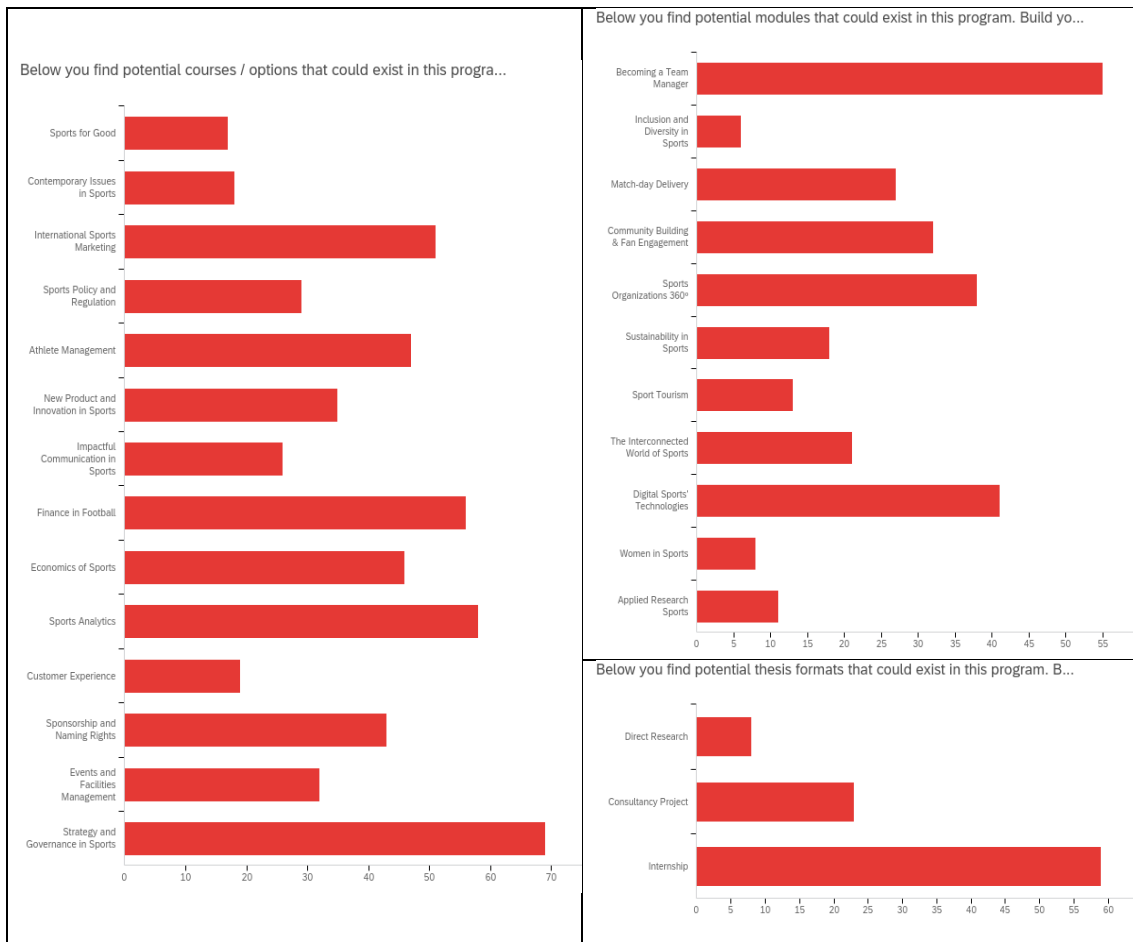
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7	1	1,5	1,5	1,5
	3000	1	1,5	1,5	3,0
	5000	3	4,5	4,5	7,5
	6000	1	1,5	1,5	9,0
	7000	3	4,5	4,5	13,4
	7500	1	1,5	1,5	14,9
	8000	12	17,9	17,9	32,8
	9000	2	3,0	3,0	35,8
	10000	10	14,9	14,9	50,7
	11000	2	3,0	3,0	53,7
	12000	15	22,4	22,4	76,1
	12500	1	1,5	1,5	77,6
	13000	4	6,0	6,0	83,6
	14000	3	4,5	4,5	88,1
	15000	7	10,4	10,4	98,5
17000	1	1,5	1,5	100,0	
Total		67	100,0	100,0	

**Statistics**

The regular Masters in Management amounts to nearly 12 000€. Knowing this, how much do you think this Masters would cost (in euros)?

N	Valid	67
	Missing	0
Mean		10403,09
Std. Error of Mean		394,579
Median		10000,00
Mode		12000
Std. Deviation		3229,771
Variance		10431421,355
Skewness		-,536
Std. Error of Skewness		,293
Kurtosis		,567
Std. Error of Kurtosis		,578
Range		16993
Minimum		7
Maximum		17000
Percentiles	25	8000,00
	50	10000,00
	75	12000,00

Annex 22. Program chosen & suggested fee by the respondents that showed 8+ interest in completing the program and were enrolled in a Masters' program



**The regular Masters in Management amounts to nearly 12 000€. Knowing this, how much do you think this Masters would cost (in euros)?**

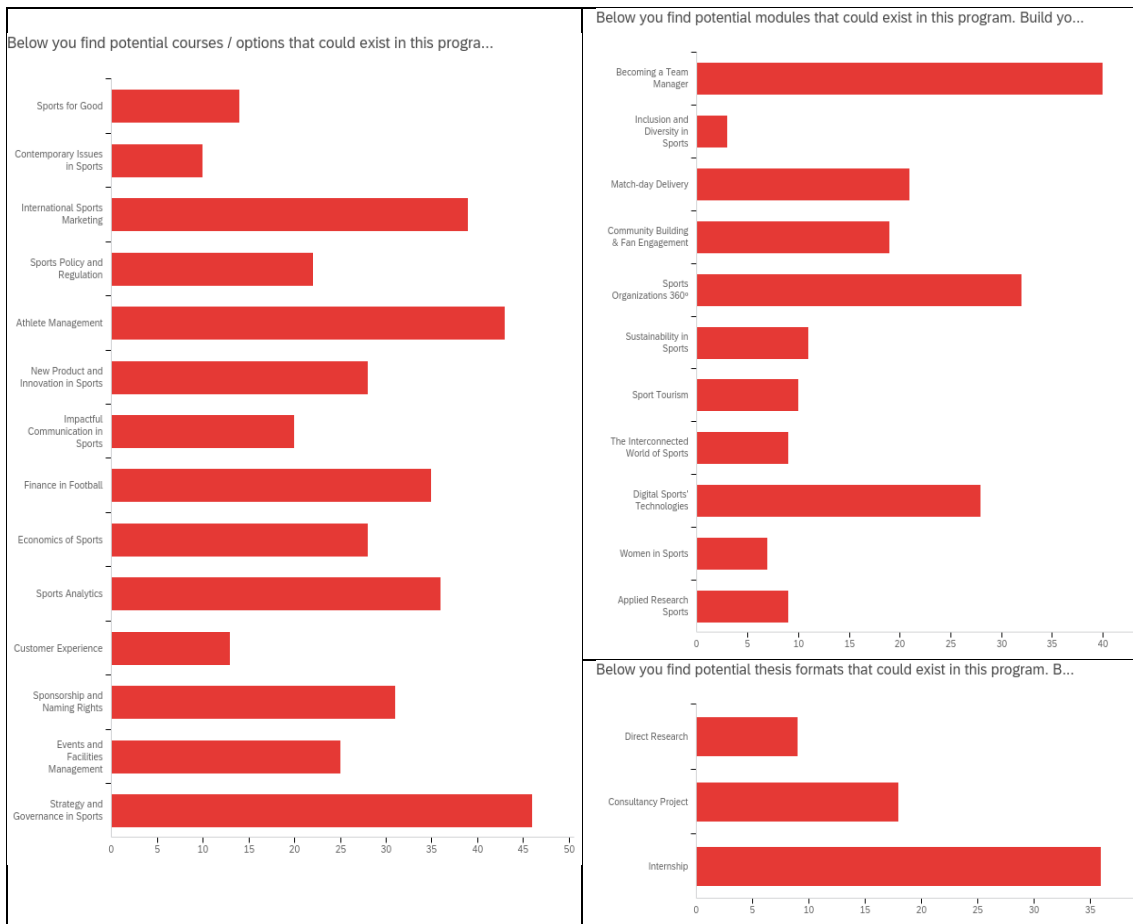
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1000	1	1,1	1,1	1,1
	1200	1	1,1	1,1	2,2
	2500	2	2,2	2,2	4,5
	3000	2	2,2	2,2	6,7
	5000	3	3,4	3,4	10,1
	6000	2	2,2	2,2	12,4
	7000	5	5,6	5,6	18,0
	7500	2	2,2	2,2	20,2
	8000	14	15,7	15,7	36,0
	9000	5	5,6	5,6	41,6
	9500	1	1,1	1,1	42,7
	9990	1	1,1	1,1	43,8
	10000	17	19,1	19,1	62,9
	12000	20	22,5	22,5	85,4
	13000	5	5,6	5,6	91,0
	14000	2	2,2	2,2	93,3
	15000	4	4,5	4,5	97,8
	18000	1	1,1	1,1	98,9
20000	1	1,1	1,1	100,0	
Total		89	100,0	100,0	

**Statistics**

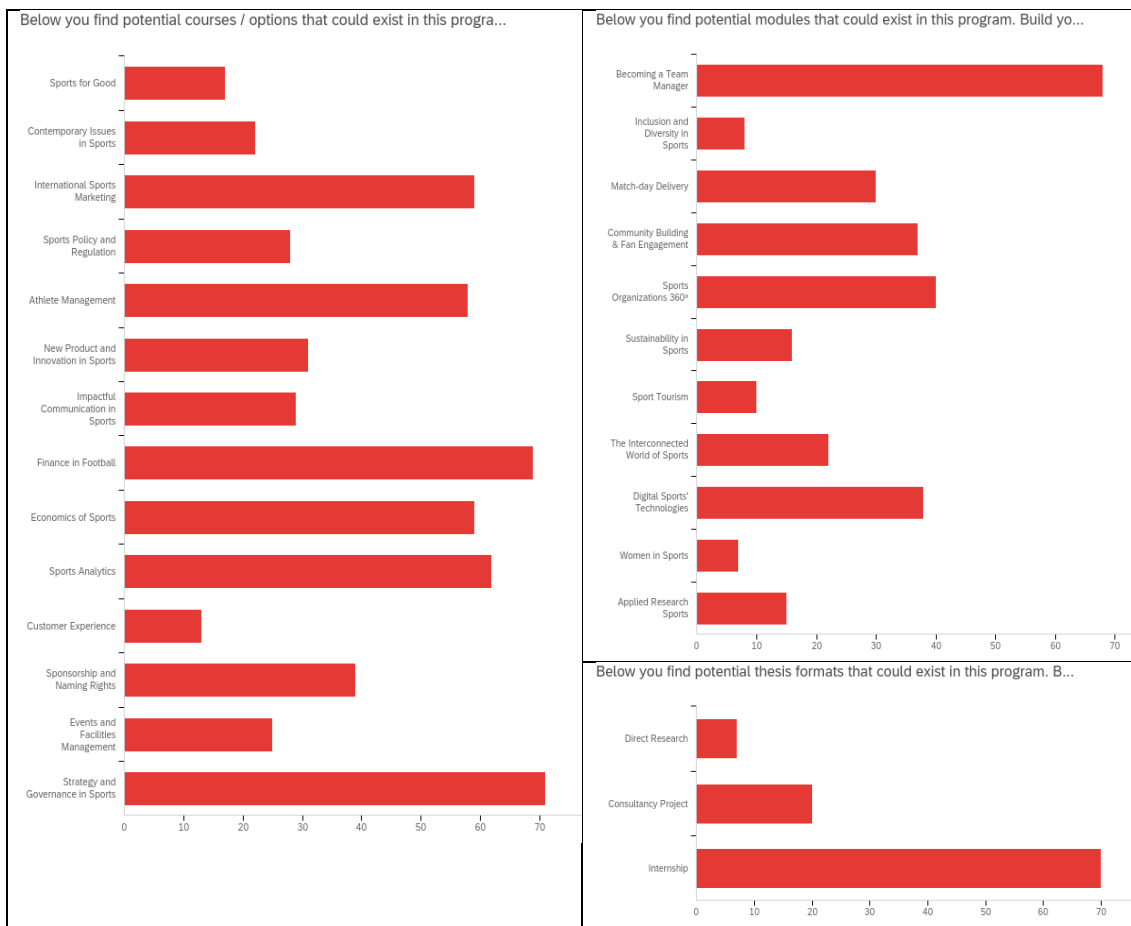
The regular Masters in Management amounts to nearly 12 000€. Knowing this, how much do you think this Masters would cost (in euros)?

N	Valid	Missing
	89	0
Mean	9749,33	
Std. Error of Mean	359,125	
Median	10000,00	
Mode	12000	
Std. Deviation	3387,976	
Variance	11478381,359	
Skewness	-,159	
Std. Error of Skewness	,255	
Kurtosis	,931	
Std. Error of Kurtosis	,506	
Range	19000	
Minimum	1000	
Maximum	20000	
Percentiles	25	8000,00
	50	10000,00
	75	12000,00

Annex 23. Program chosen by the respondents that showed 8+ interest in completing the program and with prior Experience in Sports Industry



## Annex 24. Program chosen by the respondents that showed 8+ interest in completing the program and without prior Experience in Sports Industry

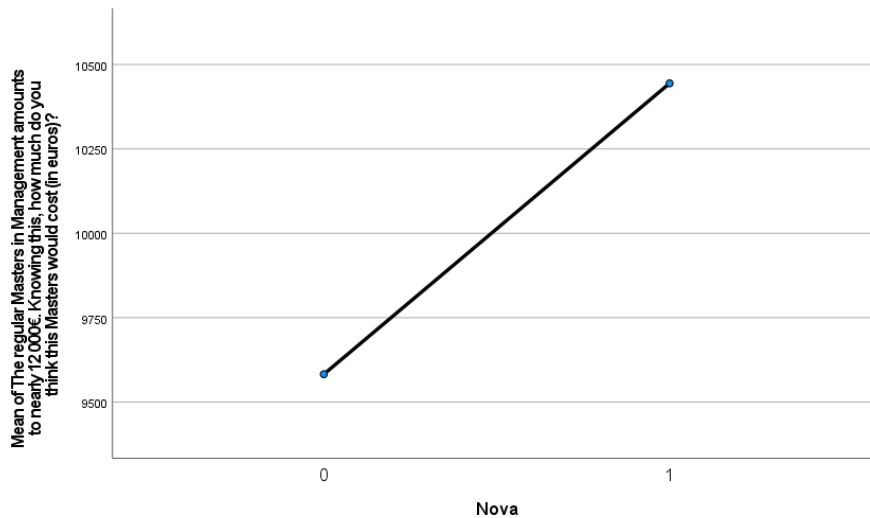


Annex 25. ANOVA analysis of the suggested fee between Nova and not-Nova students

[Click [here](#) to return to the document]

Descriptives								
The regular Masters in Management amounts to nearly 12 000€. Knowing this, how much do you think this Masters would cost (in euros)?								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
0	75	9582,63	3704,426	427,750	8730,32	10434,94	7	20000
1	81	10444,44	2895,039	321,671	9804,30	11084,59	2500	17000
Total	156	10030,11	3326,248	266,313	9504,04	10556,18	7	20000

ANOVA					
The regular Masters in Management amounts to nearly 12 000€. Knowing this, how much do you think this Masters would cost (in euros)?					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	28923615,601	1	28923615,601	2,642	,106
Within Groups	1685985111,547	154	10947955,270		
Total	1714908727,147	155			

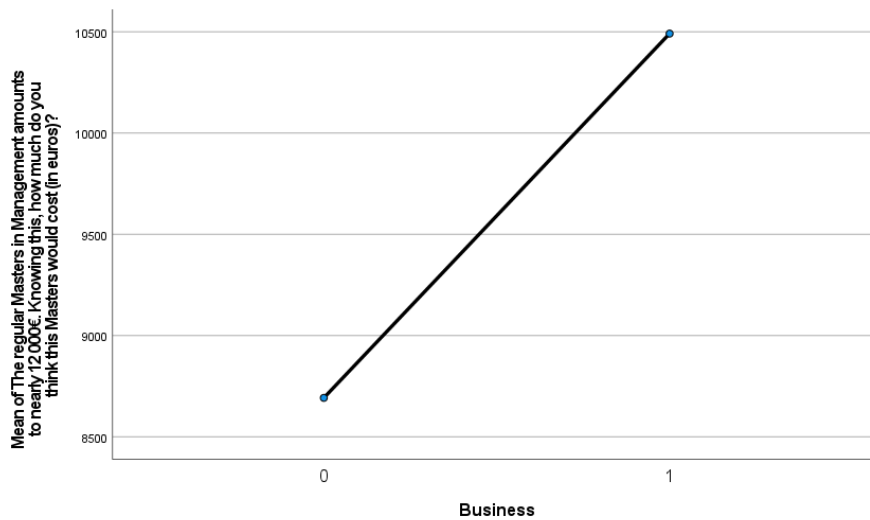


Annex 26. ANOVA analysis of the suggested fee between Business/Economics/

Finance students and students from other areas [Click [here](#) to return to the document]

Descriptives								
The regular Masters in Management amounts to nearly 12 000€. Knowing this, how much do you think this Masters would cost (in euros)?								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
0	40	8692,50	4056,675	641,417	7395,11	9989,89	1000	18000
1	116	10491,35	2914,513	270,606	9955,34	11027,37	7	20000
Total	156	10030,11	3326,248	266,313	9504,04	10556,18	7	20000

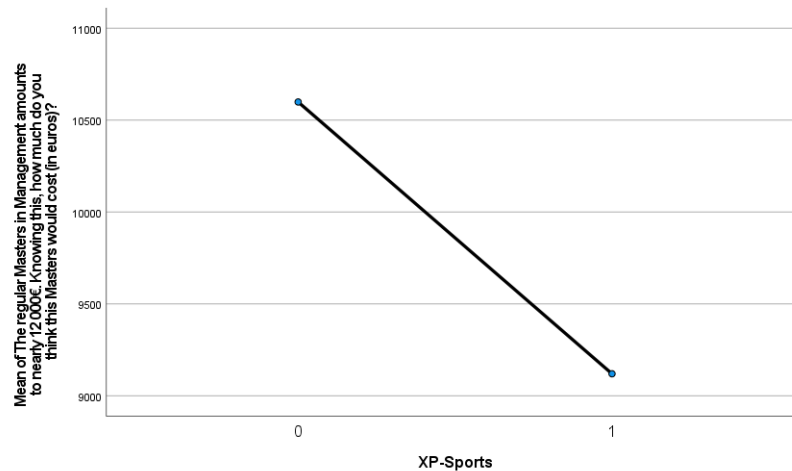
ANOVA					
The regular Masters in Management amounts to nearly 12 000€. Knowing this, how much do you think this Masters would cost (in euros)?					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	96246500,639	1	96246500,639	9,157	,003
Within Groups	1618662226,509	154	10510793,679		
Total	1714908727,147	155			



Annex 27. ANOVA analysis of the suggested fee between respondents with and without prior Experience in the Sports Industry [Click [here](#) to return to the document]

Descriptives								
The regular Masters in Management amounts to nearly 12 000€. Knowing this, how much do you think this Masters would cost (in euros)?								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
0	96	10598,96	2982,951	304,446	9994,56	11203,36	1000	18000
1	60	9119,95	3656,503	472,053	8175,38	10064,52	7	20000
Total	156	10030,11	3326,248	266,313	9504,04	10556,18	7	20000

ANOVA					
The regular Masters in Management amounts to nearly 12 000€. Knowing this, how much do you think this Masters would cost (in euros)?					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	80767962,464	1	80767962,464	7,612	,007
Within Groups	1634140764,683	154	10611303,667		
Total	1714908727,147	155			



Annex 28. Correlation between the level of interest in sports and the level of interest in following a career in sports [Click [here](#) to return to the document]

Descriptive Statistics			
	Mean	Std. Deviation	N
Level of Interest in Sports	9,43	1,048	156
Level of interest in following a Career In Sports	8,64	1,622	156

Correlation		Level of interest in following a Career In Sports
Level of Interest in Sports	Pearson Correlation	,596**
	Sig. (2-tailed)	,000
	N	156

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Annex 29. Correlation between the level of interest of following a career in sports and the level of interest in completing the program [Click [here](#) to return to the document]

<b>Descriptive Statistics</b>			
	Mean	Std. Deviation	N
Level of interest in following a Career in Sports	8,64	1,622	156
Level of Interest in completing the Program	9,40	,817	156

<b>Correlations</b>		Level of Interest in completing the Program
Level of interest in following a Career In Sports	Pearson Correlation	,459**
	Sig. (2-tailed)	,000
	N	156

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Annex 30. Correlation between the level of interest in Sports and the level of interest in completing the Program [Click [here](#) to return to the document]

<b>Descriptive Statistics</b>			
	Mean	Std. Deviation	N
Level of Interest in Sports	9,43	1,048	156
Level of Interest in completing the Program	9,40	,817	156

<b>Correlations</b>		Level of Interest in completing the Program
Level of Interest in Sports	Pearson Correlation	,365**
	Sig. (2-tailed)	,000
	N	156

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Annex 31. Correlation between the level of interest in completing the Program and the fee suggested [Click [here](#) to return to the document]

<b>Correlations</b>		Level of Interest in completing the Program
Pearson Correlation	What Should the fee be?	-.032
Sig. (1-tailed)	What Should the fee be?	,295
N	What Should the fee be?	293

<b>Model Summary<sup>b</sup></b>									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,032 <sup>a</sup>	,001	-.002	3621,563	,001	,290	1	291	,590
a. Predictors: (Constant), Level of Interest in completing the Program									
b. Dependent Variable: What Should the fee be?									

Annex 32. Linear regression analysis using the level of interest in completing the program as the independent variable and the level of interest in sports and following a career in Sports as dependent variables [Click [here](#) to return to the document]

<b>Descriptive Statistics</b>			
	Mean	Std. Deviation	N
Level of Interest in completing the Program	6,07	3,693	339
Level of Interest in Sports	7,49	2,992	339
Level of interest in following a Career In Sports	5,95	3,462	339

<b>Correlations</b>				
		Level of Interest in completing the Program	Level of Interest in Sports	Level of interest in following a Career In Sports
Pearson Correlation	Level of Interest in completing the Program	1,000	,754	,833
	Level of Interest in Sports	,754	1,000	,804
	Level of interest in following a Career In Sports	,833	,804	1,000
Sig. (1-tailed)	Level of Interest in completing the Program	.	,000	,000
	Level of Interest in Sports	,000	.	,000
	Level of interest in following a Career In Sports	,000	,000	.
N	Level of Interest in completing the Program	339	339	339
	Level of Interest in Sports	339	339	339
	Level of interest in following a Career In Sports	339	339	339

<b>Model Summary <sup>b</sup></b>									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,845 <sup>a</sup>	,715	,713	1,978	,715	420,898	2	336	,000
a. Predictors: (Constant), Level of interest in following a Career In Sports, Level of Interest in Sports									
b. Dependent Variable: Level of Interest in completing the Program									

Annex 33. Logistic Regression using the interest in the program as the independent variable and the level of interest in following a career path in the area, being or not a Nova student, and being enrolled or not in a business-related degree as dependent variables [Click [here](#) to return to the document]

Classification Table					
		Predicted			
		Interested		Percentage Correct	
Observed		0	1		
Step 0	Interested	0	183	0	100,0
		1	156	0	,0
	Overall Percentage				

Omnibus Tests of Model Coefficients					Hosmer and Lemeshow Test			
		Chi-square	df	Sig.	Step	Chi-square	df	Sig.
Step 1	Step	230,009	2	,000	1	6,904	7	,439
	Block	230,009	2	,000				
	Model	230,009	2	,000				

Classification Table					
		Predicted			
		Interested		Percentage Correct	
Observed		0	1		
Step 1	Interested	0	158	25	86,3
		1	28	128	82,1
	Overall Percentage				

Variables in the Equation									
		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
								Lower	Upper
Step 1	Level of interest in following a Career In Sports	,795	,087	83,814	1	,000	2,214	1,868	2,625
	Nova(1)	-,350	,342	1,045	1	,307	,705	,361	1,378
	Constant	-5,228	,692	57,047	1	,000	,005		