CONSEQUENCES OF THE DEVELOPMENT OF HUMAN
CAPABILITIES IN SPORTS

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Abstract
This study aims to identify the consequences of the development of human capabilities in sports which was conducted via a qualitative research method with the exploratory-fundamental nature. The data were gathered through snowball sampling method from experts, based on in-depth interviews and focus groups. The data were analyzed after being coded in line with grounded theory. The results showed that human capabilities in sports fall within the three categories of fundamental, support, and operational capabilities. It was also revealed that the consequences of the development of human capabilities in sports encompass economic, socio-cultural, security, health, educational, political, and ethical impacts. Overall, the development of human capabilities in sports can lead to sustainable development in sports.

Keywords: development of human capabilities, sports, consequences

JEL classification: I1, I31

1. Introduction

Fundamental changes in the activities, procedures and work during the past decades has caused the subject of human capability approach to receive attention from leading organizations (McLagan, 1989). The American Heritage Dictionary provides the definition of capability as “the quality of being capable or suitable”. This definition gives a good and general description, but does not clearly determine what an organization evaluates (Iversen, 2000). Cave (1993) defines capability as a result of properly applying knowledge and skills (Cave, 1993: 123). Thompson & Harrison (2000) consider capability as a combination of knowledge, skills, and abilities in a particular job which allows persons to achieve success in their tasks. Therefore, they have added the component of ability to the components of capabilities in this definition. Sen (1999), as the most important contemporary theorist of the economy of development, regards capability as one’s ability and personal talent to perform useful activities or to gain opportunities and proper conditions of welfare and also

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to have access to functionalities. In other words, as Gasper argues, capability is referred to as a complete set of alternative and accessible activities that one can do. Amartya Sen (1993) believes that everything one can do is his/her capability and everything one practically does is considered as his/her functionality. Research shows that human capabilities play an important role in improving the performance of organizations (Kuklys, 2005: 12). The evidence pertaining to the positive and significant returns on investment in human capital entails a range of interpersonal skills to organizational outcomes and outputs such as the increase of service levels, impressive productivity, profitability, performance of organizations in the society, and the improvement of the quality of production services. Such outcomes are of vital importance for sports organizations since the final product in sports is mostly service-based and, thereby, the promotion of services in sports has a vital role in the survival and development of organizations (Smith, 2008: 104).

In terms of the development of human capital, the Government of the Great Britain has established local council in some vocational areas wherein Skills Active has taken this responsibility in the field of sports and active leisure. The main responsibility of Skills Active Organization is the identification and evaluation of the skills required in sports and leisure and, thereby, the development of these skills to upgrade the active workforce in this area (Wolsey, Minten & Abram, 2011). Hognestad (2005) pioneered an approach for the development of human capabilities in sports in which policy of development shifts the emphasis from economic issues to the role of culture in development processes. In this approach, development is introduced as an expansion of persons’ selection capabilities with an emphasis on the effective role of cultural issues for the determination of the main direction of thought and action. Here, not only has the economic paradigm dominant over the society been emphasized, but also culture and its related issues have been used for the consolidation and completion of sports infrastructure. Woolcock & Narayan (2000) stated that the paradigm dominant over the theories of social and human capitals is a political-economic one. They argued that social networks and relationships which are the most important factors of development are paid less attention in social contexts such as sports; instead, potential resources and political issues are emphasized. Abraham, Harris & Auerbach (2013) stated that that the turnover rate, broadcasting rights, sponsorship, ticket sales, concessions, stadium turnover, sporting clothes stores should be taken into consideration in professional sports to specify the existing human capital. They also asserted that the growth level of team's performance should be considered as a central indicator for the determination of the exact level of human capital available in professional sports teams.

Ferkins, Shilbury & McDonald (2009) came to the conclusion that relationships within sports organizations affect the development of strategic capabilities in such a way that non-profit sporting organizations can improve their strategic capabilities through collaborative partnerships with local organizations and the implementation
of power-sharing approach which can lead to the development of contextual capabilities. Munro (2005) remarks that it is necessary to establish strong connections between sports and social services for the development of human capabilities in sports. Nowadays, sport has important implications and applications in each society. There are valuable resources in sports organizations, each of which plays an important role in their success; however, human role as the most important capital in each organization is more prominent than that of other resources (Coleman, 1988). Therefore, the management of this valuable capital and optimal use of it are one of the most important priorities that should be pursued by each sports organization (Nicholson & Hoye, 2008: 43). Since sports environments are dynamic and humans play a very important role there, the identification of the dimensions and consequences of the development of human capabilities can lead to the improvement of performance indicators at national and international levels. Hence, this research is an attempt to identify the implications and consequences of the development of human capabilities in sports.

**Methods and materials**

The present study is an exploratory one with an attempt to develop the existing knowledge and understanding in relation to consequences of human capabilities in sports. This study is qualitative in nature based on data mining. Grounded Theory was used in this study. Using this method, researchers are allowed to systematically extract commonalities from a massive amounts of data and, accordingly, theorize in the research scope. The main objective of this approach is to explain a phenomenon via the specification of its key elements (concepts, categories, and propositions) and, then, the classification of the relations of these elements within the context and process of that phenomenon.

Creation of concepts, categories, and propositions is a cyclical and repetitive process. In this method, research questions should be completely open and general rather than clearly hypothetical; and the resulting theory should explain the phenomenon under study. Three overlapping processes are at play in the analysis of grounded theory, i.e. initial coding, focused coding, axial coding, and theoretical coding. In conducting this research, data collection and analysis were performed knowingly at the same time. Initial data collection was done for the formation of continuous data collection. This provided the researcher with opportunities to increase the competence level of appropriate categories.

To select the sample for in-depth interviews, the researcher attempted to use both academic subjects (faculty members) and those with managerial experience in athletic organizations. Faculty members of the academic majors of sport management, sociology, and Development Economics; all high-ranking, meddle-ranking and executive managers of Ministry of Youth and Sports and National Federations; and all the people experienced in the field of sports organizations constituted the study population. Purposive and snowball sampling techniques were
employed to perform in-depth interviews. In this technique, an initial group was selected for interview and, then, the subsequent groups were introduced by the initial group. Thereafter, sampling continued (17 in-depth interviews and two focus groups) until the research reached sufficient theoretical saturation. Raw data were inductively obtained out of in-depth interviews with elites and through the establishment of focus groups, and were constructively analyzed. An example of the method of data analysis is as follows:

**Table-1 an example of data coding**

<table>
<thead>
<tr>
<th>Interview text</th>
<th>Initial coding</th>
<th>Focused coding</th>
<th>Axial coding</th>
<th>Theoretical coding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human capabilities and development reflect the progress and development of</td>
<td>• Human capability and development shows the progress and development in societies.</td>
<td>• Having multiple choice</td>
<td>• Appropriate organization in dynamic environments</td>
<td>• Operational capability</td>
</tr>
<tr>
<td>communities. This is due to the fact that power of choice increases when</td>
<td>• Choice power is stronger in more advanced situations. People should exert self-</td>
<td>• Assistance in solving problems</td>
<td>• Creation of opportunities for multiple choice</td>
<td></td>
</tr>
<tr>
<td>development occurs in sports. It should be pointed out that the enjoyment of</td>
<td>determination in developing capabilities. • Appropriate structures are needed for the development of capabilities.</td>
<td>• One’s willingness to develop capabilities</td>
<td></td>
<td></td>
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<tr>
<td>numerous capabilities leads to extricating from many problems. For the</td>
<td>• Sports environments are variable and dynamic.</td>
<td>• Availability of appropriate structures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>development of human capabilities in sports, individuals should exert self-</td>
<td></td>
<td>• Availability of changing and dynamic environments</td>
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<td>determination and also suitable structures should be available so that their</td>
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<td>capabilities can be developed. Sports environments are variable and dynamic</td>
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<td>wherein individuals should be equipped with multiple capabilities to reach</td>
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<td>success.</td>
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</table>
Results and Findings

Coding and analysis of the results showed that human capabilities in sports lie at three fundamental, supportive, and operational levels. As well, consequences of human capability development in sport are educational, health, social-cultural, economic, security, industrial, political, moral and ethics. Overall, the model of consequences of human capability development in sports is schematically shown as follows after initial, focused, and axial coding:

![Diagram of consequences of human capability development in sport]

**Figure 1:** the model of consequences of human capability development in sport

Discussion and Conclusion

This study was an attempt to identify and categorize human capabilities in sports and determine the consequences of their development. In accordance with the results of this study, it can be stated that human capabilities in sports encompass three fundamental, supportive, and operational levels. Fundamental human capabilities are referred to the capabilities whose presence is required for showing optimal performance in sports. Based on the model derived from the research data, human capabilities have three levels, namely fundamental, supportive, and operational capabilities. This categorization of human capabilities in sports is justifiable based on Alderfe’s ERG theory. As Sen (1993) stated, one aspect of capability approach, i.e. fundamental capabilities share commonalities and overlap with the basic needs approach. Fundamental capabilities are related to the ability to
provide critical functions for meeting the minimum appropriate levels, including the enjoyment of proper nutrition, motor power, and health.

ERG theory contains three classes of needs, namely existence, relatedness, and growth, based on which the categorization of human capabilities in sports can be accounted for. In fact, fundamental capabilities which include such items as genetic differences, mental and physical health, proper nutrition, hygiene, and medical services are the same as relatedness needs which provide the necessary conditions for sports activities. Supportive capabilities provide support and belongings to groups and classes for athletes like the existence needs in ERG theory. Such items as education, chance of numerous experiences, family support, knowledge and information share, volunteer actions are all the capabilities that act like existence needs and support of the surrounding environment in sports contexts. Last but not least, operational capabilities are fewer than the other two previous categories (i.e., support and fundamental capabilities). These capabilities are referred to as those that can be used in practical functions in sports. For example, chances of selection, expertise, independence, playing effective and active roles, purposefulness, leadership opportunity, etc. fall within the category of operational capabilities.

Based on the categorization of the development of human capabilities, we are witnessing the economic, sociocultural, security, health, training, political, industrial, and ethical development. As a multidimensional phenomenon, sports can have desired functions and consequence in today’s world. However, the condition of achieving such outcomes and consequences is the presence of such factors as financial and economic resources, the existence of equipment items and infrastructures, rules and regulations, relevant organizations and media.

The existence of cultural and economic factors is outcome of the development of human capabilities. In fact, when there is an appropriate cultural environment wherein attention to athletes, models, and sports values is institutionalized in the context of society and economic facilities lie at a desirable level; it is hoped that human capabilities can get expanded in sports and can reach the desired economic level. In addition, sport contributes to the growth of ethics and morale, health of society, and improvement of education dimensions. As Nicholson & Hoye (2008) suggest, sport is an instrument at the authorities’ disposal by means of which they can bring up a happy and efficient generation. Furthermore, the availability of new concepts such as sports diplomacy is indicative of the existence of the outcomes of development of human capabilities. When a country is successful in sports area, it will obtain more power at global level and, thereby, it can progress its political objectives. Industrial development is also another consequence of the development of human capabilities which itself is obtained as a result of healthy human resources in the community. Since the development of human capabilities in sports plays an important role in the actualization of sports talents, the improvement of performance and income levels, increase of knowledge and skills, functional capacity in sports, economic growth, and reduction of socio-cultural deprivations;
therefore, attention to and recognition of human capabilities in sports and determination of their development levels are of the utmost importance. Hence, it is suggested that the authorities adopt proper policies and determine appropriate structures and, thereby, provide desired contexts and environments to be able to identify and cultivate talents. This will lead to the development of human capabilities in sports in the early years of childhood. In this context, the main onus is on the ministry of education to fully consider such capabilities and provide appropriate contexts and structures for the development of them.

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