



The Role of Human Capabilities Development in the Sustainable Development of Sport Business

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ABSTRACT

Purpose: This study aims to identify human capabilities, determine their developmental levels, and, finally, determine the role of human capabilities in the sustainable development of sports business.

Methodology: It was conducted through a qualitative research method with a fundamental-exploratory nature. Research data were collected through snowball sampling based on in-depth interviews and focus groups composed of experts. Then, the data were coded and analyzed based on grounded theory via a constructivist approach.

Findings: The results showed that human sports capabilities fall within the three categorical levels of fundamental, supportive, and operational capabilities. It was also revealed that individual, structural, and contextual transforming factors are needed to transform human capabilities in sport to desired functions. Moreover, the results indicated that the consequences of developing human capabilities in sports business include economic, cultural, security, health, educational, political, industrial, and moral ones. Overall, the development of human capabilities in sports can lead to sustainable development in the sports business.

Originality: In this article, the role of human capabilities in the sustainable development of sports businesses with a qualitative method was investigated. This work aims to expand the existing knowledge about the role of human capabilities in development.

Keywords

Human Capabilities
Qualitative Method
Sports Business
Sustainable Development
Transforming Factors

Article type

Original article

Received: 2022/06/19

Accepted: 2022/06/25

How to cite this article:

Norouzi Seyed Hossini, R., Ehsani, M., Kozechian, H., & Amiri, M. (2022). The Role of Human Capabilities Development in the Sustainable Development of Sport Business. *Sports Business Journal*, 2(1), 71-82. <https://doi.org/10.22051/sbj.2022.40796.1033>



1. Introduction

Fundamental changes in the activities, practices, and business during the past decades have caused the human capability approach to receive the attention of leading organizations (McLagan, 1996). In recent years, organizations have recognized that human resources are paramount in achieving sustainable and compelling competitive advantage (Harris et al., 2013). In fact, in a world where knowledge and communication with clients have assumed importance more than ever, human capital reflects the bulk of knowledge, technical skills, creativity, and experience of organizations. It will also become increasingly important, and the workforce is considered a productive asset rather than a costly asset (Gasper, 2007). Fundamental changes in the activities, practices, and business of the management of human resources during the past decades have caused the human capability approach to receive the attention of leading organizations (Cave & McKeown, 1993) has defined capability as correctly applying knowledge and skills. In terms of this definition, Hantstin (2000) argues that human capability is generally considered as a set of behaviors or relevant activities, a variety of knowledge categories, skills, and incentives that are viewed as behavioral, technical, and motivational prerequisites for successful performance in a specific job or role. Based on these definitions, (Rodriguez et al., 2002) have described the capability approach as combining the knowledge, skills, and attributes required to accomplish a role effectively.

As the most prominent contemporary theorist in development economics, (Sen, 1993) defined capability as one's ability and talent for doing practical activities or obtaining opportunities and proper welfare conditions and access to the functions. In other words, as (Gasper, 2007) argues, the capability is a complete set of alternative and accessible activities that one can do (5, 14). (Sen, 1993) believes that whatever one can do is their capability, and what he does is their function. When realized, the processes create consequences that lead to the development and the progress of objectives (Gasper, 2007). The critical issue that must be discussed here is whether the enjoyment of basic capabilities such as literacy, education and skill, nutrition, and a healthy body is sufficient to expand the range of an individual's possibilities? It is essential to select their favorite lifestyle or develop a combination of their capabilities to prevent failure in critical conditions. Therefore, one should be provided with a more significant number of selection opportunities to have a wide range of selection alternatives, for example, a sports field. There are some conditions out of the individual's control. Even the acquisition of these individual capabilities seems to largely depend on social and environmental needs (Sen, 1997).

If social and environmental contexts are not prepared, individual capabilities cannot be developed, or they will not be functional (Maitland et al., 2015). Today, new approaches such as sustainable and human development are raised towards the final goal of development, that is, human beings, not humans, as a means for development. Sustainable development requires human development and deals with those aspects of human development that can meet the present and future needs and remove deprivations without reducing vital sources (Schultz, 1994). Sustainable development is referred to

as the development that meets the present needs without compromising the ability of future generations to meet their needs. Two key concepts are at play in this definition: the idea of "needs," fundamental human needs. In this regard, it should be specified which needs should be assigned priority and be allocated specific resources. The second concept is "limitation," which has been imposed on environmental abilities to achieve present and future needs due to the conditions of technology and social organization (Nussbaum, 2003). Sustainable development aims to meet the present and future needs and reduce known limitations. Indeed, sustainable development is a process for obtaining sustainability and stability in each activity that requires fast and integrated substitution and resources (Seippel, 2006). Sustainable development, along with economic growth and human development in a society or a developed economy, is an attempt to achieve stable development apart from economic development. In sustainable development, various aspects should be considered. First, needs and deprivations should be dealt with, and then, the resources that can improve the status quo and permanently remove forfeitures should be identified and allocated. Finally, this development should not be limited to economic growth, but social, cultural, and political development should also be considered.

Research has shown that human development should be obtained to achieve sustainable development (Nussbaum, 2003; Sen, 1993). The concept of human capabilities exists in human development. Studies show that a prerequisite for human development is the consideration of human capabilities (Gasper, 2007; Nicholson & Hoye, 2008; Sen, 1997). The concepts of capability and human development were extended by the efforts of researchers such as "Amartya Sen" and "Mahbub ul Haq" (Pakistani economist and Yale University researcher). "Sen" and "Anand" raised the issue of sustainable human development with an emphasis on this approach in 1994 and reiterated the rights of minorities, exploited groups, women, and attention to future generations. "Sen" believes that a concept broader than development focused on improving human life and freedom is required (Alkire, 2005).

Human development is a freedom- or people-oriented developmental process that expands people's opportunities and choices and grows and realizes their capabilities. The human development that seeks to improve the quality of life has two aspects: on the one hand, it emphasizes the formation of human capabilities; on the other hand, it focuses on how to use these developed capabilities (Sen, 1997). (Nicholson & Hoye, 2008) studied the available capital in sport for development and argued that the direction and prospects of human capabilities development in sports organizations are interpreted differently. These differences are due to vague and ambiguous issues and various interpretations of the capabilities available in the sport.

In this approach, an expanded selection of features is developed, emphasizing the influential role of cultural issues introduced to determine the main direction of development thinking and action. In this approach, development was introduced as an expansion of people's selection capabilities, emphasizing the influential role of cultural issues in determining the main direction of thought and developmental measures. (Harris et al., 2013) suggested that professional sports should consider factors such as internal relationships, social networks, and public support that lead to better

performance efficiency in sports teams to determine the available human capabilities. (Ferkins et al., 2009) concluded that intra-organizational relations affect the development of strategic capabilities of sports organizations. (Woolcock & Narayan, 2000) stated that social contexts such as sports, social networks, and relationships that are one of the most critical factors in development are paid less attention; instead, potential sources and political issues are emphasized. (Munro, 2005) acknowledged that an association between sport and social services should be established to develop human capabilities in sport (with a focus on football as a social process). He also emphasized participatory decision making, collective learning, experiential learning, the presence of necessary opportunities to pursue a college education, and opportunities required to improve knowledge and skills in administrative procedures to realize human capabilities in sport. Since sports environments are dynamic spaces in which humans play a significant role (Oja et al., 2015), understanding the dimensions and consequences of the development of human capabilities can lead to the improvement of the codification of performance indicators at the national and international levels. Thus, this study attempts to identify human capabilities, the factors transforming human capabilities to functions, and their role in sustainable development in the sport.

2. Methodology

The present study is exploratory to develop the existing knowledge and understanding of The Role of Human Capabilities Development in the Sustainable Development of Sport. This study is qualitatively based on data mining. Grounded Theory was used in this study. Researchers are allowed to extract commonalities from massive amounts of data systematically and 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). Then, the classification of the relations of these elements within the context and process of that phenomenon. A summary of the study is as follows Table 1:

Table 1. Research process elements.

| Elements | Type |
|------------------------|---|
| Research nature | Exploratory-basic |
| Research type | Qualitative |
| Research paradigm | Interpretative |
| Research approach | Inductive |
| Research strategy | Grounded theory |
| Data collection source | Interviews/ focus groups/ studies relating to program documents/ existing theoretical studies |
| Data Analysis Method | Coding, Conceptualizing, Categorizing |

Creating concepts, categories, and propositions is a cyclical and repetitive process. In this method, research questions should be open and general rather than hypothetical; 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, 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 gave the researcher opportunities to increase the competence level of appropriate categories.

Hence the sampling process is guided by the ongoing theory development. Data collection and analysis take place in alternating sequences (Figure 1). This can also be described as an iterative cycle of induction and deduction, consisting of the collection of data and constant comparison between results and new findings to guide further data collections.

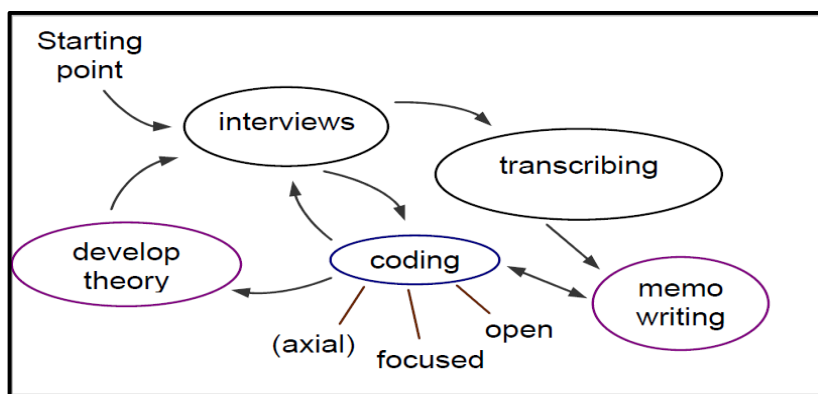


Figure 1. Steps in developing a grounded theory.

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, middle-ranking, and executive managers of the 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 an interview, and the initial group was introduced to the following groups. After that, sampling continued (17 in-depth interviews and two focus groups) until the research reached sufficient theoretical saturation. The data were inductively obtained from in-depth interviews with elites and establishing focus groups and were constructively analyzed. An example of the method of data analysis is as follows:

Table 2. An example of data coding.

| Interview text | Initial coding | Sub-category | Categories | Focused coding |
|---|--|--|---|------------------------|
| Human capabilities and development reflect the progress and development of communities. This is since the power of choice increases when development occurs in sports. The enjoyment of numerous capabilities leads to extricating from many problems. Individuals should exert self-determination to develop human capabilities in sports, and suitable structures should be available to develop their abilities. Sports environments are variable and dynamic, wherein individuals should be equipped with multiple capabilities to reach success. | Human capability and development show the progress and development in societies. Choice power is more vital in more advanced situations. People should exert self-determination in developing capabilities. Appropriate structures are needed for the development of capabilities. Sports environments are variable and dynamic. | Having multiple choice Assistance in solving problems One's willingness to develop capabilities Availability of appropriate structures Availability of changing and dynamic environments | Appropriate organization in dynamic environments Creation of opportunities for multiple choice | Operational capability |

3. Results

Coding and analysis of the results showed that human capabilities in sports lie at three fundamental, supportive, and operational levels. Three levels, including individual, structural, and contextual, are also required to develop human capabilities. Overall, the model of human capability development in sports is schematically shown as follows in the initial, focused, and axial coding (Figure 2):

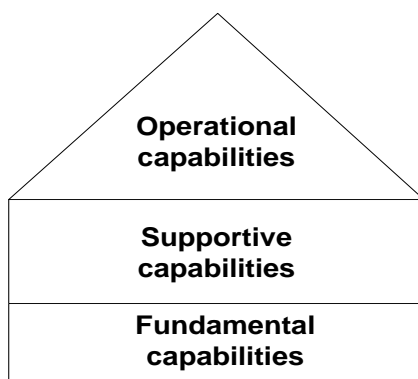


Figure 2. A model of human capabilities in the sport.

The data analysis and coding results indicated that three categories of transforming factors are required to develop human capabilities, each of which includes specific components. These factors include individual changing factors, structural transforming factors, and background transforming factors. Transforming elements and their features are presented in the following Figure 3.

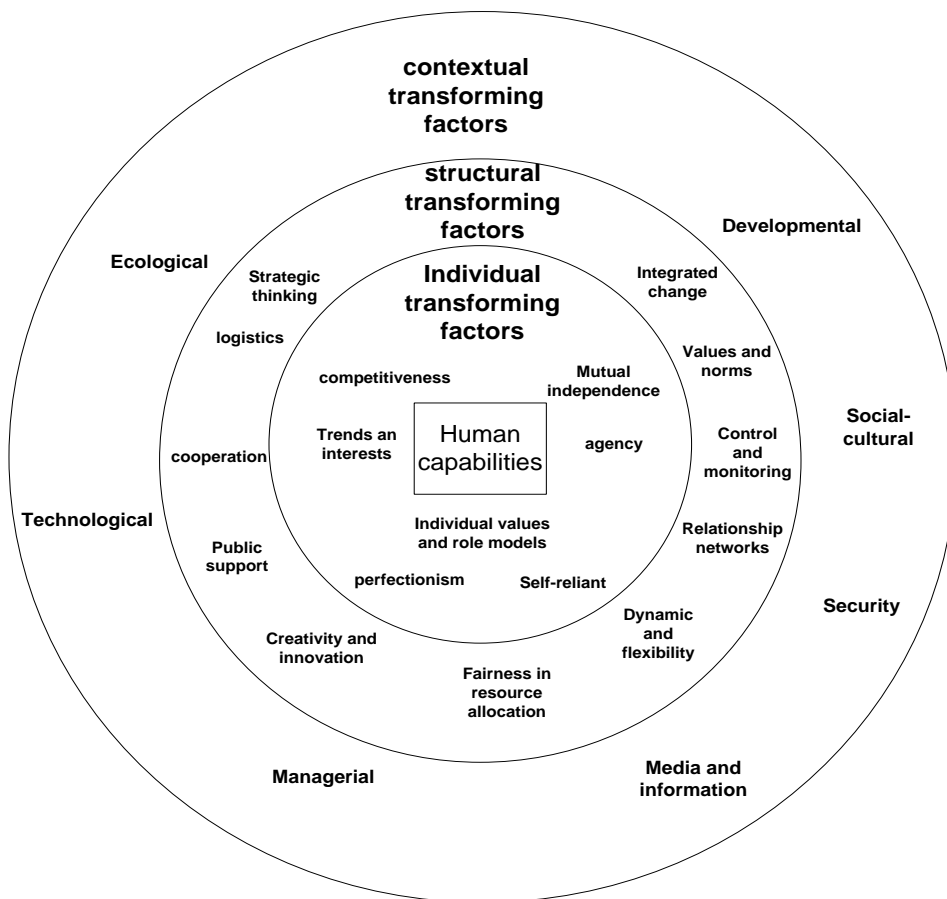


Figure 3. A typology of transforming factors in human capabilities in the sport.

Coding and analysis of the results showed that consequences of human capability development in sport are educational, health, social-cultural, economic, security, industrial, political, moral, and ethical. Overall, the model of consequences of human capability development in sports is schematically shown as follows after the initial, focused, and axial coding (Figure 4):

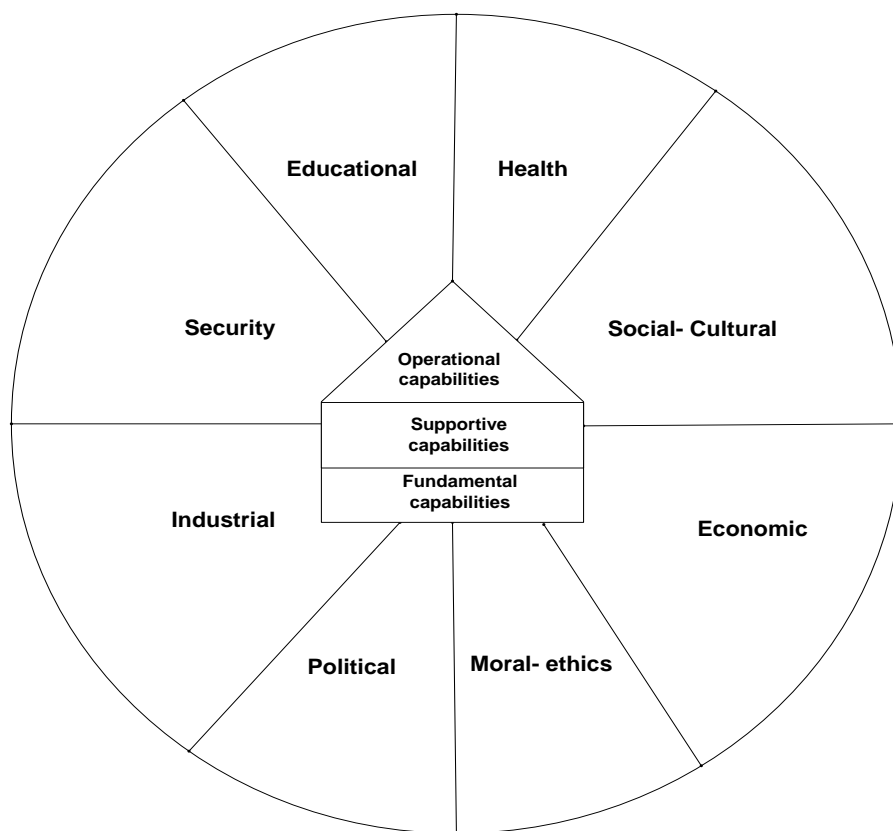


Figure 4. Consequences of human capability development in sport.

4. Discussion and conclusion

This study attempted to identify and classify human capabilities in sports and their role in sustainable development in the sport. In general, it can be stated that human capabilities in sports enjoy three fundamental, supportive, and operational levels. Essential human capabilities are referred to as the capabilities whose existence is necessary for optimal performance in sports—such capabilities as intelligence. Supportive human capabilities are believed to be helpful along with fundamental capabilities through which the opportunities in sports can be taken advantage of. Such capabilities as education and experiential learning lie within supportive capabilities. Finally, operational capabilities are the last type of human capabilities in sports. These capabilities can be used in sporting practical applications. For example, participating in a particular kind of sport is associated with a family history of the sport.

It can be stated that there are three types of transforming factors in the development of human capabilities, namely individual changing factors, structural transforming factors, and contextual transforming factors. At the personal level (individual transforming factors) in which the person should demonstrate sufficient will for the

development of their capabilities, factors such as unique values and patterns, competition seeking, willingness and motivation, interdependence, self-reliance, and perfection-seeking are at play. It's worth mentioning that these factors can lead to the development of individual capabilities. Interpersonal and intrapersonal relationships and also relationships with peers and friends fall into this category. The existence of sports values and models and the achievement of respect and identity can also be helpful in the development of human capacities at the individual level. Structural transforming factors are the following transforming factors in developing human potential in sport. At the structural level, factors such as collaboration and cooperation, systemic thinking, general support, support, innovation and creativity, mobility and flexibility, equitable distribution of resources, networking, monitoring and control, and the values and norms are at play. Finally, in the contextual transforming factors lie environmental factors which indirectly influence the development of human capabilities. These factors include socio-cultural, security, technological, media-information, developmental, ecological, and management factors. At this level, the presence of cultural and economic factors can play a more prominent role in the development of human capabilities. When there is an appropriate cultural environment in which attention to athletes and sports models and values are founded within the social and economic facilities are at a desirable level, it can be hoped that human capabilities in sport will be developed and expanded.

As a multidimensional phenomenon, sports can have desired functions and consequences in today's world. However, the condition of achieving such outcomes and products is the presence of such factors as financial and economic resources, equipment items and infrastructures, rules and regulations, relevant organizations, and media. Cultural and economic factors are an outcome of the development of human capabilities. An appropriate cultural environment wherein attention to athletes, models, and sports values are institutionalized in the context of social and economic facilities lies at a desirable level. It is hoped that human capabilities can expand in sports and reach the desired economic level (Maitland et al., 2015).

Furthermore, the availability of new concepts such as sports diplomacy is indicative of the outcomes of the development of human capabilities. When a country is prosperous in sports, it will obtain more power at the global level and, thereby, it can progress its political objectives. In addition, sport contributes to the growth of ethics and morale, the health of society, and the improvement of education dimensions. As (Nicholson & Hoye, 2008) suggest, sport is an instrument at the authorities' disposal utilizing which they can bring up a happy and efficient generation. Industrial development is another consequence of the development of human capabilities, which is obtained from human health resources in the community.

Since the development of human capabilities in sports plays an essential role in actualizing sports talents, increasing knowledge and skills, economic growth, and reduction of socio-cultural deprivations. Therefore, attention to and recognition of human capabilities in sports and determining their development levels are of the utmost importance. In conclusion, it can be stated that human capability development can lead to sustainable development in the sport. Hence, it is suggested that the authorities adopt appropriate policies and determine appropriate structures, providing desired contexts

and environments to identify and cultivate talents. In this context, the primary onus is on the ministry of education to fully consider such capabilities and provide appropriate contexts and structures for their development. Therefore, it is recommended that the development of human capabilities in sport gets done in the early childhood years through the specification of appropriate policies.

Disclosure statement and funding

The authors declare no potential conflicts of interest. The present study received no financial support from any organization or institution.

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نشریه کسبوکار در ورزش

آدرس نشریه: <https://sbj.alzahra.ac.ir/>

زمستان ۱۴۰۰ و بهار ۱۴۰۱، دوره ۲، شماره ۱، ص ۷۱-۸۲

شناسه دیجیتال: [10.22051/SBJ.2022.40796.1033](https://doi.org/10.22051/SBJ.2022.40796.1033)



نقش توسعه قابلیت‌های انسانی در توسعه پایدار کسب‌وکارهای ورزشی

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کلیدواژه

توسعه پایدار
روش کیفی
عوامل تبدیل
قابلیت انسانی
کسب‌وکار ورزشی

نوع مقاله

پژوهشی اصیل

چکیده

هدف: هدف از انجام این تحقیق، شناسایی قابلیت‌های انسانی و تعیین سطوح توسعه آن‌ها و درنهایت تعیین نقش قابلیت‌های انسانی در توسعه پایدار کسب‌وکارهای ورزشی است.

روش: این تحقیق با روش تحقیق کیفی و با ماهیت اکتشافی- بنیادی انجام شد. از طریق روش نمونه‌گیری گلوله برفی و بر اساس مصاحبه‌های عمیق و تشکیل گروه‌های کانونی با متخصصان، داده‌های تحقیق جمع‌آوری شد. بر اساس نظریه داده بنیاد و با رویکرد ساخت‌گرا داده‌ها مورد کدگذاری و تجزیه و تحلیل قرار گرفتند.

یافته‌ها: نتایج نشان داد که قابلیت‌های انسانی در ورزش به سه سطح قابلیت‌های بنیادی، قابلیت‌های حمایتی و قابلیت‌های عملیاتی دسته‌بندی می‌شوند. همچنین نتایج نشان داد که برای تبدیل قابلیت‌های انسانی در ورزش به کارکردهای مطلوب نیاز به عوامل تبدیل فردی، ساختاری و زمینه‌ای است. علاوه بر این نتایج نشان داد که پیامدهای توسعه قابلیت‌های انسانی در کسب‌وکارهای ورزشی شامل پیامدهای اقتصادی، اجتماعی- فرهنگی، امنیتی، سلامتی، تربیتی، سیاسی، صنعتی و اخلاقی است. به صورت کلی توسعه قابلیت‌های انسانی در ورزش می‌تواند منجر به توسعه پایدار کسب‌وکارهای ورزشی شود.

اصالت و ابتکار مقاله: در این مقاله به بررسی نقش قابلیت‌های انسانی در توسعه پایدار کسب‌وکارهای ورزشی با روش کیفی و با هدف بسط دانش موجود در مورد نقش قابلیت‌های انسانی در توسعه پرداخته شد.

تاریخ دریافت: ۱۴۰۱/۰۳/۲۹

تاریخ پذیرش: ۱۴۰۱/۰۴/۰۴