

ФІЛОСОФІЯ ЕКОНОМІКИ ТА УПРАВЛІННЯ PHILOSOPHY OF ECONOMICS AND MANAGEMENT

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THE ROLE OF THE MANAGER IN THE DEVELOPMENT OF HUMAN RESOURCES IN SPORTS ORGANIZATION

ELIGIJUS, ZGIRSKAS¹,
REGINA, ANDRIUKAITIENE²

Abstract

The importance of managerial influence in human resource development (HRD) is acknowledged, but there is still a lack of research showing how managerial capacity to develop employees affects the performance of sport organizations. **The aim of the study** is to determine the role of the manager in the human resource development of a sports organization from the employees' perspective. **Methods.** A qualitative study was conducted. It involved 7 respondents (5 coaches and 2 administrative staff) from a sports organization. The research aimed to find out about the leadership of the organization's manager in employee development, his communication and feedback, the general attitudes of the manager and the personal contribution of the manager to employee development. **Results.** The results of the study showed that the manager of a sports organization is actively involved in the development of the employees. The head of the organization is actively involved in the development of the staff. Respondents mostly described the manager's leadership as democratic, but noted that his leadership style is also autocratic, which allows for clear control and effective decision-making. Communication with the manager is viewed positively as open and supportive, but at the same time, employees miss more proactive communication and more frequent and specific feedback. Although staff are encouraged to learn, there is no systematic way of testing or sharing their learning and development objectives are often self-determined. It was also found that employees are partially involved in the organization's decision-making – suggestions are encouraged, but their actual impact depends on the situation and the manager's decision. **Conclusion.** The sport organization manager plays a key role in human resource development: his/her leadership, personal example, supportive attitude towards continuous learning and ability to create an empowering environment lead to the professional development of staff, the strengthening of the organization's culture and the overall advancement of the organization, although there are still some areas for improvement, such as feedback and the promotion of the sharing of knowledge.

Key words: human resources, leadership, development, sport organization.

Introduction. Relevance of the topic. Human resource management skills are particularly valuable when sport organizations face a variety of challenging conditions. The role of managers in sport organizations becomes crucial as they influence employee motivation, job satisfaction and organizational performance (Collins, 2020). In recent years, sport organizations have been challenged by the impact of the pandemic, financial difficulties and the continuous increase in the level of competition (Dirani, et al., 2020). In this challenging context, the role of managers becomes

even more important, as their ability to effectively manage and motivate the team can be a crucial factor for the survival and development of the organization. Understanding the role of the manager in a sport organization is important for more effective human resource management.

Ongoing research explores relevant issues by focusing on the analysis of manager's skills to develop employees for organizational effectiveness (Haron et al., 2021). In modern organizations, including sport organizations, there is a strong emphasis on employee well-being and emotional and psychological well-being through the use of empowering leadership (Chelladurai & Kim, 2022), and therefore the ability of managers to develop their employees to provide a supportive working environment is becoming increasingly important. **Problem Statement.** Although the importance of managerial leadership in human resource development is well recognized,

¹ Lithuanian Sports University (Kaunas, Lithuania)
E-mail: eligijus995@gmail.com
ORCID iD: <https://orcid.org/0009-0002-4963-7400>

² Lithuanian Sports University (Kaunas, Lithuania)
E-mail: regina.andriukaitiene@lsu.lt
ORCID iD: <https://orcid.org/0000-0002-0691-7333>

limited research has explored how employees themselves perceive the role of their manager in this process, particularly within sport organizations, which operate in dynamic and often high-pressure environments. In such organizations, managers are not only responsible for achieving performance goals but also for fostering a supportive climate that promotes employee motivation, job satisfaction, and continuous professional growth. Despite the growing focus on leadership competencies such as emotional intelligence, communication, and team-building, there is still insufficient understanding of how these qualities are experienced and interpreted by employees on a daily basis (Garavan, 2023). Moreover, in sport organizations – where staff development is often influenced by limited resources, high expectations, and competitive pressures, the manager's role becomes even more critical. Therefore, gaining insights into employees' perspectives on managerial influence is essential to better understand the effectiveness of leadership practices and to improve human resource strategies tailored to the specific context of sport organizations (Ferreira, Fernandes, Ratten, & Miragaia, 2020).

The aim of the article. The aim of the study is to determine the role of the manager in the human resource development of a sports organization from the employees' perspective. **Research objectives.** To achieve the goal of this paper, the following objectives are set: to analyze the concept of HRD from a theoretical perspective; analyze the role of the manager in human resource development; discuss the role of the manager in the development of human resources in a sports organization; identify the role of the manager in development from the point of view of the employees in a sports organization.

Methodology of investigation. A qualitative study was conducted. Convenience sampling is used to select the respondents. The selection criteria for the interviewees are: at least 2 years of work experience in a sports organization; participation in non-formal sport education activities or coaching. The study involved 7 respondents (5 coaches and 2 administrative staff). The general attitude towards the role of the manager part of the questions seeks to find out whether and how the manager promotes the development of employees in the organization (Goleman et al., 2013). Managerial leadership in employee development The group of questions seeks to explore managerial leadership styles, the demands placed on them and the involvement of employees in important organizational issues (Goleman et

al., 2013; Ibarra, Hildebrand & Vinck 2023). The communication and feedback group of questions is designed to find out about the manager's style and its implications, the manager's communication style, his/her communication style, the ways in which he/she communicates important organizational issues, and the frequency and detail with which he/she provides feedback to employees (Ebrahim, Battilana & Mair, 2014; Esenyele & Emeagwali 2019). Manager's personal contribution to staff development – this group of questions is designed to find out about the manager's initiatives, suggestions for improving performance and the impact of the manager's involvement in the professional development of staff (Farmanesh, Zargar, Esenyele & Vehbi, 2021).

Results. *Involvement of the leader in employee development.* The study revealed that all respondents acknowledged the manager's consistent encouragement for professional growth. However, there is no formal system to verify acquired knowledge or encourage systematic knowledge sharing. Only a few employees mentioned occasionally sharing insights with close colleagues, but broader internal knowledge exchange remains underdeveloped. Regarding involvement in decision-making, while suggestions are formally welcomed, only two out of five respondents felt their opinions truly influence decisions. This highlights the presence of a formal but situationally effective inclusion mechanism.

Leadership style and motivational impact. Six out of seven respondents described the leader's style as democratic, with half of them noting additional autocratic elements, such as final decision authority. This mixed style fosters open communication while maintaining leadership control. The manager is seen as a role model, actively involved in the educational process, leading training, and promoting healthy lifestyle values. All participants agreed that the leader's example has a direct positive effect on employee motivation and the organization's performance.

Communication quality and feedback practices. Respondents generally appreciated the leader's open and respectful communication style. However, a number of them pointed out that communication is often initiated by staff rather than the leader, making it somewhat inconsistent. Feedback is recognized as important by all employees, but in practice, it is provided mainly during annual evaluations. Five of the seven respondents felt that the feedback is too general, expressing a need for more regular and detailed performance-related feedback.

Table 1

Leader's role in employee development and involvement

Variable	Active encouragement	No knowledge verification	Occasional knowledge sharing	Real involvement in decisions
Employees (N=7)	100%	100%	43%	40%
Inclusion system effectiveness	High (formal level)	Low (practical level)	Low	Situational

Table 2

Perceived leadership style and influence

Style category	Respondents	Characteristics
Democratic	3	Encourages participation and dialogue
Democratic with autocratic traits	3	Welcomes opinions but final decisions made by leader
Autocratic	1	Clear authority and directive approach
Motivation via example	7/7	Personal involvement inspires employees toward higher standards

Table 3

Communication and feedback

Variable	Positive interaction	Initiated by leader	Regular feedback	Detailed feedback
Perception (N=7)	6/7 (86%)	2/7 (29%)	1/7 (14%)	2/7 (29%)
Feedback frequency	Mainly once per year			

Discussion. The aim of this study was to determine the role of a leader in human resource development within a sports organization from the employees' perspective. The results revealed that the leader's role is multifaceted, encompassing not only formal support for learning but also active personal involvement in employee development. This aligns with Swanson's (2001) definition of HRD as the process of developing competencies through continuous learning and organizational improvement. Employees identified the leader's consistent encouragement of qualification improvement and his favorable attitude toward learning, which is influenced by his academic background. This supports Norrell's (2022) claim that emotional intelligence and education level affect the creation of a learning-friendly environment. Financial support for employee learning was considered mostly sufficient, though some respondents expressed a desire for greater funding. This finding echoes Nazari et al. (2022), who note that sports organizations often operate under financial constraints. The leader's style was primarily described as democratic, yet several respondents noted autocratic traits. Such a hybrid leadership model, as discussed by Aboramadan and Kundi (2020), helps balance authority with collaboration. The leader is also perceived as a strong motivational figure, regularly participating in organizational events, training, and seminars. Decision-making was described

as partially inclusive—employees are encouraged to provide suggestions, but their influence on final decisions is limited. This supports Garavan's (2023) notion that centralization remains common in sports organizations, though some progress toward inclusive culture is evident. Communication was rated as open and respectful, but feedback practices were found lacking. Most respondents receive only annual feedback, which is often superficial. As Aguinis and Burgi-Tian (2021) suggest, effective development requires frequent and specific feedback. The leader's personal involvement in the educational process was viewed positively. He actively leads seminars and encourages learning through mentorship, confirming Zubaidah, Haryono and Udin (2021) findings on the importance of leader engagement in employee motivation. The organization offers motivational incentives such as praise, bonuses, and salary adjustments linked to learning outcomes. Employees appreciated the autonomy to choose their learning topics, aligning with Zuzevičiūtė and Teresevičienė (2008), who highlight the importance of self-directed learning in HRD. However, the study also revealed that knowledge sharing remains informal and unstructured. According to Šiugždinienė (2009), such practices are only effective if supported by organizational culture, which was lacking here. In conclusion, the leader's role in HRD within this sports organization reflects many contemporary theoretical

principles. While areas such as feedback, knowledge sharing, and employee inclusion need improvement, the organization's general direction is positive. The leader's active involvement and commitment to employee development are essential to organizational success.

Conclusions. The development of human resources in a sports organization is inseparable from continuous improvement and strengthening of competencies. The peculiarities of the manager's activity in the development of employees are highlighted through active participation in the learning process, the formulation of clear goals and the provision of feedback. Leadership of the manager is essential for the development of employees. A manager's leadership style, ability to inspire, support, and engage employees has a direct impact on their motivation, professional growth, and organizational loyalty. The role of a manager in the development of human resources of a sports organization from the point of view of employees is multifaceted, as the manager acts

as a mentor, motivator, educator and strategist. The head of a sports organization plays an essential role in the development of human resources – leadership, personal example, supportive approach to continuous learning and ability to create an enabling environment lead to professional growth of employees, strengthening of the organizational culture and overall progress of the organization, although there are still areas for improvement in certain areas, such as feedback and the promotion of knowledge sharing, there are still aspects to be improved within the organization. The results of the study showed that the role of the leader in human resource development is associated with active involvement, motivational leadership, and support for continuous learning. A democratic leadership style, combined with clear standards and personal example, encourages employee development. Although areas such as feedback and knowledge sharing need improvement, the leader's consistent support and engagement significantly contribute to a positive learning culture within the organization.

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ЕЛИГИЮС, ЗГІРСКАС – магістр Литовського Університету (Каунас, Литва)

E-mail: eligijus995@gmail.com

ORCID ID: <https://orcid.org/0009-0002-4963-7400>

РЕГІНА, АНДРЮКАЙТЕНЕ – доцент, доктор Литовського Університету Спорту (Каунас, Литва)

E-mail: regina.andriukaitiene@lsu.lt

ORCID iD: <https://orcid.org/0000-0002-0691-7333>

РОЛЬ МЕНЕДЖЕРА В РОЗВИТКУ КАДРОВОГО ПОТЕНЦІАЛУ В ОРГАНІЗАЦІЇ СПОРТУ

Анотація

Важливість управлінського впливу на розвиток людських ресурсів (HRD) визнається, але все ще бракує досліджень, які б показували, як управлінська здатність розвивати працівників впливає на результати спортивних організацій. **Метою дослідження** є визначення ролі керівника в розвитку людських ресурсів спортивної організації з точки зору працівників. **Методи.** Було проведено якісне дослідження. У ньому взяли участь 7 респондентів (5 тренерів та 2 адміністративного персоналу) зі спортивної організації. Дослідження мало на меті з'ясувати лідерство керівника організації у розвитку співробітників, його комунікацію та зворотний зв'язок, загальні установки керівника та особистий внесок керівника у розвиток персоналу. **Результатів.** Результати дослідження показали, що керівник спортивної організації бере активну участь у розвитку своїх співробітників. Керівник організації бере активну участь у розвитку трудового колективу. Респонденти переважно охарактеризували лідерство керівника як демократичне, але зазначили, що його стиль керівництва також є автократичним, що дозволяє здійснювати чіткий контроль та приймати ефективні рішення. Спілкування з керівником позитивно сприймається як відкрите і підтримуюче, але в той же час співробітникам не вистачає більш проактивного спілкування і більш частого і конкретного зворотного зв'язку. Незважаючи на те, що персонал заохочується до навчання, не існує систематичного способу тестування або обміну інформацією про те, що їхні цілі навчання та розвитку часто визначаються самотійно. Також було виявлено, що співробітники частково беруть участь в прийнятті рішень організацією – пропозиції заохочуються, але їх фактичний вплив залежить від ситуації і рішення керівника. **Висновок.** Керівник спортивної організації відіграє ключову роль у розвитку людських ресурсів: його лідерство, особистий приклад, підтримуюче ставлення до постійного навчання та здатність створювати середовище, що розширює можливості, призводять до професійного розвитку персоналу, зміцнення культури організації та загального прогресу організації, хоча все ще є деякі напрямки для вдосконалення, Такі як зворотний зв'язок та заохочення обміну знаннями.

Ключові слова: людські ресурси, лідерство, розвиток, організація спорту.

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