

We consider that in the field of action systems aimed at increasing coordinative abilities each coach may leave his intellectual mark on creating as many exercises, also being a must for the optimization of these motor skills. As stated in the introduction, according to the experts in the field, agility is a “must have” for table tennis players, and it is counterproductive if the athlete is poorly gifted from a genetic point of view or does not hone his abilities. Training in order to improve these skills by specific and non-specific means is also an efficient means of avoiding the monotony that may occur in some cases during the training sessions, and the “investment” will be reflected in the technical-tactical and motor behavior during the game and the higher performance in older age groups. It may be concluded that these coordinative abilities may be a selection criterion and at the same time a progress instrument when training young athletes pertaining to junior IV category, the speed and effects impressed on the ball during the games requiring creativity and highly trained technical expression possibilities, i.e. high motor skills.

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Ethical Challenges in Sport Management

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Abstract

In this chapter we establish the need for the study of Ethics in sport management. We also present the existentialist philosophy of the leadership in sport management. We begin by defining and discussing the concept of Ethics, both personally and professionally. A major feature of this discussion is the effect they have on managers' values in sport and how they address the responsibilities.

Keywords: value: moral, social, professional, ethical, authenticity, existentialism, sport management

Follows the process of determining the value of an individual and putting into discussion of a hierarchy of values and commitment. Then, we introduce the concept of leadership that includes existentialist concepts of freedom, responsibility, fear and authenticity. The chapter ends with the important step of translating values into action and of faith.

EXISTENTIALISM: a philosophy based on desire and responsibility of free action.

Value: shares and things that are important to us.

Authenticity: the quality of being real and genuine.

"Ethics, if not anything else, it is about how people should live, about favorite values and behaviour". (Kretchmar, 2005, p. 186)

Goodness or righteousness and wickedness or mistake our actions is the level at which we experience or mean values. Ethics is prescriptive in everything that has touch with how we, as human beings, "we should treat each other, rather than how we treat one another" (Morgan, Meier, & Schneider, 2001).

Because managers in the sport, to take specific responsibilities ethically, they must have an understanding of personal and professional values, rights and obligations. They also need to know how the rights, obligations and values affect them themselves and the people they are and they are, in turn, responsible.

Knowing the difference between good and bad, from a point of view of ethics, must inform the managers' leadership in sports and choosing the decision and to serve as a motivation for action.

PRESCRIPTIVE rules laid down that, tell us how to act, based on old traditions or laws.

Sport is a big part of our society. Along our life, participate in a sports life through a variety of ways: as athletes, coaches, executives, administrators or spectators. To be Ethical to participants any of these levels, we must know what we value in sport and why.

(DeSensi & Rosenberg, 2003, Lumpkin, Stoll, Beller, 2003 panorama II Malloy, 2003)

Putting the balance of values and actions is difficult, especially when we are faced with conflicting messages in sports, on the concepts of competition versus cooperation, profit maximization versus serving the public interest, fairness versus deception and violence as a result of fair play. Although some features of sport possesses intrinsic value, it also has the potential to be a negative force in society.

Often, a good effect or a negative effect of the sport, can be copied/mapped out election managers in sports they have made. Obviously, managers in the sport, they need to be knowledgeable, ethical and moral issues you have innate in sports.

They must also know and understand their personal and professional values, so that they can address the ethical and moral challenges adequately. Because, often, may face situations where, you have to choose the right path, they must have a compass to guide the decision.

We hear a lot of discussion about the "little athletics excellence" and on the "moral excellence". It is the context of our discussion about ethics, values and behaviours in sport management.

3. THE RESEARCH HYPOTHESIS:

Supposes that the ethical factor, will contribute in a major way in the fairness of competitions. For these reasons, we set off in our hypothesis on the role of Ethics in the promotion and development of moral values: social and professional, to finding the best and attractive programs of ethics and morals, engaged in the general management programmes, depending on the objectives.

4. THE PURPOSE OF THE RESEARCH:

The research involves the direction of development of Ethics in sport management and valorization of Ethics in sports competitions and Championships. Training and educating the athletes' performance, personality through Ethics, educational benefits and contributions. Attracting athletes, sports managers towards harmonization, communication, good will, tolerance and pliability, by theme and educational technique of ethics.

The ultimate goal is, in shaping the personality of performance athletes and youth in relation to fire and temperament through different types and Ethical methods, applied, and types of activities.

5. THE OBJECTIVES OF THE RESEARCH:

Influencing athletes towards a moral and ethical behavior and good cooperation in competition and Championships.

- a. Education and remediation optimization performance athletes through Ethical and moral values, a means of expression and nonverbal communication.
- b. Improving behavioral deficiencies of athletes' performance by: shifting, improvement and correction, supported by Ethics, carried out according to their temperament.
- c. Reshape temperament by rectification behavior, controlling behavior and attitude-reviewing events, contributing to the development of social activity, through ethics.

Strategies of existing situation of applied Ethics, in contrast to their personality, and young people who are subject to the tests, between socialization and aggressiveness.

6. THE TASKS OF THE RESEARCH:

- a. consultation to managers and athletes;
- b. consultation with the athletes' performance;
- c. consultation with consumers of sports halfpassive and passive;
- e. analysis and interpretation of their views

Growth and diversification of sports activities and publicizing them through video means, is a potential research program for the analysis of the ethical behaviour of the athletes.

Solving these real Ethics requirements, required as their settlement.

ETHICS as an educational effect on young people and athletes ' performance has, is a phenomenon in a continuous dynamic, is the expression of human activity, creativity and diversity, and the effects of the current society, on the development and education of athletes ' performance.

7. CONTENT OF RESEARCH:

DEFINED VALUES From Ancient Greece up to contemporary culture, philosophers like Aristotle (384-322 BC), Immanuel Kant (1724-1804) and Simone de Beauvoir (1908-1986), discussed the Ethics as well as a central interest of their discipline. More recently, some contemporary authors, have written works applied Ethics in sport, and have offered definitions and types of values for our exploration.

DEFINITIONS and TYPES of VALUES

Among the definitions of the term "values":

- "a quality that is important for a person or company" (Zeigler, 2002, p. 250);
- "any potential as a valuable, interesting, excellent, desirable and important" (DeSensi & Rosenberg, 2003, p. 18);
- "a good harmonious lives" (2005, Kretchmar, p. 207);
- "something worthwhile, or is valuable for you" (Limpkin, Stoll & Beller, 2003, p. 7);
- "preferred concepts, with a motivating force" (Hodgkinson, 1983, p. 36).

This last definition, suggests that our values, our behavior provides the basis (Malloy, 2003, p. 78).

All previous definitions, expresses the importance of determining personal values-the recognition of those people, and things that are important to us. To note also the relative nature and values, where each of us has values which in many cases are different from others. The process of discovery and exploration, the priority is our values in creation as Kretchmar, notice the "good life, harmonious life".

The general concept of values, is divided into four primary categories: moral values, social values, moral values and non-core values.

Moral Values are those which regulates behavior, accompanied by a sense of "what is appropriate". Are universal and often focuses on the development of the human condition. These values can be accessed through logic. Examples of these include values honesty, judgment, responsibility and respect. In sports, fall into the category of moral values.

Social Values are based on cultural context (e.g. american, canadian, Japanese). For example, individualism is generally very popular in North American culture, while collectivism is appreciated in Japanese culture.

Of course, the purpose of these values is to be taken into account. For example, individualism can result either in intolerable selfishness, be rational in personal update. From a moral point of view, social values are important, but not as well as moral ones.

Non-moral Values, defined as things, events and places, a person considers to have priority in his life. For example, an individual can appreciate: prosperity, pleasure, success, car, House, friendship, sport, however, can be considered a hindrance in his happiness.

MORAL VALUES: values that are universal and often focuses on the development of the human condition;

SOCIAL VALUES: values that are based on rules of a particular group (e.g. american, Japanese);

UPDATE: a natural internal effort to become the best;

EXISTENTIALISM: assumes that, if we update personally (through honesty, sincerity and openness) we reach a moral and Ethical behavior in the natural way.

NON-MORAL VALUES: values, operated on things, events and places.

Sport managers take better decisions if they think consciously to their personal values. Thus, we can consider the following list of common values shown below.

Thinking like a sports manager who would be most important, 5 values for you?

Under what circumstances, you change the List, composed of the five chosen values?

Table 1 - Values List

1. Adventure	23. Justice
2. Ambition	24. Honor
3. Aggression	25. Honesty
4. Autonomy	26. Perseverance
5. Comfort	27. Reliability
6. Creativity	28. Peace
7. Cooperation	29. Patriotism
8. Competition	30. Altruism
9. Courage	31. Fairness
10. Commitment to	32. Excellence
11. Administrative responsibility	33. Securitate
12. Human responsibility	34. News
13. Social responsibility	35. Spontaneity
14. Professional responsibility	36. Flexibility
15. Equal opportunity	37. Harmony
16. Equality condition	38. Tolerance
17. Rationality	39. Tradition
18. Volunteer	40. Rich
19. Order	41. Wisdom
20. Discipline	42. Bullying
21. Teamwork	43. Freedom of speech
22. Healthy life style	44. Faster, higher, stronger

The definition of Hodgkinson's (1983) "the desirable concepts with a motivating force" is crucial, because it implies that the lead to action. With respect to this statement, Malloy (2003) observed, "if a value does not lead to action, then it can be concluded that the amount is not recovered" (p. 61). As an example if you value honesty, then working properly. Such values are considered the core.

Malloy described these values, as some are followed, no matter the circumstances. These values are different values intentioned (those that intend to have but are affected by other things or situations) values adopted (adopted to conform to society because presinuii), or values poor (those that do not lead to action) (p.78).

For example, the base is my child's safety - nothing will jeopardize it for me; fitness is an intended value, because they usually do exercises anyway other needs replacing my lunch hour movement. Low values do not have a great effect on my behavior. For example, they can adopt the environmentalists. When you dine outdoors with friends and family, but quickly get back to my trips normal pollution to the house, or can say that poverty in my city, is a serious problem for me though do nothing to ease this problem .

CORE VALUE: to take account of it in any circumstance; translates into action.

INTERNATIONAL VALUE: we intend to have these values but may not follow them because of the situation.

TAKEN VALUE: adopted in order to comply society because of the pressure.

LOW VALUE: himself, but does not lead to action.

HIERARCHY OF VALUES:

In appointing or classification values, can identify the strongest and weakest values. For example, direct values, instrumental and imminent, can be differentiated from each other. Direct values are those that cause, directly, pleasure and satisfaction. The values of the tool are those which are valuable for the intrinsic meaning is good. Values of intrinsic or terminals (ex. Rokeach, 1973) are those which are valuable in themselves, not only refers to something. A discussion about two other ways to classify values.

INSTRUMENTAL VALUE: a value that results in another value.

INTRINSIC VALUE: a value held by someone sake, without any expected reward.

ENDING VALUE: value that does not lead to a further value (final value).

8. RESEARCH:

The research aims to contribute:

Action to promote ethics and moral sportsmen community and society.

Benefits methods that personality through Ethics are: toning morale and spirit, self-confidence and restore self-confidence, playing vitality, the energy, vigor, strength and dynamism, heart healthy, strong body and healthy mind - like the greeks asserted "mens sana in corpore sano".

9. THE EXPERIMENT:

The experiment on the need and the need to streamline the working methods of sports managers in the study with athletes and young people enrolled in these activities Ethics and Moral actions, "education performance."

The experiment was called the questionnaires

The questionnaire was addressed to sports managers, consumers of sports, athletes of different ages, temperaments, characters, social status, level of education: adolescents, students, employees. Were questioned both sports managers, athletes who participated in the various programs Ethical and consumers of sports who wanted to participate in these social-sports.

Also they have followed the effects on the person itself and effects on society, which worked, and which included for a short time, through the program of Ethics.

The action of finding out the results from the tests applied, in order to educate athletes personality by choosing activities Ethics in contrast to their temperament, they have pursued several types of criteria:

- to refer to the reaction thereof to new situations;
- the power of concentration to overcome the difficulties;
- development of the other less active sides;
- active cooperation with its partner match opponent in difficult and uncomfortable situations;
- emotional and expressive involvement in different matches stake:
 - high-stakes matches;
 - low-stakes games;
 - mid-stakes games;
- ETHICS legal cooperation with fellow match, compiling all well harmonized;
- the ability to adapt to the new athletes ethical, in contrast their strong personality, brought into the experiment and the analysis.

10. INTERPRETATION THE DATA COLLECTED

- Of all athletes subject "ethical behavior" it was found that 75% were due to the slow communication with them receptive, and responsive least 25%.

Table 1 - *Sports Performance, Subject to Ethical Behavior*

Values Obtained	Sports performance, subject to ethical actions
75%	Were susceptible
25%	Less responsive

- Of the total sports managers subject "ethical behavior" it has been found that: 52% had a concern for ethical behavior, 20% had partial Ethical concerns the action content and the remaining 28% non-interested by these actions.

Table 2 - *Sports Manager, Subject to Ethical Behavior*

Values Obtained	Sports managers, undergo ethical actions
52%	Had a concern for ethical action
20%	Had partial stock containing ethical concerns
28%	Uninterested in doing so

- Of Sports subjected consumers' ethical actions "it was found that 90% were interested in the ethical behavior of athletes and 10% unconcerned.

Table 3 - Consumption of Sports, Subject to Ethical Actions

Values Obtained	Consumption of Sports, subject to ethical actions
90%	Were interested in ethical behavior
10%	Unconcerned with such ethical actions

11. CONCLUSIONS

Ethics has an important educational component, is used as formative and educational activities for acquiring performance and moral teaching, to training.

Education contributes to strengthening personality traits, acquiring an honest character, with purpose to remove the state of inhibition in social relations. Ethics and moral actions are a code of good manners, socialization and harmony at the same time.

ETHICS has the tool "own character".

Ethical and moral actions are mirroring their own interior.

When, look at a person with a certain behavior or attitude, skilled in the art can outline many traits about that person, from small details to nature, temperament, personality.

Ethics education is an ART form, very honest and straightforward.

From the results, ETHICS itself is an integral part of the programs of psycho-moral, whatever objectives.

Ethics programs contribute significantly to the knowledge of people in the group, homogeneous group, harmonization of and between groups of related setting.

Contacting should be consulted and ethicists by sports managers, to ensure appropriate action and attractive benefit those wishing sport.

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