



Lisbon School  
of Economics  
& Management  
Universidade de Lisboa

# **MASTERS IN MANAGEMENT (MIM)**

## **MASTERS FINAL WORK**

PROJECT

### **ASSESSING THE POTENTIAL OF GOLF AMONG UNIVERSITY STUDENTS TO LEVERAGE SDG 3 IN PLANBELAS: A CONSULTING PROJECT**

MILTON TOMÁS LUCAS NAKHARE

JANUARY - 2023



Lisbon School  
of Economics  
& Management  
Universidade de Lisboa

# **MASTERS IN MANAGEMENT (MIM)**

## **MASTERS FINAL WORK**

PROJECT

### **ASSESSING THE POTENTIAL OF GOLF AMONG UNIVERSITY STUDENTS TO LEVERAGE SDG 3 IN PLANBELAS: A CONSULTING PROJECT**

MILTON TOMÁS LUCAS NAKHARE

**SUPERVISOR:** PROF. JOSÉ MANUEL CRISTOVÃO VERÍSSIMO

**MENTOR:** CONSTANÇA MONTEIRO CRISTIANO CASQUINHO

**JURY:**

**PRESIDENT:** PROF. CLARA PATRICIA COSTA RAPOSO

**RAPPORTEUR:** PROF. JOANNA KATARZYNA KRYWALSKA DA  
SILVEIRA SANTIAGO

**SUPERVISOR:** PROF. JOSÉ MANUEL CRISTOVÃO VERÍSSIMO

JANUARY - 2023

## **AWKNOWLEDGMENTS**

I start by thanking God and my guardian angel Dumisani for giving me the opportunity of writing this project, and also for overseeing me and my family for all this time. They have always been there for me through every step of the way so I am deeply grateful, thank you. I am blessed. My God is good. I would also like to thank my late grandfather to whom I am thankful for everything and I dedicate this project to him, rest in peace Vovó Muendane. Both my grandmothers Joana & Paciência, whom gifted me so much and that I am forever thankful for. Every day with you is a blessing from heaven, every-day with you is a ray of hope in my heart, I love you all. My mother Amélia Muendane to whom I owe so much, the person who has always been by my side, and helped me every step of the way, and did so much with the little that she had, thank you mom, thank you love of my life! To my father, Tomás Nakhare who always gave me inspiration and thought me to always believe in myself. My uncle Bacela, who has been a father figure for me, and has done so much for me. My aunt Nandinha who has been like a mother figure, thank you for all the love and time you dedicate to me. To my brothers, Tomás, Mullib and Lyhwa, Shelton forever my angels and I am extremely blessed to have you in my life. I thank God every-day for you. I also dedicate the work to my young niece Malambi who I am greatly thankful for having.

I would also like to thank my little sister Shirley Lucas, who assisted me so much during this dissertation, the late nights, the motivation, the care and the love that I am forever thankful for. I thank God every-day for giving me the chance to walk beside you. I am sure you will grow to become a wonderful woman; this dissertation is also dedicated to you. I pray every day for your happiness. My best friend

To my friends Heronilda and Marlon, thank you for always being there for me. I am very blessed to have both of you in my life.

To professor José Veríssimo and Constança Casquinho, supervisor and mentor, that paved the way and made this dissertation possible. I thank you for all your patience. To my colleagues Inês, Rui, Mariana and Jorge, who made this possible and made this project exponentially easier. To every person who made this project and work possible, thank you from the bottom of my heart.

## **ABSTRACT**

This consulting project was executed under the partnership of ISEG school of economics and Planbelas, with the main goal of addressing Planbelas' main concern, which was the potential of profitability of Belas' new plots of land. In order to disintegrate the case, the project focused on a key component, which was the **Assessment of the Potential of Golf Among University Students to Leverage SDG 3 in Planbelas**. To resolve this issue, both an internal and external analysis were executed in Belas, comprising a SWOT analysis and the five forces of porter, where it was possible to access the potential and further comprehend the on-going status of Belas.

The methodology of the project encompassed both interviews and surveys, where the interviews were semi-structured. The surveys conducted were used solely to support the already available data obtained from the interviews conducted, no deep analysis was conducted. The data was analysed to make new observations and provide a more comprehensive insight of the consulting project.

The data analysed reinforces the position that Belas targeting SDG 3 and making use of the golf course to promote itself could also prove beneficial to university students. Golf being able to offer advantages both physically and mentally, would give students a chance not only to socialize but also to lead a healthy lifestyle. Therefore, Belas would be promoting both golf and a healthy lifestyle, as socialisation.

Keywords: Planbelas, Sustainable Development Goals, Golf

## **ABBREVIATIONS**

BCC - Belas Clube de Campo

SDGs - Sustainable Development Goals

SWOT - Strengths, Weaknesses, Opportunities and Threats

## INDEX

AWKNOWLEDGMENTS.....	i
ABSTRACT .....	ii
ABBREVIATIONS.....	iii
TABLE INDEX.....	vi
Chapter 1 – introduction.....	1
1.1 Contextualization.....	1
1.2 Relevance of the study.....	2
1.3 Objectives .....	3
1.3.1 Questions.....	3
1.4 Structure.....	3
Chapter 2 – Literature Review .....	4
2.1 Introduction .....	4
2.2 Golf Course Communities.....	4
2.3 Current Golf Status.....	5
2.4 Golf in Portugal .....	5
2.5 Golf Research .....	6
2.6 Sustainable Development Goals.....	7
2.7 SDG 3 - Good Health and Well-being.....	7
2.8 University Students and Well-being.....	8
2.9 Golf - Good Health and Well-Being.....	9
2.10 Golf and Sustainability .....	10
Chapter 3 – Contextualization and Diagnosis.....	12
3.1 Contextualization.....	12

**Assessing the Potential of Golf Among University Students to Leverage SDG 3 in Planbelas: A Consulting Project**

3.2 BCC - Five Competitive Forces .....	13
3.2.1 Power of Negotiation from Suppliers: MEDIUM/HIGH .....	13
3.2.2 Threat of New Entry: LOW .....	13
3.2.3 Buyer Power: HIGH .....	14
3.2.4 Substitutes: LOW/MEDIUM .....	14
3.2.5 Industry Rivalry: LOW/MEDIUM .....	15
3.3 BCC - SWOT Analysis.....	15
3.3.1 Strengths .....	15
3.3.2 Weaknesses .....	16
3.3.3 Opportunities.....	17
3.3.4 Threats.....	17
Chapter 4 – Methodology.....	18
Chapter 5 – Data Analysis.....	21
5.1 Golf General Opinions.....	21
5.2 Openness to pay for golf in the university setting .....	23
5.3 Golf and Sustainability .....	24
5.4 Golf and Pricing.....	25
5.5 Golf and Health .....	26
Chapter 6 – Conclusion.....	27
6.1 Introduction .....	27
6.2 Discussion.....	27
6.3 Theoretical Implications .....	31
6.4 Practical Implications .....	32
6.5 Limitations and Future Research.....	33
REFERENCES.....	34

**Assessing the Potential of Golf Among University Students to Leverage SDG 3 in Planbelas: A Consulting Project**

Annex ..... 37

**TABLE INDEX**

**Table I** - Socio-demographic characterization of interviews sample..... 20  
**Table II** – Commentary – Golf opinions..... 21  
**Table III** – Commentary – Openness to play golf ..... 23  
**Table IV** - Commentary – Golf and sustainability..... 24  
**Table V** –Commentary – Golf and pricing..... 25  
**Table VI** –Commentary – Golf and health..... 26



## **CHAPTER 1 – INTRODUCTION**

The current project was done in partnership with a team of consultants that was constituted by five master's in management students, Inês Santos, Jorge Gaspar, Mariana Quintas, Milton Nakhare, and Rui Gonçalves, coordinated by the Professors José Veríssimo, Constança Casquinho, and Planbelas. The project had an expected duration of 13 weeks, with the Kick Off beginning in October 2021. The steering meeting was held in October, and during the period of 3 months meetings were held from both sides of the project until January of 2022. During this period the teams discussed about various aspects of the project. The final meeting was held at ISEG, and it took place on the 7<sup>th</sup> of March 2022.

The project was divided in three parts, namely the Diagnosis, Analysis and Recommendations, that resulted in presentations that were given in the mentioned steering committees.

The scope of the collaboration was the real estate business, the golf course and the amenities that support the quality of life of the community. The recommendations that will be the outcome of the work will be within this scope, as well as the scope of relevant SDGs, due to the importance of sustainability for the present client.

### *1.1 Contextualization*

The present Consulting Project is being conducted for Belas Clube de Campo. BCC is a resort project that was founded by the Jordan Group in the year of 1990. The project is famed for its use of sustainable solutions, ranging from daily activities to projections and conception of housing. The estates existing in BCC are built following specific regulations regarding sustainable practices and their properties possess great quality. The golf course is also famed not only for its unique attractiveness, but also, for using sustainable solutions in its maintenance.

Belas Clube de Campo gives the clients creative freedom, as they are allowed to build their own houses according to the architecture that best suits their needs, but under the condition that they follow their regulations in terms of sustainable practices in the act of implementation of the projects. BCC has a golf course with eighteen holes, which allows for the full experience of those who enjoy playing the sport.

## **Assessing the Potential of Golf Among University Students to Leverage SDG 3 in Planbelas: A Consulting Project**

Planbelas, BCC's real estate corporation, is the entity responsible for the promotion and management of the complex. Belas' objective is to first and foremost apply sustainable practices in every dimension of their enterprise. When projecting and implementing estate, Belas certifies that the architectural design is dignified and the quality of the project is aligned with the expectations. The consulting project was designed to answer an empirical question from the company: Is Planbelas capable to be profitable in the new plots of land?

Belas Clube de Campo's new project aims to implement 1500 new estates, into their resort area. With that, the group brings five recommendations with the goal of making this implementation as effective as possible amongst the segment that BCC's aims to attract. The 5 recommendations have in mind a communication strategy for the Marketing-Mix framework, these being the following: Exploitation of New Markets; Expansion of Services Offered; Identification of New Communication Channels; Adoption of Sustainable Materials: Promotion of the Golf Course and expansion of the sport

The specific project will focus on the fifth recommendation given to BCC, which is promotion and expansion of Planbelas' Golf course.

### *1.2 Relevance of the study*

In spite of the fact that BCC has a very unique and attractive golf course, its own potential is not maximized. The structure of the city centre, does not consider the plan of marketing golf in Lisbon, due to the fact that the sport is not one of the main attractions. An analysis of the data made by BCC's workers indicated that its breakeven has not been reached as of October 2021, this is aligned with the fact that BCC only has 291 subscribed in the golf course, which is a small percentage of the population that lives in the area. The considered aspects cripple the optimum use of the golf course.

Golf is one of the main attractions that Belas Clube de Campo has to offer, but the golf course is not being efficiently used. BCC only has approximately 291 members in the golf club, which means that the rating of the usage of the golf course is currently low, thus analysing a new possible market, such as addressing or targeting university students to expand not only the brand, but also the golf course is key. This will ensure a "fresh" inflow of members to practice the sport in BCC's grounds. The fact comes adjacent with the reality that Bélanger et al. (2011) indicates that golf is

## **Assessing the Potential of Golf Among University Students to Leverage SDG 3 in Planbelas: A Consulting Project**

beneficial to mental health and well-being, which gives BCC a chance to not only expand and refresh their golf segment, but also leverage their SDGs and target SDG – 3 (Good health and well-being), while addressing university students.

### *1.3 Objectives*

The main objective is to assess the Potential of Golf Among University Students to Leverage SDG 3 in Planbelas. Specifically, this work intends to:

1. Assess the potential of leveraging good health and well-being (SDG 3) in Planbelas.
2. Assess the potential of Golf Among University Students to promote BCC's golf course.

#### *1.3.1 Questions*

1. Should Planbelas target university students to expand the sport?
2. Should Planbelas promote golf and expand to SDG 3, using the golf course?

### *1.4 Structure*

Chapter one (1) succinctly comprises the following elements of the research project: introduction, contextualization, objectives, and the structure of the work. Chapter two (2) comprises the various subheadings, and main interests of the investigation. It includes the theoretical levels of the subject of study (presentation of the main concepts, principles and theories involved in the investigation, the different perspectives of object analysis. Chapter three (3) covers the context, status, and diagnosis of the project. Chapter four (4) comprises the problem-solving methodology. Chapter five (5) The chapter will encompass the analysis of the data obtained in the interviews conducted, noting that it illustrates the commentaries obtained, the analysis of the information, thus including all the variables that contributed to the comprehension of the case at hand. It is mentioned that the results obtained should be discussed and approached in order to obtain a conclusion from the investigation carried out. Chapter six (6) comprises conclusions, theoretical implications, practical implications, limitations and future research.

## CHAPTER 2 – LITERATURE REVIEW

### *2.1 Introduction*

The forces of Porter were used in order to do the internal analysis of the company. The analysis made using Porter's five forces, gives analysts some foundation, in terms of the internal positioning of enterprises, and also allows to observe its advantages against the challenges that come from the external environment. Concerning the external analysis, a SWOT framework provides insights on internal and external elements affecting the company's position on the market (Kotler & Keller, 2016).

As mentioned in Marketing Management by Keller and Kotler (2016), the collection of data and the compilation of information, is followed by a qualitative and quantitative research.

The qualitative approach has as main objective the comprehension of the interviewee regarding the subject being analysed, giving the analyst an overview of the overall behaviour, opinion, needs and motivations that drive the interviewee (Kotler & Keller, 2016).

As mentioned by scholars, online surveys, the groups' quantitative approach, ensure high quality in responses, speed, and a cheap research method. This method, due to its high number of responses, allows a more concrete decision to be made on the studied hypothesis (Kotler & Keller, 2016).

### *2.2 Golf Course Communities*

Studies indicate that a substantial number of people have had an inclination to living in golf course communities, the main motive for this trend originates from the realisation that estates that have a golf course have a certain premium attached to them (Nicholls & Crompton 2005). A survey conducted in approximately 700 residents indicated that most of the residents living close to the golf course did indeed believe that they were paying a premium for having a golf course near their houses (Nicholls & Crompton 2005). This same study assessed the frequency in which the residents utilised the golf course. The survey encompassed roughly 450 residents in which only 29% respondents described that at least one member of their household played golf.

Nicholls and Crompton (2005) further ventilate, that the option relating to "view of the golf course" was fifth in terms of preference out of 18 options, and having a golf course near their estate placing sixth.

### *2.3 Current Golf Status*

A report by Shackelford and Shackelford (2022) informs that the number of total golfers worldwide has increased from roughly 60 million in around 2012, to approximately 67 million in the year of 2021, this growth includes both registered and non-registered members of golf clubs, where they either play a round of 9 or 18 holes. A progressive positive trend is therefore observed globally, considering that golf was in decline because of the number of barriers of entry the golf offers (Shackelford & Shackelford, 2022). The same report also mentions that the pandemic was one of the driving forces that sparked the growth of the sport, because golf is one of the few sports that can be played in an outdoor setting without requiring direct physical contact, therefore offering the ability to be played safely (Shackelford & Shackelford, 2022).

Golf is perceived by many specialists as one of the most beneficial sports, as the nature of the sport is very adequate to serve as mechanism to develop and nurture essential skills in various areas, as so, it is also reported to be very advantageous to university students, since the sport in itself teaches valuable attributes. The attributes gained from the sport are crucial skills, such as patience, concentration, resilience and others. Respect amongst players, considering the nature of the sport is a foremost (Shackelford & Shackelford, 2022).

### *2.4 Golf in Portugal*

According to studies, tourism in Portugal is helping boost the economy and also is contributing heavily to the country's development, with that said, data indicates that golf is very popular in that segment of the sport industry but counting mostly with the presence of the older community, with the younger generation not being very participant in the sport (Correia et al, 2020). As of today, golf programs are slowly entering the structure of the schools in Portugal, but most of the segment is still limited by the reality that have always stopped the sport from progressing into this younger generation. Golf has much to offer to that younger generation as it is a sport that can be played in a group effort, cultivating the social aspect, promoting health and also helping with self-confidence and developing team work (Correia et al, 2020).

Portugal is a prime target as a golfing destination, being highly attractive internationally, making it even more important to promote the sport nationally. This can greatly contribute to the growth of the sport among the younger generation and also have a positive impact on the economy. However, the sport still faces strong challenges in attracting younger participants, as golf is often

## **Assessing the Potential of Golf Among University Students to Leverage SDG 3 in Planbelas: A Consulting Project**

perceived as an expensive sport, making it difficult for young people to enter the market. The sport is associated with the perception of being for the elite, further limiting its appeal to a wider audience (Correia et al, 2020).

Many schools are trying to change this perception by promoting programs that encourage young people to play golf. However, with popular sports such as futsal, football, basketball, and volleyball already taking up much of the available space and resources, it can be difficult for golf to gain a foothold. The main challenge is the sport's affordability (Correia et al, 2020).

According to studies in 2016, approximately 13000 children had some way of contact with the sport and approximately 25% had a part in the drive pilot circuit and counted with 50 elementary schools participated (Correia et al, 2020).

### *2.5 Golf Research*

A number of efforts are being made in order to make golf more attractive to the younger demographic segment, considering that they are regarded as the future of the sport, it is critical for golf that this segment adheres to it. In this context it is important to adjust the sport to the youth by creating innovative solutions (Shackelford & Shackelford, 2022). Some golf courses are reducing the number of holes played per round, from 9 – 18, to 6 – 9, making a round much quicker and dynamic, which helps with managing time issues, while also giving an opportunity for the youth to play the sport.

A survey conducted indicated that individuals are more inclined to playing golf in a collective setting than by themselves, the survey had approximately 183 responses and 77% of the respondents indicated that they would prefer to play golf with friends, and the remaining 23% would prefer to play by themselves (Alexandre, 2013). Another survey conducted by Golf (2017) to one thousand golf players indicated that having a partner to play with was one of the main reasons that made them play golf more often. According to the data of the same study, out of 10 options; playing with a partner had approximately 35% of the total weigh of responses, falling behind only to the availability of players (Golf, 2017). The study also found that the absence of a partner was one of the top four reasons for decreased participation, along with health issues, limited time, and family responsibilities.

Another survey conducted indicated that the three main reasons that golfers chose to play golf were to exercise outdoors, followed by the fact that it helped resolve lack of exercise, and the third

## **Assessing the Potential of Golf Among University Students to Leverage SDG 3 in Planbelas: A Consulting Project**

most popular answer out of the 2 000 responses indicated that they played golf to spend time with family and friends, the latter accounting for well above 50% of the answers, as the survey allowed for multi-answers (Mitsuishi, 2018). The survey illustrated that the golfers mostly play golf for the ability to spend time with friends, accounting for 74% out of 2 000, on open multiple answer questionnaires. When asking 2 000 respondents the primary type of golf they would be interested in playing, they answered that being able to play golf for cheap would be their focal interest, followed by playing without paying much for equipment, and playing golf if it helped improve their health. Another driving force to play golf would be spending more time with family (Mitsuishi, 2018).

### *2.6 Sustainable Development Goals*

The Sustainable Development Goals are a collection of 17 global goals that were implemented by the United Nation in the year of 2015 (UN, 2015). A global action to ensure better conditions of living, creating a more sustainable future, this concept that also addresses environmental concerns, while taking into consideration the growing challenges to the environment (UN, 2015). Considering that countries are pushing to reach greater levels of economic growth, the demand on the natural resources also increase, reminding that those same resources are scarce and that efficient use of the resources are a need to ensure the vitality of the environment in its whole.

### *2.7 SDG 3 - Good Health and Well-being*

The Sustainable Development goals aim to change the dynamic of the world, it is a concept that targets not only poverty, and environmental issues, but also health, to ensure that individuals have better physical and mental health, to make sure there is peace and prosperity amongst countries and overall to shelter a better world (Europe, 2022).

Amidst the challenges of achieving the SDG 3, studies have identified critical concerns, but the SDGs are interconnected, hence they must be tackled together (Kates et al., 2005). When considering solving for SDG 3, there must be equal progression in the other SDGs in order to ensure that there is a harmonious and collective growth to the betterment of mental health (UN, 2015). Core determinants of health and wellbeing, include socio-economic variables, such as education, level of income and also gender (Moeijes *et al.*, 2019). It is increasingly important to

invest in healthcare since it is one of the pillars that can be used as guide to change the current paradigm (Moeijes *et al.*, 2019).

A person's health and wellbeing are affected by several factors, diseases or absence of treatment are not the only variables, previously mentioned elements such as poverty, education also greatly contribute to the determent of well-being, with that said, stress originated from work, school, and society as a whole are significant elements that dictate a person's mental health and wellbeing, as those are in constant and direct contact with the individual. Programs in schools, universities, and workplaces are implemented; social gatherings, sports competitions, and other activities help deal with some of the mental health challenges that individuals face in their everyday lives (Moeijes *et al.*, 2019).

### *2.8 University Students and Well-being*

Studies illustrate that mental and health issues have been a progressive challenge amongst university students, in contra researches also refers that student with high self-esteem, intelligence, and temperament have greater chances of dealing with the challenges of mental health (Macaskill, 2013). The study further states that companionship, friendship and social gathering positively affect the mental health of university students (Macaskill, 2013). Data indicates that age is another important factor in the comprehension of mental health issues, alluding that the younger the demographic segment, the more likely they are to struggle with coping with it (Macaskill, 2013).

Research conducted on approximately 350 university students, to examine their physical and mental health indicated that the majority of students that lived near campus possessed good physical health (Hussain *et al.*, 2013). Per contra, reports indicated that most of the health concerns were related to fatigue, recurrent headaches and mental problems (Hussain *et al.*, 2013). Of the 350 respondents, 18% referred to be struggling with anxiety, while approximately 20% were dealing with difficulties. Depression was also one of the mental health challenges faced the university students, accounting to approximately 8% (Hussain *et al.*, 2013).

A study conducted on approximately 1600 university students, demonstrated that mental health was a prime concern, the results showed that nearly 30% of aggregate struggled with depression, while roughly 50% coped with anxiety (Bayram & Bilgel, 2008). The study further disclosed that amongst the 1600 university students 30% had high stress levels, these results were most common



in first and second year students (Bayram & Bilgel, 2008). The mean age of the study was 20,7 years for males and 20,3 years for female university students (Bayram & Bilgel, 2008).

### *2.9 Golf - Good Health and Well-Being*

Researchers and scholars define well-being as a positive disposition of psychological, physical, social and spiritual health, that same study indicated self-fulfilment, purpose, and having a good mental health greatly contribute to the overall well-being of the individual (Diener et al., 2017).

A study conducted by Bélanger et al. (2011) stated that football, basketball, and tennis are some of the most played sports in the younger ages, and they are considered beneficial to the younger segment. This study is aligned with Hopkins (2016), that refers an increase in both self-confidence and physical health, while also mentioning a decline in the participation of players as they age, this is mainly due to the physical demand that those sports require, as so, golf is one of the few sport that presents the longevity factor, and it can be played in a larger demographic segment, for a longer period of time.

A study conducted have shown that because of the social factor that golf offers, it has become increasingly popular amongst different age segments, since the sport can be used to stimulate social activities that help build trust within communities, it can be seen as a social sport, as it can serve as a bridge to create new connections, ultimately helping to contribute to the expansion of social networks (Stenner et al. 2019).

Studies conducted by Murray et al. (2017), suggest that golf as a sport is beneficial both psychologically and for the overall wellbeing of the individual, because playing golf is considered therapeutical, since it is played in an open space, where there is plenty of nature and occasional sun light that can provide essential vitamins to the body (Murray *et al.*, 2017). Along with that, it can also greatly contribute to the development and strengthening of relationships, the environment overall that comes with playing golf promotes relaxation to the body and also greatly contributes to anxiety and stress management (Murray *et al.*, 2017).

Golf as an activity usually takes 4 hours and it can be played as a physical activity or just for relaxation, a study conducted by Murray et al. (2017), indicated that a round with 18 holes, usually require 11 000 to 17 000 steps, while those using the golf cart usually walk approximately 7 000 steps being equivalent to approximately 6,5 kilometres. A study conducted in Sweden counted with the presence of roughly three hundred thousand golf players (300 000) and non-golf players

## **Assessing the Potential of Golf Among University Students to Leverage SDG 3 in Planbelas: A Consulting Project**

and they concluded that there was a forty-percent lower mortality rates (40%), the authors state that there might not be a direct correlation to the results and the lower life expectancy, but they refer that the lower mortality rates can be equivalent to approximately a five-year increase in life expectancy (Murray *et al.*, 2017).

A recent study conducted in 2016, indicated that because golf is played in a natural environment it can greatly increase improve mental health and mental wellness, as approximately 800 participants were studied and analysed, evidence that self-esteem, self-worth greatly increase after they started participating in golf activities, as an enhance on their predisposition, motivation, awareness also deeply improved, as the more they practiced the sport, the lesser anxiety and stress was observed indicating a positive contribution to the general well-being (Campbell, 2016). Moreover because of the more challenging part of the sport, a competitive spirit slowly developed, which studies indicate that playing the sport also resulted in a greater emotional stability and self-understanding (Campbell, 2016).

### *2.10 Golf and Sustainability*

As golf is a sport that greatly affects the environment, it is relevant to make sure that it has great and consistent sustainable techniques in order to ensure that it minimizes the environmental impact, counting with a handful of green initiatives such as water management, energy consumption management, land and chemical, being aspects that greatly influence and can lessen the environmental print that comes with managing a golf course (Long, 2022).

The Royal & Ancient golf club initiated a program which was named golf course 2030, that consists in making golf optimal and assuring playability for ongoing and up and coming generations (Isaac, 2022). The guideline is to address the environmental impacts that golf courses have in the various dimensions; climate change, management of scarce resources, and chemical usage (Isaac, 2022). The program seeks to unity the golf industry and to collectively address challenges that come from managing golf courses.

Researches indicate that issues like climate change are a raising challenge for golf course managers in Portugal. Variables such as drought and immense heat that result from climate change are starting to impact the game and the players (Isaac, 2022). Consequently, managers are now forced to adopt alternative solutions when dealing with the administration of golf courses, solutions like more resilient turfgrass that can resist the heat for longer periods of time, to the water

## **Assessing the Potential of Golf Among University Students to Leverage SDG 3 in Planbelas: A Consulting Project**

management and chemical use, these being practical solutions of utmost importance that help with dealing with the challenges faced (Limited, 2020).

According to studies, most of golf courses use harmful chemicals and pesticides for the maintenance of the land, as in ways to prevent insects from destroying the lawn, to prevent animals from destroying the landscape of the terrain and many others. All these harmful solutions can great problems to the wildlife and also the public health (Isaac, 2022). So, the use of new and natural pesticides and fertilizers are of utmost importance, in order to ensure the safety of not only the public health, but also the wild animals and inhabit the surrounding areas, including the golf course. The use of Bio-stimulants and natural fertilizers decrease the odds of contaminating the aquifers, these new solutions greatly help maintain the golf courses (Long, 2022).

## CHAPTER 3 – CONTEXTUALIZATION AND DIAGNOSIS

### *3.1 Contextualization*

BCC is a resort project that was founded by the Jordan Group in the year of 1990. The project is famed for its use of sustainable solutions, ranging from daily activities to projections and conception of housing. The estates existing in BCC are built following specific regulations regarding sustainable practices and their properties possess great quality. The golf course is also famed not only for its unique attractiveness, but also, for using sustainable solutions in its maintenance. Belas counts with the presence of a 7 km golf course that is integrated with the local landscape and estates. Data provided by BCC itself proves that the 1.000-hectare village is occupied by more than 2500 residents, being equivalent to approximately 800 families with an average of 2/3 children (Belas Clube de Campo, 2019).

The main nationalities in BCC are Angolans (50 people), Brazilians (35 people) and Chinese (38 people). However, these numbers do not completely represent the residents of Belas. Nationals still represent the majority, while French, Spanish, Germans, and Mozambicans have each one a weight of 1%, Angolans with 5% and Brazilians with 6% (Belas Clube de Campo, 2021). The most significant age range in BCC is 25-44 years (42%), followed by 45-54 years (30%) and 55-64 years (13%). Belas' has a diversified gamma of residents, ranging from executives and entrepreneurs to board members in high-end companies (Belas Clube de Campo, 2021)

As stated before, BCC has approximately 2700 residents and the golf club has a total of 291 partners, with the residents accounting with 231 of the 291, which amasses to approximately 15% of the existent possible golf members. Such low usage, indicate BCC faces challenges in making golf more attractive to the younger demographic and to their residents.

BCC promotion efforts include targeting golf beginners and juniors, in order to ensure a fresh demographic segment with the goal of improving the usage rating of the golf course; Some of the solutions include a partnership with Decathlon, that aims to teach the individual how to play the sport, while enjoying professional advice. The duration of the program is 9 and a half weeks, the payment cost is 190€. The duration is 3 – 4 hours per session.

Some important insights came from the fact that during the pandemic, a number of the golfers were asked what they missed the most during the pandemic. The answer Was not exactly the sport,

but hanging with friends, since despite being depicted as a solo sport, there is much of the social component in it.

### *3.2 BCC - Five Competitive Forces*

In dynamic and changing markets, firms and companies need to adapt and find new ways to find competitive advantage in order to ensure their relevance. (Porter, 1980). Firms' performance greatly relies on the type of environment they are inserted in, as a more competitive environment would incur for greater performances from firms, in order to ensure their survival (Porter, 1980).

#### *3.2.1 Power of Negotiation from Suppliers: MEDIUM/HIGH*

Porter (1980), states that supplier's buying power is greatly connected with their positioning in the market, as suppliers with favourable market positioning, with higher shares and recognition, have an increased power of negotiation. BCC has an array of suppliers that guarantee the functioning of the resort, such as restaurants, pharmacies, gymnasium and more. As BCC is known for their high quality and sustainability, the suppliers that offer the same characteristics and share the same values are not as abundant in the market, as so, they gain added advantage in regards to the power of negotiation. Furthermore, when implementing buildings, BCC only allows use of materials available in less than 100 kilometres, accordingly, the number of available companies that offer the needed materials at that distance is also limited, which further limits BCC's power of negotiation.

#### *3.2.2 Threat of New Entry: LOW*

The threat of new entrants on the market depends on the type of market, type of competitors and its reactions to new entrants. When the market is very competitive, the reaction to new entrants is immediate, as per nature of the competitive market, barriers of entry are high (Porter, 1980).

Considering the various barriers to entry, such as product differentiation, access to distribution channels and more. BCC is considered exceptional, since the type of products they offer is unique. The estate industry being very competitive requires a sharp and steady strategy, and considering that BCC offers a unique product, and innovation techniques, this originates added pressure to the industry. Furthermore, as the products provided are attractive amongst customers, this aspect greatly favours Belas' positioning on the market. The real estate and golf industry that Belas is inserted in, is a market that per nature requires a high investment in the initial phase, in

## **Assessing the Potential of Golf Among University Students to Leverage SDG 3 in Planbelas: A Consulting Project**

consideration to that fact, its entrance barrier is high, furthermore the Portuguese government has limited the attributions of licensing for construction in recent years, making the market even more complex (INE, 2021). Planbelas offers a very unique product, making it extremely complicated to compete against, and the continues investments in sustainable solutions puts the estate company in a tier of its own. Associated with the fact that Belas counts with the presence of a golf course, within its villa, which not only gives the residents a place to practice sport and but also a very beautiful landscape. The space counts for great walks, but it also gives the “status of living in a golf course”, which can be synonymous to luxury and well-living, counting as a great asset.

### *3.2.3 Buyer Power: HIGH*

Buyer’s bargaining power is heavily connected to the competitiveness of the market, that is, the availability of the product. Products being made available by multiple entities also makes them easily accessible, giving the buyer great flexibility to its acquisition. Considering the fact that Planbelas offers a unique product, housing, golf course and many others, its array of costumers is very niche, making them very demanding about the quality of products that Planbelas offers.

### *3.2.4 Substitutes: LOW/MEDIUM*

The profit of an enterprise is greatly influenced by the types of substitutes available on the same market (Porter, 1980). Companies tend to have greater success when they offer low pricing and average performance, instead of high pricing and high performance (Porter, 1980). Nevertheless, the unique product that Belas offers significantly surpasses its competitors’, the package that consists in estate and golf course, is very distinctive and resistant to substitutes or replications. Furthermore, the fact that Belas' golf course places a strong emphasis on sustainability makes its offering even more unique. Sustainable golf courses are still a rarity in Portugal, and Belas' commitment to environmentally conscious practices sets it apart from other golf courses in the region. This unique selling point could appeal to a growing segment of consumers who are increasingly conscious of the impact their choices have on the environment and are looking for ways to support more sustainable practices. By offering a product that aligns with these values, Belas has the potential to attract a loyal customer base who are looking for golfing opportunities that are both enjoyable and responsible.

### *3.2.5 Industry Rivalry: LOW/MEDIUM*

Rivalry arises when there is an existing chance of improving the companies' market positioning, or due to the pressure resulting from market competitiveness (Porter 1980). An extremely competitive market may result in a depression of the overall prices of the products, which would incur in costs for the companies within the market, resulting in lower profitability (Porter, 1980). The real estate market in Portugal is ever growing competitive, as that's case, in the long-term it may prove more complex for Belas to compete in. Nevertheless, due to being very distinctive, Belas' position would likely still remain relevant.

Given that Belas offers a unique project and product in the form of a sustainable golf course, its market value should be taken into consideration. This distinct advantage sets Belas apart from other developments and provides a compelling offering for those interested in golf and sustainable living. In light of the growing popularity of golf in Portugal and the desire for affordable and accessible golfing opportunities, Belas has a significant opportunity to capitalize on the growing demand for its unique offering. All the mentioned aspects give Belas added advantage in the competitive market.

## *3.3 BCC - SWOT Analysis*

The second stage of the internal analysis included the application of the SWOT analysis. A framework comprising of internal factors such as strengths and weaknesses, and an external framework comprising opportunities and threats (Leigh, 2009). Swot analysis can be defined as the organisation of data and information that can be used to justify the results being obtained by a specific enterprise, and it can help analyse the most efficient solutions in order to ensure the achievement of the goals set by the firm (Leigh, 2009).

### *3.3.1 Strengths*

Advantage in the field of sustainability: Belas applies sustainability in every dimension of the activities they practice, as it can be seen in the different fields such as real estate, country club and also the golf course. The maintenance techniques applied and the construction techniques used all follow sustainable practice principles, as it is the core objective of the Planbelas project. Belas prides in the fact that sustainability is the main driver of their values, mission and vision.

## **Assessing the Potential of Golf Among University Students to Leverage SDG 3 in Planbelas: A Consulting Project**

Planbelas excellent performance on the sustainable world has granted them many awards over the years, with emphasis in the real estate market. Belas managed to win the most sustainable south Europe private residential community award, in 2011, and in 2012 it won second place in regards to the sustainability of its golf course.

BCC is defined by its carefully strategized urban layout that gives the residents a sense of unity and a sense of community. Given the unique environment that Belas creates, and the existent of many amenities that comes with residing in the resort, a distinct standard of living is experienced by their residents, giving Belas greater competitive advantage against its peers. Planbelas has an array of services available for their residents, ranging from schools, pharmacies, restaurants and more. All the services enhance the experience of living in the resort by allowing opportunities of communication within the community, while also granting the much-needed services in their daily lives.

Positioned near Cascais and Sintra, Belas benefits of a great and strategic location. The advantage of its location was even more noticed in times of the pandemic, where the residents felt that BCC was at the right distance from Lisbon' centre, away from the agitation of the stressing centre of Lisbon, to a quieter environment. Furthermore, considering that BCC is enveloped by nature its overall location promotes a healthy life style and well-being. T

The presence of a sustainable golf course at Belas not only adds to its appeal, but also gives it a distinct edge in the market. Golf is rapidly gaining popularity in Portugal, and the ability to offer both housing and golfing opportunities in one location sets Belas apart from other developments. This unique combination of amenities makes Belas a highly attractive proposition for those looking for both a place to live and a place to play.

### *3.3.2 Weaknesses*

In spite of the fact that BCC has a very unique and attractive golf course, its own potential is not maximized. The structure of the city centre, does not consider the plan of marketing golf in Lisbon, due to the fact that the sport is not one of the main attractions. An analysis of the data made by BCC's workers indicated that its breakeven has not been reached as of October 2021, this is aligned with the fact that BCC only has 291 subscribed in the golf course, which is a small



## **Assessing the Potential of Golf Among University Students to Leverage SDG 3 in Planbelas: A Consulting Project**

percentage of the population that lives in the area. The considered aspects cripple the optimum use of the golf course.

BCC does not have the residential structures for mass tourism, even though they have a variety of residents, mass tourism is not one of the aspects they thrive in, as most of their clients are residents who either live in the resort or rent their houses to third parties. (Santo et al., 2022).

### *3.3.3 Opportunities*

Growing sustainable markets: Sustainability and ethically responsible solutions are a growing trend in corporate firms. The obedience of the ESG principles is becoming an ever-growing requirement, with this trend showing no signs of slowing down, an opportunity for firms such as Belas becomes even clearer. With the regulatory requirements changing towards these trends BCC already finds itself with an advantage.

Explore a new market segment for golf: Youth is critical to the growth and expansion of the sport, considering that the younger segment still remains sceptical about golf, associated with the fact that the sport has low awareness, new creative solutions are fundamental in order to reach and attract that segment, either by creating events, or social gatherings, or even by building associations with schools and universities to ensure effective proliferation and promotion of the sport and of the golf course. Considering that Belas already has an academy for kids attending primary school, it is also important to create platforms that permit highschoolers and university students to access the sport in Belas.

### *3.3.4 Threats*

Real estate instability and the Covid-19 pandemic: Studies indicate that businesses are affected by many types of challenges of different natures, the covid-19 pandemic was one of the challenges faced by the estate market, as it brought many challenges and created instability. Planbelas must take steps to guard against real estate challenges and secure its assets.

Golf Market: Given that golf is a growing market in Portugal, Belas should take into account the increasing presence of its competitors. Although golf has traditionally faced barriers to entry, it is gradually becoming a popular sport among younger generations. As a result, Belas should position itself strategically to maximize the incoming wave of interest in the sport.

## **CHAPTER 4 – METHODOLOGY**

When conducting an investigation, various aspects must be taken into consideration, such as the segment being chosen, persona, and the type of approach selected for each of the segments. Scholars defend the use of mixed methods of research in order to ensure robustness of the data (Saunders et al., 2016). In both quantitative and qualitative methods, the personas that were targeted in the national and international level were students within the range of medium to high income. (Saunders et al., 2016).

Considering the type of estate that Belas offers, the high-income characteristic amongst the segment is a requirement for the selection of the personas. When picking the nationalities, the diversity of cultures was taken into account, as Belas wishes to have a greater diversity of nationalities within the resort. In addition, an interview was realized to the Director of Belas golf club, in order to gather more information about the golf club necessities.

For the Qualitative data analysis, primary data that was obtained from interviews will allow for the analysis of the work. The data was used to analyse new observations in order to have a more flexible understanding of the project. Researchers indicate that in order to understand the phenomenon of a particular occurrence, a study and analysis of that object are of utmost important (Saunders et al., 2016).

The population for the study includes all the university students. The sample for this study consists of 12 interviewees from the ISEG community. The interviews followed a semi-structured script, where it permitted for flexibility when asking the questions, as adaptability was key when a new topic arose. As stated by scholars, a semi-structured script permits for a deeper and more flexible understanding of the subject, which allows for more fluidity when talking to an interviewee (Saunders et al., 2016). Studies also indicate that when dealing with a non-probabilistic analysis, and specifically qualitative analysis, a number ranging from 5 – 35 respondents are enough to understand the nuances and of phenomenon that occur on the specific topic (Saunders et al., 2016).

To assess the potential of targeting university students to further promote BCC's golf course, the segment analysed varied from 18 – 35, and a specific focus in students who had finished their bachelors or have finished or finishing their masters. To keep the sample heterogenous, different

## **Assessing the Potential of Golf Among University Students to Leverage SDG 3 in Planbelas: A Consulting Project**

nationalities were interviewed, permitting for a more extensive acumen of the students' perception about golf and golf courses. Saunders et al. (2016) defends that having a more diversified data allows for a more varied response, which allows for a better overall discernment of the phenomenon.

To assure reliability of the interviews, they were made following semi-structured guidelines. With the goal of leaving the participants secure, the interviewees were assured that the interview was anonymous, and that the information was strictly confidential. Due to the unavailability of most interviewees, 9 of the 12 interviewees took place via Microsoft teams, and each interview varied from 25 – 30 minutes. The interviews that took place via teams were both recorded and directly transcript, and afterwards to ensure validity of the transcription, they were corrected and adjusted. It is relevant to mention that all interviews were also recorded using an appropriate device.

It can be observed from the table of socio-demographic factors, that to ensure a more heterogenous sample, 7 male and 5 female individuals were interviewed. Approximately 58% of the total interviewees have concluded their bachelors and the remaining 42% are currently concluding their masters, this allowed for a deeper understanding of the opinion about golf that each segment had to offer.

The interviews followed the guidelines in the (*annex 1*). To safeguard the reliability of the data, the guideline was made in concordance to an ISEG specialist, which permitted for a deeper understanding of the opinions of the interviewees regarding the topic of golf. As shown the guideline was structured in the following setting: Begins with a small introduction, followed by a quick explanation of the objective of the interview.

In the second phase, a socio-demographic analysis takes places, where it aims to understand the position of the interviewee, and to assess the nuances that come with the opinions that originate from a specific demographic range. Allowing for a more detailed comprehension and for a more categorized analysis of the opinions.

On the third phase the respondents are asked about their opinions concerning sports overall and their roles in their quotidian lives. This stage is where the interviewee usually finds a space to talk about their professional careers and how sports contributed to each juncture, with emphasis on the

**Assessing the Potential of Golf Among University Students to Leverage SDG 3 in Planbelas: A Consulting Project**

importance of having sports during each stage of their lives. The third phase is also where interviewees can state their honest opinion about golf, if it naturally arises during the conversation. The opinions given usually allow for golf to either come naturally or by the interviewer adding it casually in the conversation. In 7 of the 12 interviews that took place golf came up organically. On the last stage is where the interviewees are asked about their openness and their propensity to practice sports in the university, and in the end, they are asked about their willingness and openness to pay to play sports overall. In the events that the topic is not brought organically it is asked about their openness to pay-to-play golf in the university setting. MAXQDA software was used to analyse and codify part of the interviews that took place in a group setting. Using the software allowed for more transparency when analysing the data.

**Table I** - Socio-demographic characterization of interviews sample

<b>Interview #</b>	<b>Nationality</b>	<b>Gender</b>	<b>Age</b>	<b>Academic level</b>	<b>Profession</b>	<b>Economic Class</b>
1	Portuguese	M	18-24	Bachelors	Student	Medium-low
2	Portuguese	M	18-24	Bachelors	Student	Medium
3	Portuguese	M	18-24	Bachelors	Student	Medium
4	Portuguese	F	18-24	Bachelors	Student	Medium
5	French	F	18-24	Bachelors	Student	Medium
6	French	M	18-24	Masters	Student	Medium
7	German	F	18-24	Masters	Student	Medium
8	Chinese	F	18-24	Masters	Student	Medium
9	Portuguese	F	25-34	Masters	Student - Worker	Medium
10	Portuguese	M	25-34	Masters	Student - Worker	Medium
11	Portuguese	M	25-34	Bachelors	Student	Medium
12	Portuguese	M	25-34	Bachelors	Student	Medium

## CHAPTER 5 – DATA ANALYSIS

The chapter will encompass the analysis of the data obtained in the interviews conducted, noting that it illustrates the commentaries obtained, the analysis of the information, thus including all the variables that contributed to the comprehension of the case at hand. It is mentioned that the results obtained should be discussed and approached in order to obtain a conclusion from the investigation carried out.

### 5.1 Golf General Opinions

*Table II – Commentary – Golf opinions*

Arguments in favour	Arguments against
<p>“I would actually be open to trying, but I never had a chance to play, I like the idea of the sport, because, it is only for the elite, and if I am being honest, I want to be one” (interviewee 1)</p>	<p>“Golf, I do not see myself, I do not see myself. My dad plays golf, I’ve tried golf once, but, hey, it is not..., no, I do not think it is the sport I would like, but it happens to be a sport that requires a lot of patience, and everything else, but I think that would annoy me”. (Interviewee 2)</p>
<p>“I never played, and my friends also never played, but if they played, yes, I would be willing to play too” (Interviewee 4)</p>	<p>“No, the sport does not captivate me, it is too stale, it is too slow, and it is boring if I am being honest, does not really touch me, I prefer more adrenaline driven sports, so golf would be out of the picture” (interviewee 3)</p>
<p>“In the setting I was raised, the sport never was talked about, so naturally I never was interested in it, but if I had the chance to play, yes, I would give it a try” (interviewee 6)</p>	
<p>“For me golf is an elite sport, and I’ve mostly seen it in movies, (...) but if it is to play with some of my friends and they for instance wanted to play too, yes, I would go play, but by myself no, I would not play” (interviewee 7)</p>	

Out of all 12 interviewees 66,67% claimed not to have played the sport due to the absence of opportunity, to support this remark it has been brought a comment that was made by the 6th interviewee which stated the following, **“In the setting I was raised, the sport, golf, was never thoroughly discussed, so naturally, I Was not able to develop a love for it, although if the chance to play ever arises, I would most definitely try it”** (interview 6). 40% of all respondents, had a similar response making the absence of opportunity one of the driving forces that most likely prevented individuals from playing golf in a younger age. Within the same scope, interviewees also stated that as they aged, family and friends did not play the sport nor did they talk about it, as

so, they felt that the sport was not accessible. In association with the previous point the fact that insufficient accessibility and scarcity of per diem conversations about the sport and the strong belief that the sport is connected to luxury, elitism was reinforced in their minds. Creating a greater barrier in their perception in terms of openness to play the game.

As expressed by the 7th interviewee **“For me golf is an elite sport, and I’ve mostly seen it in movies, (...) but if it is to play with some of my friends and they, for instance, wanted to play it too, yes, I would go play, but by myself no, I would not play”** (interviewee 7), the absence of opportunity and the portrayal of the sport by those who have not had previous access to it simply worsens the concept of the sport on the younger segment who still have not had a “developed opinion” about the sport. As a result, according to the interviewees, they ended up distancing themselves from the sport and from that reality. With that said, within those who were interviewed, many were still in favour or at least open to trying to play golf if the opportunity arises and/or if a friend or family member played the sport, as that would make them keener to trying it at least once, without that condition, only 33% of the 12 interviewees were opened to playing the sport just for fun.

On one hand, out of 12 interviewees 60% declared they would not want to practice the sport, as followed by the 3rd interviewee **“No, the sport does not captivate me, it is too stale, it is too slow, and it is boring. If I am being honest, does not really touch me, I prefer more adrenaline-driven sports, so golf would be out of the picture”** (interview 3), who withstands the simple nature of the sport impeding them from partaking in any golf related experience for it being too slow and incredibly dull, therefore requiring a lot of patience.

*5.2 Openness to pay for golf in the university setting*

**Table III** – Commentary – Openness to play golf

<b>Arguments in favour</b>	<b>Arguments against</b>
“Yeah, I would be open to paying a little more to play golf with my colleagues, if it is 1%, I do not mind” (Interviewee 1)	“(…) paying to play golf in university? I do not think so, it requires too much patience, maybe when I am older, but for now I do not think I would be open to playing it, I do not have the patience, nor the talent” (Interviewee 2)
“(…) 1%? For playing golf in university? Paying? I would be open to that, if it is not too much” (Interviewee 4)	“Honestly, I do not believe you should pay for tuitions in university, I am pro free education, so I would also be pro not paying to play any sport in university” (Interviewee 3)
“I would have no problem paying, but only if I had some friends playing with me, I could even pay up to 5%” (Interviewee 6)	
“Depending on the amount, I could consider paying, yes” (Interviewee 7)	

The perception shared amongst the interviewees was usually that the tuition fee covers the expenses of extracurricular sports, that is, just for paying the tuition fee they pay for the full university experience, which is not the case. Out of those 12 interviewees only 33% were open to paying the extra amount to play golf in a university setting followed under the condition that they would not play alone, **“Yeah, I would be open to paying a little more to play golf with my colleagues” (Interviewee 1)**. Thus, as long as a university colleague or a family member is open to playing, they would be willing to try the sport. This data goes in accordance to what was observed in the rest of the interview, as 66,67% (8) interviewees were open to paying to play their favourite sport in a friendly setting.

On the other hand, 66,67% (8), were not open to paying extra to play golf in a university setting. The reasons that guided them to refuse to pay, for playing the sport, ranged from simple animosity of the sport, **“Golf lacks adrenaline” (interviewee 8)**, to simply having other hobbies, as some of them preferred just running and practicing other sports. About 60% of the interviewees stated that most of their friends do not play the sport, so they do not have any reason to play it in a university level.

With all said, the most common element that can be observed in the interviews that were conducted, is that amongst the 12 interviewees 85% played sports for social reasons, “My friends

play so I also play”. Thereby, the most advantageous way to target university students would be by having them play golf in a “group or community setting”, which likely makes the sport considerably more attractive to their eyes.

### *5.3 Golf and Sustainability*

**Table IV** - Commentary – Golf and sustainability

<b>Supporting statements</b>	
<p>“When playing golf, I would think the most important aspects would be, a conservated course, quiet, environmentally friendly, with good structures” (Interviewee 7)</p>	<p>“I do not play golf because it is not environmentally friendly, and it consumes a lot of water” (interviewee 10)</p>
<p>“I also love a calm environment, with great view, not crowded and environmentally friendly”. (Interviewee 11)</p>	<p>“I hate golf, because it wastes a lot of water and it damages the environment, so I would not really play it, because I do not support it” (interviewee 8)</p>
<p>“(…) With other people, but not crowded, well maintained, but keeping the natural aspect, that is, not too artificial. With services for who never played the game” (Interviewee 12)</p>	
<p>“If I had the chance to play? I’d honestly say, I rather play in a environmentally friendly course that is not that well maintained, instead of the other way around” (...) (Interviewee 9)</p>	

During the study it was detected that 25% find golf quite a non-eco-friendly sport, with it not being a viable choice, as interviewee 8 states **“I hate golf, because it wastes a lot of water and it damages the environment, so I would not really play it, because I do not support it, I do community service and (...) also travelled to Cambodia to teach English and help some kids, so golf is out of question for me” (interviewee 8)**. Correlating it with what is stated by interviewee 9 most of the interviewees (75%) were inclined to taking up golf courses that were environment-friendly, **“If I had the chance to play? I’d honestly say, I rather play in an environmentally friendly course that is not that well maintained, instead of the other way around” (...)** (Interviewee 9) , making it a necessity for golf courses to be increasingly more resource-efficient.

In other words, as a result of the apprehension shared by many respondents concerning the environmental impact that golf has and of the major component *sustainability* becoming a progressive requirement amongst the younger demographic segment it is believed that the



superficial appearance of the golf course is a much less imperative matter compared to the impact it has upon the environment.

### *5.4 Golf and Pricing*

**Table V** –Commentary – Golf and pricing

<b>Arguments in favour</b>	<b>Arguments against</b>
<p>“I mean if golf was cheaper? I am still not sure, but I guess I would be open to give it a chance, especially if my friends also played” (...) (Interviewee 6)</p> <p>“It would not change much for me, even if it was cheaper, but I guess I would be able to use the money for other things” (Interview 12)</p> <p>“Yes, for sure” (Interviewee 1)</p>	<p>“Not really, I mean I know it is expensive, but it is not really the price that stops me from playing, I am interested in other sports, not golf” (Interviewee 2)</p> <p>“Price? I guess I would rethink my position, but I am still inclined to say no” (interviewee 10)</p> <p>“The reason I do not play is not because of the price, it is simple because I do not really like the sport” (Interviewee 8)</p>

The thought of paying less increased the number of interviewees interested in practicing or at least trying out the sport once, originally being 33%. With the possibility of a reduction in cost the number increased to 50%, slightly below the results attained under the condition of playing golf with a friend or with a colleague. With that it can be said that the prices do indeed influence whether or not an entity will be opted to playing golf. **“I mean if golf was cheaper. I am still not sure, but I guess I would be opened to give it a chance, especially if my friends also played” (...) (Interviewee 6)**, just so associating the prices and the fact that most of the interviewees see the sport finer in a social setting, targeting both variables could provide a possible solution to the expansion of the sport amongst the younger demographic segment. “Golf, for the most part, is a sport played by minorities”, it is not uncommon for a number of people not to be interested in the sport even if the prices lower there will yet be individuals who will not find interest in it, due to the prices being only one of the many barriers to the sport, **“Not really, I mean I know it is expensive, but it is not really the price that stops me from playing, I am interested in other sports, not golf” (Interviewee 2)**. Just like many other sports golf has its barriers, either it being the perception that it is a luxurious sport in association with the lack of opportunity or the low accessibility all create a hurdle for the development of the sport. Decreasing the cost does indeed

open an opportunity to further promotion and expansion of the sport, but the reality and perception that orbit around the sport stops it from having a more progressive growth.

### *5.5 Golf and Health*

**Table VI** –Commentary – Golf and health

<b>Supporting statements</b>	
“I didn’t have a lot of time during my bachelors, and it was hard to take time for myself, it was a stressing period” (Interviewee 11)	“It was very tiring mentally, socializing was a good way to deal with the stress, but during the pandemic it was not possible, so it was very hard, yes” (Interviewee 6)
“Sometimes I could not sleep, because I was constantly studying for test, and it was really hard dealing with anxiety, but it is now over (...)” (Interviewee 8)	“(...), doing sports helped in dealing with my mental challenges, during my bachelors” (Interviewee 3)
“(...) in a few words, drinking with friends” (interviewee 5)	“(...) During the pandemic I got started doing yoga” (Interviewee 2)

The interview data indicates that 83,33% (10) out of all interviewees, had at least one kind of strain or challenge mentally during the first years of university, due to the amount of work they had to deal with and the adaptability of the academic schedules. As so, 50% of all interviewees stated that playing sports or socializing helped alleviate the stress and burden that came with the challenges of university. **“(...), doing sports helped in dealing with my mental challenges, during my bachelors” (Interviewee 3)**, The remaining 50% didn’t practice sports as a way of dealing with the stress, but instead chose, socializing in order to deal with the stress and mental strain, either by going out with friends, or simply by spending time with family members during the weekends. But this reality quickly changed, as it Was not possible during the pandemic due to the limitations in socializing, which implicated in greater mental strains.

## **CHAPTER 6 – CONCLUSION**

### *6.1 Introduction*

Correia et al. (2020) indicates that Portugal still being rather new in the golfing sector many schools struggle to implement the sport into their system, the reasons for this being the carefully constructed perception created by the younger segment interlacing the sport with the high society, the sport being fairly costly and the verifiable truth that the sport has various requirements for its practice. Studies indicate that the requirements range from the cost of the equipment to the actual green fees that must be paid to enjoy the sport, which for the average person may be quite challenging to adhere, this too may be carried by the lack of access and opportunities to practice the sport (Correia et al., 2020). These are some of the barriers that severely limit the flow of entry into this sector, making it a challenge for Portugal to accurately implement this practice into its system, as only 82 schools actually promote golf (Correia et al., 2020). These statements are in accordance with what was observed during the interviews that were conducted, where 4 out of 12 interviewees referred to insufficient accessibility and scarcity of per diem conversations about the sport and through the belief that the sport is strongly connected to luxury, elitism was reinforced, creating a greater barrier in their perception in terms of openness to play the game.

### *6.2 Discussion*

As showcased in the data, university students are actually opened to give the game a chance as long as they have the opportunity to play the sport. Followed by the results collected, 75% of the interviewees were open to play the sport in a group, and approximately 33% were open to try golf without any restrictions, meaning, they would be open to play the sport even if it is in an individual setting, this data goes in accordance to what can be observed in the study conducted by Alexandre (2013) that counted with the presence of approximately 180 respondents, where 77% alluded that they would be more inclined to playing golf with friends in contrast to playing it by themselves. A separate survey was conducted by Golf (2017), that encompassed around 1 000 golfers, reveals that having a partner to play with was one of the conditions that made them play golf more often, which they also continue by stating that out of 10 possible options, golfers selected playing with a partner, with a weight of 35%, falling behind only to the availability of the players. The results of the surveys conducted go in accordance with the phenomenon that was observed with the

## **Assessing the Potential of Golf Among University Students to Leverage SDG 3 in Planbelas: A Consulting Project**

interviewees, by which they contemplated around being more open to practice the sport in a social setting. Even more importantly it can be observed that the main reasons and drivers to not play the sport was not because the sport was disliked, even though on some occasions the interviewees did refer to the sport as stale, and lacking adrenaline. Mitsuishi (2018), conducted a survey that englobed 2 000 participants, where the study was concerned with discerning the type of golf non-golfers would be interested in playing, having the most popular options being, paying less to play or playing for cheaper, followed by playing the sport for the health benefits it brings, and the fourth most popular answer being playing in the name of quality time spent with family and friends. The interviews conducted had similar responses, as prices were also a great limitation that prevent a steady inflow of young players.

Another important factor was analysing the interviewees predisposition to paying to play golf in university, from the observance that 33% of the 12 interviewees were predisposed to direct either 1% or 5% of their tuition for the sport. When asked in general if they would play the sport if it was cheaper, an increase of 17% on the initial number of 33% was seen, as so, more people were interested in playing the sport if it was cheaper, this tendency is supported by study conducted by Mitsuishi (2018) that displayed that usually people are more predisposed to play the sport if the cost is lower, as that phenomenon was also observed in the interviews conducted.

This is more relevant in view of the fact that Belas counts with only 10% of their residents playing the sport, not being fortuity, a study conducted by Nicholls and Crompton (2005) concerning motives that made individuals to live in golf communities, indicated that of 450 residents that answered the survey only 29% of the residents actually played golf regularly, that is, at least once a month. Nicholls and Crompton (2005) further ventilate that the option relating to “view of the golf course” was fifth in terms of preference out of 18 options and having a golf course near their estate placing sixth. The data also suggests that most residents are more interested in the perception of living in a golf course, than actually playing the sport (this trend and reality is similar to what is observed in Belas, considering that only 9% of the residents actually play the sport).

All things considered, it comes as beneficial for Belas to target newer segment, such as university students, in order to have a “fresher” in-flow of golf players, as also opening new opportunities to leverage Belas’ SDGs. By adhering to SDG 3 good health and well-being, Belas not only expands the sport and promotes its golf course but also help students that are facing the challenges of

## **Assessing the Potential of Golf Among University Students to Leverage SDG 3 in Planbelas: A Consulting Project**

university, which greatly affects their mental health. Study conducted by Moeijis et al. (2019), indicates that a person's health and well-being are affected by several factors, alluding to diseases or the absence of treatment are not the only elements that originate mental health issues. Further stating that variables such as education, stress originated from work or school, greatly dictate an individual's mental state, as so, it appears relevant to address this issue, the data goes accordingly to what was observed in the interviews where when asked about the role of sports in their quotidian lives, 50% of 12 interviewees stated that it helped cope with the stress and challenges that came with university and school, especially during their first years as university students. These statements are supported by the study conducted by Macaskill (2013), that states that age is an important factor when talking about mental health struggles, he alludes that the younger the demographic segment the more likely they are to have difficulties coping with it. Another study conducted by Hussain et al. (2013) relative to 350 university students indicated that most of them presented good physical health, but per contra reports indicated that most of the health concerns were due to fatigue and recurrent headaches, and that 18% struggled with anxiety, and 8% with depression.

As previously mentioned, Diener et al. (2017) defines well-being as a positive disposition of psychological, physical, social and spiritual health. Diener et al. (2017) further states that self-fulfilment, play an important part when talking about mental health and well-being. Bélanger et al. (2011) refer to sports as being a considerably beneficial activity to individuals, as this supports the statement made by interviewees 2, 3 and 6, regarding the importance of sports in their lives, where they stated that during the pandemic the fact that socialisation was hardly possible in accordance with the absence of sports in their lives their mental health state was greatly impacted. Stenner et al. (2019) defends that because of the social aspects that comes with playing golf, the sport is becoming exponentially more popular amongst the younger segment, as it can stimulate social activities that help build trust within communities. This statement is even more sustained considering that during the pandemic it was one of the few sports that could be played in groups, while maintaining a safety environment. Murray et al. (2017) advocates that golf is beneficial both psychologically and for the overall well-being of the individual, as it is considered therapeutical, for the fact that it can be played in an open environment where there is affluence of nature and sunlight, which are instrumental for the body. Murray et al. (2017) adds by citing that the overall

## **Assessing the Potential of Golf Among University Students to Leverage SDG 3 in Planbelas: A Consulting Project**

environment helps cope with anxiety and stress, as these are recurring challenges that university students confront.

All things considered, BCC can indeed utilise the golf course to leverage SDG 3, considering that golf as a sport can improve university students' mental health and well-being. As Campbell (2016) infers, approximately 800 participants were studied and analysed, and on evidence an increase on the levels of self-esteem, self-worth was observed after the participants started playing golf. Campbell (2016) pursues by referring that the levels of predisposition, motivation and awareness greatly improved the more the participants engaged in the sport, it was also evident that there were less anxiety and stress levels, therefore pointing out that the sport has a positive influence on the person's mental health and well-being.

An important factor that made some of the younger segments reject the possibility of playing the sport was the sustainability element. As many golf courses are infamous for being environmentally harmful since they commonly use pesticides and fertilizers that can actually harm the bodies of water, this study going accordingly to Long (2022), making it extremely harmful not only to the general public's health, but also to the wildlife in the surrounding areas. Researches indicate that issues like climate change are a raising challenge for golf course managers in Portugal since variables such as drought and immense heat are starting to impact the game and the players (Limited, 2020).

With all said, Belas' golf course regularly aims for sustainability measures, As the perception of sustainability is progressively gaining more attention, it is relevant to mention that Belas continuously heads towards a sustainable system, from the way they minimize water usage and waste management to the management of the entire golf course.

With that being a reality, when promoting the expansion of golf to universities and to the younger segment. The element Golf + sustainability is a rare mix, which can offer competitive advantages, as some of the interviewees, are not driven or open to trying the sport because of the perceived low environmental impact that it brings. Thus, Belas can explore the sustainability factor in order to attract the younger segment that is interested and worried with aspects concerning the environment. In this way BCC gains a competitive advantage over other potential competitors because it offers not only a golf course but also a sustainable golf course.

## **Assessing the Potential of Golf Among University Students to Leverage SDG 3 in Planbelas: A Consulting Project**

In the interviews conducted, 83,33% out of all the interviewees stated that they did struggle with the strain that came with dealing with university during the first years, creating space to promote the sport. As studies indicate golf is truly beneficial to the health and well-being of individuals. Not only on a physical dimension but also at a mental dimension.

In conclusion Belas targeting SDG 3 and making use of the golf course not only to promote but also to help dealing with the challenges that university students face, could prove beneficial to both parties, by reason of golf being able to offer a range of solutions and benefits in a physical and mental degree. Giving students a chance not only to socialize but also to have a healthy lifestyle. Therefore, Belas would not be only promoting Golf, Belas would be offering a healthy lifestyle, as socialisation.

### *6.3 Theoretical Implications*

Golf as a sport is poorly developed in the younger segment in Portugal as a whole. So, assessing its potential should be considered relevant, as studies indicate golf has several benefits not only in the physical precinct but also in the mental health and well-being precincts (Stenner et al., 2019). Taking that into consideration, it has become increasingly important to promote this sport to a segment that also faces challenges concerning such issues. As seen in accordance to studies, university students overall struggle with mental health issues, such as depression, anxiety and stress, coping with these variables has been proven to be an awfully challenging task amongst the young segment (Macaskill, 2013). So, the present investigations allow a deeper comprehension of how golf could serve and potentially address university students.

The relevance of the present investigation also covers the importance of sustainability as it becomes a growing factor in the younger segment when making decisions, not only concerning golf, but also concerning many other activities. Due to it, it has become progressively important for golf managers to adopt more sustainable tactics to manage their golf courses (Long, 2022).

Throughout the study an interesting phenomenon was observed. It occurred that when the respondents were given the opportunity to play golf in a social setting, they were more inclined to playing the sport, as they were compelled by the thought of playing with friends and or family members, which was aligned with a study conducted by Alexandre (2013), where the respondents were more open to playing golf with family and friends, then by themselves. One of the most

## **Assessing the Potential of Golf Among University Students to Leverage SDG 3 in Planbelas: A Consulting Project**

common factors and barriers that impede the inflow of new golf players is the perception of elitism and luxury that orbits around the sport, the investigation conducted further supports this reality, but reinforces it by the juncture caused by the absence of opportunity that further “worsens” that opinion. This lack of opportunity can be expressed as limited accessibility during the younger ages, as the absence of daily conversations surrounding the sport, created an opening for other hobbies and sports to expand in its stead.

One of the main acumens that surrounds the sport is the fact that golf in itself, is considered stale and slow, an investigation showed that there is indeed that perception among the younger demographic, even though it is not a global opinion, that perception is certainly embedded as a layer in the mentality of the younger segment, Correia et al. (2020). In alignment with the openness to pay for the sport in a university setting, studies indicate that prices and equipment are drivers that can serve as a barrier to entering the sport, the investigation shows that this fact is supported and in conformity to the study by Correia et al. (2020).

### *6.4 Practical Implications*

The investigation grants access to a deeper understanding of the younger segment, with carefully conducted strategies that could be used to target them. While BCC enjoys a grandiose image in the field of sustainability, the element, sustainability, can be used in the act of recruiting university students to play the sport, since not many golf courses are attentive to this affair. As this topic becomes increasingly more important, Planbelas could maximize its potential by stressing this aspect during the promotion of their golf course. Another relevant factor that can be addressed is born from the fact that university students are interested in socialising and spending time with friends so they would most likely be opened to practicing golf in a collective setting.

So as previously mentioned Planbelas can optimise it imagine by not only promoting sustainability, as shown, but also by promoting a new idea of golf. That is to say, collective golf/group golf. Further information obtained in the study conducted indicates that since the prices are one of the main barriers that obstruct the inflow and growth of the sport overall, if Belas opted for a strategy of lower prices in comparison to their competitors by making a partnership with universities it would bring more attraction to the sport. Having a final package of Prices, sustainability, and group golf would most likely be more attractive to the younger segment.



## **Assessing the Potential of Golf Among University Students to Leverage SDG 3 in Planbelas: A Consulting Project**

So, stressing the fact that Belas targeting SDG 3, and making use of the golf course not only promotes it but also helps deal with the challenges that university students face, which could prove beneficial to both parties, as golf offers a range of solutions and benefits that range from physical benefits to mental benefits. Giving students a chance not only to socialize but also to have a healthy lifestyle. Therefore, Belas would not be only promoting Golf, Belas would be offering a healthy lifestyle.

### *6.5 Limitations and Future Research*

The project's limitations, were primarily due to the sampling process, considering that the choice of the interviewees was based on their time and availability, turned the selection into a "sampling by convenience". Even though the main objective was to study and analyse university students that do not play golf, the project was faced with one of the few limitations it had, being this the lack of availability from the interviewees that play golf, which would give a more diversified view of the responses and would allow further validity of the results. This is relevant on the ground that all of the interviewees were non-golfers, who does indeed allow the comprehension of the segment, but it does not allow a complete overview of the potential that targeting university students offers. A heterogenous sampling that permits a deeper variety of responses, different nationalities and age was selected, but even after this the selection was mainly sampling by convenience, which limited the scope of responses that could be obtained.

The project can be used as a pillar for further studies in assessing the potentiality of golf among university students. Considering that some of the main assumptions that impacted this potentiality were tackled for future recommendations it would be interesting to conduct quantitative research in university students, in order to deepen the study and gather more robustness in terms of the results obtained. Furthermore, studies about the personas selected can be conducted, in order to deepen the knowledge of the segment. The implementation of a pilot project can take place in order to further ascertain the practicability of the findings.

## REFERENCES

- Alexandre, D. (2013). *How to Increase Profitability of Golf Industry in Lisbon?* Master Thesis, Nova - School of Business and Economics.
- Bayram, N. and Bilgel, N. (2008). The prevalence and socio-demographic correlations of depression, anxiety and stress among a group of university students, *Social Psychiatry and Psychiatric Epidemiology*, 43(8), 667–672. doi: 10.1007/s00127-008-0345-x.
- Bélanger, M., Townsend, N., & Foster, C. (2011). Age-related differences in physical activity profiles of English adults. *Preventive Medicine*, 52(3–4), 247–249. <https://doi.org/10.1016/j.ypmed.2011.02.008>
- Belas Clube de Campo (2019). *Relatório de Gestão*. [online] Available at: <<https://www.belasclubedecampo.pt/wp-content/themes/zyrgon-child-theme/img/relatorio2019.pdf>> [Accessed 2 January 2022].
- Belas Clube de Campo (2021). *Sustentabilidade e Resiliência*. [online] Available at: <[https://www.belasclubedecampo.pt/wp-content/uploads/2021/04/BCC\\_Sustentabilidade\\_PT.pdf](https://www.belasclubedecampo.pt/wp-content/uploads/2021/04/BCC_Sustentabilidade_PT.pdf)> [Accessed 2 January 2022].
- Campbell, M. (2016). *The Benefit of Golf to Mental Health and Well-being*, p. 579. Available at: <https://www.golfnet.ie/news/gui/leinster/368/The+Benefit+of+Golf+to+Mental+Health+and+Well-being> [Accessed 10 February 2022].
- Diener, E., Pressman, S. D., Hunter, J., & Delgado-Chase, D. (2017). If, why, and when subjective well-being influences health, and future needed research. *Applied Psychology: Health and Well-Being*, 9(2), 133–167. <https://doi.org/10.1111/aphw.12090>
- Europe, W. (2022). *Mental health: fact sheet on Sustainable Development Goals (SDGs): Health targets*. [online] Apps.who.int. Available at: <<https://apps.who.int/iris/handle/10665/340847>> [Accessed 2 January 2022].
- Golf Wire. (2017). *What golfers REALLY think about golf: The ultimate survey of 1,000 American golfers*. [online] Available at: <<https://golf.com/news/what-golfers-really-think-about-golf-the-ultimate-survey-of-1000-american-golfers/>> [Accessed 7 February 2022].
- Hillier Hopkins, L. L. P. (2016). Report of a survey of Proprietary and Members Golf Clubs across the UK.
- Hussain, R. *et al.* (2013). Physical and mental health perspectives of first year undergraduate rural university students, *BMC Public Health*, 13(1), 848. doi: 10.1186/1471-2458-13-848.

**Assessing the Potential of Golf Among University Students to Leverage SDG 3 in Planbelas: A Consulting Project**

- Instituto Nacional de Estatística (2021). *Sustainable Development Goals - 2030 Agenda. Indicators for Portugal: 2010-2020*. Lisboa: INE. [Accessed 2 January 2022].
- Isaac, S. (2022). Golf Course 2030 Implementing UN sustainable development goals to identify industry and research needs for greater resiliency in golf course playability. *International Turfgrass Society Research Journal*, 14(1), 36–39. <https://doi.org/10.1002/its2.38>
- Kates, R. W., Parris, T. M. and Leiserowitz, A. A. (2005). What is sustainable development? Goals, indicators, values, and practice, *Environment*, 47(3), 8–21. doi: 10.1080/00139157.2005.10524444.
- Kotler, P. and Keller, K. L. (2016). *Marketing Management Global Edition*. Prentice-Hall: Harlow, England. doi: 10.1080/08911760903022556.
- Leigh, D. (2009). SWOT Analysis. In: K. Silber & W. Foshay, eds. *Handbook of improving performance in the workplace*. 1 ed: International Society for Performance Improvement, 115-140.
- Limited, R&A Championships (2020). *Golf Course 2030 Portugal: An industry roadmap addressing challenges from, and taking opportunities presented by, the changing climate, resource constraint and regulation to secure optimal golf course condition and playability for current and future generation*. [online] Available at: <<https://assets-us-01.kc-usercontent.com/c42c7bf4-dca7-00ea-4f2e-373223f80f76/1389581e-5d38-49a0-9f69-3a49e274f97f/Golf%20Course%202030%20Portugal.pdf>> [Accessed 12 February 2022].
- Long, S. (2022). *Golf Course Sustainability Guide for Owners and Operators: Getting Started - Green Business Bureau*. [online] Green Business Bureau. Available at: <<https://greenbusinessbureau.com/industries/landscaping/golf-course-sustainability-guide-for-owners-and-operators-getting-started/>> [Accessed 12 February 2022].
- Macaskill, A. (2013). The mental health of university students in the United Kingdom, *British Journal of Guidance and Counselling*, 41(4), 426–441. doi: 10.1080/03069885.2012.743110
- Mitsuishi, S. (2018). *Survey for Golfers & Non-Golfers*, Tokyo: Yano Research Institute.
- Moeijes, J. et al. (2019). Sports participation and health-related quality of life: a longitudinal observational study in children, *Quality of Life Research*, 28(9), 1–12. doi: 10.1007/s11136-019-02219-4
- Murray, A. D. et al. (2017). The relationships between golf and health: A scoping review, *British Journal of Sports Medicine*, 51(1), 12–19.
- Nicholls, S. and Crompton, J. L. (2005). Why Do People Choose to Live in Golf Course Communities?, *Journal of Park and Recreation Administration*, 23(1), 37–52.

**Assessing the Potential of Golf Among University Students to Leverage SDG 3 in Planbelas: A Consulting Project**

- Porter. (1980). *Competitive Strategy: Techniques for Analyzing Industries and Competitors*. Free Press.
- Portugal, M. N., Do Carmo, M. and Correia, A. (2020). Why do the young generations not play golf?, *Tourism Analysis*, 25(2–3), 309–318. doi: 10.3727/108354220X15758301241819.
- Saunders, M., Lewis, P., & Thornhill, A. (2016). *Research Methods for Business Students* (7th ed.). Harlow, England: Pearson Education Limited.
- Shackelford, G., (2022). *Record Numbers Now Playing Golf Worldwide*. [online] Available at: <<https://www.geoffshackelford.com/homepage/2021/12/14/rampa-record-numbers-now-playing-golf-worldwide>> [Accessed 1 February 2022].
- Stenner, B. J., Mosewich, A. D., & Buckley, J. D. (in press). Why do older adults play golf? *Journal of Aging and Physical Activity*. 28(1), 1–7 <https://doi.org/doi:%2010.1123-japa.2018-0448.xml>
- Stenner, B. J., Mosewich, A. D., Buckley, J. D., & Buckley, E. S. (2019). Associations between markers of health and playing golf in an Australian population. *BMJ Open Sport & Exercise Medicine*, 5(1), e000517. <https://doi.org/10.1136/bmjsem-2019-000517>
- United Nations (2015). *Transforming our World: The 2030 Agenda for Sustainable Development*. United Nations: New York.

## ANNEX

### Annex - 1

#### Introduction – Quantitative research

We are master's students in management at ISEG and we are carrying out a consultancy project with a client in the residential golf sector.

The interview is carried out as part of a consultancy project for the final master's work for Master's Degree in Management (MIM) at the Lisbon School of Economics and Management (ISEG), University of Lisbon. The data obtained in this study is anonymous and confidential.

The interview in hand aims to help characterize the perception that nationals and internationals have about golf, and golf courses.

#### I. Socio-Demographic

- A. What's your nationality?
- B. What is your age bracket?
- C. What's your employment status?
- D. Where are currently living?
- E. How many people do you have in your household?
- F. What do you do for a living?

#### II. Role/Importance of sports

1. Do you like sports? (Practicing or watching)
2. Which sports you think are the less interesting, and you would not practice?
3. Which sports do you practice or value the most?
4. With what age have you started playing? Or gained interest?
5. How often do you play? (Give example in a month for instance)
6. What's your favourite sport?
  - a. Can you name 5 sports that you would have loved to practice but never did?
  - b. Can you name 5 sports that you would have never want to practice?
7. Have you ever played golf? (If answer is negative... **ask why?**) (If answer is positive... **ask the circumstances**)

**III. If never played golf.**

1. If haven't played, why? Ask for reasons, what are the main factors?
  - a. Would you be open to start playing? If for instance you had the opportunity (Example: If you had a golf course near you or work, university offered a package, if family or friends played) – if answer is not clear
    - b. If answer is negative**
      - i. What are the main motives?
      - ii. What would make you change your mind?
    - c. If answer is positive**
  2. What kind of golf would you be interested in playing?

(Fun/exercise/work/curiosity)

- a. Who would you like to play golf with? (If not clear, give examples: Family, friends, etc...)

**IV. Interest of the player regarding playing in university or place of work**

3. Would you like to have \_\_\_\_\_ sport in your university/place of work?
4. Would you be inclined to having your university partnership with \_\_\_\_\_ sport facility?
5. Would you be willing to pay more of your tuition for the ability to play \_\_\_\_\_ sport in university institution of work?

(If golf is not mentioned organically)

6. Would you like to have golf in your university/place of work?
7. Would you be inclined to having your university partnership with a golf club?
8. Would you be willing to pay more of your tuition for the ability to play golf in university?

**If played/plays golf before.**

**Player profile**

9. In which circumstances did you start playing?
  - a. Why did you start playing? (If the answer is not clear)

**Assessing the Potential of Golf Among University Students to Leverage SDG 3 in Planbelas: A Consulting Project**

- b. Reasons to keep playing? What are the main factors?
  - c. For how long have you been playing?
  - d. How often do you play? (If not clear)
  - e. What concerns you the most when you play golf?
10. Do you play professionally?
- a. What's your handicap?
  - b. How many holes do you usually play?
11. Who do you usually play the sport with?

**Interest of the player regarding playing in university or place of work**

12. Would you be inclined to having your university partnership with a golfing club?
13. Would you be willing to pay more for having a golf partnership in your tuition? –

If student

**Thank you!**