Original Article

Strategies for establishing partnerships between physical education and industry

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Abstract:
The objective of this study was to identify strategies that foster alliances between the industry and the physical education academy. In-depth interviews were conducted with participants from the industry and university sectors. For the selection of the subjects of the research, the Innovation Portal of
Ministry of Science, Technology, Innovation, and Communications (MCTIC) and the representativeness of the GDP of Brazil was used, giving preference to the companies that were among the fifty companies with the highest value. Four significant categories emerged in the analysis of the interviews: mandatory society, addictive state, decontextualized formation, and synergy. The interviewees pointed out that the primary strategy to follow is to listen to the people and to join efforts of all the institutions to produce what the society demands. However, in practice, there is a more traditional behavior. This behavior replicates an attitude that tends not to observe the demands of society and assumes an operational rather than strategic position.
Key Words: Innovation, Triple helix, University, Sport, Physical Education, Management.

Introduction

Sport plays a strategic role in the process of building, loyalty, projection and brand exposure, and receiving of substantial investments (Kotler & Keller, 2012). Sports for development have been the object of studies (Burnett, 2015; Hartmann & Kwauk, 2011; Lopes et al., 2011). This fact has been observed and verified by many articles, theses, and dissertations from the academic researchers (Rosa & Leta, 2010) and by the investment of billions of dollars from the industry.

According to the Brazilian Association of Advertisers, in 2013, approximately one billion dollars was invested in direct sponsorship. This calculation does not account for the value of image rights of TV broadcasts. Trademarks identify origin or manufacturer and allow consumers to attribute responsibility for the product to a particular manufacturer or distributor. Thus, brands strive towards efficiency and are guided by strategic thinking (Kotler & Keller, 2012).

Strategic thinking, which is based on the Resource Dependency Theories (Pfeffer & Salancik, 1978) and the Triple Helix model (Etzkowitz & Leydesdorff, 2000), suggests that when we approach two or more stakeholders with the aim of forming a strategic alliance, there is usually a significant result optimization for the two parties (Araujo, 2014).

Kotler and Kotler (2013) use the concept of strategy when they want to talk about a certain positioning of some market and its variables. The strategic environment materializes issues of notoriety and social importance. The university is a strategic environment, which seeks to find synergies with other stakeholders to solve issues that are tied to its routine and its logic of operation. The mission of educating, conducting research, contributing to sustainable development and social promoting leads the university to find interactivity with partners who also address such situations (Silva; Lopes & Netto, 2010). Interaction is a significant factor for the university and consequently for research since university and research are inseparable twins.
In the middle of 2005, it is estimated that 18% of companies in Brazil invested in innovation through partnerships with some university. However, in 2012, this figure fell to 13% (Trías de Bes, 2012).

The objective of this study is to identify strategies that foster alliances between the industry and the physical education academy with an aim to improve performance, social development, process agility, and positive notoriety from the representations of essential leaders that make up the industry and academic environments of Physical Education.

Materials and methods

The research followed the tradition of ethnomethodological research and its qualitative approach to understand how social participants interpret and construct the reality (Silva et al., 2015; Coulon, 1995; Garfinkel, 1967). The data collection was carried out using semi-structured interviews. It used the saturation principle,

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which is an epistemological instrument that determines when observations are no longer necessary since no new components have emerged (Thiry-Cherques, 2009).

Ten semi-structured interviews were conducted: five university members (Uni. Interviewee) and five members from industry (Ind. Interviewee). These members were selected based on the following criteria. The members of the Physical Education Academy were identified using the Innovation Portal of the Brazilian Ministry of Science, Technology, Innovation, and Communications (MCTIC). The keywords inserted in the search were: physical education, innovation, industry, and triple helix. One of the portal's missions is to bring researchers closer to companies and industries (Silva & Votre, 2012).

To choose the members of the industry, the criterion used was the representativeness in relation to the Gross Domestic Product (GDP) of Brazil, giving preference to the companies that were among the fifty companies with the highest value in relation to the GDP, according to the indicators of the Getúlio Vargas Foundation (FGV) and the Brazilian Institute of Geography and Statistics (IBGE).

Soon after the transcription of the speeches, the analysis of the collected information was started. We use a detailed reading of the entire transcription, identifying words or set of words that lead to classification and categorization of themes with syntax or semantic similarity (Bardin, 1995).

The project was previously sent to the Brazil Platform and was approved by the Ethics Committee, with the number 1028889.

Results and discussion

The inventory of the elements, derived from the statements of all the interviewees, converged for the construction and classification of four major guiding categories, which were created after the analysis of the data, namely: 1) mandatory society; 2) addictive state; 3) decontextualized formation, and 4) synergy .

Category 1: Mandatory Society

Within the four categories obtained, the one that made a mark in all others that appeared along the lines was the Mandatory Society.

"Society has a stake in this. It is a matter of brand and research; you work with this brand development. If you are not into social trends, your productions will not have strength. There is more strength in the brand and research that pays attention to social trends. You have to look at society to do anything, any work. We did not have to create space for dialogue, it was for the conversation to be standard, it was for the academy and the industry to feed each other. Society has a role in all of this, it cannot be in the hands of theorists or intellectualizing environments, and you see I am a theoretical guy, [...] what has to be done is you ask a citizen what he thinks what or how it should be done" (Uni. Interviewee 2).

In this report, we observe a posture that was repeated in others: "The brand and the research that pays attention to social tendencies is stronger" (Uni. Interviewee 3). The interviewees were unanimous in pointing out that one has to look at what society is demanding. Top-down strategies must be abolished; it is time to observe the society and what it has to say. It would not be the case of creating space for this, according to the report: "We did not have to create space for dialogue, it was for the conversation to be standard, it was for the academy and industry to feed each other" (Uni. Interviewee 3). However, because of these difficulties, we consider it necessary to create such space for dialogue, and the university is an ideal locus for this.

Category 2: Addictive State

The state figure was highlighted in the academic environment of physical education that refers to the Triple Helix type 1 (Etzkowitz &; Leydesdorff, 2000). The appearance of the Triple Helix developed by Etzkowitz and Leydesdorff is established in the context of the university, government, and industry. This triad is dedicated to the construction and production of new knowledge, prospecting, technological innovations, and economic development. Research is one of the fuels, with the proposal of providing dynamism to the process of functioning of the routine of these institutions.

The exclusive presence of the State as a funder, within the data collected, based on the interviewed participants' speech, characterized the Triple Helix model of type 1. The state assumes the protagonist role. Everything is forced and influenced by the will of the State, which gives the rhythm and indicates where attention and investment will be directed. The state assumes the decision-making responsibility (Silva; Lopes & Netto, 2010).

This behavior refers to the Keynesian school, where the State is the protagonist within pre-established contracts, which give certainty to the facts, providing the total guarantees of attendance to the interested parties. However, when thinking about contracts that give 100% guarantee, one imagines that they are static, not subject to re-adaptation, do not suffer alterations and influence from the environment that surrounds them. Believing in the existence of this type of guarantee is an innocent stance. Even governments cannot provide such certainty.

The Chicago School, whose main academicians are George Stigler and Milton Friedman, who are both Nobel laureates, influenced some governments with the neoclassical theory of prices, specifically in the government of Reagan in the United States and Thatcher in the United Kingdom, where the state has a much smaller focus on regulating markets and institutions. However, they also have limitations concerning primary health care, housing, transportation, basic sanitation and all other social interventions (Souza & Lara, 2012).

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These models of interaction and the single-factor relationship between stakeholders do not replicate in the current market realities, as we can see in the proposal of the blue ocean strategy of Kim and Mauborgne (2012). This proposal combines interaction with multiple environments or the creation of a completely new environment that can be explored in a different way or with interventions that previously did not seem to be convergent. The concept of breaking the trade-off (i.e., not appropriating the choice where we lost) is the great motto in these scenarios because there is no need to choose. Nothing prevents us from appropriating multiple influences that are perceived as relevant according to the demands that are presented. Respondents, according to their statements, do not break with trade-offs. They have the State, predominantly, as the only choice and only form of thought, cyclically and repetitively, remembering the condition of addiction, which refers to dependence. Thus, it typified the category of Addictive State for this condition of a vigorous dependence on the State, which is confirmed by the following statements.

"The development agencies, like FAPERJ, which provided me with a scholarship, called our state scientists. I need money to travel, to consult files, to buy books; the CNPQ also gives me a good research grant, and CAPES funds some events ... And in the Ministry of Sports, we had some interesting notices ... I do not have anything to complain about... It is very rare that a private institution supports our research. I am not aware of private funding for my type of research" (Uni. Interviewee 3).

The addiction condition contributes to the individual not realizing the expense that this situation creates, in the specific case of the Addicting State; this requirement originates from extremely high tax collection, which in some cases can reach 72% of the final value of the product, and high-interest rates, which are among the largest in the world.

If the strategy is to maintain positions of power and influence, conditioned to behavior based on the calculation (Certeau, 1998), this condition being associated with the instrumental, this calculation does not seem to take into account all the variables for this "equation". Being strategic, in actuality, is more for communicative action than for Habermas's (2003) strategic action. All of the recent proposals that have been successful and lasting have seen Max Weber's success behavior (Nobre, 2000), based on the search for partners who collaborate and act to solve a common demand, without competing with each other.

The critique of classical authors, such as Habermas and Certeau, about strategy revolves within the context of exclusion, and strategic behavior is based on concentrating decision-making power on a small number of people, restricting access of influence to a tiny part of society. From this perspective, the strategist is the one who dominates and puts his interests to the detriment of the majority, and who is perceived as a tormentor. This phenomenon is one of the main factors for social exclusion.

However, in different parts of the world, environments striving towards a position of democratic dialogue are observed. We have solid evidence of this in social licensing programs in Canada, Norway and Scandinavia, places with high human development rates. Social licensing is based on considerations that consider the interests of the people who are most affected by interventions, whose routines become altered by higher hierarchical positions. Most of the time, they are communities and social arrangements of human coexistence at a specific geographic region. These considerations and opinions validate any intervention that is physical, political or ideological.

This relationship between the parties is continually changing and is subject to receiving additional changes in their routine. This can occur in corporate, institutional, business, or academic environments. This condition of openness to the possibility of entry of new participants tends to potentiate the chances of success, characterizing a space that listens, sees and perceives relevance, taking into account all stakeholders.

Currently, being strategic refers to the thinking of Resource Dependency Theory of Pfeffer and Salancink (1978) that presents the following concept. If organizations want to survive the pressures, they must understand all the possibilities that can influence in some way the intervention and result in direct or indirect responses in its operating logic. Being dependent on supplier resources, which may or may not be fundamental to the life of the institution, is a common condition in an increasingly globalized society.

This dependence on resources is not perceived as a negative aspect, it is understood as natural for the construction of partnerships and alliances, diversification of participants from multiple areas. Thus, this is the position of prominent companies such as Google, Facebook, and Tesla. Looking at intervention from various angles and building innovative compositions is what keeps the products of these companies attractive and relevant to people's lives. None of them considered the will and the focus of interest in the personality of the State prior to beginning their processes of innovation/creation. Therefore, they do not obtain incentives from their governments; they merely see the demand, fix the concepts and look for the strategic partners (Kotler & Keller, 2012). An example is the case of Apple and Samsung that combine several developers of strategic business units and academic research laboratories to solve or meet demands that originate in the society (Goldman, 2013).

Being tied to the State as a partner is not the problem of the academic environment in physical education; the weakness is to have only the State as an option, a position that is contrary to the functioning of society. Finding more participants who are relevant and who benefit from the progress of the work can be the way that diminishes or dilutes the concentration of the State image as the only provider. The relevance or

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perceived relevance of including new participants in this process of research interaction can mean inclusion and/or increase in the number of people in the field with great potential. People, who were previously not considered as possible partners in the research environment, can add positions and proper attitudes to potentiate the academic work of physical education.

Category 3: Decontextualized Formation

An outstanding feature of the interviewees' responses was the training of professionals, and the university is the figure of relevance in this issue. At various times, it is the great responsibility for the evolution of humanity; no other place has made more progress than this institution. The evolutions of the processes of human intervention are concentrated within it, but it must radiate its entire force of transformation out of its walls.

The people responsible for this propagation are the people who passed through it and who became differentiated after this passage. Training gives these people identity, authority and recognition to perform interventions that change or help change a given landscape. Human capital represents the meaning of the university.

Industry environment respondents believe that there may be a dissonance between the training discourse and the actual market demands, requiring training and guidance of these people to meet the needs of the industry routine. This set of needs led to the elaboration of the category 'decontextualized formation', which was manifested in the responses as the following.

"I think I came prepared for the market. For most people it is still difficult. The universe we deal with has to have some of this relationship, at least the universe I know. The people I talk to do similar things. My college colleagues cannot understand why they migrated to the performance part of the physical activity. They have a hard time understanding. However, at some point in the management of the sport, it will be necessary to hire them. In the technical part of the sport, which we have, it may be because we have a misperception of sports management, lack of understanding in the area of management and training" (Ind. Interviewee 2).

Because university education is a fundamental condition for filling in several areas of industry, the symbiosis between these environments becomes evident. The university, in its essence, is ingrained and impregnated with research. Similarly, the industry, which also makes use of research at various times, especially in relation to innovation, which is fundamental for any environment that wishes to remain relevant, establishes, in some cases, research as the principal means of interaction with society (Kim & Mauborgne, 2012). Using research, it is possible to maintain a dialogue with society.

Category 4 - Synergy

Those who continually innovate maintain a competitive advantage in the market (Ansoff, 1965). This process translates into strategic performance, goal achievement, investment optimization, human resource efficiency, and delivery agility. By considering all of the evidence, in conjunction with the discourse of the consulted authors and the interviewees, we end up reiterating the idea that the responses of this decontextualized formation fall predominantly in the society.

"The training should be rethought. The impression I have is that the academic work is far from reality, and there is little dialogue between these parts. It is as if one thinks the other has something to contribute, but this courtship does not lead to marriage. Who loses when this does not materialize is the society?" (Ind. Interviewee 5)

The interviewees' statements suggest that environments should be complementary with the purpose of promoting advances for society, discovering new possibilities and paths that present people as their principal focus. For this to occur, it is pertinent that the training, according to the interviewees, interacts with markets.

"This is the great problem of research in physical education. It is far from the reality of market practice, and markets do not have the patience to make an analytical analysis of the process and the relevance of the research. It is necessary to understand that the two environments are at fault. The market is operational. It is a job. The management of the sport is a task. The market does not make an effective analysis of the results. This is the task of all the participants and for those who are sponsors, most of whom are far removed from academia. Those who lose are at the forefront, and it is those who will suffer from reflex actions" (Ind. Interviewee 3).

Of the characteristics that are typical in these two environments, we highlight the most striking ones, which at different moments can inhabit the same space, for example, the demand or search for people of great notoriety who are references in their areas. Another feature is to have innovation as one of the daily practices to assume responsibilities for meeting the demands and requirements established in documentary contracts (Sefidvast, 1994; Kotler & Keller, 2012).

The aura of positive meaning and the perception of relevance of people at a higher level are both still powerful influences in Brazil, given the size of the search for places in this education category. The growing number of people investing time and money in achieving higher education has reached a total of eight million enrolled students.

In the medium term, the industry may have more qualified people to fill vacancies that it previously had difficulties filling. However, if there is no additional interactivity between the industry and the academic environment, whatever the context, decontextualized formation will continue to be a constant negative in the

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routine functioning of these institutions. "I believe there is poor management and little investment; there are even countries in the African continent that are considered less developed than Brazil, and think that these problems are a constant issue " (Ind. Interviewee 5).

Proposals for preparing associations between people, institutions and industries are materialized according to their perceived relevance; if they do not perceive themselves as being relevant, they tend not to interact. "I do not think you can see the importance of something that you do not understand!" (Uni. Interviewee 5).

This perception may be linked to demands, which at different times may be common , or the demand for one environment may be a complement to another one in a different environment. The choices depend very much on exchange experiences, enabling positive memories to be built, which can trigger a more constant and perennial relationship (Pfeffer & Salancink, 1978).

The set of indicators that influence decision making is not predominantly rational. Instead, they are influenced by multiple factors, such as beliefs, values, feelings, emotions, identities, and cultures; we do not decide solely based on calculations most of the time.

The interaction of the academic environment of physical education with industry also depends on intangible variables; these variables are more associated with negative or positive memories, experiences of living together and local, physical environments that are favorable for this relationship to culminate in action. This relationship experience builds on successful partnerships, such as that of Samsung and the University of Seoul (South Korea).

Based on various possibilities, models or any other positive initiative, from multiple perspectives, have tended to lead to valuable innovations of the Blue Ocean Strategy, which has stimulated the breakdown of the trade-off and is very close to the concept of identity and the net world of Bauman (2005). This identity is not limited to a single possibility of influence or to a few characteristics. Additionally, identity brings feelings of security and belonging. This belonging helps individuals understand themselves as part of the collective, as part of something bigger, and as part of consciousness beyond their own (Bauman, 2012). This identification leads to the bringing together or provoking of an interaction between actors who have identities that resemble each other, which can alienate those who do not have them (Pfeffer & Salancink, 1978). "If you put two guys from the same area, whatever it is, such as one from an academic environment and another from industry, they will not speak the same language; they will not understand each other. Because each environment also has its own code" (Ind. Interviewee 2).

However, according to Bauman (2005), this is not forever, the marks and traits that people, communities, environments, and institutions carry today, which are thought to be relevant, may not have the same value over time, or due to event or experiences that may provoke a paradigm shift.

Understanding that codes and conditioners of the perception of relevance are changeable and that this depends on factors that most often do not produce a predictable behavior can lead to an awareness that is more adapted to positively receiving changes and new influences (Hafsi & Alain-Charles, 2008).

Being open to the idea of establishing new connections favors the emergence of synergies or the perception of synergies that exist and are not yet understood as such. At meetings, people who proposed to participate showed concern and believed that industry and the academic environment in physical education have synergy and that this is pertinent to optimizing the results of both (Ansof, 1965). These indications led to the expansion of the category of Synergy. "Everything that we do includes science. In my area, it includes sociology, anthropology, psychology, and sports. These are the basis, but the way they are used may lead to a departure. There should be total synergy between them" (Ind. Interviewee 1).

As the respondents reinforced the concept of synergy between the academic environment and industry and always focused on a Mandatory Society, they started self-questioning and recognized that the lack of dialogue between the parties is a problem. They brought new questions to the debate and pointed to possible issues that would prevent the conclusion of more contracts and partnerships between the two environments. The theme was the fear of changes that would affect the academic and industrial environments. "Management requires a great relationship with the environment and a very free and entrepreneurial way of thinking that often conflicts with the traditionalism of universities" (Uni. Interviewee 4). Further reinforcing his idea, the interviewee described traditionalism as: "Power, fear of change, defense of interests and status" (Uni. Interviewee 4). "Because you will start to create structures to keep yourself in these conditions, it gives you power and status. If it is something else, we will do that something else, and that idea is everywhere . This is no different. People play the game" (Ind. Interviewee 2).

Resistance to change is not a privilege of academic physical education; industry also has traits that refer to more traditional and restrained positions regarding new partnerships and hiring a vendor with another profile. "This was supposed to be common. It was not supposed to be distant; however, I think that it is the bias of everybody, the academy and the field staff; but, each one lives locked in their world, in their fief " (Ind. Interviewee 3).

The rules that make up academic physical education and industries are enhanced by people who belong or feel they have an identity with these environments, and often the environments are identified by them, i.e., they are the very identity of the environment.

This culture of identity, which reinforces that it is a product of historical construction (Bauman, 2012), does not occur overnight. It takes time, leaves marks, and leads the 'parties' to possess or develop sufficient strength to produce thoughts inside behavioral patterns. Whoever is not within this 'standard' tends not to be perceived well by people who have already assimilated into the culture of that particular environment (Bauman, 2005).

However, as observed, this process is not necessarily conscious. This attitude can lead to a trade-off, which does not create a value innovation and may exclude new possibilities of influences, thus reducing the chances of creating a blue ocean (Kim & Mauborgne, 2012). This logic seems to be ingrained and proves to be, for the interviewees, a behavior that does not cause discomfort. On the contrary, it brings security. "I worked at Coca-Cola for 17 years; I have been on the committee for a year and a half. Dressing in a shirt for me represents many identities, identifying how much you trade with that delivery that embraces you. In addition, the reciprocal is true that you have a delivery that is compatible with what the company gives you. From the moment you realize that your delivery is matched by the company that hires you, at this point, it is that the two sides wear the shirt" (Ind. Interviewee 1).

However, there may be resistance to the materialization of Synergy. This resistance happens or can happen and manifests unconsciously because it is the product of a process that is based on experiences, which led to crystallization of ideas and concepts (Peruzzolo, 2012). Therefore, if situations are developed that favor the promotion of inverse actions for these historical phenomena of resistance, it is possible that new attitudes develop and habits and customs are created that lead to trust between the parties.

These historical experiences, which are verified by the data presented, refer to the figure of the 'machinist', someone to be fought (Campbell, 1987). Thus, this demonstrates a conscious self-criticism, understanding that it is a problem that must be solved, noting that this 'veiled' resistance is a performance limiter for both environments. "I also just realized that much later. I had the figure of business as an enemy, and in fact, it is not. After I graduated, I had to run far behind to do what I do today. It also made me lose precious time, which can be seen in my college education or basic education" (Ind. Interviewee 3).

However, in physical education, the speech of the interviewees at one time nominally assumes the personality of the sport. They admit that there has already been a partnership between these two environments, and that this phenomenon is not new, but is not common. This condition of withdrawal from new circumstances and interactional perspectives, which celebrate the Synergy, appeared at times as natural. "What we can identify is that throughout the history the practices of entertainment and sport were linked to the configurations and lines of tensions between the social classes. In the nineteenth century, we identified that the industry was sponsoring the sport, linking its products with sports, notably, the idea of hygiene and health. At the beginning of the 20th century, with the oar, this become very clear. Insurance agencies, drug companies and companies linked to the new business of the city appropriated the image of sports and financed sporting events, its structure and prizes for the rowers and jockeys. Outside Brazil, we identified this to occur even earlier. The figure of the industry as an investor has long been involved in sports. The idea of partnership is old. However, currently it is seen, perhaps, as not appropriate" (Uni. Interviewee 2).

When asked about why there is this veiled resistance posture about Synergy, the interviewees evoked a process that makes sense and articulates with emotional connections (Milone, 2004). This resistance to partnerships with industry appears almost natural. Some of the interviewees declared themselves to be Marxist. As the history of industry mixes with and confuses itself with the history of capitalism, the industry is viewed as the 'trickster' of socialism. It is almost obvious to be against a proposal that includes the personification of the 'enemy', and this is confirmed in the interviewees' accounts. "Because you have something that is not said and is not stated but has an ideological coefficient that does not let it happen. Thus, this is not a conscious decision. However, I believe that people end up slowing down actions to get in the way. It is like a cheerleader, but not conscious, it is not elaborate half Marxist. It is as if the dream is not over. We had an entire generation shaped during the dictatorship. However, that should not prevent an enterprising attitude" (Ind. Interviewee 5).

Synergy is a fundamental concept for the maintenance of the perception of stakeholder relevance in an increasingly globalized and integrated society (Kotler; Keller, 2012). Synergy is applied and linked to an open and reciprocal process within common causes. It leads to propagation of positive reflexes. The emanation of this spectrum of synergies between the academic environment of physical education and industry, based on the interviewees' statements, points to a significant potential that has been little explored by both parties. Isolation is a problem that was verified by the interviewees. "If you look, everyone inherits referential from college, everyone, almost a hundred percent of the industry, from the sausage factory to the automaker. Everyone has top-level sources that serve different purposes. Why does not more interaction happen? I have no idea how to respond" (Ind. Interviewee 1).

At some point in time, interviewees show fear and doubt about their statements, pointing out that there may be a lack of credibility in the sports and academic environment, especially concerning the final delivery of

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the work. "An example is the challenge of Bolt, athletics on the beach, which is an event created by an agency that has all these characteristics necessary for a good sporting event, with great repercussion, with great patronage and great visibility. Why cannot the confederation think of such a thing? Why do investors not seek a confederation for an event of this type? I do not know. Can it be a negative perception that investors have about these entities or research and study centers? I do not know, this type of event has repercussions. How to marry a formal sports activity with the market? There is no flexibility in these environments. This can be thought of in other places where the sport is, in fact, the end activity" (Ind. Interviewee 4).

The signs and traits configured by the speeches, along with the reported ideological resistance, as well as the lack of a favorable space for the exchange of experiences, undermine and minimize the chances for the use of the interactional possibilities of the actors that make up the identity of these environments (Bauman, 2012). "Why is sport different from pharmacy or engineering? Why are sports and physical activity understood as something we do not understand? This behavior is our responsibility and not theirs. One of my predictions is that with the 2020 agenda we may have different recognition because we have the challenge of sustainability. It is a challenge. Decisions depend on new participants to develop and seek results. It is part of the decision-making process. It was once part of the message. This requires a new type of administration. In fact, I have no answer. I do not know how to answer this or it is better not to answer now" (Uni. Interviewee 2).

Institutions exist only because someone at some point recognized them as such. Someone is responsible for such recognition. The channels that develop the concept and the perception of satisfaction are in the chain of value that individuals possess in relation to the phenomenon of involvement to obtain a return. If the practices of the activities that lead to the materialization of synergy do not return the interviewed participants, they tend not to have priority or may not be understood as relevant or existing. "Physical education is a very broad thing. Because it contemplates, as far as I understand, school physical education, high-performance sports training, the use of exercise as a form of prevention and treatment of diseases. Thus, I find it hard to think of a single strategy for all these fields! However, this type of situation is observed in other areas such as engineering, medicine, gastronomy and all other areas of knowledge. I believe that a direct solution is complicated. I do not know who would be responsible for this change. Synergy is also a very broad concept. It had to be of interest to the universities. They had to validate it" (Uni. Interviewee 3).

Allocations of human, physical and financial resources will be channeled into the phenomenon that triggers a return process. The publication brings a return to the academic environment in physical education so that it will have priority. If the immediate delivery, in addition to the publication, inserts the return to the industry, this factor will also become a priority.

Conclusions

The focus of the research was to identifying strategies that foster alliances. However, throughout the process, we found that these alliances required simpler understanding of relationships. The reports suggest to look at the society that motivates the actions of people in causes perceived as relevant at a given moment.

The interviewees started the interviews by saying that one should listen to people and join efforts of all institutions to attend to what is relevant, paying attention to what society evokes. However, in practice, there is a tendency, which turns out to be natural, towards a more 'traditional' and restrained behavior, replicating an attitude that tends not to observe the demands of society and assumes an operational position, which is not very strategic. Another strategy is to broaden the reach of positive influences from an alliance between the parties. This would provide a perception of relevance and notoriety in groups or branches of society that would be further away, and which would not identify the action.

The need to innovate and research, that both (Academy and Industry) need to remain relevant to society, is the common cause in an interactional context between the academic environment of physical education and that of the industry.

The performance was evidenced as a factor of attention and importance in the daily life of the participants. However, it is not necessarily understood as relevant to society and may be directly related to what is established as a rule for that particular environment and to have limited value. Due to a progression of internal demands, performance inhabits, in some cases, a universe of its own, with its own rules, perceptions, and codes. The breadth of this meaning of performance tends to transcend and broaden its boundaries through reflections that ground them and that are anchored in the demands of society.

The industry and the academic environment of physical education depend on its participants for decision, on choosing the behavior of partnerships and everyday work. There is a will for a meeting. However, a spirit does not appear to exist to concretize an event in a function of the synergy that has been reported. For the concept of strategic relationship, events are the beginning or the continuity of social interaction between actors who choose to cohabit or coexist in tune, tied to the temporal and spatial condition of proximity. If the challenge exists, it may be this event that provides a routine, which at first can lead to high energy expenditure, because it requires an adaptation process.

Conflicts of interest - All authors do not have any conflicts of interest to declare.

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