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UNIVERSITY OF NORTHERN COLORADO

Greeley, Colorado

The Graduate School

COMPETENCIES OF SPORT EVENT MANAGERS IN THE UNITED STATES

A Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education

Hsiao-hwei Peng

College of Health and Human Sciences
School of Kinesiology and Physical Education

August 2000
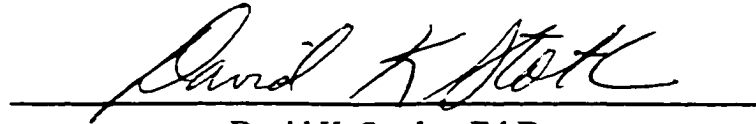
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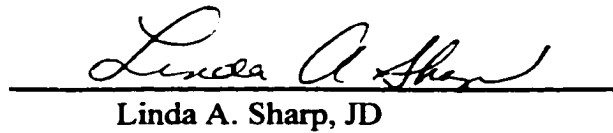
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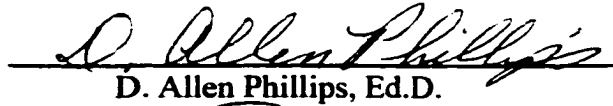Research Advisor

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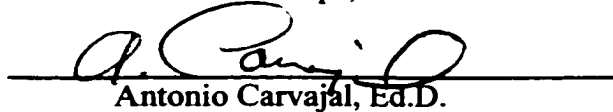
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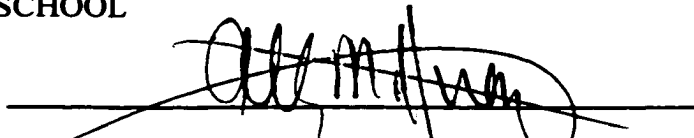Linda A. Sharp, JD

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ABSTRACT

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2000.

The purpose of the study was to identify the competencies of sport event

managers in the United States. Two groups, academicians and practitioners, were

surveyed as to their perceptions regarding the important competencies of sport event

managers. A comparison of the perceived important competencies was conducted to

examine whether there was a difference in the perceptions between the two groups.

The academicians were selected from the 200 sport management programs that

offered the event management courses in the United States, while the 34 United States

Olympics National Governing Bodies (USNGBs) were chosen to represent the

practitioners for the study. The research instrument was modified from Toh's (1997)

questionnaire, and the final versions of the Competencies of Sport Event Managers

(COSEM) for both the practitioners and the teaching professionals were used to collect

the data.

Of the 79 questionnaires sent to the academicians, 57 were returned, making the

response rate 72%. Of the 34 questionnaires sent to the practitioners, 25 questionnaires

were returned, making the response rate 74%. Descriptive statistics, factor analysis, one

way MANOVA, and the Pearson Product Moment Correlation Coefficient were utilized

for data analyses.

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On the basis of the results and findings of this study, the following conclusions were formed:

1. The top five competencies plus tied items favored by the academicians were: (1) Maintains effective communications with staff, (2) Uses good verbal communication skills, (3) Uses good written communication skills, (4.5) Communicates performance expectations with staff in a written job description, (4.5) Establishes procedures reflecting fair treatment of staff and participants.

2. The top five competencies favored by the practitioners were: (1) Maintains effective communications with staff, (2) Designs, plans, and controls event logistics (e.g., transportation, hospitality, food and beverages, venues, ticketing, etc.), (3) Uses good verbal communication skills, (4) Uses good written communication skills, (5) Utilizes effective time management techniques.

3. Overall, there were no differences between the academicians and the practitioners in perceived important competencies needed to perform a job in the area of sport event management.

Generally speaking, the academicians in the area of sport event management understand what the needed competencies are in order to perform a sport event management job. It is recommended that similar studies look at other areas of sport management, such as sport marketing, public relations, facility management, human resource management, etc. to determine if good communication between the academicians and the practitioners also exists in other areas.

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Another dream of mine has come true. No better words could describe how I feel about the completion of my master's and doctoral studies in the United States. There were times I would have given up my study due to many difficulties, such as a financial burden and language barriers. My deepest appreciation goes to those people who have been supportive and encouraging throughout my study.

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At last, but not the least, additional appreciation is expressed to all of my friends. I would like to say "Thank you all" for helping me accomplish my goals. Without all of your support, my dream would never come true.

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CHAPTER I

INTRODUCTION

The abundance of job opportunities in the sport industry has been supported by several studies concerning the economic activity in the sport industry (Broughton, Lee, & Nethery, 1999; Meek, 1997; Pitts, Fielding, & Miller, 1994). The amount of economic activity was slightly different in these studies, due to the researchers' definitions of the boundaries and segments of the sport industry. However, they were in agreement about the huge impact of the sport industry on the economy of the United States and the growing potential of the job market in this area.

In response to the needs of the growing sport industry, sport management programs have emerged to produce competent sport managers to serve the sport industry (Crosset, Bromage, & Hums, 1998). Originating from physical education, over 200 sport management programs are currently offered in North America (Cawley, 1998; Soucie, 1994; Soucie & Doherty, 1996). The rapid development of sport management should be credited to three giant steps: the founding of the North American Society for Sport Management (NASSM) in 1985, the publication of the Journal of Sport Management (JSM) in 1987, and the development of sport management academic standards by NASSM and the National Association for Sport and Physical Education (NASPE) in 1993 (Cuneen & Parks, 1997; NASPE/NASSM, 1993).

The North American Society for Sport Management is a professional organization for people who are interested in the field of sport management. Soucie (1994) stated that the establishment of a formal organization to provide opportunities for members to communicate is a right step toward the profession of sport management. The annual conferences and the publication of the Journal of Sport Management by the NASSM provide collegiality and scholarly activities for both members and non-members.

The NASPE-NASSM Joint Task Force on Sport Management Curriculum and Accreditation (1993) developed a series of minimum academic standards for undergraduate, master's, and doctoral levels of study. The purpose of the academic standards was to provide a consistent evaluation of sport management programs offered in higher education. These standards required academic programs not only to provide the core contents of sport management curricula for students, but also to ensure the quality of teaching professionals by requiring a certain amount of teaching loads committed to sport management (Schneider & Stier, 2000; Stier & Schneider, 2000). Moreover, the NASPE-NASSM (1993) approves sport management programs in higher education based on the standards established from "the study of curricular research and consultation with academicians, practitioners, and professional associations" (p. 159).

The validity of sport management curricula to produce highly trained sport managers to serve the needs of the sport industry was under strict scrutiny. Li and Sawyer (1994), and Whiddon (1990) pointed out that the purpose of a sport management program is to equip students with business skills and a good understanding of the sport industry. Weese (1995) questioned the validity of sport management programs by asking whether sport management programs "truly" served the practitioners in the sport industry.

He noted that academicians seemed to focus too much on the theoretical perspectives of sport management and therefore neglected the needs of practitioners in the sport industry. In other words, the academicians are not connecting the management theories with the real world, but, instead, are broadening the gap between the academic and the real world. In response to Weese's questioning, Cuneen and Parks (1997) pointed out the need for continuing research to build on the sport management theoretical foundation of knowledge which is still considered weak. They believed that the sport management program should stay focused on scholarship activities through the publication of the JSM and the collegiality activities of the NASSM, while having some impact on how the sport is managed in the practical fields.

Competency studies have been one of the most important research areas in sport management (Chen, 1993; Cheng, 1993; Davis, 1987; Hatfield, Wrenn, & Bretting, 1987; Jamieson, 1987; Lambrecht, 1987; Paris & Zeigler, 1983; Regier & Boucher, 1990; Toh, 1997). The main purpose of the competency studies was to identify the knowledge and skills needed to perform a job. Because society changes, the researchers in the area of sport management suggested a constant evaluation of the competencies needed to perform jobs in the sport industry so that sport management programs can be designed to serve all sports related managerial jobs (Lambrecht, 1987). Stier and Schneider (2000) stated that "sport management professors must maintain a current knowledge base as to what skills and competencies are appropriate and/or necessary to gain employment in the sport management field and to enjoy success as employees with such sport businesses" (p. 56). Jamieson (1987) also stated that "by developing competencies in sport

management that a foundation is established for training, education, and self-regulation of the profession" (p. 49).

Since competency studies have been viewed as one of the best ways to identify what the job responsibilities/qualifications of a profession are (Paris & Zeigler, 1983), researchers in the sport management field have been trying to identify what competencies are needed to perform a variety of jobs in the sport industry. Several studies focused on the identification of the important competencies of managers in recreational settings (Chen, 1993; Cheng, 1993; Davis, 1987; Ellard, 1984; Jamieson, 1980, 1987; Jennings, 1984; Lambrecht, 1987; Regier & Boucher, 1990; Skipper,1990; Tsai, 1996), sport settings (Afthinos, 1993; Cheng, 1993; Davis, 1987; Hatfield et al., 1987; Kim, 1997; Lambrecht, 1987; Paris & Zeigler, 1983; Parks & Quain, 1986; Quain & Park, 1986; Skipper,1990), and collegiate athletics (Cheng, 1993; Hatfield et al., 1987; Jennings, 1984; Nielsen, 1990; Quinn, 1994). Some of the studies examined whether there were different perceptions between educators and practitioners concerning important competencies needed for that specific setting (Davis, 1987; Ellard, 1984; Jennings, 1984; Paris & Zeigler, 1983; Parks & Quain, 1986; Quain & Park, 1986; Quinn, 1994). It was assumed that the closer the perceptions of important competencies between the educators and the practitioners, the greater the evidence that the academicians are serving the needs of the practitioners in the sport industry. However, in the sport-related literature, none of the studies have examined the competencies of sport event managers, one of the rapidly growing job markets in the sport industry (Getz & Wicks, 1994; Goldblatt, 1997).

Event management is a sub-discipline of the sport management program. Sport management students are expected to apply the management skills/functions to the

events. The importance of the area of event management recognized by academicians and the practitioners in the sport industry can be seen from the two studies done recently by Stier and Schneider (2000), and Schneider and Stier (2000) who examined the proposed new sport management curricula at both the undergraduate and the graduate levels as to their suitability to produce trained sport managers. The content area of "Venue and Event Management in Sport" was added and included in both levels of sport management study for evaluation.

Ammon (1998) described the various forms of events that exist in our society, such as a sporting contest, a conference, a circus, a symphony, a dance, or a concert. He pointed out that there may be several similar competencies needed when holding different events. Mullin, Hardy, and Sutton (1993) emphasized that when compared to other professions, the uniqueness of the sport industry should be taken into consideration. Therefore, a study of the competencies needed in sport event management is warranted.

The Purpose of the Study

Based on the arguments of whether sport management programs served the practitioners and the fact that no study has been done on the competencies of sport event managers, the purposes of the study were:

1. To identify the competencies needed by sport event managers as perceived by the academicians in the United States.

2. To identify the competencies needed by sport event managers as perceived by the practitioners in the United States.

3. To determine if there were differences between the academicians and the practitioners in their perception of the competencies needed by the sport event managers at the national level.

4. To determine if there was a relationship between academicians and practitioners in their perceptions of important competencies needed by sport event managers at the national level.

Research Questions

1. What are the competencies perceived as important by the academicians in order to perform a sport event management job?

2. What are the competencies perceived as important by the practitioners in sport management in order to perform a job in sport event management?

3. Are there differences in perceptions between academicians and practitioners regarding the competencies needed to perform a job in sport event management?

4. Is there a relationship between the academicians and the practitioners in their perceptions of important competencies needed to perform a job in sport event management?

Significance of the Study

The current study was needed due to the lack of information about the competencies of sport event managers in the literature review. This study reviewed the literature in the following areas: the scope of the sport industry, sport management curricula, competency studies in sports, and event management. The literature review indicated that there has been no study done about the competencies of sport event managers, but there has been a debate concerning whether sport management curricula served the practitioners.

Due to the lack of information about the competencies of sport event managers, the current study was designed to identify the demographics of the practitioners in the United States. Since the sport event managers are viewed as practitioners in the sport industry, the selection of the sport event managers was deemed appropriate for investigating whether there was a gap regarding the perceptions of needed competencies between the practitioners and the academicians. The academicians in the study were represented by the teaching professionals in the sport management programs.

The results of the study will provide important information about the competencies of sport event managers and therefore may fill the gap in the literature related to the competency studies in the sport industry. Further investigation of the argument as to whether the sport management curricula serve the practitioners can be accomplished by examining whether there were differences in the perceptions of competencies between the academicians and the practitioners. The results may then support the validity of the sport management programs and provide information for academicians so they may design sport management programs to better serve the needs of the practitioners.

Delimitations

The delimitations of the study were as follows:

1.   The subjects were selected from the Sports Market Place Directory (2000). They may not be representatives of all sport event managers in the United States.

2.   The instrument used to collect the data was modified from the Competencies of Sport Managers (COSM) developed by Toh (1997).

Limitations

The limitations for this study were as follows:

1.   Respondents to the Competencies of Sport Event Managers (COSEM) for the practitioner's version were volunteers and may not be representative of all sport event managers in United States.

2.   Respondents to the Competencies of Sport Event Managers (COSEM) for the academician's version were volunteers and may not be representative of all teaching professionals in United States.

3.   It was assumed that the respondents answered the COSEMs truthfully.

4.   The responses may be limited to the competencies used in the COSEM questionnaires.

5.   Due to the small population of both the academicians and the practitioners selected for the purpose of the study, the factor analysis was used only to group the competency statements. The results of factor analysis might violate the assumption that the factor analysis needs a large number of data set.

Definition of Terms

Competency – "The knowledge, skills, values, and attitudes needed to carry out properly an activity important to success in one's personal or professional life" (Butler, 1978, p. 7).

Competency-Based Approach – "The competency-based approach focuses on the acquisition of knowledge and skill, and on the ability of an individual to demonstrate competence in the tasks which comprise a professional role" (Regier & Boucher, 1990, p. 46).

Competency-Based Education – It is " derived from and organized around an agreed-upon set of competencies, and which provides the learning experiences designed to lead to the attainment of those competencies" (Butler, 1978, p. 7).

Economic Activity – An economic activity refers to the money spent or circulated within a defined boundary or an industry.

Economic Impact Study – Studies conducted to estimate the net changes or "new money" in the community in association with a sport event (Howard & Crompton, 1995; Turco, 1995).

Event Management – The term "Event Management" is synonymous with "Special Event." "Event Management is the profession that requires public assembly for the purpose of celebration, education, marketing, and reunion. Each of these overarching activities is encompassed by the profession of Event Management" (Goldblatt, 1997, p. 4). Some areas in the field of Event Management may include sport events, fund-raising, catering, half-time shows, conferences and meetings, festivals and fairs, circus events, expositions, weddings, symphonies, dances, concerts, etc. (Ammon, 1998; Goldblatt, 1997; Goldbaltt & Supovitz, 1999; McMahon, 1990).

Event Managers/Organizers – "The Event Manager is the person responsible for researching, designing, planning, coordinating, and evaluating events"(Goldblatt, 1997, p. 3)

Management Competency – "Management Competency is a concept based on the observation of behavior that shows varying degrees of administrative ability" (Regier & Boucher, 1990, p. 46)

Recreational Sport – Recreational sport "includes the programmatic orientation of instructional, informal, intramural, extramural, and club sport as well as spectator aspects within those, including the viewing of athletic and professional sport" (Jamieson, 1987, p. 48).

Single Sport Organizations – For the purpose of this study, a single sport organization is assumed to hold one unique type of sport event, such as baseball, basketball, soccer, etc.

Sport Management – Sport Management "emphasizes functional aspects of all sport involvement such as organization, administration, finance, budgeting, marketing, staffing, coordination, planning, and evaluation" (Jamieson, 1987, p. 48).

Sports Market Place Directory – A directory of the sport-related organizations in the sport industry compiled and published by Franklin Covey Sports Division.

United States Olympic National Governing Bodies (USONGBs) – There are currently 34 USONGBs listed in the 2000 Sports Market Place Directory. Each USONGB holds national events for that particular sport and has the authority to sanction those particular sport events held throughout the United States.

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of the study was to determine what competencies were needed for

sport event managers in the United States. The need for this study was called for by the

linkage of the literature concerning the sport-related job competencies and the lack of

literature in the area of event management. Therefore, the review of literature was

categorized into the following categories: the scope of the sport industry, the

development of the sport management curricula, competency studies in sports, the area of

event management, and a summary.

The Scope of the Sport Industry

In order to calculate the economic activities within the sport industry, several

researchers have been trying to apply the industry segmentation theory to quantifying the

sport industry (Broughton, Lee, & Nethery, 1999; Meek, 1997; Pitts, Fielding, & Miller,

1994). Pitts et al. (1994) based their research on Porter's (1985) industry segmentation

model and operationally defined the sport industry as "the market in which the products

offered to its buyers are fitness, sport, recreation, and leisure related" (p. 18). Therefore,

they categorized the sport industry into three segments by product and buyer type: the

sport performance segment, the sport production segment, and the sport promotion

segment. Each of the three segments included several sub-categories. For example, the

sport performance segment included athletics (amateur and professional sports), private business sport, tax-supported sport organizations, non-profit sport organizations, sport education, and fitness and sport firms. Each of these sub-categories represented the abundance of potential job opportunities in the sport industry.

Meek (1997) reported that the sport industry in the United States was "$152 billion in 1995, and supported an additional $259 billion in economic activity" (p. 15). He also reported that, based on this calculation, the sport industry would be the 11th largest industry in the United States in 1995. Similar to the study of Pitts et al. (1994), Meek's study categorized the sport industry into three main sectors: sports entertainment, sports products, and sports support organizations (profit and nonprofit). There were also sub-categories under each of the three main sectors. For example, the sports entertainment sector included sport teams (amateur and professional) which were then categorized into three sub-categories: events, tourism, and media. Under the sub-category of events were staging, marketing, management, and athletics sub-sectors. It should be noted that these categories also represented a variety of sport jobs in the sport industry.

According to a recent study conducted by the Sports Business Journal (1999), the contribution to the economic activities of the United States sport industry was about $213 billion. This study categorized the sport industry into a variety of segments: advertising, endorsements, equipment, facility construction, Internet, licensed goods, media broadcast rights, professional services, spectator sports, sponsorships, medical treatment, travel, publications, gambling, and team operating expenses. Similar to the studies of Pitts et al.

and Meek, the variety of segments represents the abundance of potential job opportunities in the sport industry.

The Development of the Sport Management Curricula

In response to the need of the sport industry to have highly trained competent managers, the sport management program has emerged as an academic field to serve the need of the sport industry (Crosset et al., 1998). According to Crosset et al. (1998), the first master's sport management program was offered by Ohio University in 1966. St. Thomas University and St. John's University later offered sport management programs at the undergraduate level. Currently there are over 200 sport management programs offered in North America (Cawley, 1998; Soucie, 1994; Soucie & Doherty, 1996; Sports Market Place Directory, 2000).

Although the quantity of sport management programs has met many of the needs of the sport industry, there has been a concern about the quality of the sport management programs offered by the variety of institutions. Therefore, in 1986 the National Association of Sport and Physical Education (NASPE) began the process of identifying the guidelines for sport management curricula (NASPE-NASSM, 1993). In 1989, NASPE included NASSM members when they continued developing the standards of the sport management programs (Schneider & Stier, 2000; Stier & Schneider, 2000). In consultation with the academicians, practitioners, and professional associations concerning the construction of a sound sport management program, the NASSM-NASPE Joint Task Force (1993) developed a minimum set of standards for undergraduate, master's, and doctoral levels of study. The standards included not only the core content areas of study for all three levels, but also the number of faculty members and their

workload each institution assigned to teach the sport management programs. The standards are presented in Table 1 through 4. For the undergraduate level, the core content areas include (NASPE-NASPE, 1993):

Table 1

The Core Content Areas and the Examples of Courses for the Undergraduate Level

Core Content Areas	Examples of Courses
1. Behavioral Dimensions in Sport	History of sport, history of sport management, sociology of sport, psychology of sport, women in sport, the disabled in sport, philosophy of sport, business ethics, ethics in sport, legal aspects of sport, and business law.
2. Management and Organizational Skills in Sport	Management of sport, sport administration, organization and administration of sport, facility and event management, organizational behavior, business applications to sport, computers in business, business statistics, and resource allocation.
3. Ethics in Sport Management	Business ethics, ethics in sport management, and administration of sport.
4. Marketing in Sport	Marketing, sport marketing, sales communications, advertising, sponsorship in sport, non-profit marketing, entrepreneurship, fund raising, computer applications, legal aspects, broadcast administration in sport, marketing/sales negotiations, and persuasion.
5. Communication in Sport	Interpersonal communication, organizational communication, public relations, sport public relations, sport and media relations, principles of sport management, English, composition, business writing, journalism, graphics and publications, computer applications, publishing, legal aspects in communications, and information management.
6. Finance in Sport	Budgeting, principles of sport management, accounting, sport finance,

	computer applications, finance, and strategic planning and forecasting.
7. Economics in Sport	Economics, labor relations, legal aspects, computer applications, the economics of sport, and sport enterprise.
8. Legal Aspects of Sport	Legal aspects of sport, labor relations, contract law, tort law, corporate/business law, taxation, sport labor relations, and risk management.
9. Governance in Sport	Administration of sport, governance in sport, and sport law.
10. Field Experience in Sport Management	Practica, and internship.

Table 2

The Core Content Areas and the Examples of Courses for the Master's Level

Core Content Areas	Examples of Courses
1. Management Leadership and Organization in sport	Management theory, leadership theory, organizational theory, and problems and issues in sport management.
2. Research in Sport	Research methods, research design, statistics, independent study, and thesis.
3. Legal Aspects of Sport	Sport law, amateur sport law, professional sport law, commercial sport law, labor relations and arbitration, problems in sport management, school law, and school labor relations.
4. Marketing in Sport	Consumer behavior, sport marketing, market research, marketing, fund raising, sport fund raising, and public and media sport relations.
5. Sport Business in the Social Context	Sport in society, problems in sport management, and organization and administration in sport.
6. Financial Management in Sport	Financial aspects of sport, sport finance, accounting, and finance.
7. Ethics in Sport Management	Business ethics, sport ethics, sport philosophy, problems in sport management, leadership theory, research methods, sport law, sport marketing, public and media sport relations, and sport finance.
8. Field Experience in Sport Management	Practica, and internship.

Table 3

The Core Content Areas and the Requirements for the Doctoral Level

Core Content Areas	Requirements
1. Background Requirements	Background of core content areas from both undergraduate and graduate levels, such as the behavioral dimensions of sport, management and organizational skills, marketing and sales in sport, communication in sport, research in sport, ethics in sport, and field experience.
2. Research Foundations	Research methods, statistics, research design, and research tools.
3. Sport Management Theory in an Area of Specialization	Areas of specialization may include sport marketing, organizational theory in sport, sport foundations, sport finance, information management, managerial accounting, sport law, sport economics, and human resource management in sport.
4. Advanced Cognate Area	Courses offered outside the department such as courses in business programs, law programs, journalism, physical education, and other areas.
5. Internship	The internship should target the career goal of the doctoral student.

Table 4

The Minimum Full-time Faculty Members Required at each Level of a Sport Management Program

Programs	Number of faculty required
Undergraduate	2
Master's	2
Undergraduate and master's	3
Doctoral	3
Doctoral and master's	3
Doctoral, master's, and undergraduate	5

Source: NASPE-NASSM Joint Task Force on Sport Management Curriculum and Accreditation, 1993, p. 161.

Due to the lack of study examining the suitability of sport management curricular standards, Stier and Schneider (2000), and Schneider and Stier (2000) launched two national studies aiming at investigating whether the Sport Management Program Standards at both the undergraduate and graduate levels were acceptable by both the academe and the sport industry. In their studies relating to undergraduate sport management programs, 124 Sport Management Directors of the undergraduate programs represented the academicians, and the 87 Sport Management Directors of the graduate programs represented the academicians for the graduate programs. Ten segments of the job market in sport industry were selected to represent the practitioners for both the undergraduate and the graduate levels. The 10 segments were:

1. Organizing, Sanctioning Bodies

2. Sports Facilities

3. Sport Broadcasting

4. Manufacturers and Distributors

5. Sports Teams

6. Event Marketing/Management

7. Universities and Colleges: Athletic Departments

8. Lawyers and Law Firms

9. Sponsorship Agencies

10. Sports Communications, Marketing, and Consulting

For the undergraduate level, they used a revised survey including 11 proposed content areas, suitable for preparing undergraduate students to be sport managers in the 10 segments of sport industry. The 11 proposed content areas were:

1. Socio-Cultural Dimensions in Sport

2. Management and Leadership in Sport

3. Ethics in Sport Management

4. Marketing in Sport

5. Communication in Sport

6. Budget and Finance in Sport

7. Legal Aspects of Sport

8. Economics in Sport

9. Venue and Event Management in Sport

10. Governance in Sport

11. Field Experience in Sport Management

Stier and Schneider (2000) reported that the academicians rated all of the 11

content areas more favorably than did the practitioners in terms of their suitability within

the undergraduate curriculum. The "Socio-Cultural Dimensions in Sport" and

"Economics in Sport" are the two areas the academicians rated significantly different

than did the practitioners. They suggested that further investigation is needed as to why

these two areas are rated differently.

For the graduate level, Schneider and Stier (2000) used a revised survey

instrument including the proposed 10 graduate content areas in order to measure their

suitability for preparing graduate students to be sport managers in the 10 segments of

sport industry. The 10 proposed content areas were:

1. Socio-Cultural Dimensions in Sport

2. Management and Leadership in Sport

3. Ethics in Sport Management

4. Marketing in Sport

5. Communication in Sport

6. Financial Management in Sport

7. Legal Aspects of Sport

8. Research in Sport

9. Venue and Event Management in Sport

10. Field Experience in Sport Management

Schneider and Stier (2000) reported that there was no significant difference in the content areas of "Ethics in Sport Management," "Financial Management in Sport," and "Venue and Event Management in Sport." The academicians and practitioners agreed that these three content areas are important for preparing sport management students at the graduate level to be sport managers in the 10 segments of sport industry. However, significant differences were found in the other seven content areas of study. They indicated that "the greatest discrepancies in terms of suitability are the content area of Socio-Cultural Dimensions in Sport and the content area of Research in Sport" (Schneider & Stier, 2000, p 148). They recommended that the academicians in the sport management graduate programs needed to investigate carefully why there were significant differences in these two content areas between the academe and the sport industry in order to provide meaningful knowledge and skills for the graduate students when they entered the real world.

Sport management is viewed not only as an academic field, but also as a profession to serve the need of the sport industry (Cuneen & Parks, 1997; Soucie, 1994,

Soucie and Doherty, 1996; Weese, 1995). Soucie (1994) stated that the social

recognition of sport management as a profession would take time. As the graduates of

sport management take management positions in a variety of job markets in the sport

industry, the validity of sport management programs has been under strict scrutiny.

Weese (1995) proposed that there needed to be a linkage between what is taught in sport

management programs and what is actually needed in the practical world. He argued that

academicians seemed to put too much energy on the theoretical perspectives of sport

management and failed to interpret the research findings in order to make sense to the

practitioners; thus, the need of the sport industry was neglected. In response to Weese's

proposal, Cuneen and Parks (1997) argued that the needs of academicians and

practitioners are both served by the scholarly activities and research in NASSM and JSM.

They contended that only through continuous research in sport management can the

students be equipped with the necessary skills and knowledge to cope with the

complexity of the sport industry. Soucie and Doherty (1996) also stated that "the

systematic development and acquisition of knowledge through research plays a

fundamental role in the legitimization of a professional occupation" (p. 487).

The North American Society for Sport Management was established in 1985 and

the JSM in 1987 (Cuneen & Parks, 1997). The purpose of the NASSM and the JSM was

to promote research, encourage scholarly activities, and provide an avenue for

academicians, practitioners, and students to communicate with one another. Cuneen and

Parks (1997) stated that the "NASSM and JSM are eminent providers of continuing

education and currently useful research to the sport management professoriate, student-

scholars, and those practitioners who seek a symbiotic relationship with the academy" (p.

126). Currently, NASSM holds its annual conference to promote scholarly activities and provide opportunities for people interested in the area of sport management to communicate with one another. Meanwhile, the JSM is published four times a year to provide an avenue for supporting continuous research in sport management.

Competency Studies in Sports

Competency studies have been a popular research area in sport management. The literature showed that competency studies have been done both in North America and international countries (Afthinos, 1993; Chen, 1993; Cheng, 1993; Davis, 1987; Ellard, 1984; Hatfield, Wrenn, & Bretting, 1987; Jamieson, 1980, 1987; Jennings, 1984; Kim, 1997; Kuo, 1999; Lambrecht, 1987; Lin, 1997; Nielsen, 1990; Paris & Zeigler, 1983; Parks & Quain, 1986; Quain & Parks, 1986; Quinn, 1994; Regier & Boucher, 1990; Skipper, 1990; Toh, 1997; Tsai, 1996). The importance of competency studies was ascertained by these researchers who have been trying for decades to identify the competencies needed for various jobs in sport industry.

Competency Studies Done in North America

Jamieson (1980) examined the competencies of recreational sport managers in military, municipal, and institutional settings and categorized these competencies into three levels based on the complexity of the jobs. She also developed the Jamieson Recreational Sports Competency Analysis (RSCA) instrument to collect data from these three different settings. One hundred twelve competency statements were later grouped into 12 curriculum areas for the purpose of group comparisons. The 12 curriculum areas included business procedures, communications, facility/maintenance, governance, legality, management techniques, officiating, philosophy, programming techniques,

research, safety/accident prevention, and science. She found that there was no significant difference for the institutional settings, but found significant differences at the professional levels. She concluded that the results could be used for the development of recreational curricula.

Jennings (1984) utilized Jamieson's RSCA instrument to investigate the competencies of entry-level jobs for recreational sports. She distributed the questionnaires to two groups of subjects: chairpersons of physical education departments and chairpersons of recreation departments. These two groups served as educators who prepared a recreation curriculum for students to learn the necessary knowledge and skills to perform entry-level jobs in recreational settings. The scores of these two groups then were compared to those of Jamieson's (1980) study whose subjects served as practitioners in recreational settings. Jamieson (1987) summarized the results of the two studies in a nice format in Table 5.

Table 5

Comparison Ranking of Competency Areas

Competency Area	Phys. Ed. chairs	Recreation chairs	Jamieson
Business procedures	11	9	10
Communications	3	3	7
Facility/maintenance	10	8	6
Governance	4	4	5
Legality	9	7	11
Management techniques	8	5	9
Officiating	5	11	8
Philosophy	1	1	4
Programming techniques	6	6	2
Research	12	12	12
Safety/accident prevention	2	2	1
Science	7	10	3

Source: Jamieson, L. M. (1987). Competency-based approaches to sport management. Journal of Sport Management, 1, 48-56, p. 54.

Jennings (1984) reported that no significant difference was found in the 12 areas of curricula between the chairpersons of physical education departments and chairpersons of recreation departments except in the area of officiating. The chairpersons of physical education departments tended to rate the area of officiating as more important than did the chairpersons of recreation departments. The three groups (chairpersons of physical education departments, chairpersons of recreation departments, and practitioners) rated the area of research last. This study showed significant differences in some of the areas between chairpersons of physical education departments and recreation practitioners, and between chairpersons of recreation departments and recreation practitioners. Jamieson (1987) stated that "the differences between theory and practice were revealed in the results of this study" (p. 52). In other words, what was taught in academe is not what was

needed in the real world. Jennings suggested that further study is needed to investigate whether there is a difference in competencies between the practitioners and the academicians in other areas of sport.

Ellard (1984) investigated the competencies of commercial recreational sport managers. The subjects were asked to rank the importance of the competencies needed to manage these commercial recreational sport enterprises. The instrument included a total of 62 competency statements. Based on the responses from the subjects about the importance of each competency statement, 54 competencies were retained and then clustered into 5 groups: business procedures, resource management, personnel management, planning and evaluation, and programming techniques. Ellard reported that significant differences were found between the practitioners and educators in the competencies needed to manage commercial recreational sport enterprises. The most highly ranked competencies were clustered into the factor of "Business Procedures" for the academicians. For the practitioners, the most highly ranked competencies were clustered into the factor of "Personnel and Resource Management." He suggested that future research should modify the competency statements on the instrument in order to better explain the nature of a manager's job.

Jamieson (1987) reviewed the research in competency-based education in sport and stated that the competency studies provided some valuable information for the development of curricula. She utilized the results from her own study in 1980, Jennings in 1984, and Ellard in 1984 to emphasize that "there is increased interest in delineating actual job or knowledge requirements and integrating them into educational and training objectives, thus linking theory and practice" (p. 49). She suggested that future studies

look at sport managers in different settings or a composite of settings, because there seemed to be no difference in her study for the competencies needed for sport managers in different settings. She also suggested that "closer association with practitioners in the field can add dynamism to education development as well as relating education to certification, standards, evaluation, and professional development" (p. 56).

Paris and Zeigler (1983) examined the management competencies needed to perform jobs in different management positions. The adapted version of the Gainesville Statements was used to collect the data. The instrument included 51 competency statements representing 7 dimensions of management competency. The questionnaire was distributed to physical education and athletic administrators, professors who taught physical education and athletic administration courses, community college chairpersons, representatives of the Faculties of the Education Physical Education Council (FEPEC), and selected physical education department heads of secondary schools in Ontario, Canada. After the data was statistically analyzed, a sixth-dimension solution with a total of 40 items was used to compare the group differences. The seventh dimension was dropped because there were only two items loaded on that dimension. The remaining six dimensions were Planner, Evaluator, Educator, Fiscal Officer, Leader, and Communicator.

Paris and Zeigler (1983) reported that no significant differences were found between professors who taught physical education and athletic administration courses and secondary school physical education department heads in terms of how they viewed the management competencies needed to perform a job as a secondary physical education department head. There was also no significant difference between professors and

FEPEC representatives in all six dimensions of management competency in terms of how they viewed the needed competencies for a position of secondary school head. Although there was no significant difference found in their study, it should be noted that all five groups tended to rate the management competencies important in terms of job performance in management positions. They suggested that the professors who teach management courses at the university level might find their competency statements useful when preparing future sport managers.

Quain and Parks (1986), and Parks and Quain (1986) surveyed the practitioners in the sport industry to determine whether they would hire sport management graduates and what competencies were important in their respective careers. Quain and Parks categorized the sport careers for sport management graduates into six areas: physical fitness, sport promotion, sport marketing, sport administration and management, intramurals/recreation/youth sports, and aquatics. They asked the subjects to rate the 50 courses of curricula based on the career needs in their categories. There were 4 courses chosen in the top 10 of each of the 6 sport careers. The four courses were management, interpersonal communication, public relations, and budgeting. For the sport administration/management career, the practitioners rated the top 10 courses as follows: management, public relations, marketing, budgeting, interpersonal communication, athletic administration, sales communication, mass communication, computer utilization, and accounting.

They also found that the majority of the respondents recognized the areas of sport management programs, and the practitioners were consistent with the educators in rating the internship as very important. In order to answer the question of what the

competencies were needed for practitioners in sport, they asked the subjects to rate the

importance of the competencies in their career areas. The eight areas of competencies

were writing, personnel management, public speaking, time management, money

management, human relations, personal fitness, and knowledge. They used an average of

80% responses as cut off scores to determine the importance of competencies. The

responses for each of the six areas are presented in Table 6.

Table 6

<u>The Important Competencies for the Six Sport Career Areas</u>

Sport Career Areas	Important Competencies
Physical Fitness	Personal fitness (96%) Human relations (89%) Personnel management (83%) Time management (81%) Writing (80%)
Sport Promotion	Writing (96%) Public speaking (90%) Human relations (88%) Time management (83%)
Sport Marketing	Writing (90%) Public speaking (85%) Personnel management (82%) Time management (82%)
Sport Administration and Management	Human relations (94%) Personnel management (93%) Money management (87%) Writing (85%) Time management (81%) Public speaking (80%)
Intramurals/Recreation/Youths Sports	Human relations (98%) Knowledge of sport (94%) Personnel management (88%) Money management (86%) Time management (81%)
Aquatics	Human relations (93%) Personnel management (93%) Time management (90%) Writing (82%)

Lambrecht (1987) examined the competencies of sport and athletic club managers, to determine whether there was a difference in the competencies needed to manage different sizes of clubs. He categorized the sport and athletic clubs into three groups based on the size of the membership, the annual revenue, and the facility and service provided to customers. The subjects were asked to rate the importance of the 33

competencies needed to manage clubs. Demographic information was also obtained from the subjects. Lambrecht found that all three groups tended to rate the importance of the competencies consistently and all three groups agreed that "Communication with clientele" was the top rated competency. However, he found significant differences in 12 of the 33 competency statements. Six factors were extracted from the factor analysis with 28 competency statements retained. The six factors were assigned the titles based on the groupings of the competencies: design and control competencies, communication skills, sport skills, public awareness, accounting, and budgeting. He suggested that these findings could be helpful when constructing a curriculum. He also proposed that more competency studies should be conducted in sport related fields in order to determine the needs of different sport settings.

Davis (1987) investigated the necessary competencies for recreation/sport managers to manage privately owned clubs. She contended that a sound curriculum should be constructed to cope with the complex environment of sport related fields. The subjects were all from the International Racquet Sports Association (IRSA) and were asked to complete a questionnaire including demographic information, courses/competencies needed and commonly offered in physical education or recreation curricula, and courses/competencies needed and offered outside of physical education and recreation departments. For the courses/competencies needed and commonly offered in physical education or recreation curricula, the top five ranked courses/competencies in the order of importance were first aid and safety, CPR, anatomy and physiology, sport management internship, and exercise physiology. For the courses/competencies needed and offered outside of physical education and recreation departments, the respondents

ranked personnel management, marketing, principles of management, accounting, and introduction to computers as the top five courses/competencies in the order of importance. She noted from her findings that there seemed to be not much of a gap between the needs of the practitioners and the courses taught by academicians in the undergraduate courses/competencies. Davis also proposed a continuing investigation of what is needed in the sport industry and what is actually taught in the academe.

Hatfield, Wrenn, and Bretting (1987) compared the job responsibilities of athletic directors at NCAA Division I-A schools and those of professional sport general managers. They asked the subjects to complete the demographic information, to rate their perceived importance of job competencies, and to choose what academic courses were needed to gain the job competencies. A total of 50 job competencies were grouped into 6 areas for the purpose of comparisons: labor relations, marketing, financial management, administration, personnel evaluation, and public relations. The 40 academic courses were also grouped into 7 areas for comparison purposes: business management, sport science, marketing and public relations, sport administration, the sciences, the arts and humanities, and education courses. They reported the athletic directors rated the top five most important courses for career preparation: athletic administration, speech communication, public relations, marketing, and business management. The general managers rated their top five courses as follows: business and sport law, public relations, speech communication, labor relations, and marketing. They suggested that the different positions need academic specialty tracks to serve the needs of the sport industry.

Regier and Boucher (1990) reviewed a number of studies on the professional preparation competencies of recreational sport administrators. They acknowledged that the changing society encourages educators to continue to identify the needs of a profession so that they will be able to best prepare their students to meet the expectations of a profession, and one of the ways to accomplish this goal is through research. Regier and Boucher believed that in order to construct a total competency-based education, the first step toward the goal was to identify the competencies needed for a profession. However, they noted that although many researchers have been trying to identify what competencies were needed in the profession of sport, most of the research was mainly focused on the recreational sports and athletics administration.

Skipper (1990) investigated the competencies needed for managing athletic and recreational facilities. His study focused on identifying the demographics of facility managers in athletic and recreation facilities, examining the competencies needed to perform a job in facility areas, and comparing whether there were differences in competencies needed for athletic and recreation facility managers and for different levels of jobs in facility management. He modified Jamieson's RSCA and finalized the instrument to include 126 competency statements grouped into 18 competency areas. The 18 competencies were as follows: personnel management, facility supervision, programming techniques, legality, governance, philosophical foundation, business procedures (financing), facility/equipment maintenance, facility planning and development, facility reservation systems/event management, communications/public relations, risk management, sport sciences, research, computerization, concessions/pro shop operations, energy management, and marketing. The subjects were asked to rate the

importance of each competency statement on a five-point Likert scale. The means of

each competency statement were interpreted based on the following categories:

unnecessary (1.0-1.49), questionable (1.5-2.49), average importance (2.5-3.49), very

important (3.5-4.49), and essential (4.5-5.00).

Six curricular areas emerged from the factor analysis of the 18 original factors.

The six curricular areas were resource management/facility planning, computer

utilization, facility operations, philosophy/foundations, marketing, and scheduling/event

management. He noted that because "facility management was included as a course in

most sport management programs but was not treated as a separate profession with

unique training needs" (p. 39), he suggested these findings be used to construct

preparatory courses for collegiate facility managers.

Nielsen (1990) conducted a study on the competencies needed for athletic

directors at NCAA Division I, II, and III levels, and for the primary women

administrators. Comparisons between the athletic directors and the primary women

administrators, and among the NCAA Division I, II, and III athletic directors were made

to determine whether there were differences in the perception of competencies needed

and preparatory courses required to gain such competencies for their particular jobs. He

modified Lambrecht's instrument and finalized the instrument to include 46 competency

statements and 30 preparatory courses. Differences were found among the three Division

athletic directors and between the athletic directors and the primary women

administrators in the competency statements and the preparatory courses. Although the

order of the ranking was slightly different, the subjects rated the top six competencies as

follows: enforcement of NCAA rules, human relations, staff communications, decision-

making process, budget preparation and control, and interpretation of NCAA rules. Public relations, speech, and writing were rated as the top three preparatory courses. He reported that the three Division athletic directors and the primary women administrators were generally consistent in rating the competencies needed and the preparatory courses required for the job of athletic director.

Quinn (1994) examined the perceived qualifications of the sport management program directors. The subjects were the sport administration program directors and the sport management practitioners. Both groups were asked to rate the important qualifications of being a sport management program director in five areas: (a) educational preparation, (b) teaching, curriculum design, and program development, (c) professional academic involvement, (d) athletic administration experience, and (e) sport industry experience.

Quinn found that the rank order of qualification areas as perceived by the sport administration program directors were: (a) educational preparation, (b) teaching, curriculum design, and program development, (c) professional academic involvement, (d) athletic administration experience, and (e) sport industry experience. The top 16 preferred qualifications in the order of importance were internship advisement, teaching experience, regular attendance at national sport meetings, current membership in professional organizations, program evaluation, budget management, student advising, personnel management, curriculum design, knowledge of sport governing bodies, computer application, faculty development and recruitment, facility and event management, student recruitment, sport marketing and promotion, and program marketing. He concluded that

An individual who wishes to become a sport administration program director as perceived by sport administration program directors should hold a doctorate, demonstrate scholarly work, be able to develop internship programs, be knowledgeable of sport governing bodies, have facility/event experience, regularly attend professional meetings, and have a strong teaching and program development background (p. 98).

The rank order of qualification areas as perceived by the sport management practitioners were: (1) educational preparation, (2) athletic administration experience, (3) teaching, curriculum design, and program development, (4) professional academic involvement, and (5) sport industry experience. The top nine preferred qualifications in the order of importance were budget management, personnel management, facility and event management, program evaluation, teaching experience, regular attendance at national sport meetings, curriculum design, current membership in professional organizations, and computer application. He concluded that "an individual who wishes to become a sport administration program director as perceived by sport management directors should hold a master's degree and have strong budget, personnel, and facility/event management experiences." (p. 97)

<u>Competency Studies Done Internationally</u>

Cheng (1993) surveyed the sport managers in Taiwan to determine the competencies needed to perform jobs in their respective organizations. The instrument used to collect the data was modified from Parks and Quain's study (1986) and translated into a Chinese version. He asked the sport managers from athletic settings, sport agencies, the national governing body, and professional sports to provide the

demographics, to rank the importance of the 9 professional competencies, and to assess

the importance of the 52 curricular areas of study for performing jobs as a sport manager

in Taiwan. The sport managers ranked the nine professional competencies from top to

bottom as follows: knowledge of sport, human relations, public speaking, personnel

management, writing, money management, personal fitness, time management, and

others (e.g., communication, coordination, etc.). The top 10 areas of sport management

curricula ranked by the sport managers in the order of importance were sport

administration, facility planning and management, computer utilization, sport injuries,

personnel management, management, program management for recreation and youth

sport, interpersonal communication, officiating, and teaching of sport activities. Factor

analysis was conducted to group the 47 areas of sport management studies into 10 factors

for a possible sport management curriculum in Taiwan. The 10 factors were courses in

physical education, communication and public relations, business curricula, science-

related courses in kinesiology, main areas in sport management, fitness and health, basic

management skills, sociology and psychology, philosophy, and computer utilization.

In 1993, Chen examined the commercial sport managers in five different sport

settings in Taiwan. The five settings were golf courses, golf ranges, bowling alleys,

fitness clubs, and tennis clubs. He modified Lambrecht's instrument and translated it into

a Chinese version. The modified instrument included demographic information, 33

competency statements, and 30 course content areas. The subjects were expected to rate

the importance of each competency statement and the courses needed for their jobs. The

results showed that the top five competencies in the order of importance were first aid

and safety procedures, communication with clientele, employee motivation, budget

preparation, and handling complaints of customers. The top five courses chosen by subjects in the order of importance were communication skills, business management, facility design, financing, and facilities and equipment management. He noted that significant differences were found both in the competencies and course content areas rated by sport managers in different settings.

Afthinos (1993) investigated the competencies needed for the Greek Sports for All (SfA) managers. Comparisons of the organizational levels (national, regional, and local levels) and the sizes of the organizations (small, medium, and large municipalities) were made after the data collection. The SfA managers were expected to rate the importance of each of the 115 competency statements in a questionnaire format. The results showed the top three competencies chosen by SfA managers at the national level were communications, management techniques, and sports-events administration and philosophy. The regional level SfA managers ranked communications, sports-events administration, and sports science as the top three competencies. The local level SfA managers rated communications, philosophy, and sports science as their top three choices. The large-sized SfA managers chose communications, financial management, management techniques, programming techniques, and philosophy as the needed competencies. The medium-sized SfA managers rated communications, programming techniques, and management techniques as the top three competencies. The small-sized SfA managers rated communications, sports science, philosophy, and facility/maintenance/equipment as their top four choices. He found that local SfA managers were consistent in their ratings of the competencies regardless of the size of their group. The regional and local level SfA managers rated differently the

competencies of financial management, sports science, and safety/accident prevention. Afthinos concluded that the SfA managers desired more knowledge in the areas of computer utilization and research-related aspects.

Tsai (1996) examined the competencies needed by college recreational sport directors both in the United States and Taiwan. Comparisons of the competencies needed by the recreational sport directors in both countries were made after the data collection. He reported that the top 10 competencies rated by the sport directors from the United States were staff communications, communication with participants, public relations, decision making process, employee motivation, handling complaints of participants, supervision of staff and personnel, problem solving, delegating responsibilities, and time management. The top 10 important competencies rated by the Taiwanese sport directors were staff communications, facility planning, intramural sports, instructing ability, budget monitoring and control, resource allocation, employee motivation, budget preparation, communication with participants, and special events.

Kim (1997) identified the competencies needed for the managers of sport centers in the Republic of Korea (R.O.K.). He modified Jamieson's RSCA instrument and finalized the questionnaire to 59 competency statements. The questionnaires were distributed to the top, mid-level, and entry levels of sport managers to determine how important the 59 competencies were to their jobs. The results showed the top five competencies were managing risks, understanding the nature of sport, communicating, developing leadership, and identifying funding sources. The competencies of managing crowds, interacting with media, and negotiating were rated less important. He concluded that the competencies needed for organizational sizes and job levels were different. In

other words, sport managers at different levels and different sizes of organizations in the Republic of Korea tended to rate the competencies differently. He suggested that future research should focus on how these findings can be used to improve the preparation of professional sport managers in the Republic of Korea.

Lin (1998) investigated the competencies needed for the collegiate athletic directors, sport administrators, and commercial sport managers in Taiwan. Later on, the results were used as a model to construct a master's sport management program. He found that the majority of the sport managers in Taiwan were male, 45 years of age, and in their present position for an average of 7 years. The top five competencies rated as important by all the subjects were marketing and business management, health and fitness management, leadership, human resource and organization management, and administration of physical education and athletics. The content areas of the top five courses chosen by the subjects were sport and business management, administration of physical education and athletics, sport information, recreation and sales management, and sport law, philosophy and ethics. He concluded that the athletic directors, sport administrators, and commercial sport managers rated the 22 competencies differently out of the 58 competencies listed in the questionnaires. Based on the results of his findings and suggestions from the chairpersons of the sport management programs in the United States, he proposed a curriculum model for a sport management program at the master's level in Taiwan.

In summary, researchers in the area of competency studies focused on the needed competencies to perform jobs in recreational settings, collegiate athletics, facility management, and fitness clubs. Some studies identified important competencies in a

particular sport setting, and then grouped those important competencies into areas of study in sport management. It should be noted that the grouping of the competency statements in those studies depended upon what instrument was used to collect the data. From the literature in competency studies, four instruments were developed, used, and modified by researchers who prepared an instrument based on the job nature of their subjects, and the research questions they intended to answer. The four instruments were Jamieson's RSCA, Paris and Zeigler's Adapted Gainesville Statements, Quain and Parks instrument, and Lambrecht's survey. Consequently, the grouping of each factor by using different instruments produced different groupings of competency statements under each factor. In addition, the researcher arbitrarily named each factor based on the competencies grouped together. Nevertheless, the common goal of these researchers is that, through research in identification of important competencies in sport settings, academicians can design better courses for students to learn the knowledge and skills needed in the real world.

Some studies went a step further to examine if there were differences in competencies between academicians and the practitioners. Some of the studies did find differences between academicians and practitioners as to how they rated the importance of competencies. However, some of the studies found there was no difference in competencies between academicians and the practitioners. Thus, further studies in other areas of sport management are needed.

The following is a summary of the competencies the researchers investigated in the literature of competency studies (Table 7):

Table 7

The Competencies Investigated by the Researchers in the Literature of Competency

Studies

Researchers	Competencies/Courses	Subjects
Jamieson (1980) Jennings (1984) Skipper (1990) Kim (1997)	◆ Business Procedures ◆ Communications ◆ Computerization ◆ Concessions/Pro shop Operations ◆ Energy Management ◆ Facility/Maintenance ◆ Facility Planning and Development ◆ Facility Reservation Systems/Event Management ◆ Facility Supervision ◆ Governance ◆ Legality ◆ Management Techniques ◆ Marketing ◆ Officiating ◆ Personnel Management ◆ Philosophy ◆ Philosophical Foundation ◆ Programming Techniques ◆ Research ◆ Risk Management ◆ Safety/Accident Prevention ◆ Science	◆ Recreational sport managers in military, municipal, and institutional settings. ◆ Chairpersons of physical education department ◆ Chairpersons of recreation department ◆ Facility managers ◆ Sport managers in the Republic of Korea
Ellard (1984)	◆ Business Procedures ◆ Personnel Management ◆ Planning and Evaluation ◆ Programming Techniques ◆ Resource Management	◆ Commercial recreational sport managers

Paris and Zeigler (1983)	◆ Educator ◆ Evaluator ◆ Fiscal Officer ◆ Leader ◆ Communicator ◆ Planner	◆ Physical education and athletic administrators ◆ PE professors ◆ Community college chairperson ◆ Representatives of faculties of education physical education council (FEPEC)
Quain and Parks (1986) Parks and Quain (1986) Cheng (1993)	◆ Human Relations ◆ Knowledge ◆ Knowledge of Sport ◆ Money Management ◆ Others (Communications, Coordination, etc.) ◆ Personal Fitness ◆ Personnel Management ◆ Public Speaking ◆ Time Management ◆ Writing	◆ Practitioners in the sport industry ◆ Sport managers from athletic settings, sport agencies, the national governing body, and professional sports
Lambrecht (1987) Chen (1993)	◆ Accounting ◆ Budgeting ◆ Budget Preparation, ◆ Communication Skills ◆ Communication with Clientele ◆ Design and Control Competencies ◆ Employee Motivation ◆ First aid and Safety Procedures ◆ Handling Complaints of Customers ◆ Public Awareness ◆ Sport Skills	◆ Sport and athletic club managers ◆ Commercial sport managers (golf courses, golf ranges, bowling alleys, fitness and tennis clubs)
Davis (1987)	◆ Accounting ◆ Anatomy and Physiology ◆ CPR ◆ Exercise Physiology ◆ First Aid and Safety ◆ Internship	◆ Sport managers of the International Racquet Sports Association (IRSA)

	◆ Introduction to Computers ◆ Marketing ◆ Personnel Management ◆ Principles of Management ◆ Sport Management	
Hatfield, Wrenn, and Bretting (1987)	◆ Administration ◆ Financial Management ◆ Labor Relations ◆ Marketing ◆ Personnel Evaluation ◆ Public Relations	◆ Athletic directors at NCAA Division I-A schools ◆ Professional sport general managers
Nielson (1990)	◆ Budget Preparation and Control ◆ Decision-Making Process ◆ Enforcement of NCAA Rules ◆ Human Relations, ◆ Interpretation of NCAA rules ◆ Staff Communications	◆ Athletic directors at the NCAA Division I, II, and III levels ◆ The primary women administrators
Quinn (1994)	◆ Budget Management, ◆ Computer Application ◆ Current Membership in Professional Organizations ◆ Curriculum Design ◆ Facility and Event Management ◆ Personnel Management ◆ Program Evaluation ◆ Regular Attendance at National Sport Meetings ◆ Teaching Experience	◆ Sport administration program directors ◆ Sport management practitioners
Afthinos (1993)	◆ Communications ◆ Computer Utilization ◆ Facility/Maintenance/ Equipment ◆ Financial Management ◆ Management Techniques	◆ The Greek Sports for All Managers

	◆ Programming Techniques ◆ Research ◆ Safety/Accident Prevention ◆ Science ◆ Sports-Events Administration and Philosophy	
Tsai (1996)	◆ Budget Monitoring and Control ◆ Communication with Participants ◆ Decision-making Process ◆ Delegating Responsibilities ◆ Employee Motivation ◆ Handling complaints of participants ◆ Instructing Ability ◆ Intramural Sports ◆ Problem Solving ◆ Public Relations ◆ Resource Allocation ◆ Staff Communications ◆ Special Events ◆ Supervision of Staff and Personnel ◆ Time Management	◆ College recreational sport directors both in the United States and Taiwan
Lin (1998)	◆ Administration of Physical Education and Athletics ◆ Health and Fitness Management ◆ Human Resource and Organization Management ◆ Leadership ◆ Marketing and Business Management	◆ Collegiate athletic directors ◆ Sport administrators ◆ Commercial sport managers

The Area of Event Management

In the literature of competency studies, the area of event management was nonexistent. Event management is one of the sub-disciplines of the sport management program and was one of the segments in the sport industry (Broughton, Lee, & Nethery, 1999; Goldblatt, 1997; Meek, 1997; Pitts, Fielding, & Miller, 1994). According to Goldblatt and Supovitz (1999), the profession of event management is multidisciplinary in nature, because the term "event management" represents a broader concept of many special events that have existed in society for hundreds of years. Special events may include fairs and festivals, hallmark events, sport events, meetings and conferences, retail events, dances and concerts, expositions, hospitality, catering, tourism, fund-raising events, etc. (Ammon, 1998; Goldblatt, 1997; Goldblatt & Supovitz, 1999).

Ammon (1998) stated that event management "includes planning, coordinating, staging, and evaluating any event." (p. 186). The person who is responsible to put together an event is called "event manager/event organizer/sport manager." Goldblatt (1997) interpreted the term event manager as "the person responsible for researching, designing, planning, coordinating, and evaluating events" (p. 3). These management skills of planning, organizing, directing, staffing, and coordinating are important lessons in sport management. Many books about sport management functions mentioned the necessity of acquiring the knowledge and the management skills/management functions (Ammon, 1998; Barr & Hums, 1998; Chelladurai, 1991; Goldblatt, 1997, Goldblatt & Supovitz, 1999; Jensen, 1992).

Sport event managers are one of the professions in event management and need special training and complex skills to produce an event. Ammon (1998) stated that there

may be some overlapping competencies between the sport event managers and other professions. However, Mullin et al. (1993) emphasized the uniqueness of sport as a product when compared to other professions. For example, he argued that sport marketers/organizers have no control over the outcomes of a sport competition, and the customers may come to the events for a variety of reasons, such as social gatherings and promotional activities. Therefore, sport marketers/managers are dedicated in their efforts to attract customers to come to the events for pre-game fireworks, half-time shows, post-game shows, product giveaways, and a variety of promotional activities in the hope that the customers would be satisfied by one of those promotional activities regardless of the outcome of the competitions. Getz and Wicks (1994) also recognized that some professions such as tourism, arts, festivals, and fairs and exhibitions are pursuing their own standards and forming professional organizations to separate themselves from the profession of sport events. They stated that "there is no inherent reason why they should merge or collaborate, unless they agree that commonalties exceed differences" (p. 109). Thus, the competencies of sport event managers may then differ from other professions.

Therefore, the best way to identify the competencies needed for sport event managers is through research. In 1996, Goldblatt examined what research approaches could be used to assess certification of event management professionals. He invited two groups of event management professionals to serve as panelists. The first group was comprised of nine people and was selected from the people who were certified by the International Special Events Society (ISES) to represent the group of the "professionals." The second group was selected from individuals who had a minimum of three years experience in event management, and who had the power to hire event managers. This

group served as the "clients." Two sessions were conducted to draw professional

opinions and inputs from these two groups regarding the issue of certification and event

management. Goldblatt (1996) reported that the panelists involved in this study

emphasized the importance of investigating the event management competencies. He

concluded that "the findings in this study confirmed that event management certification

requires both criterion and competency assessment" (p.92). Jamieson (1987) stated that

"it is by developing competencies in sport management that a foundation is established

for training, education, and self-regulation of the profession" (p. 49). Without clearly

identifying what the important competencies needed for sport event managers were, the

academic curriculum could not be evaluated to reflect the needs of the sport industry, the

training program could not be established to serve the practitioners, and the event

management profession would still live in a vacuum and thus remain unknown to the area

of sport management.

Summary

The abundance of job opportunities in the sport industry has been revealed by

several studies examining the economic activity within the sport industry. These studies

categorized the sport industry into different segments and then calculated the amount of

money spent in that particular segment. Each of these segments represented the job

opportunities for sport management students.

Sport management programs emerged as a new part of the curriculum to respond

to the needs of the sport industry. The purpose of the sport management program is to

equip the students with the necessary skills and knowledge to deal with the complexity of

the sport industry. As sport management professionals have been dedicated to

strengthening the knowledge base of sport management, the validity of whether sport management programs can produce highly trained sport managers to serve the sport industry has been under strict scrutiny. Since the sport management program is still considered a newly developing field, the investigation of the validity of the program to produce trained sport managers would take time.

One of the most popular research areas in sport management has been the competency study. To understand what is needed in the variety of jobs in the sport industry, the researchers agreed that the first step is to identify what competencies are needed for that specific profession. To examine whether there is a gap between the theory and the practice in sport management, the researchers have been investigating the consistency of the perceived important competencies between educators and professionals. It has been hypothesized that the closer the perception of important competencies within the discipline, the more evidence that sport management programs served the need of the sport industry.

In the literature on sport management competency, the field of event management has remained unknown, although events have existed in society for hundreds of years. As society changes, the complexity of the jobs in different events may demand different competencies. Working as a sport event manager is considered one of the professions in sport management. Without clearly identifying what the important competencies are needed for the profession of sport event management, the questions of who they are, what they do, how they do it, and whether there are different competencies needed for different events would still remain unknown. Clearly, research in this area is needed.

CHAPTER III

METHODOLOGY

Introduction

The purpose of the study was to identify the competencies of sport event

managers in the United States. Two groups, academicians and practitioners, were

surveyed as to their perceptions regarding the important competencies of sport event

managers. A comparison of the perceived important competencies was conducted to

examine whether there was a difference in the perceptions between the two groups. The

methodology was divided and presented as follows: subject selection, research

instrument, pilot study, procedures, and statistical analyses.

Subject Selection

The subjects for this study were all selected from the 2000 Sports Market Place

Directory. For the group of practitioners, all 35 United States National Governing Bodies

(USNGBs) listed in the Sports Market Place Directory were selected to represent the

variety of sport events in the United States, and the 35 sport event managers of the

USNGBs who put together the national sport event for that specific USNGB all served as

subjects for this study.

For the group of academicians, the subjects were selected from the 205 Sport

Management Degree Programs listed in the 2000 Sports Market Place Directory. Two

Canadian universities were eliminated, because the purpose of the study was to examine the competencies of sport event managers only in the United States. Three of the universities listed were repeated in the 2000 Sports Market Place Directory. Therefore, a total of 200 universities that currently offer sport management programs in the United States were first selected to represent the group of academicians for this study.

Since the universities with the sport management programs have some latitude as to what sport management courses to offer, some universities might not have the event management/event development courses. Instead, these universities may substitute some other general sport management courses such as sport administration, or management and organizational skills in sport in place of event management/event development courses. Since the purpose of the study was to determine whether there were differences in the competencies between the practitioners who really run sport events and the academicians who teach students how to run sport events, the subjects were selected from those 200 universities that have offered the event management/event development courses in the 1998 and 1999 academic years. The rationale for eliminating first year teaching professionals was in order to select experienced teachers who had at least two years of teaching experience in the event management/event development courses.

Research Instrument

The questionnaire of Competencies of Sport Managers (COSM) (see Appendix A) developed by Toh (1997) was modified and then used to collect the data. This research instrument was divided into the following categories: A brief introduction of the COSM, the rationale for modifying the instrument, and the procedures used to modify the COSM instrument.

A Brief Introduction of the COSM

Toh (1997) modified Jamieson's (1980) Recreational Sports Competency

Analysis (RSCA) and constructed the instrument of Competencies of Sport Managers

(COSM). The purpose of his study was to construct a valid instrument for determining

the competencies of sport managers. The competency statements were all content

validated by an expert jury before being sent to the subjects. Three groups of 816 sport

managers from private athletic clubs. Young Men's Christian Associations (YMCAs).

and the parks and recreation agencies nationwide participated in the study. A total of 96

competency statements were randomly distributed in a questionnaire format representing

10 factors: business procedures. governance. management techniques.

communications/public relations. facility/equipment management. legality/risk

management. programming techniques/event management. philosophy/sport science. and

research/evaluation. After the data were statistically analyzed. the final model of sport

management competency included 6 factors with 31 competency statements. He reported

that the "COSM is an internally consistent. reliable. and valid measure of six major areas

of sport management competency. Thus. the COSM seems appropriate for the

determination of the sport management competencies." (p. 92)

There were two parts in the questionnaire of the Competencies of Sport

Managers. The first part consisted of 96 competency items. The subjects were expected

to circle their answers based on the five point Likert scale: 1) Very Unimportant, 2)

Unimportant. 3) Unsure or Undecided. 4) Important. and 5) Very Important. The second

part of the questionnaire asked the demographic information about the subjects and their

organizations.

The Rationale for Modifying the Instrument

Toh (1997) reported that the content of the Competencies of Sport Managers (COSM) was validated by expert panels. The Cronbach's coefficients alpha for each of the six factors ranged from 0.7252 to 0.8485, and the internal consistency reliability for the final version of the COSM was 0.8990. Although the questionnaire of the Competencies of Sport Managers is a valid and reliable instrument with 31 competencies representing the 6 factors, there were reasons that the instrument needed to be modified to better serve the need of the current study. First, the subjects chosen for constructing the COSM instrument were mostly from the area of recreation, and some competency statements were specifically designed for the area of "recreation" to fit the unique environment of the subjects. Since the purpose of the current study was to determine the competencies of sport event managers, the competency statements about "recreation" needed to be modified or eliminated.

Second, the final model of the Competencies of Sport Managers included 31 competencies representing 6 factors: governance, sport foundations, budgeting, risk management, computer skills, and communications. From the literature of event management, the areas of management techniques (Ammon, 1998; Barr & Hums, 1998; Chelladurai, 1991; Goldblatt, 1997, Goldblatt & Supovitz, 1999; Jensen, 1992), facility/equipment management (Jamieson, 1980; Jennings, 1984; Skippers, 1990; Chen 1993; Athinos, 1993; Tsai, 1996) programming techniques/event management (Ammon, 1998; Goldblatt, 1996, 1997; Goldblatt & Supovitz;), and evaluation (Ammon, 1998; Barr & Hums, 1998; Chelladurai, 1991; Ellard, 1984; Goldblatt, 1997, Goldblatt & Supovitz, 1999; Jensen, 1992; Paris & Zeigler, 1983) are also deemed as important

competency areas for sport event managers. Therefore, the full model of the COSM should be used to determine the competencies of sport event managers.

Third, since some of the competency statements of the Competencies of Sport Managers do not apply to sport event managers, these competency statements were eliminated. For example, the statement of "demonstrating an understanding of exercise physiology and anatomy" was eliminated because it does not properly describe what the sport event managers do to put together a sport event. Some competencies under the same factor describing a similar competency were also eliminated to avoid redundancy. For example, the competency of "preparing a budget proposal" would include the competency of "identifying sources of revenue and expenditures for the budget," because a budget proposal should include identifying varying sources of revenues and expenses (the factor of business procedures).

Finally, a total of nine competency statements derived from the literature review were added to the modified questionnaire. For example, sport events are often associated with economic impact study, because the host community is trying to use the "real" number to convince the public to support the sport event. Some sport events may obtain free public resources if they can demonstrate that the events would bring "new dollars" to the community (Delpy, 1999; Howard & Crompton, 1995; Turco, 1995). Other factors related to sport events are also deemed as important by the researchers, such as insurance (Delpy, 1998; Farmer, Mulrooney, & Ammon, 1996), marketing (Hatfield et al., 1987; Lin, 1998; Parks & Quain, 1986; Quain & Parks, 1986; Skipper, 1990; Stafford, 1993), fundraising (Delpy, 1999; Wendroff, 1999), event logistics (Graham, Goldblatt, & Delpy, 1995; Goldblatt, 1997), and event sponsorship (Graham, Goldblatt, & Delpy, 1995).

Therefore, competencies reflecting the above factors were constructed and added to the questionnaire.

There are two reasons to ask for demographic information about the subjects. First, since most of the competency studies in sport asked for the demographic information from their subjects to determine who they are, what they do, how many years of experience they have had in their current positions, their educational background, etc., the inclusion of the demographic information in the Competencies of Sport Event Managers (COSEM) is necessary. Second, the best way to answer the research questions about who these sport event managers are is through collecting demographic information from the sport event managers themselves. Therefore, the second part of the COSEM questionnaire asks the demographic information about the subjects. However, some of the questions in the original questionnaire needed to be modified to reflect the characteristics of the sport event managers. Others were modified to ask the subject to fill out the "number" instead of giving categories of numbers to choose from. The format of the questionnaire was also modified to reduce the length of the questionnaire.

Procedures Used to Modify the

Original COSM Instrument

The total of the 96 competency statements were first listed under each of the 10 factors (see Appendix B). All competency statements that were unrelated to sport event management, and represented similar competencies under the same factors were eliminated from the original questionnaire (see Appendix C). A total of 57 competency statements related to the area of event management were retained in the modified questionnaire for the sport event managers (see Appendix D), and the nine competency

statements derived from the literature review were also added to the questionnaire (see

Appendix E). The final versions of the COSEM for the practitioners included 66

competency statements and 11 demographic questions (see Appendix F); and the

COSEM for the teaching professionals included the same 66 competency statements and

9 demographic questions based on the characteristics of the teaching job (see Appendix

G).

The Pilot Study

Based on Gall, Borg, and Gall's (1996) recommendations for doing a

questionnaire survey, the modified questionnaire of Competencies of Sport Event

Managers (COSEM) was pilot-tested on the selected samples to determine its validity and

reliability. Factor analysis was also done to determine its factor structure from the data

set. The pilot study was also based on the availability of information in the 2000 Sports

Market Place Directory. The pilot study was conducted on the regional sport event

managers of the United States National Governing Body of Volleyball (USVA) and those

of the United States National Governing Body of Tennis (USTA). There were a total of

17 USTA regional offices across America and 45 USVA regional commissions listed in

the 2000 Sports Market Place Directory. All 17 sport event managers of the USTA and

the 45 sport event managers of the USVA were sent the COSEM questionnaires to

complete. Gall et al. (1996) stated that "the number of respondents in the pretest need not

be large. If they are selected from a well-defined, homogeneous group, as few as 20

individuals often are sufficient" (p. 298). The data collected from the pilot study were

used to determine the appropriateness of the COSEM questionnaire, and were statistically

analyzed for the purpose of the study. All the data were entered into a Microsoft Excel

5.0 software and later were converted to an SPSS 9.0 statistical package for statistical analyses.

A total of 18 out of 62 regional sport event managers responded to the questionnaire after one follow up was faxed or sent to them. Four more questionnaires were received after the data collection ended and therefore were discarded. The means of all the 66 competency items were well above 2.5 and therefore were retained for real survey. The Cronbach's coefficient alpha for the 66 competency items was 0.9503. Hyllegard, Mood, and Morrow (1996) stated that the internal consistency reliability is a "method of determining the internal consistency of subject responses to items" (p. 271). Gall, Borg, and Gall (1996) also stated that

Cronbach's coefficient alpha (α) is a general form of the K-R 20 formula that can be used when items on a measure are not scored dichotomously. For example, some multiple-choice tests and essay tests include items that have several possible answers, each of which is given a different weight. Chronbach's alpha is a widely used method for computing test score reliability (p. 257).

The internal consistency reliability coefficient ranges from .00 to 1.00. Hyllegard, Mood, and Morrow (1996) emphasized that "the higher the reliability coefficient, the more consistently does a test measure whatever it does measure" (p. 273). Therefore, the Cronbach's coefficient alpha for the pilot study was determined appropriate for the study. Due to the small sample of the responses, the factor analyses did not produce a meaningful interpretation for the pilot study and therefore was disregarded.

Procedures

The researcher e-mailed Toh to get permission to modify his COSM

questionnaire. The results from the pilot study were determined to be appropriate for the

modified COSEM questionnaire (Gall et al, 1996). For the group of practitioners, the

researcher sent a packet of information including a cover letter on the letterhead of the

University of Northern Colorado to the executive director of each of the 35 USNGBs (see

Appendix H). and asked him/her to give the questionnaire to the sport event manager

who put together the national sport event for his/her USNGB. Another cover letter

addressed to the sport event manager was attached to the COSEM questionnaire for the

practitioner's version (see Appendix I). The packet gave the subjects information about

the purpose of the study. the detail instructions for completing the survey, the

approximate time to complete the survey, and contact information about the researcher in

case they have some questions about the study (Dillman, 1978; Rea & Parker. 1997). All

questions sent to the researcher by e-mails. faxes. or phone calls were answered promptly

by the researcher in order to gain the subjects' trust and to increase the response rates for

the study (Dillman, 1978).

In order to get the contact information from the academicians who teach sport

event management/event development courses. the researcher first e-mailed the sport

management program directors of the 200 universities listed in the 2000 Sports Market

Place Directory. In the e-mail. the researcher explained the purpose of the study, and two

questions were asked. The first question was, "Does your university offer the event

management/event development course?" If the answer was "Yes", then the program

director was asked to provide contact information about the professor who teaches the

course. A packet of information, including a personally addressed cover letter (see

Appendix J), a questionnaire, and a self-addressed stamped envelope was sent to the

professor on the same day as soon as the preliminary information came in, if possible. If

the answer was "No," the researcher thanked the program director for providing the

information; and the university was eliminated from the study.

For those universities who did not have e-mail addresses listed in the 2000 Sports

Market Place or had incorrect e-mail addresses, the researcher first went to their

university websites to get the contact information. A second e-mail was sent to those

universities who could not be reached at the first e-mailings. For those who could not be

reached by the second e-mailing, the researcher faxed the preliminary letters (see

Appendix K). To those universities who did not have a fax number listed in the 2000

Sports Market Place, the researcher sent the preliminary letters by traditional mail (see

Appendix L). Two weeks later, a follow-up was faxed/sent to those universities who did

not respond to the preliminary letter. During the data collection period for the

preliminary letters, as soon as the researcher received the response and contact

information from the university, a packet of information was sent out to the university in

that same day's mail when the response was received, if possible. The data collection for

the preliminary letters ended one month after the first e-mail was sent. A mailing list was

then prepared for collecting data about the academicians of the universities who were

qualified for the purpose of the study.

All subjects, both practitioners and academicians, were provided with a packet of

information, including a personally addressed cover letter, a questionnaire, and a self-

addressed stamped envelope (Gall et al., 1996). All questions sent to the researcher by e-

mails, faxes, or phone calls were also answered promptly by the researcher in order to gain the subjects' trust and increase the response rates for the study.

A first follow-up letter was faxed to those practitioners who did not respond within 10 days of the initial mailings (see Appendix M). One week after the first follow-up, a second follow-up was faxed to those practitioners who did not respond (see Appendix N). For the academicians, a first follow-up letter was also faxed/sent to those who did not respond within 10 days of the initial mailings (see Appendix O). One week after the first follow-up, a second follow-up was faxed/sent to those academicians who did not respond (see Appendix P). The data collection for both groups was ended 25 days after the initial mailing. The subjects who indicated a preference for receiving a summary of the results of the study were e-mailed/faxed/sent a summary of the results after the completion of the study (Gall et al., 1996).

Statistical Analyses

The data collected from both the practitioners and the academicians were entered into a Microsoft Excel 5.0 software and later converted to the SPSS 9.0 statistical package for data analyses. The subjects who had missing values on the questionnaires had the questionnaires sent/emailed back to them and were then asked to provide the missing values if possible. The mean computation technique was also used for those missing values that would not create outliers for the data analyses (Johnson, 1998). For the missing values on the demographic questions for the frequency reports, it was determined that the missing values would be reported in the category of "missing," because there is no reason to replace them with the "mean."

The descriptive statistics such as means, standard deviations, frequencies, rankings of the competency statements, and percentages were used to obtain information from the data analyses (Gall, Borg, & Gall, 1996; Glass & Hopkins, 1996; Hyllegard, Mood, & Morrow, 1996; Johnson, 1998).

Factor analysis was conducted to determine the number of factors in the COSEM questionnaire. Factor analysis is the type of statistical analysis that examines the existing "unobservable" factors from many observable factors from a large data set (Hyllegard, Mood, & Morrow, 1996; Johnson, 1998; Kline, 1994). Factor loadings of each competency statement that were larger than or equal to .40 were retained. A Principal Component Analysis (PCA) with Varimax rotation was used to find a solution for the factor analysis. Each of the factors was renamed based on the statistical analyses and the competency statements within that factor (Johnson, 1998; Kline, 1994). The group means of the competency statement, ranked order by means within each factor, and the overall ranked order for each group were also used to better explain how similar or different the academicians and the practitioners viewed the competencies needed for sport event managers.

Multivariate Analysis of Variance (MANOVA) was conducted to see whether there were significant differences between groups. If the MONOVA test was significant, Johnson (1998) recommended "looking at the measured variables one at a time to assess where the differences among populations really occur" (p. 442). Johnson also recommended using the Bonferroni approach to control the alpha level when looking at those variables.

The Pearson Product Moment Correlation Coefficient was utilized to see whether there was a relationship between the academicians and the practitioners in terms of how they rated each of the 66 competency statements (Glass & Hopkins, 1996; Hyllegard, Mood, & Morrow, 1996). The "product-moment correlation coefficient (r) is computed when both variables that we wish to correlate are expressed as continuous scores" (Gall, Borg, & Gall, 1996, p. 427). Since the means for both groups were used as two sets of continuous scores, the Pearson Product Moment test was appropriate for the study. The correlation coefficient of determination was also computed to see how much variability in the dependent variables can be explained by the independent variable.

CHAPTER IV

RESULTS AND FINDINGS

The purpose of this chapter was to present the results and findings of the data

collected from the research instruments. The results and findings are presented in the

followings sections: (a) description of the sample and the results of the data collection,

(b) demographic information of the respondents, (c) ranked order of the competency

statements, (d) data analyses: the competencies of sport event managers (COSEM), and

(e) research questions and findings.

Description of the Sample and the Results

of the Data Collection

Academicians

For the group of academicians, the subjects were selected from the 205 Sport

Management Degree Programs listed in the 2000 Sports Market Place Directory. Two

Canadian universities were eliminated, because the purpose of the study was to examine

the competencies of sport event managers only in the United States. Three of the

universities listed were repeated in the 2000 Sports Market Place Directory. Therefore, a

total of 200 universities that currently offer sport management programs in the United

States were first selected to represent the group of academicians for this study.

In order to get the contact information of the academicians who teach sport event

management/event development courses, the researcher e-mailed/faxed/mailed the sport

management program directors of the 200 universities listed in the 2000 Sports Market Place Directory. In the e-mail/fax/mail, the researcher explained the purpose of the study, and two questions were asked. The first question was, "Does your university offer the event management/event development course?" If the answer was "Yes", then the program director was asked to provide contact information about the professor who teaches the course. If the answer was "No," the researcher thanked the program director for providing the information; and the university was eliminated from the study.

One hundred twenty-four preliminary responses were received after two follow-ups, making a preliminary response rate of 62%. Of the 124 preliminary responses, 72 universities indicated that they offer the event management/event development courses and provided the contact information about the professors who teach the courses. Seven universities asked for two questionnaires, because they have two professors teaching the course. Fifty-two universities indicated that they do not offer an event management/event development course.

A total of 79 questionnaires were sent to the universities representing the academicians for the study. Of the 79 questionnaires sent, 57 were returned, making a response rate of 72%. Of the 57 returned questionnaires, 27 were discarded from the study, because they did not meet the criteria of having the "event management/event development course" and "having at least two years teaching experience." The course titles that were not directly related to "event management and the number of first-year teaching professionals are presented in Table 8.

Table 8

Course Titles Eliminated from the Study and the Number of One Year Teaching

Professionals

Course Title/One Year Experience	N
Athletic Facility Planning and Management	1
Facility Planning and Management/Facility Management	5
Management of Programs and Facilities	1
Managing the Sport Enterprise	1
One Year Teaching Experience	9
Organization and Administration	1
Program Management	1
Sport Facilities and Design/Facility Management and Design	3
Sport Management Foundations	1
Sport Management/Principles of Sport Management	2
Sport Marketing	1
Stadium/Arena, Convention Center Management	1
Total being Eliminated from the Study	27

A total of 30 surveys met the criteria set by the researcher for the purpose of the study and therefore they were retained for data analyses. The course titles related to the area of event management are presented in Table 9.

Table 9

Course Titles Related to the Area of Event Management

Course Title	Frequency
Event and Facility Management	1
Event Development	1
Event Management	6
Event Marketing	1
Event Planning/Event Promotions	1
Event Promotions and Management	1
Event, Facility, and Marketing Management	1
Facility and Event Management	8
Facility and Event Promotions	1
Facility Design and Event Management	1
Facility Planning and Game Management	1
Finance, Promotion, and Event Management	1
PR and Event Marketing	1
Sport and Event Management	1
Sport Event Management	1
Sport Facility and Event Management	2
Sport Promotions and Event Management	1
Total	30

Practitioners

For the group of practitioners, all 35 United States National Governing Bodies

(USNGBs) listed in the 2000 Sports Market Place Directory were selected to represent

the variety of sport events in the United States. The researcher sent a packet of

information including a cover letter on the letterhead of the University of Northern

Colorado to the executive director of each of the 35 USNGBs, and asked him/her to give

the questionnaire to the sport event manager who put together the national sport event for

his/her USNGB. Another cover letter addressed to the sport event manager was attached

to the COSEM questionnaire for the practitioner's version.

One United States National Governing Body told the researcher that they are no longer the USNGB for that sport and referred the researcher to the USNGB that was also listed in the 2000 Sports Market Place Directory. It was then determined that there are a total of 34 sport organizations serving as National Governing Bodies for different Olympic sports in the United States. A total of 25 questionnaires were returned after 2 follow-ups, making a response rate of 74%, but one was discarded due to incomplete data. The 24 remained questionnaires were used for data analyses.

Demographic Information of the Respondents

Academicians

Descriptive data including age, gender, educational background, the subjects' majors, the academic ranks of the subjects, the number of years in the present position, the course titles related to the area of event management, at what levels the event management course is offered, their annual salary, and the years of experience in teaching the event management course are presented in Table 10 through 19.

Age

The data for the sample by age are presented in Table 10. The age of the academicians who teach the event management course ranged from 32 to 60. There were about 50 % of the respondents who were below the age of 43. The mean age for the academicians was 45.33.

Table 10

Frequency and Percentage of Academicians by Age

Age	N	%	Cumulative %
32	1	3.3	3.3
33	1	3.3	6.7
35	2	6.7	13.3
37	1	3.3	16.7
38	2	6.7	23.3
39	3	10.0	33.3
40	1	3.3	36.7
41	2	6.7	43.3
42	2	6.7	50.0
43	1	3.3	53.3
45	1	3.3	56.7
47	2	6.7	63.3
48	1	3.3	66.7
51	1	3.3	70.0
52	1	3.3	73.3
54	1	3.3	76.7
55	3	10.0	86.7
59	3	10.0	96.7
60	1	3.3	100.0
Total	30	100.0	

Note. Mean = 45.33. SD = 8.62.

Gender

The data for the academicians by gender clearly showed that the majority of the respondents were male (76.7%) as compared with female respondents (23.3%). The frequency and percentage of academicians by gender is presented in Table 11.

Table 11

Frequency and Percentage of Academicians by Gender

Gender	N	%	Cumulative %
Male	23	76.7	76.7
Female	7	23.3	100.0
Total	30	100.0	

Highest Level of Academic Achievement

Table 12 showed the data on the highest level of academic achievement of the respondents. The data revealed that the academicians had at least a bachelor's degree. The majority of the academicians who teach the event management course had their doctoral degree (86.7%).

Table 12

Frequency and Percentage of Academicians by Academic Achievement

Degree	N	%	Cumulative %
Bachelor's	2	6.7	6.7
Master's	2	6.7	13.3
Doctoral	26	86.7	100.0
Total	30	100.0	

Educational Background (Major)

The data for the academicians by major are presented in Table 13. Sixty-three and three tenths percent of the respondents had sport-related majors, such as Physical Education, Physical Education and Administration, Social Psychology of Sport, Sport Administration, and Sport Management. Of all the majors, 40 % of the respondents were in Sport Administration and Sport Management.

Table 13

Frequency and Percentage of Academicians by Educational Background

Major	N	%	Cumulative %
Missing	2	6.7	6.7
Counseling	1	3.3	10.0
English	2	6.7	16.7
Higher Education Administration	3	10.0	26.7
History	1	3.3	30.0
Juris Doctor	1	3.3	33.3
Law	1	3.3	36.7
Physical Education	4	13.3	50.0
Physical Education and Administration	2	6.7	56.7
Social Psychology of Sport	1	3.3	60.0
Sport Administration	8	26.7	86.7
Sport Management	4	13.3	100.0
Total	30	100.0	

Academic Rank

The data for the sample on academic rank revealed that 83.4% of the respondents

held a rank of either assistant professor or associate professor. One academician did not

hold any rank. Table 14 showed the results of the academicians by academic rank.

Table 14

Frequency and Percentage of Academicians by Academic Rank

Position	N	%	Cumulative %
Instructor	1	3.3	3.3
Assistant Professor	11	36.7	40.0
Associate Professor	14	46.7	86.7
Full Professor	3	10.0	96.7
Do Not Hold Rank	1	3.3	100.0
Total	30	100.0	

Number of Years in the Present Position

The respondents were asked to indicate the number of years they had served in their current positions. The frequency and percentage of academicians by years in their present positions are presented in Table 15. The academicians indicated that the years in their current positions ranged from 1 to 20 with about 30% of the academicians being in their present positions for over 10 years. The mean year for the academicians in the current position was 7.57.

Table 15

Frequency and Percentage of Academicians by Years in the Present Position

Year	N	%	Cumulative %
1	2	6.7	6.7
2	5	16.7	23.3
3	4	13.3	36.7
4	2	6.7	43.3
5	3	10.0	53.3
6	3	10.0	63.3
9	1	3.3	66.7
10	1	3.3	70.0
11	1	3.3	73.3
12	2	6.7	80.0
14	1	3.3	83.3
16	1	3.3	86.7
19	2	6.7	93.3
20	2	6.7	100.0
Total	30	100.0	

Note. Mean = 7.57. SD = 6.21.

Course Titles

Table 16 showed that the course titles for the area of event management varied widely for different institutions. About 43% of the course titles dealt only with "event"

related issues, such as Event Management, Event Development, Event Marketing, etc.

Other course titles indicated that the area of event management had combined with other

areas of study, such as facility management, finance, and public relations. Fifteen

universities offered the course of event management combined with facility related issues

(50%).

Table 16

Course Titles Related to the Area of Event Management

Course Title	N	%	Cumulative %
Event and Facility Management	1	3.3	3.3
Event Development	1	3.3	6.7
Event Management	6	20.0	26.7
Event Marketing	1	3.3	30.0
Event Planning/Event Promotions	1	3.3	33.3
Event Promotions and Management	1	3.3	36.7
Event, Facility, and Marketing Management	1	3.3	40.0
Facility and Event Management	8	26.7	66.7
Facility and Event Promotions	1	3.3	70.0
Facility Design and Event Management	1	3.3	73.3
Facility Planning and Game Management	1	3.3	76.7
Finance, Promotion, and Event Management	1	3.3	80.0
PR and Event Marketing	1	3.3	83.3
Sport and Event Management	1	3.3	86.7
Sport Event Management	1	3.3	90.0
Sport Facility and Event Management	2	6.7	96.7
Sport Promotions and Event Management	1	3.3	100.0
Total	30	100.0	

Levels of the Course Offered

The data for the academicians by the levels of the course offered are presented in

Table 17. Forty percent of the academicians indicated that the course of event

management was offered at both the undergraduate and master's levels. Thirty percent of

the academicians responded that the course was offered only at the undergraduate level,

while two academicians indicated that their courses were offered only in continued

education.

Table 17

Frequency and Percentage of Academicians By Levels of the Course Offered

Level	N	%	Cumulative %
Undergraduate	9	30.0	30.0
Master's	5	16.7	46.7
Undergraduate & Master's	12	40.0	86.7
Master's & Doctoral	1	3.3	90.0
Undergraduate, Master's, & Doctoral	1	3.3	93.3
Continued Education	2	6.7	100.0
Total	30	100.0	

Annual Salary

Table 18 provided the data concerning the annual salary of the academicians who

teach the event management courses. There were nine categories in the original

questionnaire for the academicians to choose from. Two of the academicians crossed out

the question about their annual salary which indicated they did not want to provide the

data. Fifty-six and seven tenths percent of the academicians had an annual salary above

$55,000.

Table 18

Frequency and Percentage of Academicians According to Their Annual Salary

Annual Salary	N	%	Cumulative %
$30,000 – $34,999	1	3.3	3.6
$35,000 – $39,999	3	10.0	14.3
$40,000 – $44,999	4	13.3	28.6
$45,000 – $49,999	1	3.3	32.1
$50,000 – $54,999	2	6.7	39.3
$55,000 – $59,999	5	16.7	57.1
$60,000 or more	12	40.0	100.0
Total	28	93.3	
Missing value	2	6.7	

Experience in Teaching the Event Management Course

The data for the sample concerning their experience in teaching the event management course is presented in Table 19 with the years in teaching the course ranging from 2 to 20. About 46.7% of the respondents had experience of less than five years in teaching the course, while the mean year for teaching experience was 6.93.

Table 19

Frequency and Percentage of Academicians According to Their Teaching Experience

Year	N	%	Cumulative %
2	4	13.3	13.3
3	6	20.0	33.3
4	4	13.3	46.7
5	1	3.3	50.0
6	2	6.7	56.7
7	1	3.3	60.0
8	2	6.7	66.7
9	1	3.3	70.0
10	4	13.3	83.3
11	1	3.3	86.7
12	1	3.3	90.0
14	1	3.3	93.3
20	2	6.7	100.0
Total	30	100.0	

Note. Mean = 6.93. SD = 4.94.

Practitioners

Descriptive data included age, gender, educational background, the subjects'

majors, the academic ranks of the subjects, their position titles, the number of years in the

present position, the number of professional staff members supervised, the number of

people who participated in the latest sport event, the average working hours per week,

their annual salary, and their years of experience in sport event management are

presented in Table 20 through 36.

Age

The data for the practitioners by age showed that their age ranged from 26 to 62.

About 50% of the practitioners were below the age of 44 with the mean age being 43.38.

The data are presented in Table 20.

Table 20

Frequency and Percentage of Practitioners by Age

Age	N	%	Cumulative %
26	2	8.3	8.3
31	1	4.2	12.5
32	2	8.3	20.8
34	1	4.2	25.0
35	1	4.2	29.2
37	2	8.3	37.5
40	1	4.2	41.7
41	1	4.2	45.8
43	1	4.2	50.0
46	1	4.2	54.2
48	1	4.2	58.3
49	2	8.3	66.7
50	1	4.2	70.8
51	1	4.2	75.0
52	2	8.3	83.3
53	1	4.2	87.5
56	1	4.2	91.7
59	1	4.2	95.8
62	1	4.2	100.0
Total	24	100.0	

Note. Mean =43.38. SD =10.34.

Gender

The data for practitioners by gender revealed that the majority of the respondents were male (79.2%) as compared with female respondents (20.8%). Table 21 presented the frequency and percentage of practitioners by gender.

Table 21

Frequency and Percentage of Practitioners by Gender

Gender	N	%	Cumulative %
Male	19	79.2	79.2
Female	5	20.8	100.0
Total	24	100.0	

Highest Level of Academic Achievement

The data for the practitioners by highest level of academic achievement are

presented in Table 22. One practitioner had a high school degree and was categorized

into "others." Fifty-four and two tenths percent of the respondents had a bachelor's

degree: eight practitioners indicated that they had received a master's degree (33.3%):

and two respondents had their doctoral degree (8.3%).

Table 22

Frequency and Percentage of Practitioners by Academic Achievement

Degree	N	%	Cumulative %
Bachelor's	13	54.2	54.2
Master's	8	33.3	87.5
Doctoral	2	8.3	95.8
Other	1	4.2	100
Total	24	100.0	

Educational Background (Major)

Table 23 provided the data about the respondents concerning their different

educational backgrounds. Six practitioners had a major related to business (25%): nine

respondents had a major related to sports, such as Athletic Administration, Recreation

Management, Sport Marketing, etc.; and 20.8% of the practitioners had a major in Sport

Management. One respondent did not specify a major.

Table 23

Frequency and Percentage of Practitioners by Educational Background

Major	N	%	Cumulative %
Athletic Administration	1	4.2	4.2
Biology Environmental Science	1	4.2	8.3
Business-Finance	1	4.2	12.5
Business	3	12.5	25.0
Business Administration	1	4.2	29.2
Counseling Psychology	1	4.2	33.3
Did not Specify	1	4.2	37.5
Electrical Engineering	1	4.2	41.7
High School	1	4.2	45.8
History	1	4.2	50.0
Human Physiology	1	4.2	54.2
International Business Finance	1	4.2	58.3
Law	1	4.2	62.5
Public Administration	1	4.2	66.7
Recreation Management	1	4.2	70.8
Sport and Leisure Commerce	1	4.2	75.0
Sport Management	5	20.8	95.8
Sport Marketing	1	4.2	100.0
Total	24	100.0	

Academic Rank

The practitioners were asked to provide the information about whether they held

an academic rank. All of the respondents indicated that they did not hold any rank in

academe. The data are presented in Table 24.

Table 24

Frequency and Percentage of Practitioners by Academic Rank

Position	N	%	Cumulative %
Do Not Hold Rank	24	100.0	100.0
Total	24	100.0	

Position Title

In order to obtain the job information about the practitioners who stage the

national level of sport events for that particular USNGB, the subjects were asked to

provide their position titles. The data for the practitioners by their position titles in the

organization are presented in Table 25. Fifty-four and two tenths percent of the

respondents were executive directors of the USNGBs: 12.5 percent were assistant

executive directors: and 25% of the respondents had position titles related to "event

managers." They were Director of Event Operations. Director of Event, Event Manager,

National Events Director, and Sport Director.

Table 25

Frequency and Percentage of Practitioners by Position Title

Position Title	N	%	Cumulative %
Assistant Executive Director	3	12.5	12.5
Director of Event Operations	1	4.2	16.7
Director of Event	2	8.3	25.0
Director of Membership	1	4.2	29.2
Event Manager	1	4.2	33.3
Executive Director	13	54.2	87.5
Media Relations Director	1	4.2	91.7
National Events Director	1	4.2	95.8
Sport Director	1	4.2	100.0
Total	24	100.0	

Number of Years in the Present Position

The data for the practitioners according to the number of years in their present

positions showed that the range was from 1 to 18 with the mean year being 6.96. Seven

practitioners have been in their position for only two years (29.2%); but about 50% of the

respondents have been in their current position for five years. The data are presented in

Table 26.

Table 26

Frequency and Percentage of Practitioners According to the Years in Their Present

Positions

Year	N	%	Cumulative %
1	4	16.7	16.7
2	3	12.5	29.2
3	2	8.3	37.5
4	1	4.2	41.7
5	2	8.3	50.0
6	1	4.2	54.2
7	1	4.2	58.3
8	1	4.2	62.5
10	2	8.3	70.8
11	2	8.3	79.2
12	1	4.2	83.3
14	1	4.2	87.5
15	2	8.3	95.8
18	1	4.2	100.0
Total	24	100.0	

Note. Mean = 6.96. SD = 5.29.

Professional Staff Members Supervised

In order to understand at what levels in their organizations (top, middle, or lower)

that the event managers were in, the respondents were asked to provide information about

the number of professional staff members they supervised. The number ranged from 1 to 30 with the average being about seven people. Seventy-nine and two tenths percent of the respondents indicated that they supervised no more than 10 staff members. The data are presented in Table 27.

Table 27

Frequency and Percentage of Practitioners by Number of Professional Staff Supervised

# Professional Staff Supervised	N	%	Cumulative %
1	1	4.2	4.2
2	5	20.8	25.0
3	2	8.3	33.3
4	1	4.2	37.5
5	4	16.7	54.2
6	3	12.5	66.7
9	1	4.2	70.8
10	2	8.3	79.2
12	1	4.2	83.3
13	1	4.2	87.5
14	1	4.2	91.7
15	1	4.2	95.8
30	1	4.2	100.0
Total	24	100.0	

Note. Mean = 7.17. SD = 6.41.

Number of Participants in the Latest Sport Event

In order to understand the size of the national sport events for USNGBs, the subjects were asked to provide information about the average number of spectators, athletes, professional staff members supervised in the sport event, volunteers, others, and the total who participated in their respective latest national sport events. The data are presented in Table 28 through Table 34.

The number of spectators who attended the sport events ranged from 75 to

300,000. About 87.5% of the practitioners indicated that the average number of

spectators who attended their latest sport events was equal to or less than 10,000, but the

average number of the spectators who attended the sport events was about 21,190. The

data are presented in Table 28.

Table 28

Frequency and Percentage of Practitioners According to the Number of

Spectators Who Attended the Latest Sport Event

# of Spectators	N	%	Cumulative %
75	1	4.2	4.2
200	2	8.3	12.5
300	2	8.3	20.8
500	2	8.3	29.2
1,000	2	8.3	37.5
1,500	2	8.3	45.8
2,500	2	8.3	54.2
3,000	2	8.3	62.5
4,000	1	4.2	66.7
5,000	1	4.2	70.8
6,500	1	4.2	75.0
7,000	1	4.2	79.2
8,000	1	4.2	83.3
10,000	1	4.2	87.5
20,000	1	4.2	91.7
130,000	1	4.2	95.8
300,000	1	4.2	100.0
Total	24	100.0	

Note. Mean = 21190.63. SD = 432.38.

Table 29 showed the frequency and percentage of athletes who participated in the

latest sport event according to the practitioners. The number ranged from 23 to 3000.

The average number of athletes who participated in the sport events was about 432. Fifty

percent of the respondents indicated that they had no more than 140 athletes in the sport

event. and 91.7% of the respondents said that they had no more than 1000 athletes in their

sport events.

Table 29

Frequency and Percentage of Practitioners According to the Number of

Athletes Who Participated in the Latest Sport Event

# of Athletes	N	%	Cumulative %
23	1	4.2	4.2
24	2	8.3	12.5
50	2	8.3	20.8
60	2	8.3	29.2
72	1	4.2	33.3
75	1	4.2	37.5
104	1	4.2	41.7
125	1	4.2	45.8
140	1	4.2	50.0
150	1	4.2	54.2
220	1	4.2	58.3
300	2	8.3	66.7
350	1	4.2	70.8
450	1	4.2	75.0
600	1	4.2	79.2
700	1	4.2	83.3
1.000	2	8.3	91.7
1.500	1	4.2	95.8
3.000	1	4.2	100.0
Total	24	100.0	

Note. Mean = 432.38. SD = 667.89.

The data for the practitioners according to the number of professional staff

members supervised in the latest sport event are presented in Table 30. The number

ranged from 4 to 25. The average number of professional staff members supervised

during a sport event was about eight people. Seventy-nine and two tenths percent of the

respondents who supervised no more than 10 people during a sport event.

Table 30

Frequency and Percentage of Practitioners According to the Number of Professional

Staff Members Supervised in the Latest Sport Event

# of Professional Staff Members Supervised	N	%	Cumulative %
4	3	12.5	12.5
5	7	29.2	41.7
6	3	12.5	54.2
7	1	4.2	58.3
8	1	4.2	62.5
9	1	4.2	66.7
10	3	12.5	79.2
12	2	8.3	87.5
15	1	4.2	91.7
20	1	4.2	95.8
25	1	4.2	100.0
Total	24	100.0	

Note. Mean = 8.46. SD = 5.30.

Table 31 showed the frequency and percentage of practitioners according to the

number of volunteers who participated in the latest sport event. The number ranged from

0 to 2500 with the mean for the volunteers in the sport event being about 195 people.

Seventy and eight tenths percent of the respondents indicated that they had no more than

100 volunteers in their sport events.

Table 31

Frequency and Percentage of Practitioners According to the Number

of Volunteers Who Participated in the Latest Sport Event

# of Volunteers	N	%	Cumulative %
0	1	4.2	4.2
20	2	8.3	12.5
25	2	8.3	20.8
30	1	4.2	25.0
35	1	4.2	29.2
40	3	12.5	41.7
50	3	12.5	54.2
60	2	8.3	62.5
80	1	4.2	66.7
100	1	4.2	70.8
120	2	8.3	79.2
175	1	4.2	83.3
300	2	8.3	91.7
450	1	4.2	95.8
2500	1	4.2	100.0
Total	24	100.0	

Note. Mean = 195.42. SD = 502.84.

In order to understand whether there were others who participated in the sport

events but were not included in the questionnaire, the practitioners were asked to provide

information about the number of others who participated in their sport events, and to

specify who these people were. The number ranged from 0 to 300. Eighteen respondents

indicated that they did not have any person who was excluded from the specified

categories (75%). The rest of the respondents indicated that the category of "others"

included media, facility staff members, coaches, and athletic trainers. The data are

presented in Table 32.

Table 32

Frequency and Percentage of Practitioners According to the Number

of Others Who Participated in the Latest Sport Event

# of Others	N	%	Cumulative %
0	18	75.0	75.0
5	1	4.2	79.2
6	1	4.2	83.3
10	1	4.2	87.5
15	1	4.2	91.7
25	1	4.2	95.8
300	1	4.2	100.0
Total	24	100.0	

Note. Mean = 15.04. SD = 61.

The data for the practitioners according to the number of total people who

participated in the latest sport event are presented in Table 33. The number ranged from

350 to 300,032 with the average being about 22,160 people. Eighty-seven and five tenths

percent of the respondents indicated that the total number of people who participated in

the sport events was no more than 10,215.

Table 33

Frequency and Percentage of Practitioners According to the Number

of Total People Who Participated in the Latest Sport Event

Total # of People	N	%	Cumulative %
350	1	4.2	4.2
450	1	4.2	8.3
456	1	4.2	12.5
600	1	4.2	16.7
965	1	4.2	20.8
1.085	1	4.2	25.0
1.245	1	4.2	29.2
1.600	1	4.2	33.3
1.679	1	4.2	37.5
1.700	1	4.2	41.7
2.000	1	4.2	45.8
2.753	1	4.2	50.0
3.072	1	4.2	54.2
3.172	1	4.2	58.3
4.220	1	4.2	62.5
4.326	1	4.2	66.7
6.584	1	4.2	70.8
7.000	1	4.2	75.0
7.200	1	4.2	79.2
8.165	1	4.2	83.3
10.215	1	4.2	87.5
30.000	1	4.2	91.7
132.975	1	4.2	95.8
300.032	1	4.2	100.0
Total	24	100.0	

Note. Mean = 22160.17. SD = 65012.18.

Average Working hours Per Week

Table 34 showed the frequency and percentage of practitioners by working hours

per week. The number ranged from 40 to 80 hours. Fifty-four and two tenths percent of

the respondents indicated that they worked an average of 50-60 hours per week with the

mean hour being 53.94.

Table 34

Frequency and Percentage of Practitioners By Working Hours Per Week

Hour	N	%	Cumulative %
40	2	8.3	8.3
44	1	4.2	12.5
47	1	4.2	16.7
47	1	4.2	20.8
48	2	8.3	29.2
50	7	29.2	58.3
55	3	12.5	70.8
60	3	12.5	83.3
65	1	4.2	87.5
70	2	8.3	95.8
80	1	4.2	100.0
Total	24	100.0	

Note. Mean = 53.94. SD = 9.75.

Annual Salary

The data for the practitioners according to their annual salary are presented in

Table 35. There were nine categories for the subjects to choose from in the

questionnaire. The data revealed that the numbers ranged from $30,000 to over $60,000

and thirteen respondents stated that they had an annual salary over $60,000 (54.2%).

Seventy-nine and two tenths percent of the respondents had an annual salary above

$50,000.

Table 35

Frequency and Percentage of Practitioners by Annual Salary

Annual Salary	N	%	Cumulative %
$30,000 – $34,999	2	8.3	8.3
$35,000 – $39,999	1	4.2	12.5
$40,000 – $44,999	2	8.3	20.8
$50,000 – $54,999	5	20.8	41.7
$55,000 – $59,999	1	4.2	45.8
$60,000 or more	13	54.2	100.0
Total	24	100.0	

Total Years in Sport Event Management

In order to understand how much experience the practitioners have had in the

sport event management, the subjects were asked to provide information about their

experience in their area. The data revealed that the number of years in sport event

management ranged from 1 to 30 with the mean year being 12.67. Seven respondents

indicated that they have had 10 years of experience in the area of sport event

management (29.2%). Overall, 71% of the respondents had no less than 10 years of

experience in sport event management. The data are presented in Table 36

Table 36

Frequency and Percentage of Practitioners According to Their

Experience in Sport Event Management

Year	N	%	Cumulative %
1	1	4.2	4.2
4	1	4.2	8.3
5	1	4.2	12.5
7	1	4.2	16.7
8	1	4.2	20.8
9	2	8.3	29.2
10	7	29.2	58.3
12	2	8.3	66.7
15	2	8.3	75.0
16	1	4.2	79.2
18	1	4.2	83.3
20	1	4.2	87.5
25	1	4.2	91.7
28	1	4.2	95.8
30	1	4.2	100.0
Total	24	100.0	

Note. Mean = 12.67. SD = 7.20.

Ranked Order of the Competency Statements

Ranked Order by Academicians

The academicians were asked to rate the importance of each of the 66 competency statements on a 5-point Likert scale, with 5 being the most important. Table 37 showed the ranked order of the 66 competencies based on the group means of the academicians who rated each of the 66 competencies on the questionnaire.

Since the academicians were told that in the Likert scale on the questionnaire, 4 represented "Important" and 5 represented "Very Important," it was determined that it was reasonable to use 4 as a cutoff score to separate those which had group means below 4. The academicians rated 34 competency statements above 4. The top 10 competencies

plus tied items favored by the academicians were: (1) Maintains effective communications with staff (Q2), (2) Uses good verbal communication skills (Q50), (3) Uses good written communication skills (Q47), (4.5) Communicates performance expectations with staff in a written job description (Q33), (4.5) Establishes procedures reflecting fair treatment of staff and participants (Q5), (6) Motivates staff or volunteers (Q31), (7) Demonstrates an understanding of the basic business and sport laws and other important legal matters (Q15), (10) Prepares a budget proposal (Q52), (10) Establishes a safety program to prevent injuries and accidents (Q23), (10) Conducts staff meetings with professional staff or volunteers (Q14), (10) Implements planning strategies for programs (Q60), and (10) Utilizes such computer technologies as electronic mail, Internet, etc. (Q3).

Table 37

Ranking of Competency Statements by Academicians

Rank	Item #	Competency Statement	F 1	2	3	4	5	Mean	S.D.
1	Q2	Maintains effective communications with staff.	-	1	-	2	27	4.833	.592
2	Q50	Uses good verbal communication skills.	-	1	-	4	25	4.767	.626
3	Q47	Uses good written communication skills.	-	-	1	6	23	4.733	.520
4.5	Q33	Communicates performance expectations with staff in a written job description.	-	-	1	11	18	4.567	.568
4.5	Q5	Establishes procedures reflecting fair treatment of staff and participants.	-	-	-	13	17	4.567	.504
6	Q31	Motivates staff or volunteers.	-	-	2	13	15	4.433	.626
7	Q15	Demonstrates an understanding of the basic business and sport laws and other important legal matters.	-	1	2	11	16	4.400	.770
10	Q52	Prepares a budget proposal.	-	-	1	17	12	4.367	.556
10	Q23	Establishes a safety program to prevent injuries and accidents.	-	2	1	11	16	4.367	.850
10	Q14	Conducts staff meetings with professional staff or volunteers.	-	-	2	15	13	4.367	.615
10	Q60	Implements planning strategies for programs.	-	-	2	15	13	4.367	.615
10	Q3	Utilizes such computer technologies as electronic mail, Internet, etc.	-	-	3	13	14	4.367	.669
13	Q32	Utilizes effective time management techniques.	-	-	3	14*	13	4.345	.658
14	Q46	Develops a sound public relations plan.	-	-	2	16	12	4.333	.607
16	Q61	Exercises effective decision making in dealing with accidents.	-	2	-	15	13	4.300	.794
16	Q40	Develops a sound program evaluation plan.	-	1	-	18	11	4.300	.651
16	Q10	Designs, plans, and controls event logistics (e.g.,	-	3	2	8	17	4.300	.988

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								Mean	SD
		transportation, hospitality, food and beverages, venues, ticketing, etc.).							
19	Q34	Demonstrates an understanding of specific inherent risks of sport activity.	-	1	1	17	11	4.267	.692
19	Q20	Defends a budget proposal.	-	1	4	11	14	4.267	.828
19	Q48	Implements marketing techniques.	-	-	2	18	10	4.267	.583
22.5	Q26	Negotiates sport event sponsorship package.	-	-	4	15	11	4.233	.679
22.5	Q6	Coordinates training for staff on legal and safety issues (e. g., first aid and CPR training).	-	3	2	10	15	4.233	.972
22.5	Q21	Develops policy.	-	-	5	13	12	4.233	.728
22.5	Q4	Designs strategies/policies to prevent misuse of facilities and equipment.	-	1	1	18	10	4.233	.679
25.5	Q22	Establishes standards of performance for program operation.	1	-	2	18	9	4.133	.819
25.5	Q19	Consults program staff or volunteers.	-	-	3	20	7	4.133	.571
27	Q56	Coordinates any conflicts in the event (e.g., scheduling, communications among staff members, facility/equipment, etc.).	-	3	1	16	10	4.100	.885
29	Q27	Secures appropriate insurance for the sport event.	1	4	2	8	15	4.067	1.202
29	Q17	Conducts routine inspections of facilities and equipment.	1	4	2	8	15	4.067	1.202
29	Q24	Recruits, interviews, hires and trains full-time or part-time employees.	-	1	3	19	7	4.067	.692
31	Q7	Prepares organizational guidelines for staffing and programming.	-	1	3	20	6	4.033	.669
33	Q16	Utilizes procedures to regulate the conduct of participants and spectators.	-	3	4	13	10	4.000	.947
33	Q49	Prepares financial reports.	-	-	7	16	7	4.000	.695
33	Q51	Utilizes computer software for word processing, spreadsheet, presentation, etc.	-	2	5	14	9	4.000	.871
35	Q59	Adapts programs to the special needs of persons with	-	2	4	17	7	3.967	.809

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		disabilities.						
36	Q41	Secures participants to assume leadership roles.	-	2	4	17*	7	3.966	.809
37.5	Q38	Writes request for proposals for the event.	-	1	7	16	6	3.900	.759
37.5	Q11	Recruits volunteers for the sport events.	1	2	7	9	11	3.900	1.094
39	Q62	Evaluates staff for career development.	1	2	5	14	8	3.867	1.008
40	Q58	Evaluates participants' level of satisfaction.	-	4	3	17	6	3.833	.913
41	Q43	Writes and processes contractual agreements for staff and participants.	-	3	6	14*	7	3.828	.912
43	Q1	Applies basic accounting principles.	1	2	5	16	6	3.800	.961
43	Q53	Prepares and reviews committee, program, and informational reports.	-	1	8	17	4	3.800	.714
43	Q9	Performs SWOT (strengths, weaknesses, opportunities, threats) analyses for the agency.	1	3	4	15	7	3.800	1.031
45	Q29	Implements sound procedures for postponements, rescheduling, and forfeiture of games.	1	4	3	15	7	3.767	1.073
46	Q45	Develops planning schedules for facility maintenance.	1	3	5	14*	7	3.759	1.039
47	Q18	Utilizes customized computer software programs for such purposes as scheduling, reservations, registration, etc.	2	1	5	17	5	3.733	1.015
48	Q65	Uses sound procedures for settling protests.	-	5	3	18	4	3.700	.915
49	Q36	Implements appropriate sport rules and regulations.	1	5	5	11	8	3.667	1.155
50	Q42	Schedules staff for work.	-	4	8	13	5	3.633	.928
51.5	Q39	Utilizes effective office procedures to handle registration, reports, notices, etc.	-	4	7	17	2	3.567	.817
51.5	Q13	Demonstrates an understanding of the organizational and operational aspects of different types of sport programming (e.g., informal, instructional, club, etc.).	-	5	7	14	4	3.567	.935
53	Q35	Handles disciplinary action, accidents, game protests, and eligibility status reports.	2	3	6	15	4	3.533	1.074
54	Q12	Conducts research for the purpose of program improvements and development.	-	3	12	12	3	3.500	.820

55	Q8	Implements appropriate system of procurement and evaluation for officials.	-	4	10	14	2	3.467	.819
56	Q37	Conducts fund-raising activities.	-	5	12*	8	5	3.448	.968
57.5	Q64	Applies sport economics principles.	2	4	7	13	4	3.433	1.104
57.5	Q30	Oversees recruitment of participants.	-	6	8	13	3	3.433	.935
59	Q25	Schedules tournaments, leagues and meets.	-	6	9	13	2	3.367	.890
60	Q63	Develops appropriate means of storing equipment and supplies.	2	6	8*	9	5	3.310	1.178
61	Q66	Develops licensed merchandise programs.	-	9	8	8	5	3.300	1.088
62	Q57	Conducts economic impact studies for the sport events.	2	5	9	11	3	3.267	1.081
63	Q44	Establishes eligibility guidelines for participants.	2	9	5	11	3	3.133	1.167
64	Q54	Identifies aggression patterns of participants.	2	11	7	8	2	2.900	1.094
65	Q55	Organizes clinics for officials.	5	8	10	5	2	2.700	1.149
66	Q28	Publishes research findings.	8	11	7	3	1	2.267	1.081

Note. * = one value was missing and was replaced by mean. If the replaced value was equal or higher than .5 between the two categories, the value was assigned to the higher category, and vice versa.

Ranked Order by Practitioners

The practitioners were also asked to rate the importance of each of the 66 competency statements on a 5-point Likert scale, with 5 being the most important. Table 38 showed the ranked order of the 66 competencies based on the group means of the practitioners who rated each of the 66 competencies on the questionnaire.

Since the practitioners were told that in the Likert scale on the questionnaire, 4 represented "Important" and 5 represented "Very Important," it was determined that it was reasonable to use 4 as a cutoff score to separate those which had group means below 4. The practitioners rated 18 competency statements above 4. The top 10 competencies plus tied items favored by the practitioners were: (1) Maintains effective communications with staff (Q2), (2) Designs, plans, and controls event logistics (e.g., transportation, hospitality, food and beverages, venues, ticketing, etc.) (Q10), (3) Uses good verbal communication skills (Q50), (4) Uses good written communication skills (Q47), (5) Utilizes effective time management techniques (Q32), (6.5) Utilizes such computer technologies as electronic mail, Internet, etc. (Q3), (6.5) Exercises effective decision making in dealing with accidents (Q61), (8) Applies basic accounting principles (Q1), (10) Secures appropriate insurance for the sport event (Q27), (10) Recruits volunteers for the sport events (Q11), and (10) Motivates staff or volunteers (Q31).

Table 38

Ranking of Competency Statements by Practitioners

Rank	Item #	Competency Statement	1	2	F 3	4	5	Mean	S.D.
1	Q2	Maintains effective communications with staff.	-	-	-	3	21	4.875	.338
2	Q10	Designs, plans, and controls event logistics (e.g., transportation, hospitality, food and beverages, venues, ticketing, etc.).	-	-	-	5	19	4.792	.415
3	Q50	Uses good verbal communication skills.	-	-	1	5	18	4.708	.550
4	Q47	Uses good written communication skills.	-	-	1	7	16	4.625	.576
5	Q32	Utilizes effective time management techniques.	-	-	2	9*	13	4.478	.651
6.5	Q3	Utilizes such computer technologies as electronic mail, Internet, etc.	-	-	-	14	10	4.417	.504
6.5	Q61	Exercises effective decision making in dealing with accidents.	-	1	1	9	13	4.417	.776
8	Q1	Applies basic accounting principles.	-	2	1	8	13	4.333	.917
10	Q27	Secures appropriate insurance for the sport event.	1	1	2	6	14	4.292	1.083
10	Q11	Recruits volunteers for the sport events.	-	-	4	9	11	4.292	.751
10	Q31	Motivates staff or volunteers.	-	-	4	9	11	4.292	.751
12.5	Q56	Coordinates any conflicts in the event (e.g., scheduling, communications among staff members, facility/equipment, etc.).	-	1	3	9	11	4.250	.847
12.5	Q51	Utilizes computer software for word processing, spreadsheet, presentation, etc.	-	-	2	14	8	4.250	.608
14	Q19	Consults program staff or volunteers.	-	2	3	7	12	4.208	.977
15.5	Q17	Conducts routine inspections of facilities and equipment.	-	1	3	11	9	4.167	.817
15.5	Q14	Conducts staff meetings with professional staff or volunteers.	-	-	4	2	18	4.167	.702

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17	Q5	Establishes procedures reflecting fair treatment of staff and participants.	-	-	7	8	9	4.083	.830
18	Q52	Prepares a budget proposal.	-	2	4	9	9	4.042	.955
19	Q16	Utilizes procedures to regulate the conduct of participants and spectators.	1	-	4	13	6	3.958	.908
21.5	Q60	Implements planning strategies for programs.	1	1	2	15	5	3.917	.929
21.5	Q15	Demonstrates an understanding of the basic business and sport laws and other important legal matters.	1	-	3	16	4	3.917	.830
21.5	Q42	Schedules staff for work.	-	1	3	17	3	3.917	.654
21.5	Q39	Utilizes effective office procedures to handle registration, reports, notices, etc.	1	1	3	13	6	3.917	.974
27	Q33	Communicates performance expectations with staff in a written job description.	-	2	3	15	4	3.875	.797
27	Q48	Implements marketing techniques.	2	1	1	14	6	3.875	1.116
27	Q36	Implements appropriate sport rules and regulations.	1	2	3	11	7	3.875	1.076
27	Q24	Recruits, interviews, hires and trains full-time or part-time employees.	-	3	5	8	8	3.875	1.035
27	Q58	Evaluates participants' level of satisfaction.	2	-	3	13	6	3.875	1.076
27	Q53	Prepares and reviews committee, program, and informational reports.	-	1	4	16	3	3.875	.680
27	Q23	Establishes a safety program to prevent injuries and accidents.	-	-	9	9	6	3.875	.797
33	Q49	Prepares financial reports.	2	-	5	10	7	3.833	1.129
33	Q34	Demonstrates an understanding of specific inherent risks of sport activity.	1	1	5	11	6	3.833	1.007
33	Q4	Designs strategies/policies to prevent misuse of facilities and equipment.	-	-	8	12	4	3.833	.702
33	Q22	Establishes standards of performance for program operation.	-	-	7	14	3	3.833	.637
33	Q8	Implements appropriate system of procurement and evaluation for officials.	1	1	5	11	6	3.833	1.007

36.5	Q25	Schedules tournaments, leagues and meets.	-	2	6	11	5	3.792	.884
36.5	Q20	Defends a budget proposal.	1	2	5	9	7	3.792	1.103
38	Q65	Uses sound procedures for settling protests.	2	2	2	12	6	3.750	1.189
39	Q63	Develops appropriate means of storing equipment and supplies.	-	3	3	16	2	3.708	.807
40.5	Q35	Handles disciplinary action, accidents, game protests, and eligibility status reports.	2	2	6	6	8	3.667	1.274
40.5	Q7	Prepares organizational guidelines for staffing and programming.	-	2	8	10	4	3.667	.868
42	Q21	Develops policy.	2	2	3	12*	5	3.652	1.165
45	Q62	Evaluates staff for career development.	3	-	7	8	6	3.583	1.248
45	Q26	Negotiates sport event sponsorship package.	2	5	2	7	8	3.583	1.381
45	Q46	Develops a sound public relations plan.	2	3	4	9	6	3.583	1.248
45	Q41	Secures participants to assume leadership roles.	1	-	9	12	2	3.583	.830
45	Q40	Develops a sound program evaluation plan.	1	3	6	9	5	3.583	1.100
49	Q29	Implements sound procedures for postponements, rescheduling, and forfeiture of games.	1	3	7	8	5	3.542	1.103
49	Q6	Coordinates training for staff on legal and safety issues (e. g., first aid and CPR training).	-	3	7	12	2	3.542	.833
49	Q9	Performs SWOT (strengths, weaknesses, opportunities, threats) analyses for the agency.	1	3	4	14	2	3.542	.977
51	Q13	Demonstrates an understanding of the organizational and operational aspects of different types of sport programming (e.g., informal, instructional, club, etc.).	1	2	7	12	2	3.500	.933
53	Q64	Applies sport economics principles.	2	-	9	11	2	3.458	.977
53	Q59	Adapts programs to the special needs of persons with disabilities.	2	2	6	11	3	3.458	1.103
53	Q38	Writes request for proposals for the event.	2	1	8	10	3	3.458	1.062
55	Q12	Conducts research for the purpose of program improvements and development.	-	4	7	12	1	3.417	.830
56	Q43	Writes and processes contractual agreements for staff and	1	4	7	9	3	3.375	1.056

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		participants.							
57.5	Q30	Oversees recruitment of participants.	5	-	4	12	3	3.333	1.341
57.5	Q66	Develops licensed merchandise programs.	2	5	5	7	5	3.333	1.274
59	Q37	Conducts fund-raising activities.						3.208	1.215
60	Q45	Develops planning schedules for facility maintenance.	1	6	8*	7	2	3.130	1.034
61.5	Q18	Utilizes customized computer software programs for such purposes as scheduling, reservations, registration, etc.	2	4	11	3	4	3.125	1.154
61.5	Q57	Conducts economic impact studies for the sport events.	4	1	9	8	2	3.125	1.191
63.5	Q44	Establishes eligibility guidelines for participants.	5	3	7	7	2	2.917	1.283
63.5	Q55	Organizes clinics for officials.	4	4	7	8	1	2.917	1.177
65	Q54	Identifies aggression patterns of participants.	9	2	10	2	1	2.333	1.204
66	Q28	Publishes research findings.	8	5	8	3	-	2.250	1.073

Note. * = one value was missing and was replaced by mean. If the replaced value was equal or higher than .5 between the two categories, the value was assigned to the higher category, and vice versa.

Data Analyses: The Competencies of

Sport Event Managers (COSEM)

Factor Analysis

Factor analysis was conducted for the purpose of grouping the 66 competency

statements on the questionnaire. Principal Component Analyses (PCA) with Varimax

rotation was utilized to extract the factors. The final decision for finding the best solution

for the study was based on the following criteria: (a) a possible interpretation of the

groupings, (b) the eigenvalue for each factor was equal to or bigger than 2.0, and (c) the

factor loadings must exceed .40 level in order to be retained for the analyses.

The competency items 1, 9, 35, and 45 were eliminated during the process of

finding the best solution for the analyses, because they did not have factor loadings above

.40. A total of eight factors were generated from the analyses. All factors met the criteria

set by the researcher, and they all explained about 63.432% variance. The eight factors

were renamed based on the competency items grouped in that particular factor. They

were (a) Event Business and Marketing (10 items), (b) Event Logistics (10 items), (c)

Event Management Techniques (9 items), (d) Communications/Risk Management (8

items), (e) Policy Development/Governance (6 items), (f) Event Information System (9

items), (g) Event Coordination/Personnel Management (6 items), and (h) Evaluation (4

items). The data are presented in Table 39.

Table 39

Factors Extracted from the Principal Component Analyses with Varimax Rotation

#	Factors	# of items	Eigenvalues	% of Variance	Cumulative %
1	Event Business and Marketing	10	16.800	27.097	27.097
2	Event Logistics	10	5.137	8.285	35.383
3	Event Management Techniques	9	3.971	6.405	41.787
4	Communications/ Risk Management	8	3.575	5.766	47.554
5	Policy Development/ Governance	6	2.728	4.399	51.953
6	Event Information System	9	2.649	4.272	56.225
7	Event Coordination/ Personnel Management	6	2.320	3.741	59.967
8	Evaluation	4	2.149	3.466	63.432

Factor 1 was renamed Event Business and Marketing based on the competency statements in the factor. It included 10 items: 46, 26, 48, 21, 37, 49, 66, 40, 38, and 52. The factor loadings for the Event Business and Marketing ranged from 0.865 (item 46) to 0.482 (item 52). The data are presented in Table 40.

Table 40

Factor 1 of the Competencies of Sport Event Managers

Item #	Question	Factor Loading
46.	Develops a sound public relations plan.	0.865
26.	Negotiates sport event sponsorship package.	0.827
48.	Implements marketing techniques.	0.809
21.	Develops policy.	0.665
37.	Conducts fund-raising activities.	0.653
49.	Prepares financial reports.	0.638
66.	Develops licensed merchandise programs.	0.562
40.	Develops a sound program evaluation plan.	0.544
38.	Writes request for proposals for the event.	0.541
52.	Prepares a budget proposal.	0.482

Factor 2 was renamed Event Logistics based on the competency statements in the factor. It included 10 items: 11, 10, 17, 27, 6, 23, 16, 36, 8, and 19. The factor loadings for the Event Logistics ranged from 0.813 (item 11) to 0.461 (item 19). The data are presented in Table 41.

Table 41

Factor 2 of the Competencies of Sport Event Managers

Item #	Question	Factor Loading
11.	Recruits volunteers for the sport events.	0.813
10.	Designs, plans, and controls event logistics (e.g., transportation, hospitality, food and beverages, venues, ticketing, etc.).	0.784
17.	Conducts routine inspections of facilities and equipment.	0.743
27.	Secures appropriate insurance for the sport event.	0.601
6.	Coordinates training for staff on legal and safety issues (e. g., first aid and CPR training).	0.601
23.	Establishes a safety program to prevent injuries and accidents.	0.598
16.	Utilizes procedures to regulate the conduct of participants and spectators.	0.591
36.	Implements appropriate sport rules and regulations.	0.509
8.	Implements appropriate system of procurement and evaluation for officials.	0.470
19.	Consults program staff or volunteers.	0.461

Factor 3 was renamed Event Management Techniques based on the competency statements in the factor. It included nine items: 39, 56, 65, 41, 58, 44, 29,43,and 42. The factor loadings for the Event Management Techniques ranged from 0.677 (item 39) to 0.453 (item 42). The data are presented in Table 42.

Table 42

Factor 3 of the Competencies of Sport Event Managers

Item #	Question	Factor Loading
39.	Utilizes effective office procedures to handle registration, reports, notices, etc.	0.677
56.	Coordinates any conflicts in the event (e.g., scheduling, communications among staff members, facility/equipment, etc.).	0.675
65.	Uses sound procedures for settling protests.	0.649
41.	Secures participants to assume leadership roles.	0.634
58.	Evaluates participants' level of satisfaction.	0.628
44.	Establishes eligibility guidelines for participants.	0.488
29.	Implements sound procedures for postponements, rescheduling, and forfeiture of games.	0.486
43.	Writes and processes contractual agreements for staff and participants.	0.476
42.	Schedules staff for work.	0.453

Factor 4 was renamed Communications/Risk Management based on the competency statements in the factor. It included 8 items: 2, 15, 61, 53, 34, 50, 47, and 4. The factor loadings for the Communications/Risk Management ranged from 0.775 (item 2) to 0.506 (item 4). The data are presented in Table 43.

Table 43

Factor 4 of the Competencies of Sport Event Managers

Item #	Question	Factor Loading
2.	Maintains effective communications with staff.	0.775
15.	Demonstrates an understanding of the basic business and sport laws and other important legal matters.	0.645
61.	Exercises effective decision making in dealing with accidents.	0.585
53.	Prepares and reviews committee, program, and informational reports.	0.566
34.	Demonstrates an understanding of specific inherent risks of sport activity.	0.558
50.	Uses good verbal communication skills.	0.547
47.	Uses good written communication skills.	0.508
4.	Designs strategies/policies to prevent misuse of facilities and equipment.	0.506

Factor 5 was renamed Policy Development/Governance based on the competency statements in the factor. It included 6 items: 59, 5, 33, 18, 54, and 57. The factor loadings for the Policy Development/Governance ranged from 0.696 (item 59) to 0.433 (item 57). The data are presented in Table 44.

Table 44

Factor 5 of the Competencies of Sport Event Managers

Item #	Question	Factor Loading
59.	Adapts programs to the special needs of persons with disabilities.	0.696
5.	Establishes procedures reflecting fair treatment of staff and participants.	0.693
33.	Communicates performance expectations with staff in a written job description.	0.641
18.	Utilizes customized computer software programs for such purposes as scheduling, reservations, registration, etc.	0.522
54.	Identifies aggression patterns of participants.	0.452
57.	Conducts economic impact studies for the sport events.	0.433

Factor 6 was renamed Event Information System based on the competency

statements in the factor. It included 9 items: 55, 13, 51, 3, 63, 64, 7, 20, and 28. The

factor loadings for the Event Information System ranged from 0.638 (item 55) to 0.434

(item 28). The data are presented in Table 45.

Table 45

Factor 6 of the Competencies of Sport Event Managers

Item #	Question	Factor Loading
55.	Organizes clinics for officials.	0.638
13.	Demonstrates an understanding of the organizational and operational aspects of different types of sport programming (e.g., informal, instructional, club, etc.).	0.596
51.	Utilizes computer software for word processing, spreadsheet, presentation, etc.	0.565
3.	Utilizes such computer technologies as electronic mail, Internet, etc.	0.562
63.	Develops appropriate means of storing equipment and supplies.	0.507
64.	Applies sport economics principles.	0.507
7.	Prepares organizational guidelines for staffing and programming.	0.480
20.	Defends a budget proposal.	0.450
28.	Publishes research findings.	0.434

Factor 7 was renamed Event Coordination/Personnel Management based on the

competency statements in the factor. It included 6 items: 24, 25, 30, 60, 22, and 12. The

factor loadings for the Event Coordination/Personnel Management ranged from 0.659

(item 24) to 0.395 (item 12). The data are presented in Table 46.

Table 46

Factor 7 of the Competencies of Sport Event Managers

Item #	Question	Factor Loading
24.	Recruits, interviews, hires and trains full-time or part-time employees.	0.659
25.	Schedules tournaments, leagues and meets.	0.599
30.	Oversees recruitment of participants.	0.542
60.	Implements planning strategies for programs.	0.526
22.	Establishes standards of performance for program operation.	0.517
12.	Conducts research for the purpose of program improvements and development.	0.395

Factor 8 was renamed Evaluation based on the competency statements in the factor. It included 4 items: 31, 14, 32, and 62. The factor loadings for the Evaluation ranged from 0.668 (item 31) to 0.493 (item 62). The data are presented in Table 47.

Table 47

Factor 8 of the Competencies of Sport Event Managers

Item #	Question	Factor Loading
31.	Motivates staff or volunteers.	0.668
14.	Conducts staff meetings with professional staff or volunteers.	0.577
32.	Utilizes effective time management techniques.	0.525
62.	Evaluates staff for career development.	0.493

Multivariate Analysis of Variance (MANOVA)

One-Way MANOVA was conducted to test whether there were significant differences between academicians and practitioners in the perceived important competencies for sport event managers. The results for the MANOVA revealed that

there was at least one significant difference in those factors between groups (p = .037).

The MONOVA results are presented in Table 48.

Table 48

Multivariate Tests for the Overall Difference between Academicians and Practitioners

Tests	Value	F	Hypothesis df	Error df	P
Pillai's trace	.290	2.300	8	45	.037*
Wilks' lambda	.710	2.300	8	45	.037*
Hotelling's trace	.409	2.300	8	45	.037*
Roy's largest root	.409	2.300	8	45	.037*

* p < .05

To determine which factors were significantly different between the academicians and the practitioners, the SPSS 9.0 statistical package automatically compared each of the eight factors between the academicians and the practitioners. The Bonferroni approach was used to control the alpha level when comparing the variables (Johnson, 1998). The data for the second MANOVA test revealed that the factors 1 (Event and Business Marketing) and 5 (Policy Development/Governance) were significantly different (p < .05). The academicians rated these two factors more favorably than did the practitioners. Overall, academicians rated six of the eight factors more important than did the practitioners. Practitioners rated the Factors 2 (Event Logistics) and 6 (Event Information System) slightly higher than academicians. The data are presented in Table 49.

Table 49

Multivariate Tests for the Differences between Groups in each of the Eight Factors

Source		df	TM_A	TM_P	F	P
Group (factors)						
Event and Business Marketing	(Factor 1)	1	39.815	35.985	4.219	.045*
Event Logistics	(Factor 2)	1	40.200	40.833	.114	.737
Event Management Techniques	(Factor 3)	1	33.527	33.125	.057	.813
Communications/Risk Management	(Factor 4)	1	35.333	34.083	1.406	.241
Policy Development/Governance	(Factor 5)	1	23.000	20.000	8.595	.005*
Event Information System	(Factor 6)	1	34.644	34.875	.019	.890
Event Coordination/						
Personnel Management	(Factor 7)	1	22.867	22.167	.650	.424
Evaluation	(Factor 8)	1	17.011	16.520	.629	.431

Note. TM_A = Total mean for the academicians
         TM_P = Total mean for the practitioners
* p < .05

For the academicians, the ranked order of the eight factors by total group means divided by the number of items in that factor were in the order of importance: 1) Communications/Risk Management (4.42) (Factor 4), 2) Evaluation (4.25) (Factor 8), 3) Event Logistics (4.02) (Factor 2), 4) Event Business and Marketing (3.98) (Factor 1), 5) Event Information System (3.85) (Factor 6), 6) Policy Development (3.83) (Factor 5), 7) Event Coordination/Personnel Management (3.81) (Factor 7), and 8) Event Management Techniques (3.73) (Factor 3). For the practitioners, the ranked order of the eight factors by total group means divided by the number of items in that factor were in the order of importance: 1) Communications/Risk Management (4.26) (Factor 4), 2) Evaluation (4.13) (Factor 8), 3) Event Logistics (4.08) (Factor 2), 4) Event Information System (3.88) (Factor 6), 5) Event Coordination/Personnel Management (3.69) (Factor 7), 6) Event Management Techniques (3.68) (Factor 3), 7) Event Business and Marketing (3.60) (Factor 1), and 8) Policy Development/Governance (3.33) (Factor 5). Both groups ranked the Factors 4, 8, and 2 important as shown by ranking them the number 1, 2, and 3. All three factors had means above 4. The results are presented in Table 50

Table 50

Ranked Order by the Total Means Divided by the Items in the Factor

Factors	TM$_A$/Items	TM$_P$/Items	Rank$_A$	Rank$_P$
1	3.98	3.60	4	7
2	4.02	4.08	3	3
3	3.73	3.68	8	6
4	4.42	4.26	1	1
5	3.83	3.33	6	8
6	3.85	3.88	5	4
7	3.81	3.69	7	5
8	4.25	4.13	2	2

Note. TM$_A$/items = Total mean for the academicians divided by the number of items
TM$_P$/items = Total mean for the practitioners divided by the number of items
Rank$_A$ = Ranked order for the academicians
Rank$_P$ = Ranked order for the practitioners

Ranked Order of the Competency Statements

within Each Factor

In order to better understand how similar or different the academicians and the

practitioners viewed the importance of the competencies within each factors. Table 51

through 58 presented the means. the ranked order within each factors, and the overall

rank for that particular factor for both groups for the purpose of comparison.

The factor of Event Business and Marketing was found significantly different

between academicians and practitioners. The academicians rated 7 out of the 10 items

above 4. whereas the practitioners rated only 1. The larger disagreement between the two

groups can be found on the items 46 (Develops a sound public relations plan), 40

(Develops a sound program evaluation plan, 26 (Negotiates sport event sponsorship

package), and 21 (Develops policy). The means of these four items for the academicians

were 4.33, 4.30, 4.23, and 4.23, whereas those of the practitioners were 3.58, 3.58, 3.58,

and 3.65. The overall ranking of these four items for the academicians were 14, 16, 22.5,

and 22.5, whereas those for the practitioners were 45, 45, 45, and 42. However, both of

the groups agreed that this factor was not so important. The academicians rated this

factor number 4 among all the eight factors, and the practitioners rated the factor number

7. In addition, the academicians agreed with the practitioners on items 52, 49, 37, 38, and

66. The data are presented in Table 51

Table 51

Event Business and Marketing (Factor 1)

Item	Question	M_A	RF_A	RA_{all}	M_P	RF_P	RP_{all}
52.	Prepares a budget proposal.	4.37	1	10	4.04	1	18
46.	Develops a sound public relations plan.	4.33	2	14	3.58	5	45
40.	Develops a sound program evaluation plan.	4.30	3	16	3.58	5	45
48.	Implements marketing techniques.	4.27	4	19	3.88	2	27
26.	Negotiates sport event sponsorship package.	4.23	5	22.5	3.58	5	45
21.	Develops policy.	4.23	5	22.5	3.65	4	42
49.	Prepares financial reports.	4.00	7	33	3.83	3	33
38.	Writes request for proposals for the event.	3.90	8	37.5	3.46	8	53
37.	Conducts fund-raising activities.	3.45	9	56	3.21	10	59
66.	Develops licensed merchandise programs.	3.30	10	61	3.33	9	57.5

Note. M_A = Means for Academicians
RF_A = Mean Ranks for Academicians within a factor
RA_{all} = Overall Mean Ranks for Academicians
M_P = Means for Practitioners
RF_P = Mean Ranks for Practitioners within a factor
RP_{all} = Overall Mean Ranks for Practitioners

The factor of Event Logistics was found to have no significant difference between

academicians and practitioners. Both of the groups rated this factor important as shown

by ranking the factor number 3 among all eight factors. Event Logistics was also one of

the two among all eight factors that the practitioners rated more favorably than that of the

academicians. The academicians rated 7 out of the 10 items above 4, and the

practitioners rated 5 items above 4. The academicians agreed with the practitioners on

items 10, 19, 17, 27, 16, 36, and 8. However, the larger disagreement between the two

groups can be found on the items 23 (Establishes a safety program to prevent injuries and

accidents.), 6 (Coordinates training for staff on legal and safety issues (e. g., first aid and

CPR training), and 11 (Recruits volunteers for the sport events). The means of the three

items for the academicians were 4.37, 4.23, and 3.90, whereas those of the practitioners

were 3.88, 3.54, and 4.29. The overall ranking of the three items for the academicians

were 10, 22.5, and 37.5, whereas those for the practitioners were 27, 49, and 10. The

data are presented in Table 52.

Table 52

Event Logistics (Factor 2)

Item	Question	M_A	RF_A	RA_{all}	M_P	RF_P	RP_{all}
23.	Establishes a safety program to prevent injuries and accidents.	4.37	1	10	3.88	7	27
10.	Designs, plans, and controls event logistics (e.g., transportation, hospitality, food and beverages, venues, ticketing, etc.).	4.30	2	16	4.79	1	2
6.	Coordinates training for staff on legal and safety issues (e. g., first aid and CPR training).	4.23	3	22.5	3.54	10	49
19.	Consults program staff or volunteers.	4.13	4	25.5	4.21	4	14
17.	Conducts routine inspections of facilities and equipment.	4.07	5	29	4.17	5	15.5
27.	Secures appropriate insurance for the sport event.	4.07	5	29	4.29	2	10
16.	Utilizes procedures to regulate the conduct of participants and spectators.	4.00	7	33	3.96	6	19
11.	Recruits volunteers for the sport events.	3.90	8	37.5	4.29	2	10
36.	Implements appropriate sport rules and regulations.	3.67	9	49	3.88	7	27
8.	Implements appropriate system of procurement and evaluation for officials.	3.47	10	55	3.83	9	33

Note. M_A = Means for Academicians
RF_A = Mean Ranks for Academicians within a factor
RA_{all} = Overall Mean Ranks for Academicians
M_P = Means for Practitioners
RF_P = Mean Ranks for Practitioners within a factor
RP_{all} = Overall Mean Ranks for Practitioners

The factor of Event Management Techniques was found to have no significant difference between academicians and practitioners. Both of the groups perceived that the factor was not important. The academicians rated the factor the last, and the practitioners rated the factor number 6 among all eight factors. Both groups rated only 1 item out of the 9 items above 4. The academicians agreed with the practitioners on items 56, 43, 58, 29,65, and 44. However, the larger disagreement between the two groups can be found on the items 41 (Secures participants to assume leadership roles), 42 (Schedules staff for work), and 39 (Utilizes effective office procedures to handle registration, reports, notices, etc.). The means of the three items for the academicians were 3.97, 3.63, and 3.57, whereas those of the practitioners were 3.58, 3.92, and 3.92. The overall ranking of the three items for the academicians were 36, 50, and 51.5, whereas those for the practitioners were 45, 21.5, and 21.5. The data are presented in Table 53.

Table 53

Event Management Techniques (Factor 3)

Item	Question	M_A	RF_A	RA_{all}	M_P	RF_P	RP_{all}
56.	Coordinates any conflicts in the event (e.g.. scheduling. communications among staff members. facility/equipment. etc.).	4.10	1	27	4.25	1	12.5
41.	Secures participants to assume leadership roles.	3.97	2	36	3.58	6	45
43.	Writes and processes contractual agreements for staff and participants.	3.83	3	41	3.38	8	56
58.	Evaluates participants' level of satisfaction.	3.83	3	40	3.88	4	27
29.	Implements sound procedures for postponements. rescheduling. and forfeiture of games.	3.77	5	45	3.54	7	49
65.	Uses sound procedures for settling protests.	3.70	6	48	3.75	5	38
42.	Schedules staff for work.	3.63	7	50	3.92	2	21.5
39.	Utilizes effective office procedures to handle registration. reports. notices. etc.	3.57	8	51.5	3.92	2	21.5
44.	Establishes eligibility guidelines for participants.	3.13	9	63	2.92	9	63.5

Note. M_A = Means for Academicians
RF_A = Mean Ranks for Academicians within a factor
RA_{all} = Overall Mean Ranks for Academicians
M_P = Means for Practitioners
RF_P = Mean Ranks for Practitioners within a factor
RP_{all} = Overall Mean Ranks for Practitioners

The factor of Communications/Risk Management was found to have no significant difference between academicians and practitioners. Both the academicians and the practitioners rated the factor the most important factor among all eight factors. The academicians rated seven items out of the eight items above 4, and practitioners rated four items above 4. Although there were few differences between the group means on items 15, 34, and 4, the overall ranked means within the factor for both groups were similar. The academicians agreed with the practitioners on items 2, 50, 47, 61, and 53. The data are presented in Table 54.

Table 54

Communications/Risk Management (Factor 4)

Item	Question	M_A	RF_A	RA_{all}	M_P	RF_P	RP_{all}
2.	Maintains effective communications with staff.	4.83	1	1	4.88	1	1
50.	Uses good verbal communication skills.	4.77	2	2	4.71	2	3
47.	Uses good written communication skills.	4.73	3	3	4.63	3	4
15.	Demonstrates an understanding of the basic business and sport laws and other important legal matters.	4.40	4	7	3.92	5	21.5
61.	Exercises effective decision making in dealing with accidents.	4.30	5	16	4.42	4	6.5
34.	Demonstrates an understanding of specific inherent risks of sport activity.	4.27	6	19	3.83	7	33
4.	Designs strategies/policies to prevent misuse of facilities and equipment.	4.23	7	22.5	3.83	7	33
53.	Prepares and reviews committee, program, and informational reports.	3.80	8	43	3.88	6	27

Note. M_A = Means for Academicians
  RF_A = Mean Ranks for Academicians within a factor
  RA_{all} = Overall Mean Ranks for Academicians
  M_P = Means for Practitioners
  RF_P = Mean Ranks for Practitioners within a factor
  RP_{all} = Overall Mean Ranks for Practitioners

The factor of Policy Development/Governance was found to be significantly different between academicians and practitioners. The larger disagreement between the two groups can be found in five out of the six items: 5, 33, 59, 18, and 54. The group means of these five items for the academicians were 4.57, 4.57, 3.97, 3.73, and 2.90, whereas those of the practitioners were 4.08, 3.88, 3.46, 3.13, and 2.33. However, both groups agreed that Factor 5 was not as important as compared with other factors. The academicians rated Factor 5 number 6 among the eight factors, and the practitioners rated it last. In addition, the overall ranked means within the factor for both groups were similar. The data are presented in Table 55.

Table 55

Policy Development/Governance (Factor 5)

Item	Question	M_A	RF_A	RA_{all}	M_P	RF_P	RP_{all}
5.	Establishes procedures reflecting fair treatment of staff and participants.	4.57	1	4.5	4.08	1	17
33.	Communicates performance expectations with staff in a written job description.	4.57	1	4.5	3.88	3	27
59.	Adapts programs to the special needs of persons with disabilities.	3.97	3	35	3.46	2	53
18.	Utilizes customized computer software programs for such purposes as scheduling. reservations. registration. etc.	3.73	4	47	3.13	4	61.5
57.	Conducts economic impact studies for the sport events.	3.27	5	62	3.13	4	61.5
54.	Identifies aggression patterns of participants.	2.90	6	64	2.33	5	65

Note. M_A = Means for Academicians
RF_A = Mean Ranks for Academicians within a factor
RA_{all} = Overall Mean Ranks for Academicians
M_P = Means for Practitioners
RF_P = Mean Ranks for Practitioners within a factor
RP_{all} = Overall Mean Ranks for Practitioners

The factor of Event Information System was found to have no significant difference between academicians and practitioners. The academicians rated the factor number 5 among all eight factors, and the practitioners rated the factor number 4. Although the academicians rated four out of the nine items above 4, and the practitioners rated only 2 items above 4: Factor 6 was one of the two among all eight factors that the practitioners rated more favorably than that of the academicians. The academicians agreed with the practitioners on items 3, 13, 64, 55, and 28. However, few differences can be found on items 20, 7, 51, and 63. The overall rankings of the four items for the academicians were 19, 31, 33, and 60, whereas those for the practitioners were 36.5, 40.5, 12.5, and 39. The practitioners rated the items 51 and 63 more favorably than the academicians, whereas the academicians rated the items 20 and 7 more favorably than the practitioners. The data are presented in Table 56.

Table 56

Event Information System (Factor 6)

Item	Question	M_A	RF_A	RA_{all}	M_P	RF_P	RP_{all}
3.	Utilizes such computer technologies as electronic mail. Internet. etc.	4.37	1	10	4.42	1	6.5
20.	Defends a budget proposal.	4.27	2	19	3.79	3	36.5
7.	Prepares organizational guidelines for staffing and programming.	4.03	3	31	3.67	5	40.5
51.	Utilizes computer software for word processing. spreadsheet. presentation. etc.	4.00	4	33	4.25	2	12.5
13.	Demonstrates an understanding of the organizational and operational aspects of different types of sport programming (e.g.. informal. instructional. club. etc.).	3.57	5	51.5	3.50	6	51
64.	Applies sport economics principles.	3.43	6	57.5	3.46	7	53
63.	Develops appropriate means of storing equipment and supplies.	3.31	7	60	3.71	4	39
55.	Organizes clinics for officials.	2.70	8	65	2.92	8	63.5
28.	Publishes research findings.	2.27	9	66	2.25	9	66

Note. M_A = Means for Academicians
RF_A = Mean Ranks for Academicians within a factor
RA_{all} = Overall Mean Ranks for Academicians
M_P = Means for Practitioners
RF_P = Mean Ranks for Practitioners within a factor
RP_{all} = Overall Mean Ranks for Practitioners

The factor of Event Coordination/Personnel Management was found to have no significant difference between academicians and practitioners. Both groups rated the factor as of little importance. The academicians rated the factor number 7, and the practitioners rated it number 5 among all eight factors. Although the practitioners rated the item 25 (Schedules tournaments, leagues and meets) slightly higher than the academicians, the ranked means within the factor for both groups were similar. The academicians agreed with the practitioners on items 60, 22, 24, 12, and 30. The data are presented in Table 57.

Table 57

Event Coordination/Personnel Management (Factor 7)

Item	Question	M_A	RF_A	RA_{all}	M_P	RF_P	RP_{all}
60.	Implements planning strategies for programs.	4.37	1	10	3.92	1	21.5
22.	Establishes standards of performance for program operation.	4.13	2	25.5	3.83	3	33
24.	Recruits. interviews. hires and trains full-time or part-time employees.	4.07	3	29	3.88	2	27
12.	Conducts research for the purpose of program improvements and development.	3.50	4	54	3.42	5	55
30.	Oversees recruitment of participants.	3.43	5	57.5	3.33	6	57.5
25.	Schedules tournaments. leagues and meets.	3.37	6	59	3.79	4	36.5

Note. M_A = Means for Academicians
RF_A = Mean Ranks for Academicians within a factor
RA_{all} = Overall Mean Ranks for Academicians
M_P = Means for Practitioners
RF_P = Mean Ranks for Practitioners within a factor
RP_{all} = Overall Mean Ranks for Practitioners

The factor of Evaluation was found to have no significant difference between academicians and practitioners. Both the academicians and the practitioners rated the factor the second most important factor among all eight factors. and both of them rated three out of the four items above 4. In terms of the means, the ranked order within the factor. and the overall ranked order, the academicians agreed with the practitioners on all items. The data are presented in Table 58.

Table 58

Evaluation (Factor 8)

Item	Question	M_A	RF_A	RA_{all}	M_P	RF_P	RP_{all}
14.	Conducts staff meetings with professional staff or volunteers.	4.37	1	10	4.17	3	15.5
32.	Utilizes effective time management techniques.	4.34	2	13	4.48	1	5
31.	Motivates staff or volunteers.	4.33	3	6	4.29	2	10
62.	Evaluates staff for career development.	3.87	4	39	3.58	4	45

Note. M_A = Means for Academicians
  RF_A = Mean Ranks for Academicians within a factor
  RA_{all} = Overall Mean Ranks for Academicians
  M_P = Means for Practitioners
  RF_P = Mean Ranks for Practitioners within a factor
  RP_{all} = Overall Mean Ranks for Practitioners

The Pearson Product Moment Correlation Coefficient

In order to see whether there was a relationship between the academicians and the

practitioners in terms of how they rated each of the 66 competency statements. the

Pearson Product Moment Correlation Coefficient was conducted to answer the question.

The result showed that there was a positive linear relationship between the academicians

and the practitioners ($r = .769$. $p = .0001$). When the academicians rated a specific

competency item important. the practitioners tended to agree with the academicians by

giving the competency item a higher rating. and vice versa. There was about 59%

variance in rating the competencies which can be explained by the agreement of both

groups. The results are presented in Table 59.

Table 59

The Pearson Product Moment Correlation Coefficient for the Paired Means between the

Academicians and the Practitioners

	Academicians	Practitioners
Academicians	1.000	0.769***
Practitioners	0.769***	1.000

*** p = 0.0001

Research Questions and Findings

The statistical analyses conducted in the previous sections were intended to

answer the research questions for the study. The findings of the data analyses were

summarized and presented based on which research question to answer.

Research Question 1

What are the competencies perceived as important by the academicians in order to
perform a sport event management job?

Since the academicians were told that in the Likert scale on the questionnaire, 4

represented "Important" and 5 represented "Very Important," it was determined that it

was reasonable to use 4 as a cutoff score to separate those which had group means below

4. Based on the ranked order by group means, the academicians rated 34 competency

statements above 4. The top 10 competencies plus tied items favored by the

academicians were: (1) Maintains effective communications with staff (Q2), (2) Uses

good verbal communication skills (Q50), (3) Uses good written communication skills

(Q47). (4.5) Communicates performance expectations with staff in a written job

description (Q33). (4.5) Establishes procedures reflecting fair treatment of staff and

participants (Q5), (6) Motivates staff or volunteers (Q31), (7) Demonstrates an understanding of the basic business and sport laws and other important legal matters (Q15), (10) Prepares a budget proposal (Q52), (10) Establishes a safety program to prevent injuries and accidents (Q23), (10) Conducts staff meetings with professional staff or volunteers (Q14), (10) Implements planning strategies for programs (Q60), and (10) Utilizes such computer technologies as electronic mail, Internet, etc. (Q3).

Research Question 2

What are the competencies perceived as important by the practitioners in sport management in order to perform a job in sport event management?

Since the practitioners were told that in the Likert scale on the questionnaire, 4 represented "Important" and 5 represented "Very Important," it was determined that it was reasonable to use 4 as a cutoff score to separate those which had group means below 4. Based on the ranked order by group means, the practitioners rated 18 competency statements above 4. The top 10 competencies plus tied items favored by the practitioners were: (1) Maintains effective communications with staff (Q2), (2) Designs, plans, and controls event logistics (e.g., transportation, hospitality, food and beverages, venues, ticketing, etc.) (Q10), (3) Uses good verbal communication skills (Q50), (4) Uses good written communication skills (Q47), (5) Utilizes effective time management techniques (Q32), (6.5) Utilizes such computer technologies as electronic mail, Internet, etc. (Q3), (6.5) Exercises effective decision making in dealing with accidents (Q61), (8) Applies basic accounting principles (Q1), (10) Secures appropriate insurance for the sport event (Q27), (10) Recruits volunteers for the sport events (Q11), and (10) Motivates staff or volunteers (Q31).

Research Question 3

Are there differences in perceptions between academicians and practitioners regarding the competencies needed to perform a job in sport event management?

To answer this research question, factor analysis was first used to group the 66 competency statements. A total of eight factors were extracted from the PCA with Varimax rotation. The eight factors were renamed based on the competency items grouped in that particular factor. They were (a) Event Business and Marketing (10 items), (b) Event Logistics, (c) Event Management Techniques (9 items), (d) Communications/Risk Management (8 items), (e) Policy Development/Governance (6 items), (f) Event Information System (9 items), (g) Event Coordination/Personnel Management (6 items), and (h) Evaluation (4 items).

MANOVA was used to compare whether there were any differences between the groups. The results indicated that there was at least one significant difference among those eight factors (p = .037). To determine which factors were significantly different between the academicians and the practitioners, the SPSS 9.0 statistical package automatically compared each of the eight factors between the academicians and the practitioners. The Bonferroni approach was used to control the alpha level when comparing the variables (Johnson, 1998). The data for the second MANOVA test revealed that the Event Business and Marketing and the Policy Development/Governance were significantly different (p < .05). The academicians rated these two factors more favorably than did the practitioners. Overall, academicians rated six of the eight factors more important than did the practitioners. The practitioners rated the Event Logistics and Event Information System slightly higher than did the academicians.

However, further evidence indicated that although the MANOVA showed the Event Business and Marketing and the Policy Development/Governance were significantly different, both groups perceived these two factors to be not important as far as the competencies needed to perform a job in sport event management are concerned. The academicians rated these two factors number 4 and 6 among eight factors, and the practitioners rated them number 7 and 8. The group means of these two factors for both the academicians and the practitioners were below a score of 4 on the Likert scale.

Both the academicians and the practitioners rated Communications/Risk Management, Evaluation, and Event Logistics as the top three factors. All three factors had group means above a score of 4, which indicated that both groups perceived the competencies were important to perform sport event management jobs.

The results of the Pearson Product Moment Correlation Coefficient also showed a positive linear relationship between the academicians and the practitioners in terms of how they rated each of the 66 competency statements (r = .769, p = .0001). The results indicated that when the academicians rated a particular competency important, the practitioners tended to rate that particular competency important as well, and vice versa. About 59% variance can be explained by the agreement of the groups.

Research Question 4

Is there a relationship between the academicians and the practitioners in their perceptions of important competencies needed to perform a job in sport event management?

In order to see whether there was a relationship between the academicians and the practitioners in terms of how they rated each of the 66 competency statements, the Pearson Product Moment Correlation Coefficient was conducted to answer the question.

The group means of each of the 66 competency statements for both groups represented two sets of continuous scores for the purpose of the relationship analysis. The result showed that there was a positive linear relationship between the academicians and the practitioners ($r = .769$, $p = .0001$). When the academicians rated a specific competency item important, the practitioners tended to agree with the academicians by giving the competency item a higher rating, and vice versa. About 59% of variance in rating the competencies can be explained by the agreement of both groups.

CHAPTER V

DISCUSSION, CONCLUSIONS, RECOMMENDATIONS,

AND SUMMARY

The purpose of this chapter is to discuss the results and findings obtained from the data analyses. Conclusions were drawn from the overall findings in this study. In addition, several recommendations were made concerning the area of event management and future study. Finally, a summary of the study was presented at the end of this chapter.

Discussion

This section was divided into four categories based on the results and findings in this study: (a) results of data collection, (b) demographic information of the respondents, (c) important competencies for sport event managers, and (d) comparison of the important competencies between the groups.

Results of Data Collection

To fulfill the purpose of the study, the academicians were selected from the 200 sport management programs that offered the event management courses in the United States. Of the 79 questionnaires sent, 57 were returned, making the response rate 72%. A small population of the 34 United States National Governing Bodies were chosen to represent the practitioners for the study. Of the 34 questionnaires sent, 25 questionnaires were returned, making the response rate 74%. Rea and Parker (1997) stated that "a

response rate of 50 to 60 percent can be considered satisfactory for the purposes of analysis and reporting of findings" (p. 69). Therefore, the response rate for the study achieving over 70% was considered appropriate for data analyses.

The data collection ended 25 days after 2 follow-ups. The possible reasons for achieving over a 70% response rate in such a short time may be attributed to the quick responses to the subjects' questions (Dillman, 1978), the methods used to collect the data, sending the questionnaire packet to the subject on the same day as soon as the preliminary letter came in, and the cover letter on the letterhead of the University of Northern Colorado.

According to Dillman (1978), answering the subjects' questions in a timely and professional manner would gain the subjects' trust and therefore increase the response rate. The methods used for contacting the subjects and collecting the data included e-mail, faxes, and traditional mail depending on whichever was possible and efficient for communicating with the samples. In order to save time, about 90% of the questionnaire packets were sent on the same day as soon as the preliminary letter came in. The last reason for the response rate may be the use of the letterhead of the University of Northern Colorado. Dillman (1978) suggested that with the university's stationery on the cover letter, the recipient would "immediately distinguish it from any mass mailing" (p. 173). These possible reasons for achieving a high response rate may provide some information for future studies conducting a questionnaire type of survey.

Demographic Information of the Respondents

Academicians

The area of event management in academe was male dominated just like other areas in sport management (Cheng, 1993; Lambrecht, 1987; Skipper, 1990). The academicians who taught the event management courses were about 45 years of age with 76.7% males and 23.3% females. They had a mean year of teaching experience of about 7 years and have been in their current positions for 7.57 years with 56.7% of the academicians having an annual salary above $55,000.

To teach at the university/college levels, a higher degree is a must. There were 86.7% of the academicians who had their doctoral degrees, and 83.4% of them hold a rank of either assistant or associate professor. However, there were 63.3% of the respondents who had sport related majors. Of all the majors, only 40% of the respondents were in Sport Administration and Sport Management. For those who would like to teach an event management course at the college/university level, a higher degree is needed but not necessarily in the area of sport management. A future study may look at whether there are any differences in the performance of students whose professors had sport-related majors and those who did not have.

The course titles related to event management varied widely from one institution to another. Some schools emphasized the planning, marketing, and promotional sides of sport event and named the course Event Planning, Event Marketing, or Event Promotions. Other schools emphasized the management side of sport event with their courses named Event Management or Event Development. The second possible reason to name the course differently may be based on the teacher's specialty. Some teachers

may specialize in the event marketing side of sport and therefore named the course Event

Marketing. The last reason may be attributed to the fact that some universities have

business schools and may not want to confuse students with the word "management."

About 50% of the respondents indicated the title of the course related to event

management combined with facility management. The possible reasons may be due to

insufficient budget for offering two courses, a lack of teachers, a small number of

students, or others. For example, those schools offering the course "Event and Facility

Management" may consider that to hold a sport event, one needs a venue to

accommodate athletes, spectators, show performers, staff members, etc. Stier and

Schneider (2000) and Schneider and Stier (2000) also proposed a possible course content

called "Venue and Event Management in Sport" on both the undergraduate and graduate

levels. Therefore, in the best interest of the students, universities need to offer students

the event management course and the facility side of issues in the area of event

management.

Practitioners

Since there had been no study done on the sport event managers, the

demographics of these practitioners who staged a national level of sport events were

unknown. The current study investigated the 34 United States National Governing

Bodies for Olympic sports (USNGBs) and provided some demographic information of

who these people are, what they do, and some information about their jobs.

Similar to the academicians, the practitioners were male dominated with a mean

age of 43. Of all the respondents, 79.2% were males and 20.8% females. Fifty-four and

two tenths percent of the respondents had a bachelor's degree and 33.3% a master's. Six

respondents had a major related to business (25%), and nine respondents had a major related to sports (37.5%). Only five respondents had a major in Sport Management (20.8%). None of the respondents held any rank in academe.

The data indicated that the level of event management job in the USNGBs was on the top level. Fifty-four and two tenths percent of the practitioners identified themselves as executive directors of the organization, and 12.5% as assistant executive directors. One respondent wrote on the questionnaire that because their organization was small, they could not afford to hire an "event manager" to do the job. However, the nature of the sport event management is planning, organizing, directing, staffing, and coordinating all sides of issues related to the sport event. Therefore, it was not surprising that the executive directors were the ones responsible for staging the sport event for that particular USNGB. Overall, they had a mean year of 12.67 in the area of sport event management and have been in their current positions for 6.96 years.

Another indication that the sport event management was a top-level job was based on the professional staff members supervised in that organization and the annual salary. The average for the professional staff members supervised was about 7 people, with 79.2% of the respondents supervising no more than 10 staff members. Thirteen respondents stated that they had annual salaries over $60,000 (54.2%). Seventy-nine and two tenths percent of the respondents had annual salaries above $50,000.

Important Competencies for Sport Event Managers

Of all the 66 competency statements, the academicians rated 34 above 4 on a 5-point Likert scale and the practitioners rated 18. Overall, the academicians rated 42 items higher than the practitioners. This finding was consistent with the studies done by Quinn

(1994), Schneider and Stier (2000), and Stier and Schneider (2000) in that the academicians tended to rate the competencies higher than did the practitioners. There is no good explanation for this phenomenon. Perhaps the practitioners tend to be more conservative than the academicians in rating the competencies needed for their jobs. Another speculation of the phenomenon might be attributed to the limitation of the competency statements on the questionnaire. A future study may look at other alternatives when investigating the practitioners as to what competencies they perceived as very important in their jobs, such as interviews, observations, or panel discussions.

The top 10 competencies plus tied items favored by the academicians were: (1) Maintains effective communications with staff (Q2), (2) Uses good verbal communication skills (Q50), (3) Uses good written communication skills (Q47), (4.5) Communicates performance expectations with staff in a written job description (Q33), (4.5) Establishes procedures reflecting fair treatment of staff and participants (Q5), (6) Motivates staff or volunteers (Q31), (7) Demonstrates an understanding of the basic business and sport laws and other important legal matters (Q15), (10) Prepares a budget proposal (Q52), (10) Establishes a safety program to prevent injuries and accidents (Q23), (10) Conducts staff meetings with professional staff or volunteers (Q14), (10) Implements planning strategies for programs (Q60), and (10) Utilizes such computer technologies as electronic mail, Internet, etc. (Q3).

The top 10 competencies plus tied items favored by the practitioners were: (1) Maintains effective communications with staff (Q2), (2) Designs, plans, and controls event logistics (e.g., transportation, hospitality, food and beverages, venues, ticketing, etc.) (Q10). (3) Uses good verbal communication skills (Q50), (4) Uses good written

communication skills (Q47), (5) Utilizes effective time management techniques (Q32), (6.5) Utilizes such computer technologies as electronic mail, Internet, etc. (Q3), (6.5) Exercises effective decision making in dealing with accidents (Q61), (8) Applies basic accounting principles (Q1), (10) Secures appropriate insurance for the sport event (Q27), (10) Recruits volunteers for the sport events (Q11), and (10) Motivates staff or volunteers (Q31).

The competency items 2, 50, 47, 31, and 3 were in the top rankings by both the academicians and the practitioners. "Maintain effective communications with staff" was ranked number one by both groups. Other items concerning the competencies of communication included "Uses good verbal communication skills," "Uses good written communication skills," and "Communicates performance expectations with staff in a written job description." Both the academicians and the practitioners perceived that effective communications were the important competencies needed for performing a job in sport event management. This finding was consistent with some related studies (Afthinos, 1993; Chen, 1993; Kim, 1997; Lambrecht, 1987; Nielsen, 1990; Paris & Zeigler, 1983; Tsai, 1996). There are a lot of jobs involved in holding a sport event, such as marketing, facility management, public relations, event logistics, etc. Sport event managers need to organize and coordinate the people who are involved in the sport event. Since the sport event manager can not do all the jobs by himself/herself, effective communications in the organization and among staff members take a priority when holding an event. For example, sport marketing people may need to conduct a marketing survey on consumers. They may need to work with facility people and become familiar with the layout of the venue in order to decide where to collect their data. Facility people

may need to work with marketing people in product promotion and giveaways, where to set up the sponsorship tents, and when to get it done. This type of cooperation needs communication between these two groups. Oftentimes, the event managers are the ones who have to make sure the two cooperate with each other and work in a professional manner.

One interesting finding was that three of the items rated by the practitioners in their top 10 were not ranked in the top 10 of the academicians' list. The three items were "Designs, plans, and controls event logistics (e.g., transportation, hospitality, food and beverages, venues, ticketing, etc.) (Q10), "Recruits volunteers for the sport events (Q11)," and "Secures appropriate insurance for the sport event (Q27)." The academicians ranked these three items 16, 37.5, and 29. These three items were among the nine items added to the original questionnaire based on the literature review in the area of event management. This finding may provide academicians with some information when they prepare their course materials in the area of event management.

The competency of "Publishes research findings" was ranked last by both the academicians and the practitioners. This finding was consistent with two studies (Jamieson, 1980; Jennings, 1984;), but not with Schneider and Stier (2000). Schneider and Stier found a significant difference between the academicians and the practitioners in this area. The academicians in their study rated research competency more important than did the practitioners. However, this is not the case in the area of event management. The academicians agreed with the practitioners that research competency was not necessary to perform a job in the area of sport event management. Since 86.7% of the academicians indicated the event management courses were offered at both the

undergraduate and master's levels, it was not surprising that the competency of "Publishes research findings" was ranked last by both groups. In sport management programs, most universities do not require students at the undergraduate and master's levels to write a thesis in order to graduate. Instead, a thesis is an option for those students who wish to pursue a doctoral degree. Students who obtain their bachelor's or master's degree intend to go into the practical field in sports to serve as practitioners. Therefore, they do not need to "publish their research findings" in order to gain access to the field. However, they may need to understand the value of research and how to interpret the research findings during their study. It is assumed that the students would understand that research is intended to bridge the theory to the practical world.

The competency of computer utilization was also ranked high by both groups. "Utilizes such computer technologies as electronic mail, Internet, etc. (Q3)" was ranked 10 by the academicians and 6.5 by the practitioners. Earlier studies did not consider the competency of computer utilization as important and did not include it on the questionnaire (Ellard, 1984; Jamieson, 1980; Jennings, 1984; Lambrecht, 1987). As society changes, computer technology takes on an important role in peoples' lives and influences the way the sport events are held. For example, the event website can provide current information about registration, sport rules and regulations, update the sport statistics, communicate with sport teams, and even serve as a public relations tool to maintain effective communication with potential customers (fans) (Sherwin & Avila, 1997). In addition, the website can serve as another financial opportunity, such as selling advertising space to potential sponsors. E-mailing costs less than traditional mails or faxes. The sport teams can even go to the event website and register online.

In summary, these findings implied that the academicians who taught the event management course understand what competencies are needed and what are not needed to perform a job in the area of sport event management. The important competencies ranked high by the academicians and the practitioners provided some information about the job of sport event management. The academicians could use the information obtained from this study to design a better curriculum for future sport event managers. The practitioners could use the information obtained from this study to better understand what other practitioners thought about the important competencies for performing a job in the area of sport event management. Jamieson (1987) stated that "by developing competencies in sport management that a foundation is established for training, education, and self-regulation of the profession" (p. 49). Perhaps the practitioners who would like to learn more about the area of sport event management could go back to school or participate in training programs to communicate/network with other practitioners and thereby improve their knowledge and skills.

<u>Comparison of the Important Competencies between the Groups</u>

Overall, the current study did not find differences between the academicians and the practitioners in perceived important competencies needed to perform a job in the area of sport event management. This finding was supported by several studies done in the literature of competency studies (Davis, 1987; Parks & Quain, 1986; Paris & Zeigler, 1983; Quain & Parks, 1986; Schnider & Stier, 2000), but not consistent with others (Ellard, 1984; Jamieson, 1980; Jennings, 1984; Quinn, 1994). It was assumed that the closer the perceptions of important competencies between the educators and the

practitioners, the greater the evidence that the academicians are serving the needs of the practitioners in the sport industry.

Weese (1995) proposed that there needed to be a linkage between what is taught in sport management programs and what is actually needed in the practical field. He argued that academicians seemed to put too much energy on the theoretical perspectives of sport management and failed to interpret the research findings in order to make sense to the practitioners; thus, the need of the sport industry was neglected. The current study did not support Weese's argument. Instead, the findings of the study agreed with Cuneen and Parks' (1997) responses to Weese's argument in that only through continuous research in sport management can the students be equipped with the necessary skills and knowledge to cope with the complexity of the sport industry. The findings of the current study also showed that in the area of sport event management, the academicians seemed to understand what competencies are needed in order to perform a job in the "real world." In other words, the academicians are serving the needs of the practitioners in the sport industry.

Several statistical analyses were done to examine the data obtained from both the academicians and the practitioners. Eight factors were extracted from the factor analysis by using PCA with a Varimax rotation. The eight factors were renamed based on the competency items grouped in that particular factor. They were: (a) Event Business and Marketing (10 items), (b) Event Logistics (10 items), (c) Event Management Techniques (9 items), (d) Communications/Risk Management (8 items), (e) Policy Development/Governance (6 items), (f) Event Information System (9 items), (g) Event Coordination/Personnel Management (6 items), and (h) Evaluation (4 items).

MANOVA was used to compare whether there were any differences between the groups. The results indicated that there was at least one significant difference among those eight factors ($p = .037$). To determine which factors were significantly different between the academicians and the practitioners, the SPSS 9.0 statistical package automatically compared each of the eight factors between the academicians and the practitioners. The Bonferroni approach was used to control the alpha level when comparing the variables (Johnson, 1998). The data for the second MANOVA test revealed that the Event Business and Marketing and the Policy Development/Governance were significantly different ($p < .05$). The academicians rated these two factors more favorably than did the practitioners. Overall, the academicians rated six of the eight factors as being more important than did the practitioners. The practitioners rated the Event Logistics and Event Information System slightly higher than did the academicians.

However, further evidence indicated that although the MANOVA showed the Event Business and Marketing and the Policy Development/Governance were significantly different, both groups perceived these two factors to be not so important as far as the competencies needed to perform a job in sport event management are concerned. The academicians rated these two factors number 4 and 6 among eight factors, and the practitioners rated them number 7 and 8. The group means of these two factors for both the academicians and the practitioners were below the score of 4 on the 5-point Likert scale. Overall, there were no significant differences in the six of the eight factors between the academicians and the practitioners. In other words, the academicians were consistent with the practitioners in rating the six factors.

The results of the Pearson Product Moment Correlation Coefficient also showed a positive linear relationship between the academicians and the practitioners in terms of how they rated each of the 66 competency statements ($r = .769$, $p = .0001$). The results indicated that when the academicians rated a particular competency important, the practitioners tended to rate that particular competency important as well, and vice versa. About 59% of variance can be explained by the agreement of the groups.

In order to better understand how similar or different the academicians and the practitioners viewed the importance of the competencies within each factor, the means, the ranked order within each factor, and the overall rank for that particular factor for both groups were also used for the purpose of comparisons.

Although MANOVA showed the factors of "Event Business and Marketing" and the "Policy Development/Governance" were significantly different, both groups perceived these two factors as not important as far as the competencies needed to perform a job in sport event management are concerned. The means, the ranked order within each factor, and the overall rank for that particular factor also confirmed that some of the competency items within these two factors were similarly ranked.

In addition, both the academicians and the practitioners rated Communications/Risk Management, Evaluation, and Event Logistics as the top three factors. All three factors had group means above a score of 4, which indicated that both groups perceived the competencies in the three factors were important to perform sport event management jobs. This finding also confirmed that the academicians were consistent with the practitioners in perceived important competencies for a job in sport event management.

In summary, although the MANOVA showed significant differences in two of the eight factors, some evidence indicated that overall, there were no significant differences between the academicians and the practitioners in perceived important competencies for performing a job in the area of sport event management. Both groups rated the two factors as not important and gave them low rankings. The means, the ranked order within each factor, and the overall rank for that particular factor also confirmed that some of the competency items within these two factors were similarly ranked. In addition, both the academicians and the practitioners rated Communications/Risk Management, Evaluation, and Event Logistics as the top three factors. The results of the Pearson Product Moment Correlation Coefficient also showed a positive linear relationship between the academicians and the practitioners in terms of how they rated each of the 66 competency statements ($r = .769$, $p = .0001$). The results indicated that when the academicians rated a particular competency important, the practitioners tended to rate that particular competency important as well, and vice versa. Therefore, overall, there were no significant differences between the academicians and the practitioners in the perceived important competencies needed to perform a job in the area of sport event management.

Conclusions

On the basis of the results and findings of this study, the following conclusions were formed:

1.   Overall, there were no differences between the academicians and the practitioners in perceived important competencies needed to perform a job in the area of sport event management. Although the MANOVA showed significant differences in two of the eight factors, some evidence indicated that overall, there were no significant

differences between the academicians and the practitioners in perceived important

competencies for performing a job in the area of sport event management. Both groups

rated the two factors as not important and gave them low rankings. The means, the

ranked order within each factor, and the overall rank for that particular factor also

confirmed that some of the competency items within these two factors were similarly

ranked. In addition, both the academicians and the practitioners rated

Communications/Risk Management, Evaluation, and Event Logistics as the top three

factors.

    2.   Both the academicians and the practitioners perceived the competency of

"Maintain effective communications with staff" as the most important competency

needed for performing a job in sport event management. Even with a diverse

background, the respondents rated the competencies of communication as their top choice

in terms of performing a sport event management job.

    3.   The top 10 competencies plus tied items favored by the academicians were:

(1) Maintains effective communications with staff (Q2), (2) Uses good verbal

communication skills (Q50), (3) Uses good written communication skills (Q47),

(4.5) Communicates performance expectations with staff in a written job description

(Q33), (4.5) Establishes procedures reflecting fair treatment of staff and participants

(Q5), (6) Motivates staff or volunteers (Q31), (7) Demonstrates an understanding of the

basic business and sport laws and other important legal matters (Q15), (10) Prepares a

budget proposal (Q52), (10) Establishes a safety program to prevent injuries and

accidents (Q23), (10) Conducts staff meetings with professional staff or volunteers

(Q14), (10) Implements planning strategies for programs (Q60), and (10) Utilizes such computer technologies as electronic mail, Internet, etc. (Q3).

4.   The top 10 competencies plus tied items favored by the practitioners were: (1) Maintains effective communications with staff (Q2), (2) Designs, plans, and controls event logistics (e.g., transportation, hospitality, food and beverages, venues, ticketing, etc.) (Q10). (3) Uses good verbal communication skills (Q50), (4) Uses good written communication skills (Q47), (5) Utilizes effective time management techniques (Q32), (6.5) Utilizes such computer technologies as electronic mail, Internet, etc. (Q3), (6.5) Exercises effective decision making in dealing with accidents (Q61), (8) Applies basic accounting principles (Q1), (10) Secures appropriate insurance for the sport event (Q27), (10) Recruits volunteers for the sport events (Q11), and (10) Motivates staff or volunteers (Q31).

5.   The academicians tend to rate the competencies higher than the practitioners. Of all the 66 competency statements, the academicians rated 34 above 4 on a 5-point Likert scale and the practitioners rated 18. Overall, the academicians rated 42 items higher than did the practitioners.

6.   When preparing their course materials, the academicians may consider incorporating the following competencies into their sport event management courses: (a) Designs, plans, and controls event logistics (e.g., transportation, hospitality, food and beverages, venues, ticketing, etc.), (b) Recruits volunteers for the sport events, and (c) Secures appropriate insurance for the sport event. These three competencies were rated important by the practitioners and were on their top 10 list.

7.   The academicians agreed with the practitioners that the competency of "Publishes research findings" was not important as far as performing a sport event management job is concerned.

8.   The academicians agreed with the practitioners that the competency of computer utilization is important for performing a job in sport event management.

9.   The academicians who teach the event management course in the United States are mostly males, 45 years of age; have their doctoral degree but not necessarily in the sport-related majors; have 7 years of teaching experience in the sport event management; have been in their current positions for 7.57 years; and have an annual salary above $55,000.

10.   The practitioners who stage sport events at the national level are mostly executive directors and assistant executive directors of USNGBs. Most of them are males, 43 years of age; have their bachelor's or master's degree but not necessarily in sport related majors; have 12.67 years of experience in the area of sport event management; have been in their current positions for 6.96 years; supervise 7 people in their organizations; and make an annual salary over $60,000 (54.2%).

11.   The course title related to event management varies widely from one institution to another. There are about 50% of the event management courses that are combined with facility management. For the best interest of students, universities need to offer students the knowledge and skills related to the event and facility management.

12.   The findings of this study may provide the academicians with some information when designing the event management courses.

13. The findings of this study may provide some information for the practitioners to better understand what other practitioners thought about the important competencies for performing a job in the area of sport event management. The practitioners who would like to learn more about sport event management or improve their knowledge and skills may choose to go back to school or participate in training programs in order to network/communicate with other practitioners.

Recommendations

Based on the results and findings of this study, several recommendations were made for future research:

1. The sample size should be increased in further studies. Due to the delimitation of the study, even if the whole population participated in this study, the size would still be small. Future studies may look at different levels of sport event managers (regional, local, professional, amateur, profit, nonprofit, etc.).

2. Future studies may look at whether there are any differences in students' performances between professors whose majors were sport-related and those whose majors were not (e.g. causal-comparative design).

3. Future studies may look at other alternative methods to investigate why the practitioners tend to rate the competencies lower than do the academicians, such as by modifying the current instrument, interviews, observations, or panel discussions.

4. The current study should be replicated in other settings (recreational, amateur, professional, competitive, noncompetitive sports), different levels (international, national, regional, and local), and different countries to see if the results are consistent with the current study.

5. Future studies may modify the COSEM instrument based on the literature in the area of sport event management, and add a facility side of competencies to investigate the sport event managers.

6. Future studies may use the information provided in the study to design training programs for sport event managers to see if these competencies really make a difference.

7. As society changes, competency studies should be conducted constantly to better prepare students with the current knowledge and skills to cope with the "real world."

8. Similar studies should be conducted in other areas of sport management, such as sport marketing, public relations, facility management, human resource management, etc. to determine if good communication also exists in these areas of studies.

Summary of the Study

The purpose of the study was to identify the competencies of sport event managers in the United States. Two groups, academicians and practitioners, were surveyed as to their perceptions regarding the important competencies of sport event managers. A comparison of the perceived important competencies was conducted to examine whether there was a difference in the perceptions between the two groups.

The academicians were selected from the 200 sport management programs that offered the event management courses in the United States. Of the 79 questionnaires sent, 57 were returned, making the response rate 72%. A small population of the 34 United States National Governing Bodies was chosen to represent the practitioners for the

study. Of the 34 questionnaires sent, 25 questionnaires were returned, making the response rate 74%.

The descriptive statistics such as means, standard deviations, frequencies, rankings of the competency statements, and percentages were used to obtain information from the data analyses. Factor analysis was conducted to determine the number of factors in the COSEM questionnaire. A Principal Component Analysis (PCA) with Varimax rotation was used to find a solution for the factor analysis. Each of the factors was renamed based on the statistical analyses and the competency statements in that factor. The group means of the competency statement, the ranked order by means within each factor, and the overall ranked order for each group were also used to better explain how similar or different the academicians and the practitioners viewed the competencies needed for sport event managers.

Multivariate Analysis of Variance (MANOVA) was conducted to see whether there were significant differences between groups. Although the MANOVA showed significant differences in two of the eight factors, some evidence indicated that overall, there were no significant differences between the academicians and the practitioners in perceived important competencies for performing a job in the area of sport event management. Both groups rated the two factors as not important and gave them low rankings. The means, the ranked order within each factor, and the overall rank for that particular factor also confirmed that some of the competency items within these two factors were similarly ranked. In addition, both the academicians and the practitioners rated Communications/Risk Management, Evaluation, and Event Logistics as the top three factors.

The Pearson Product Moment Correlation Coefficient was also utilized to see whether there was a relationship between the academicians and the practitioners in terms of how they rated each of the 66 competency statements. The results of the Pearson Product Moment Correlation Coefficient also showed a positive linear relationship between the academicians and the practitioners in terms of how they rated each of the 66 competency statements ($r = .769$, $p = .0001$). The results indicated that when the academicians rated a particular competency important, the practitioners tended to rate that particular competency important as well, and vice versa. Therefore, overall, there were no significant differences between the academicians and the practitioners in the perceived important competencies needed to perform a job in the area of sport event management.

On the basis of the results and findings, the following conclusions were derived:

1.   Overall, there were no differences between the academicians and the practitioners in perceived important competencies needed to perform a job in the area of sport event management.

2.   The top 10 competencies plus tied items favored by the academicians were: (1) Maintains effective communications with staff (Q2), (2) Uses good verbal communication skills (Q50), (3) Uses good written communication skills (Q47), (4.5) Communicates performance expectations with staff in a written job description (Q33), (4.5) Establishes procedures reflecting fair treatment of staff and participants (Q5), (6) Motivates staff or volunteers (Q31), (7) Demonstrates an understanding of the basic business and sport laws and other important legal matters (Q15), (10) Prepares a budget proposal (Q52), (10) Establishes a safety program to prevent injuries and accidents

(Q23), (10) Conducts staff meetings with professional staff or volunteers (Q14), (10) Implements planning strategies for programs (Q60), and (10) Utilizes such computer technologies as electronic mail, Internet, etc. (Q3).

3.   The top 10 competencies plus tied items favored by the practitioners were: (1) Maintains effective communications with staff (Q2), (2) Designs, plans, and controls event logistics (e.g., transportation, hospitality, food and beverages, venues, ticketing, etc.) (Q10). (3) Uses good verbal communication skills (Q50), (4) Uses good written communication skills (Q47), (5) Utilizes effective time management techniques (Q32), (6.5) Utilizes such computer technologies as electronic mail, Internet, etc. (Q3), (6.5) Exercises effective decision making in dealing with accidents (Q61), (8) Applies basic accounting principles (Q1), (10) Secures appropriate insurance for the sport event (Q27), (10) Recruits volunteers for the sport events (Q11), and (10) Motivates staff or volunteers (Q31).

4.   Both the academicians and the practitioners perceived the competency of "Maintain effective communications with staff" was the most important competency needed for performing a job in sport event management.

5.   The academicians tend to rate the competencies higher than the practitioners. Of all the 66 competency statements, the academicians rated 34 above 4 on a 5-point Likert scale and the practitioners rated 18. Overall, the academicians rated 42 items higher than did the practitioners.

Generally speaking, the academicians in the area of sport event management understand what the needed competencies are in order to perform a sport event management job. They are teaching the students the knowledge and skills that the

practitioners also perceived as important to perform their jobs. The current study indicated that there is good communication between the academicians and the practitioners in the area of sport event management. It is hoped that the agreement in perceived competencies between the academicians and the practitioners will continue. The continuation of good communication between the two groups needs a constant evaluation through research in the area of sport event management. It is recommended that similar studies look at other areas of sport management, such as sport marketing, public relations, facility management, human resource management, etc. to determine if good communication also exists in other areas. Until then, the academicians in "sport management" can claim that "sport management programs" are serving the needs of the practitioners in the sport industry.

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APPENDIX A

The Original Questionnaire of the Competencies of Sport Managers (COSM)

COMPETENCIES OF SPORT MANAGERS (COSM)

Studies related to sport management competency have mushroomed since the early 1980's. However, a reliable and valid instrument for the determination of sport management competencies is still not available. The following survey is designed to permit you to provide input related to the competencies needed by sport/directors. Your feedback will help establish such a long-awaited instrument.

The survey comprises two parts. Part one includes statements describing the competencies of sport managers/directors. You are requested to read each statement carefully and circle the number which indicates the importance you place on the competency. Part two asks for the demographic information about yourself and your agency.

For the sake of consistency, "sport manager" refers to the full-time personnel in charge of the overall sport related matters such as programs, facilities, etc. within an agency. The definition of recreational sport is also provided below:

Recreational Sport: Playing cooperative/competitive activity in the game form. It incorporates five program divisions: Instructional sport, informal sport, intramural sport, extramural sport, and club sport.

Part One: COMPETENCIES

Instructions: Based on your current job duties and responsibilities, please circle the number which indicates the importance you place on each competency statement using the following scale:

1 = Very Unimportant
2 = Unimportant
3 = Unsure or Undecided
4 = Important
5 = Very Important

		Very Unimportant	Unimportant	Unsure or Undecided	Important	Very Important
1.	Organizes sport clinics.	1	2	3	4	5
2.	Develops physical fitness programs.	1	2	3	4	5
3.	Implements appropriate system of procurement and evaluation for officials.	1	2	3	4	5
4.	Establishes procedures reflecting fair treatment of staff and participants.	1	2	3	4	5
5.	Coordinates training for staff on legal and safety issues	1	2	3	4	5

(e. g., first aid and CPR training).

		Very Important	Important	Unsure or Undecided	Unimportant	Very Unimportant
6.	Utilizes effective problem-solving skills.	1	2	3	4	5
7.	Prepares organizational guidelines for staffing and programming.	1	2	3	4	5
8.	Exercises effective decision making in dealing with accidents.	1	2	3	4	5
9.	Conducts research for the purpose of program improvements and development.	1	2	3	4	5
10.	Evaluates participants' level of satisfaction.	1	2	3	4	5
11.	Applies facility design criteria for program needs.	1	2	3	4	5
12.	Applies updated knowledge in recreational sport research to practice.	1	2	3	4	5
13.	Applies theories of cooperative and competitive play.	1	2	3	4	5
14.	Utilizes basic bookkeeping procedures.	1	2	3	4	5
15.	Demonstrates an understanding of human limitations in sport.	1	2	3	4	5
16.	Designs strategies/policies to prevent misuse of facilities and equipment.	1	2	3	4	5
17.	Secures participants to assume leadership roles.	1	2	3	4	5
18.	Provides input into strategic planning for facility development.	1	2	3	4	5
19.	Communicates performance expectations with staff in a written job description.	1	2	3	4	5
20.	Supervises governing or appeals board.	1	2	3	4	5
21.	Oversees recruitment of participants.	1	2	3	4	5
22.	Evaluates staff for career development.	1	2	3	4	5
23.	Establishes a judiciary process for dealing with program concerns.	1	2	3	4	5
24.	Schedules tournaments, leagues and meets.	1	2	3	4	5
25.	Utilizes such computer technologies as electronic mail, Internet, etc.	1	2	3	4	5
26.	Maintains effective communications with staff.	1	2	3	4	5
27.	Establishes eligibility guidelines for participants.	1	2	3	4	5
28.	Demonstrates an understanding of specific inherent risks of sport activity.	1	2	3	4	5
29.	Manages special events.	1	2	3	4	5
30.	Demonstrates an understanding of the broad spectrum of recreational sport opportunities.	1	2	3	4	5
31.	Adapts programs to the special needs of persons with disabilities.	1	2	3	4	5
32.	Demonstrates an understanding of the basic business and sport laws and other important legal matters.	1	2	3	4	5

	Very Important				
		Important			
		Unsure or Undecided			
			Unimportant		
			Very Unimportant		

		Very Imp.	Imp.	Unsure	Unimp.	Very Unimp.
33.	Develops a sound public relations plan.	1	2	3	4	5
34.	Applies leadership theories applicable to recreational sport.	1	2	3	4	5
35.	Conducts routine inspections of facilities and equipment.	1	2	3	4	5
36.	Implements sound procedures for postponements, rescheduling, and forfeiture of games.	1	2	3	4	5
37.	Utilizes procedures to regulate the conduct of participants and spectators.	1	2	3	4	5
38.	Uses good written communication skills.	1	2	3	4	5
39.	Analyzes and evaluates various recreational sport programs using appropriate statistics.	1	2	3	4	5
40.	Demonstrates an understanding of the sociological and psychological aspects of sport.	1	2	3	4	5
41.	Handles disciplinary action, accidents, game protests, and eligibility status reports	1	2	3	4	5
42.	Recruits, interviews, hires and trains full-time or part-time employees.	1	2	3	4	5
43.	Articulates the benefits and values of recreational sport to individuals.	1	2	3	4	5
44.	Performs SWOT (strengths, weaknesses, opportunities, threats) analyses for the agency.	1	2	3	4	5
45.	Establishes a safety program to prevent injuries and accidents.	1	2	3	4	5
46.	Utilizes effective time management techniques.	1	2	3	4	5
47.	Applies basic accounting principles.	1	2	3	4	5
48.	Demonstrates an understanding of the relationship between health and recreational sport.	1	2	3	4	5
49.	Demonstrates adequate sport skills.	1	2	3	4	5
50.	Consults program staff or volunteers.	1	2	3	4	5
51.	Schedules staff for work.	1	2	3	4	5
52.	Publishes research findings.	1	2	3	4	5
53.	Evaluates the agency's overall performance.	1	2	3	4	5
54.	Motivates staff or volunteers.	1	2	3	4	5
55.	Utilizes computer operating system (e.g., Windows 95, Mac OS, etc.).	1	2	3	4	5
56.	Demonstrates good personal fitness.	1	2	3	4	5
57.	Implements system for inventory of equipment and supplies.	1	2	3	4	5
58.	Prepares written documentation of protests.	1	2	3	4	5
59.	Applies sport economics principles.	1	2	3	4	5
60.	Maintains records of operational costs.	1	2	3	4	5
61.	Utilizes customized computer software programs for such	1	2	3	4	5

Very Important
Important
Unsure or Undecided
Unimportant
Very Unimportant

purposes as scheduling, reservations, registration, etc.

62.	Implements planning strategies for programs.	1	2	3	4	5
63.	Develops a sound program evaluation plan.	1	2	3	4	5
64.	Utilizes computer software for word processing, spreadsheet, presentation, etc.	1	2	3	4	5
65.	Prepares design specifications for equipment and facilities.	1	2	3	4	5
66.	Prepares financial reports.	1	2	3	4	5
67.	Conducts staff meetings with professional staff or volunteers.	1	2	3	4	5
68.	Organizes clinics for officials.	1	2	3	4	5
69.	Monitors the budget.	1	2	3	4	5
70.	Establishes standards of performance for program operation.	1	2	3	4	5
71.	Maintains payroll information for personnel.	1	2	3	4	5
72.	Develops policy.	1	2	3	4	5
73.	Writes and processes contractual agreements for staff and participants.	1	2	3	4	5
74.	Utilizes effective office procedures to handle registration, reports, notices, etc.	1	2	3	4	5
75.	Demonstrates an understanding of the organizational and operational aspects of different types of sport programming (e.g., informal, instructional, club, etc.)	1	2	3	4	5
76.	Utilizes data bases as an informational tool to assist in decision making.	1	2	3	4	5
77.	Demonstrates an understanding of exercise physiology and anatomy.	1	2	3	4	5
78.	Implements appropriate sport rules and regulations	1	2	3	4	5
79.	Defends a budget proposal.	1	2	3	4	5
80.	Identifies sources of revenue and expenditures for the budget.	1	2	3	4	5
81.	Comprehends the effects of recreational sport on stress increase/reduction.	1	2	3	4	5
82.	Applies established purchasing policies and procedures.	1	2	3	4	5
83.	Initiates collaboration with other agencies.	1	2	3	4	5
84.	Develops planning schedules for facility maintenance.	1	2	3	4	5
85.	Implements marketing techniques.	1	2	3	4	5
86.	Prepares a budget proposal.	1	2	3	4	5
87.	Implements appropriate legislation that applies to recreational sport.	1	2	3	4	5
88.	Administers a facility reservation system.	1	2	3	4	5
89.	Uses sound procedures for settling protests.	1	2	3	4	5

	Very Important			
	Important			
	Unsure or Undecided			
	Unimportant			
	Very Unimportant			

90.	Develops appropriates means of storing equipment and supplies.	1	2	3	4	5
91.	Identifies aggression patterns of participants.	1	2	3	4	5
92.	Promotes harmony among personnel.	1	2	3	4	5
93.	Implements legal framework for fiscal management.	1	2	3	4	5
94.	Prepares and reviews committee, program, and informational reports.	1	2	3	4	5
95.	Uses good verbal communication skills.	1	2	3	4	5
96.	Utilizes presentation aids.	1	2	3	4	5

Part Two: DEMOGRAPHIC INFORMATION

Instructions: Please provide some information about yourself and your agency by checking the appropriate boxes below:

☛ What is the size of your membership?

   ○ Private sport/athletic/fitness club (including both individuals and member units)

      ☐ below 500   ☐ 500-999   ☐ 1,000-1,499

      ☐ 1,500-1,999   ☐ 2,000-2499   ☐ 2,500-2,999

      ☐ 3,000-3,499   ☐ 3,500-3,999   ☐ 4,000 & above

   ○ YMCAs (including both individuals and member units)

      ☐ below 500   ☐ 500-999   ☐ 1,000-1,499

      ☐ 1,500-1,999   ☐ 2,000-2499   ☐ 2,500-2,999

      ☐ 3,000-3,499   ☐ 3,500-3,999   ☐ 4,000 & above

   ○ Park and Recreation agencies (population of your service area)

      ☐ below 20,000   ☐ 20,000-49,999   ☐ 50,000-99,999

      ☐ 100,000-249,999   ☐ 250,000 & above

Over, please...

☛ Your Age:

☐ under 25	☐ 25-29	☐ 30-34
☐ 35-39	☐ 40-44	☐ 45-49
☐ 50-54	☐ 55-59	☐ over 59

☛ How long have you been working (full-time or part-time) in the sport recreation industry:

☐ 1-4 years	☐ 5-8 years	☐ 9-12 years
☐ 13-16 years	☐ 17-20 years	☐ Over 20 years

☛ What is your current annual salary?

☐ below $25,000	☐ $25,000-$29,999	☐ $30,000-$34,999
☐ $35,000-$39,999	☐ $40,000-$44,999	☐ $45,000-49,999
☐ $50,000-$54,999	☐ $55,000-$59,999	☐ $60,000 or more

☛ What is your highest level of academic achievement?

☐ Bachelor's degree Major: _____ Area of study: _____
☐ Master's degree Major: _____ Area of study: _____
☐ Doctoral degree Major: _____ Area of study: _____
☐ Other, please specify: _____

☛ Gender:

☐ Female   ☐ Male

☛ What is your position title? _____

Thank you very much for completing the questionnaire. Please return it using the enclosed stamped, self-addressed envelope within the next few days to:

Kian Lam Toh
113 Blcknell Apts.
Bloomington, IN 47408-2322

Ref. #: ___

APPENDIX B

The Total of the 96 Competency Statements under Each of the 10 Factors

Items Categorized under the Ten Factors in the Original Questionnaire

Business Procedures

14.	Utilizes basic bookkeeping procedures.	1	2	3	4	5
47.	Applies basic accounting principles.	1	2	3	4	5
59.	Applies sport economics principles.	1	2	3	4	5
60.	Maintains records of operational costs.	1	2	3	4	5
66.	Prepares financial reports.	1	2	3	4	5
69.	Monitors the budget.	1	2	3	4	5
71.	Maintains payroll information for personnel.	1	2	3	4	5
79.	Defends a budget proposal.	1	2	3	4	5
80.	Identifies sources of revenue and expenditures for the budget.	1	2	3	4	5
82.	Applies established purchasing policies and procedures.	1	2	3	4	5
85.	Implements marketing techniques.	1	2	3	4	5
86.	Prepares a budget proposal.	1	2	3	4	5
93.	Implements legal framework for fiscal management.	1	2	3	4	5

Communications/Public Relations

26.	Maintains effective communications with staff.	1	2	3	4	5
38.	Uses good written communication skills.	1	2	3	4	5
50.	Consults program staff or volunteers.	1	2	3	4	5
83.	Initiates collaboration with other agencies.	1	2	3	4	5
92.	Promotes harmony among personnel.	1	2	3	4	5
95.	Uses good verbal communication skills.	1	2	3	4	5
96.	Utilizes presentation aids.	1	2	3	4	5

Computer Skills

25.	Utilizes such computer technologies as electronic mail. Internet, etc.	1	2	3	4	5
33.	Develops a sound public relations plan.	1	2	3	4	5
55.	Utilizes computer operating system (e.g., Windows 95, Mac OS, etc.).	1	2	3	4	5
61.	Utilizes customized computer software programs for such purposes as scheduling, reservations, registration, etc.	1	2	3	4	5
64.	Utilizes computer software for word processing, spreadsheet, presentation, etc.	1	2	3	4	5
76.	Utilizes data bases as an informational tool to assist in decision making.	1	2	3	4	5

Facilities/Equipment Management

11.	Applies facility design criteria for program needs.	1	2	3	4	5
16.	Designs strategies/policies to prevent misuse of facilities and equipment.	1	2	3	4	5
18.	Provides input into strategic planning for facility development.	1	2	3	4	5

35.	Conducts routine inspections of facilities and equipment.	1	2	3	4	5
57.	Implements system for inventory of equipment and supplies.	1	2	3	4	5
65.	Prepares design specifications for equipment and facilities.	1	2	3	4	5
84.	Develops planning schedules for facility maintenance.	1	2	3	4	5
88.	Administers a facility reservation system.	1	2	3	4	5
90.	Develops appropriate means of storing equipment and supplies.	1	2	3	4	5

Governance

4.	Establishes procedures reflecting fair treatment of staff and participants.	1	2	3	4	5
20.	Supervises governing or appeals board.	1	2	3	4	5
23.	Establishes a judiciary process for dealing with program concerns.	1	2	3	4	5
27.	Establishes eligibility guidelines for participants.	1	2	3	4	5
37.	Utilizes procedures to regulate the conduct of participants and spectators.	1	2	3	4	5
41.	Handles disciplinary action, accidents, game protests, and eligibility status reports	1	2	3	4	5
58.	Prepares written documentation of protests.	1	2	3	4	5
72.	Develops policy.	1	2	3	4	5
89.	Uses sound procedures for settling protests.	1	2	3	4	5

Legality/Risk Management

5.	Coordinates training for staff on legal and safety issues (e. g., first aid and CPR training).	1	2	3	4	5
8.	Exercises effective decision making in dealing with accidents.	1	2	3	4	5
28.	Demonstrates an understanding of specific inherent risks of sport activity.	1	2	3	4	5
32.	Demonstrates an understanding of the basic business and sport laws and other important legal matters.	1	2	3	4	5
45.	Establishes a safety program to prevent injuries and accidents.	1	2	3	4	5
73.	Writes and processes contractual agreements for staff and participants.	1	2	3	4	5
87.	Implements appropriate legislation that applies to recreational sport.	1	2	3	4	5

Management Techniques

| 6. | Utilizes effective problem-solving skills. | 1 | 2 | 3 | 4 | 5 |
| 7. | Prepares organizational guidelines for staffing and programming. | 1 | 2 | 3 | 4 | 5 |

19.	Communicates performance expectations with staff in a written job description.	1	2	3	4	5
22.	Evaluates staff for career development.	1	2	3	4	5
42.	Recruits, interviews, hires and trains full-time or part-time employees.	1	2	3	4	5
46.	Utilizes effective time management techniques.	1	2	3	4	5
51.	Schedules staff for work.	1	2	3	4	5
54.	Motivates staff or volunteers.	1	2	3	4	5
62.	Implements planning strategies for programs.	1	2	3	4	5
67.	Conducts staff meetings with professional staff or volunteers.	1	2	3	4	5
70.	Establishes standards of performance for program operation.	1	2	3	4	5
74.	Utilizes effective office procedures to handle registration, reports, notices, etc.	1	2	3	4	5
94.	Prepares and reviews committee, program, and informational reports.	1	2	3	4	5

Philosophy/Sport Science

13.	Applies theories of cooperative and competitive play.	1	2	3	4	5
15.	Demonstrates an understanding of human limitations in sport.	1	2	3	4	5
30.	Demonstrates an understanding of the broad spectrum of recreational sport opportunities.	1	2	3	4	5
34.	Applies leadership theories applicable to recreational sport.	1	2	3	4	5
40.	Demonstrates an understanding of the sociological and psychological aspects of sport.	1	2	3	4	5
43.	Articulates the benefits and values of recreational sport to individuals.	1	2	3	4	5
48.	Demonstrates an understanding of the relationship between health and recreational sport.	1	2	3	4	5
49.	Demonstrates adequate sport skills.	1	2	3	4	5
56.	Demonstrates good personal fitness.	1	2	3	4	5
77.	Demonstrates an understanding of exercise physiology and anatomy.	1	2	3	4	5
81.	Comprehends the effects of recreational sport on stress increase/reduction.	1	2	3	4	5
91.	Identifies aggression patterns of participants.	1	2	3	4	5

Programming Techniques/Event Management

1.	Organizes sport clinics.	1	2	3	4	5
2.	Develops physical fitness programs.	1	2	3	4	5
3.	Implements appropriate system of procurement and evaluation for officials.	1	2	3	4	5
17.	Secures participants to assume leadership roles.	1	2	3	4	5

21.	Oversees recruitment of participants.	1	2	3	4	5
24.	Schedules tournaments, leagues and meets.	1	2	3	4	5
29.	Manages special events.	1	2	3	4	5
31.	Adapts programs to the special needs of persons with disabilities.	1	2	3	4	5
36.	Implements sound procedures for postponements, rescheduling, and forfeiture of games.	1	2	3	4	5
68.	Organizes clinics for officials.	1	2	3	4	5
75.	Demonstrates an understanding of the organizational and operational aspects of different types of sport programming (e.g., informal, instructional, club, etc.)	1	2	3	4	5
78.	Implements appropriate sport rules and regulations	1	2	3	4	5

Research/Evaluation

9.	Conducts research for the purpose of program improvements and development.	1	2	3	4	5
10.	Evaluates participants' level of satisfaction.	1	2	3	4	5
12.	Applies updated knowledge in recreational sport research to practice.	1	2	3	4	5
39.	Analyzes and evaluates various recreational sport programs using appropriate statistics.	1	2	3	4	5
44.	Performs SWOT (strengths, weaknesses, opportunities, threats) analyses for the agency.	1	2	3	4	5
52.	Publishes research findings.	1	2	3	4	5
53.	Evaluates the agency's overall performance.	1	2	3	4	5
63.	Develops a sound program evaluation plan.	1	2	3	4	5

APPENDIX C

Competency Statements Eliminated from the Original Questionnaire

Items Eliminated from Each of the 10 Factors in the Original Questionnaire

Business Procedures

14.	Utilizes basic bookkeeping procedures.	1	2	3	4	5
60.	Maintains records of operational costs.	1	2	3	4	5
69.	Monitors the budget.	1	2	3	4	5
71.	Maintains payroll information for personnel.	1	2	3	4	5
80.	Identifies sources of revenue and expenditures for the budget.	1	2	3	4	5
82.	Applies established purchasing policies and procedures.	1	2	3	4	5
93.	Implements legal framework for fiscal management.	1	2	3	4	5

Communications/Public Relations

83.	Initiates collaboration with other agencies.	1	2	3	4	5
92.	Promotes harmony among personnel.	1	2	3	4	5
96.	Utilizes presentation aids.	1	2	3	4	5

Computer Skills

55.	Utilizes computer operating system (e.g., Windows 95, Mac OS, etc.).	1	2	3	4	5
76.	Utilizes data bases as an informational tool to assist in decision making.	1	2	3	4	5

Facilities/Equipment Management

11.	Applies facility design criteria for program needs.	1	2	3	4	5
18.	Provides input into strategic planning for facility development.	1	2	3	4	5
57.	Implements system for inventory of equipment and supplies.	1	2	3	4	5
65.	Prepares design specifications for equipment and facilities.	1	2	3	4	5
88.	Administers a facility reservation system.	1	2	3	4	5

Governance

20.	Supervises governing or appeals board.	1	2	3	4	5
23.	Establishes a judiciary process for dealing with program concerns.	1	2	3	4	5
58.	Prepares written documentation of protests.	1	2	3	4	5

Legality/Risk Management

87.	Implements appropriate legislation that applies to recreational sport.	1	2	3	4	5

Management Techniques

6.	Utilizes effective problem-solving skills.	1	2	3	4	5

Philosophy/Sport Science

13.	Applies theories of cooperative and competitive play.	1	2	3	4	5
15.	Demonstrates an understanding of human limitations in sport.	1	2	3	4	5
30.	Demonstrates an understanding of the broad spectrum of recreational sport opportunities.	1	2	3	4	5
34.	Applies leadership theories applicable to recreational sport.	1	2	3	4	5
40.	Demonstrates an understanding of the sociological and psychological aspects of sport.	1	2	3	4	5
43.	Articulates the benefits and values of recreational sport to individuals.	1	2	3	4	5
48.	Demonstrates an understanding of the relationship between health and recreational sport.	1	2	3	4	5
49.	Demonstrates adequate sport skills.	1	2	3	4	5
56.	Demonstrates good personal fitness.	1	2	3	4	5
77.	Demonstrates an understanding of exercise physiology and anatomy.	1	2	3	4	5
81.	Comprehends the effects of recreational sport on stress increase/reduction.	1	2	3	4	5

Programming Techniques/Event Management

1.	Organizes sport clinics.	1	2	3	4	5
2.	Develops physical fitness programs.	1	2	3	4	5
29.	Manages special events.	1	2	3	4	5

Research/Evaluation

12.	Applies updated knowledge in recreational sport research to practice.	1	2	3	4	5
39.	Analyzes and evaluates various recreational sport programs using appropriate statistics.	1	2	3	4	5
53.	Evaluates the agency's overall performance.	1	2	3	4	5

APPENDIX D

Competency Statements Retained in the Modified Questionnaire for the Sport Event

Managers

Items Retained for Examining the Competencies of Sport Event Managers

Business Procedures

47.	Applies basic accounting principles.	1	2	3	4	5
59.	Applies sport economics principles.	1	2	3	4	5
66.	Prepares financial reports.	1	2	3	4	5
79.	Defends a budget proposal.	1	2	3	4	5
85.	Implements marketing techniques.	1	2	3	4	5
86.	Prepares a budget proposal.	1	2	3	4	5

Communications/Public Relations

26.	Maintains effective communications with staff.	1	2	3	4	5
38.	Uses good written communication skills.	1	2	3	4	5
50.	Consults program staff or volunteers.	1	2	3	4	5
95.	Uses good verbal communication skills.	1	2	3	4	5

Computer Skills

25.	Utilizes such computer technologies as electronic mail, Internet, etc.	1	2	3	4	5
33.	Develops a sound public relations plan.	1	2	3	4	5
61.	Utilizes customized computer software programs for such purposes as scheduling, reservations, registration, etc.	1	2	3	4	5
64.	Utilizes computer software for word processing, spreadsheet, presentation, etc.	1	2	3	4	5

Facilities/Equipment Management

16.	Designs strategies/policies to prevent misuse of facilities and equipment.	1	2	3	4	5
35.	Conducts routine inspections of facilities and equipment.	1	2	3	4	5
84.	Develops planning schedules for facility maintenance.	1	2	3	4	5
90.	Develops appropriate means of storing equipment and supplies.	1	2	3	4	5

Governance

4.	Establishes procedures reflecting fair treatment of staff and participants.	1	2	3	4	5
27.	Establishes eligibility guidelines for participants.	1	2	3	4	5
37.	Utilizes procedures to regulate the conduct of participants and spectators.	1	2	3	4	5
41.	Handles disciplinary action, accidents, game protests, and eligibility status reports	1	2	3	4	5
72.	Develops policy.	1	2	3	4	5
89.	Uses sound procedures for settling protests.	1	2	3	4	5

Legality/Risk Management

5.	Coordinates training for staff on legal and safety issues (e. g., first aid and CPR training).	1	2	3	4	5
8.	Exercises effective decision making in dealing with accidents.	1	2	3	4	5
28.	Demonstrates an understanding of specific inherent risks of sport activity.	1	2	3	4	5
32.	Demonstrates an understanding of the basic business and sport laws and other important legal matters.	1	2	3	4	5
45.	Establishes a safety program to prevent injuries and accidents.	1	2	3	4	5
73.	Writes and processes contractual agreements for staff and participants.	1	2	3	4	5

Management Techniques

7.	Prepares organizational guidelines for staffing and programming.	1	2	3	4	5
19.	Communicates performance expectations with staff in a written job description.	1	2	3	4	5
22.	Evaluates staff for career development.	1	2	3	4	5
42.	Recruits, interviews, hires and trains full-time or part-time employees.	1	2	3	4	5
46.	Utilizes effective time management techniques.	1	2	3	4	5
51.	Schedules staff for work.	1	2	3	4	5
54.	Motivates staff or volunteers.	1	2	3	4	5
62.	Implements planning strategies for programs.	1	2	3	4	5
67.	Conducts staff meetings with professional staff or volunteers.	1	2	3	4	5
70.	Establishes standards of performance for program operation.	1	2	3	4	5
74.	Utilizes effective office procedures to handle registration, reports, notices, etc.	1	2	3	4	5
94.	Prepares and reviews committee, program, and informational reports.	1	2	3	4	5

Philosophy/Sport Science

91.	Identifies aggression patterns of participants.	1	2	3	4	5

Programming Techniques/Event Management

3.	Implements appropriate system of procurement and evaluation for officials.	1	2	3	4	5
17.	Secures participants to assume leadership roles.	1	2	3	4	5
21.	Oversees recruitment of participants.	1	2	3	4	5
24.	Schedules tournaments, leagues and meets.	1	2	3	4	5
31.	Adapts programs to the special needs of persons with disabilities.	1	2	3	4	5
36.	Implements sound procedures for postponements, rescheduling, and forfeiture of games.	1	2	3	4	5
68.	Organizes clinics for officials.	1	2	3	4	5
75.	Demonstrates an understanding of the organizational and operational aspects of different types of sport programming (e.g., informal, instructional, club, etc.)	1	2	3	4	5
78.	Implements appropriate sport rules and regulations	1	2	3	4	5

Research/Evaluation

9.	Conducts research for the purpose of program improvements and development.	1	2	3	4	5
10.	Evaluates participants' level of satisfaction.	1	2	3	4	5
44.	Performs SWOT (strengths, weaknesses, opportunities, threats) analyses for the agency.	1	2	3	4	5
52.	Publishes research findings.	1	2	3	4	5
63.	Develops a sound program evaluation plan.	1	2	3	4	5

APPENDIX E

The Nine Competency Statements Derived from the Literature Review and Added to the

Questionnaire

Competencies Related to Event Management and Derived from the Literature Review

1.	Conducts economic impact studies for the sport events.	1	2	3	4	5
2.	Recruits volunteers for the sport events.	1	2	3	4	5
3.	Designs, plans, and controls event logistics (e.g., transportation, hospitality, food and beverages, venues, ticketing, etc.).	1	2	3	4	5
4.	Coordinates any conflicts in the event (e.g., scheduling, communications among staff members, facility/equipment, etc.).	1	2	3	4	5
5.	Conducts fund-raising activities.	1	2	3	4	5
6.	Negotiates sport event sponsorship package.	1	2	3	4	5
7.	Develops licensed merchandise programs.	1	2	3	4	5
8.	Writes request for proposals for the event.	1	2	3	4	5
9.	Secures appropriate insurance for the sport event.	1	2	3	4	5

APPENDIX F

The Practitioner's Version of the Competencies of the Sport Event Managers (COSEM)

Competencies of Sport Event Managers

Directions: (Practitioner's Version) RF# _____

Thank you for your assistance with this study. The information you provide will be valuable to this study and will be treated as **group data**. Therefore, your anonymity is ensured by the researcher, because no one has access to your information, except the researcher.

The survey is comprised of two parts. Part one includes statements describing the competencies of sport event managers. You are requested to read each statement carefully and circle the number which indicates the importance you place on the competency. Part two asks for your demographic information and again your information will **not** be identified as individual data.

Please answer **all items** even if you are unsure of a response. There are no right or wrong answers. Your spontaneous and honest response is important for the success of the study.

Part I: Please circle the number which indicates the importance you place on each competency statement using the following scale:

1 = Very Unimportant
2 = Unimportant
3 = Unsure or Undecided
4 = Important
5 = Very Important

		Very unimportant	Unimportant	Unsure or Undecided	Important	Very Important
1.	Applies basic accounting principles.	1	2	3	4	5
2.	Maintains effective communications with staff.	1	2	3	4	5
3.	Utilizes such computer technologies as electronic mail. Internet, etc.	1	2	3	4	5
4.	Designs strategies/policies to prevent misuse of facilities and equipment.	1	2	3	4	5
5.	Establishes procedures reflecting fair treatment of staff and participants.	1	2	3	4	5
6.	Coordinates training for staff on legal and safety issues (e. g., first aid and CPR training).	1	2	3	4	5
7.	Prepares organizational guidelines for staffing and programming.	1	2	3	4	5
8.	Implements appropriate system of procurement and evaluation for officials.	1	2	3	4	5
9.	Performs SWOT (strengths, weaknesses, opportunities, threats) analyses for the agency.	1	2	3	4	5

		Very unimportant	Unimportant	Unsure or Undecided	Important	Very Important
10.	Designs, plans, and controls event logistics (e.g., transportation, hospitality, food and beverages, venues, ticketing, etc.).	1	2	3	4	5
11.	Recruits volunteers for the sport events.	1	2	3	4	5
12.	Conducts research for the purpose of program improvements and development.	1	2	3	4	5
13.	Demonstrates an understanding of the organizational and operational aspects of different types of sport programming (e.g., informal, instructional, club, etc.).	1	2	3	4	5
14.	Conducts staff meetings with professional staff or volunteers.	1	2	3	4	5
15.	Demonstrates an understanding of the basic business and sport laws and other important legal matters.	1	2	3	4	5
16.	Utilizes procedures to regulate the conduct of participants and spectators.	1	2	3	4	5
17.	Conducts routine inspections of facilities and equipment.	1	2	3	4	5
18.	Utilizes customized computer software programs for such purposes as scheduling, reservations, registration, etc.	1	2	3	4	5
19.	Consults program staff or volunteers.	1	2	3	4	5
20.	Defends a budget proposal.	1	2	3	4	5
21.	Develops policy.	1	2	3	4	5
22.	Establishes standards of performance for program operation.	1	2	3	4	5
23.	Establishes a safety program to prevent injuries and accidents.	1	2	3	4	5
24.	Recruits, interviews, hires and trains full-time or part-time employees.	1	2	3	4	5
25.	Schedules tournaments, leagues and meets.	1	2	3	4	5
26.	Negotiates sport event sponsorship package.	1	2	3	4	5
27.	Secures appropriate insurance for the sport event.	1	2	3	4	5
28.	Publishes research findings.	1	2	3	4	5
29.	Implements sound procedures for postponements, rescheduling, and forfeiture of games.	1	2	3	4	5
30.	Oversees recruitment of participants.	1	2	3	4	5
31.	Motivates staff or volunteers.	1	2	3	4	5
32.	Utilizes effective time management techniques.	1	2	3	4	5
33.	Communicates performance expectations with staff in a written job description.	1	2	3	4	5
34.	Demonstrates an understanding of specific inherent risks of sport activity.	1	2	3	4	5
35.	Handles disciplinary action, accidents, game protests, and eligibility status reports.	1	2	3	4	5
36.	Implements appropriate sport rules and regulations.	1	2	3	4	5
37.	Conducts fund-raising activities.	1	2	3	4	5
38.	Writes request for proposals for the event.	1	2	3	4	5

	Very Important				
		Important			
			Unsure or Undecided		
				Unimportant	
					Very unimportant

#	Item	Very unimportant	Unimportant	Unsure or Undecided	Important	Very Important
39.	Utilizes effective office procedures to handle registration, reports, notices, etc.	1	2	3	4	5
40.	Develops a sound program evaluation plan.	1	2	3	4	5
41.	Secures participants to assume leadership roles.	1	2	3	4	5
42.	Schedules staff for work.	1	2	3	4	5
43.	Writes and processes contractual agreements for staff and participants.	1	2	3	4	5
44.	Establishes eligibility guidelines for participants.	1	2	3	4	5
45.	Develops planning schedules for facility maintenance.	1	2	3	4	5
46.	Develops a sound public relations plan.	1	2	3	4	5
47.	Uses good written communication skills.	1	2	3	4	5
48.	Implements marketing techniques.	1	2	3	4	5
49.	Prepares financial reports.	1	2	3	4	5
50.	Uses good verbal communication skills.	1	2	3	4	5
51.	Utilizes computer software for word processing, spreadsheet, presentation, etc.	1	2	3	4	5
52.	Prepares a budget proposal.	1	2	3	4	5
53.	Prepares and reviews committee, program, and informational reports.	1	2	3	4	5
54.	Identifies aggression patterns of participants.	1	2	3	4	5
55.	Organizes clinics for officials.	1	2	3	4	5
56.	Coordinates any conflicts in the event (e.g., scheduling, communications among staff members, facility/equipment, etc.).	1	2	3	4	5
57.	Conducts economic impact studies for the sport events.	1	2	3	4	5
58.	Evaluates participants' level of satisfaction.	1	2	3	4	5
59.	Adapts programs to the special needs of persons with disabilities.	1	2	3	4	5
60.	Implements planning strategies for programs.	1	2	3	4	5
61.	Exercises effective decision making in dealing with accidents.	1	2	3	4	5
62.	Evaluates staff for career development.	1	2	3	4	5
63.	Develops appropriate means of storing equipment and supplies.	1	2	3	4	5
64.	Applies sport economics principles.	1	2	3	4	5
65.	Uses sound procedures for settling protests.	1	2	3	4	5
66.	Develops licensed merchandise programs.	1	2	3	4	5

Part Two: DEMOGRAPHIC INFORMATION
Instructions: Please provide some information about yourself

1. Your present age: _____years
2. Your gender (circle one):   1. Male   2. Female

3. What is your highest level of academic achievement (mark one and specify)?

☐ Bachelor's degree Major: _____

☐ Master's degree Major: _____

☐ Doctoral degree Major: _____

☐ Other, please specify: _____

4. In your present position, do you hold an academic rank? (mark one)

☐ Lecturer   ☐ Assistant Professor   ☐ Full Professor

☐ Instructor   ☐ Associate Professor   ☐ Other (specify)_____

☐ Do not hold rank

5. What is the title of your position? _____

6. Number of years in the present position: _____years

7. How many professional staff members do you usually supervise?
   ____ professional staff members

8. On the average, how many people participated in your latest sport event?

Spectators _____ people   Athletes _____ people

Professional Staff Members ____people   Volunteers _____ people

Others (specify): _____

Total number of people who participated in the sport event: _____ people

9. On the average, how many hours **per week** do you work? _____hours

10. What is your current annual salary (mark one)?

☐ below $25,000   ☐ $25,000-$29,999   ☐ $30,000-$34,999

☐ $35,000-$39,999   ☐ $40,000-$44,999   ☐ $45,000-49,999

☐ $50,000-$54,999   ☐ $55,000-$59,999   ☐ $60,000 or more

11. How many total years have you been in sport event management? _____years

◆ Would you like to receive a summary of the results (circle one)?   Yes   No

_____

Thank you very much for completing the questionnaire. Please return it using the enclosed stamped, self-addressed envelope to:

<div align="center">

Hsiao-hwei Peng (Carmen)

1944 30th Street

Greeley, CO 80631

</div>

APPENDIX G

The Teaching Professional's Version of the Competencies of the Sport Event Managers

(COSEM)

Competencies of Sport Event Managers

Directions: **(Teaching Professional's Version)**   **RF#** _____

Thank you for your assistance with this study. The information you provide will be valuable to this study and will be treated as **group data**. Therefore, your anonymity is ensured by the researcher, because no one has access to your information, except the researcher.

The survey is comprised of two parts. Part one includes statements describing the competencies of sport event managers. You are requested to read each statement carefully and circle the number which indicates the importance you place on the competency. Part two asks for your demographic information and again your information will **not** be identified as individual data.

Please answer **all items** even if you are unsure of a response. There are no right or wrong answers. Your spontaneous and honest response is important for the success of the study.

Part I: Please circle the number which indicates the importance you place on each competency statement using the following scale:

1 = Very Unimportant
2 = Unimportant
3 = Unsure or Undecided
4 = Important
5 = Very Important

		Very unimportant	Unimportant	Unsure or Undecided	Important	Very Important
1.	Applies basic accounting principles.	1	2	3	4	5
2.	Maintains effective communications with staff.	1	2	3	4	5
3.	Utilizes such computer technologies as electronic mail, Internet, etc.	1	2	3	4	5
4.	Designs strategies/policies to prevent misuse of facilities and equipment.	1	2	3	4	5
5.	Establishes procedures reflecting fair treatment of staff and participants.	1	2	3	4	5
6.	Coordinates training for staff on legal and safety issues (e. g., first aid and CPR training).	1	2	3	4	5
7.	Prepares organizational guidelines for staffing and programming.	1	2	3	4	5
8.	Implements appropriate system of procurement and evaluation for officials.	1	2	3	4	5
9.	Performs SWOT (strengths, weaknesses, opportunities, threats) analyses for the agency.	1	2	3	4	5

		Very unimportant	Unimportant	Unsure or Undecided	Important	Very Important
10.	Designs, plans, and controls event logistics (e.g., transportation, hospitality, food and beverages, venues, ticketing, etc.).	1	2	3	4	5
11.	Recruits volunteers for the sport events.	1	2	3	4	5
12.	Conducts research for the purpose of program improvements and development.	1	2	3	4	5
13.	Demonstrates an understanding of the organizational and operational aspects of different types of sport programming (e.g., informal, instructional, club, etc.).	1	2	3	4	5
14.	Conducts staff meetings with professional staff or volunteers.	1	2	3	4	5
15.	Demonstrates an understanding of the basic business and sport laws and other important legal matters.	1	2	3	4	5
16.	Utilizes procedures to regulate the conduct of participants and spectators.	1	2	3	4	5
17.	Conducts routine inspections of facilities and equipment.	1	2	3	4	5
18.	Utilizes customized computer software programs for such purposes as scheduling, reservations, registration, etc.	1	2	3	4	5
19.	Consults program staff or volunteers.	1	2	3	4	5
20.	Defends a budget proposal.	1	2	3	4	5
21.	Develops policy.	1	2	3	4	5
22.	Establishes standards of performance for program operation.	1	2	3	4	5
23.	Establishes a safety program to prevent injuries and accidents.	1	2	3	4	5
24.	Recruits, interviews, hires and trains full-time or part-time employees.	1	2	3	4	5
25.	Schedules tournaments, leagues and meets.	1	2	3	4	5
26.	Negotiates sport event sponsorship package.	1	2	3	4	5
27.	Secures appropriate insurance for the sport event.	1	2	3	4	5
28.	Publishes research findings.	1	2	3	4	5
29.	Implements sound procedures for postponements, rescheduling, and forfeiture of games.	1	2	3	4	5
30.	Oversees recruitment of participants.	1	2	3	4	5
31.	Motivates staff or volunteers.	1	2	3	4	5
32.	Utilizes effective time management techniques.	1	2	3	4	5
33.	Communicates performance expectations with staff in a written job description.	1	2	3	4	5
34.	Demonstrates an understanding of specific inherent risks of sport activity.	1	2	3	4	5
35.	Handles disciplinary action, accidents, game protests, and eligibility status reports.	1	2	3	4	5
36.	Implements appropriate sport rules and regulations.	1	2	3	4	5
37.	Conducts fund-raising activities.	1	2	3	4	5
38.	Writes request for proposals for the event.	1	2	3	4	5

		Very unimportant	Unimportant	Unsure or Undecided	Important	Very Important
39.	Utilizes effective office procedures to handle registration, reports, notices, etc.	1	2	3	4	5
40.	Develops a sound program evaluation plan.	1	2	3	4	5
41.	Secures participants to assume leadership roles.	1	2	3	4	5
42.	Schedules staff for work.	1	2	3	4	5
43.	Writes and processes contractual agreements for staff and participants.	1	2	3	4	5
44.	Establishes eligibility guidelines for participants.	1	2	3	4	5
45.	Develops planning schedules for facility maintenance.	1	2	3	4	5
46.	Develops a sound public relations plan.	1	2	3	4	5
47.	Uses good written communication skills.	1	2	3	4	5
48.	Implements marketing techniques.	1	2	3	4	5
49.	Prepares financial reports.	1	2	3	4	5
50.	Uses good verbal communication skills.	1	2	3	4	5
51.	Utilizes computer software for word processing, spreadsheet, presentation, etc.	1	2	3	4	5
52.	Prepares a budget proposal.	1	2	3	4	5
53.	Prepares and reviews committee, program, and informational reports.	1	2	3	4	5
54.	Identifies aggression patterns of participants.	1	2	3	4	5
55.	Organizes clinics for officials.	1	2	3	4	5
56.	Coordinates any conflicts in the event (e.g., scheduling, communications among staff members, facility/equipment, etc.).	1	2	3	4	5
57.	Conducts economic impact studies for the sport events.	1	2	3	4	5
58.	Evaluates participants' level of satisfaction.	1	2	3	4	5
59.	Adapts programs to the special needs of persons with disabilities.	1	2	3	4	5
60.	Implements planning strategies for programs.	1	2	3	4	5
61.	Exercises effective decision making in dealing with accidents.	1	2	3	4	5
62.	Evaluates staff for career development.	1	2	3	4	5
63.	Develops appropriate means of storing equipment and supplies.	1	2	3	4	5
64.	Applies sport economics principles.	1	2	3	4	5
65.	Uses sound procedures for settling protests.	1	2	3	4	5
66.	Develops licensed merchandise programs.	1	2	3	4	5

Part Two: DEMOGRAPHIC INFORMATION

Instructions: Please provide some information about yourself

1. Your present age: _____ years
2. Your gender (circle one):   1. Male   2. Female

3. What is your highest level of academic achievement (mark one and specify)?

☐ Bachelor's degree   Major: _____
☐ Master's degree   Major: _____
☐ Doctoral degree   Major: _____
☐ Other, please specify: _____

4. In your present position, do you hold an academic rank? (mark one)

☐ Lecturer   ☐ Assistant Professor   ☐ Full Professor
☐ Instructor   ☐ Associate Professor   ☐ Other (specify)_____
☐ Do not hold rank

5. Number of years in the present position: _____years

6. What is the title of the course you are teaching related to the area of "event management?" (e.g. event management/event development, facility and event management, etc.).

_____

7. At what levels is the event management course offered at your university (mark one)?

☐ Undergraduate   ☐ Undergraduate & Master's   ☐ Master's and Doctoral
☐ Master's   ☐ Doctoral   ☐ Undergraduate,
                                                       Master's and Doctoral

8. What is your current annual salary (mark one)?

☐ below $25,000   ☐ $25,000-$29,999   ☐ $30,000-$34,999
☐ $35,000-$39,999   ☐ $40,000-$44,999   ☐ $45,000-49,999
☐ $50,000-$54,999   ☐ $55,000-$59,999   ☐ $60,000 or more

9. How many years have you been teaching a sport event management course:
_____years

◆ Would you like to receive a summary of the results (circle one)?   Yes   No

Thank you very much for completing the questionnaire. Please return it using the enclosed stamped, self-addressed envelope to:

Hsiao-hwei Peng (Carmen)
1944 30th Street
Greeley, CO 80631

APPENDIX H

A Cover Letter to the Executive Directors of the USNGBs

Date

To: «MrMs» «FirstName» «LastName», «Title»
    «OrganizationName»
    «Address»
    «City», «State» «PostalCode»

Dear «MrMs» «LastName»:

My name is Hsiao-hwei Peng (Carmen) and I am a doctoral student majoring in Sport Management at the University of Northern Colorado. My doctoral dissertation concerns **"the competencies of sport event managers in the United States,"** and my dissertation advisor is Dr. David K. Stotlar. Without your assistance and that of your sport event manager, knowledge about the profession of sport event manager **at the national level in the United States** will still remain unknown, and I will not be able to proceed with my dissertation.

Enclosed are a cover letter and a copy of a questionnaire to the sport manager/organizer of your organization. Would **you** please fill out the questionnaire yourself, or give it to **the person who is responsible for staging a sport event for your organization**, or to **the person who is most likely** to be in such a position?

There are currently 35 Olympic National Governing Bodies in the United States, and all of the 35 USNGBs are included in this study. Since the population is very small, I can not afford to lose any of you for my study. Please help me with my dissertation by responding to the questionnaire.

Thank you very much for your assistance with this study. Should you have any questions, please call me collect at 970-351-6949 or e-mail me at peng2066@blue.unco.edu

Sincerely,

_____
Hsiao-hwei Peng (Carmen)
1944 30th Street
Greeley, CO 80631   Rf#«MailingListID»

APPENDIX I

A Cover Letter to the Sport Event Managers of the USNGBs

Date

To: Sport Event Manager/Organizer
   «OrganizationName»
   «Address»
   «City», «State» «PostalCode»

Dear Sport Event Manager/Organizer:

My name is Hsiao-hwei Peng (Carmen) and I am a doctoral student majoring in Sport Management at the University of Northern Colorado. My doctoral dissertation concerns **"the competencies of sport event managers in the United States,"** and my dissertation advisor is Dr. David K. Stotlar. Without your assistance, knowledge about the profession of sport event manager **at the national level in the United States** will still remain unknown, and I will not be able to proceed with my dissertation.

There are currently **35 Olympic National Governing Bodies** in the United States, and **all** of the 35 USNGBs are included in this study. Since the population is very small, I can not afford to lose any of you for my study. Please help me with my dissertation by responding to the questionnaire.

Enclosed is a copy of a questionnaire, which will take you about **8-12 minutes** to complete. All responses will be treated in a strictly **confidential** manner and will be only treated as **group data**.

Please indicate the degree of importance of each competency statement and provide the demographic information by filling out the questionnaire. Please return the questionnaire (four pages) to me in the enclosed stamped, self-addressed envelope **within a week**.

Thank you for your valuable time and consideration in assisting with this study, and I will be very happy to share the results with you after it is completed. If you have any questions concerning this study, please call me collect at (970) 351-6949 or e-mail me at peng2066@blue.unco.edu

Sincerely,

_____
Hsiao-hwei Peng (Carmen)
1944 30th Street
Greeley, CO 80631   Rf# «MailingListID»

APPENDIX J

A Cover Letter to the Academicians

Date

To: Dr. «FirstName» «LastName»
   «UniversityName»
   «Address»
   «City», «State» «PostalCode»

Dear Dr. «LastName»:

My name is Hsiao-hwei Peng (Carmen) and I am a doctoral student majoring in Sport Management at the University of Northern Colorado. My doctoral dissertation concerns "**the competencies of sport event managers in the United States,**" and my dissertation advisor is Dr. David K. Stotlar. Without your assistance, knowledge about the profession of sport event manager **at the national level in the United States** will still remain unknown, and I will not be able to proceed with my dissertation.

Enclosed is a copy of a questionnaire, which will take you about **8-12 minutes** to complete. You are requested to circle the number which indicates **the importance you place on the competencies needed to be a sport event manager at the national level** (e.g. US National Governing Bodies). All responses will be treated in a strictly **confidential** manner and will be only treated as **group data**.

Please indicate the degree of importance of each competency statement and provide the demographic information by filling out the questionnaire. Please return the questionnaire (four pages) to me in the enclosed stamped, self-addressed envelope **within a week.**

Thank you for your valuable time and consideration in assisting with this study, and I will be very happy to share the results with you after it is completed. If you have any questions concerning this study, please call me collect at (970) 351-6949 or e-mail me at peng2066@blue.unco.edu

Sincerely,

_____
Hsiao-hwei Peng (Carmen)
1944 30th Street
Greeley, CO 80631   Rf# «Code»

APPENDIX K

A Preliminary Fax to the Universities

Date

To: All the universities offering sport management programs in the United States
(Chairperson or Coordinator of the Sport Management Program)

From: Hsiao-hwei Peng (Carmen)
University of Northern Colorado
Fax: (970) 351-6949

To whom it may concern:

My name is Hsiao-hwei Peng (Carmen), and I am a doctoral student majoring in Sport Management at the University of Northern Colorado. My doctoral dissertation concerns **"the competencies of sport event managers in the United States,"** and my dissertation advisor is Dr. David K. Stotlar. The purposes of my study are to identify the important competencies needed to be a sport event manager in the United States, and to compare whether there are differences in perceptions regarding the competencies between practitioners and academicians.

I would like to ask you for the name of the professor who teaches the "event management/event development" course in sport management program in your university, so that I can write a personalized letter to him/her and send him/her the questionnaire to complete.

Without your assistance and that of your professor who teaches the event management course, knowledge about the profession of sport event manager will still remain unknown, and I will not be able to proceed with my dissertation.

Please fax/e-mail/mail this page back to me at (970) 351-6949/ 1944 30th Street, Greeley, CO 80631. Please choose one of the two choices that correspond to the situation at your university and supply the necessary information:

1. **Yes, we have an event management/event development course and the contact information is as follows:**

Name of your institution: _____

Name of the professor who teaches the event management course:_____

Mailing address:_____

_____

_____

E-mail address of the professor: _____

(The professor will receive a personalized letter and a questionnaire in one week from now).

2. **No, we don't have the event management/event development course:**

Name of your institution: _____

(Thank you. Your institution will not receive a questionnaire).

Thank you very much for your assistance with this study. Should you have any questions, please call me collect at 970-351-6949, fax me at 970-351-6949 or e-mail me at peng2066@blue.unco.edu

Sincerely,

Hsiao-hwei Peng (Carmen)
1944 30th Street
Greeley, CO 80631

APPENDIX L

A Preliminary Letter to the Universities by Traditional Mails

Date (Second Attempt)
Date (First Attempt)

To: **All the universities offering sport management programs in the United States**
(Chairperson or Coordinator of the Sport Management Program)

From: Hsiao-hwei Peng (Carmen)
University of Northern Colorado
Fax: (970) 351-6949

To whom it may concern:

My name is Hsiao-hwei Peng (Carmen), and I am a doctoral student majoring in Sport Management at the University of Northern Colorado. My doctoral dissertation concerns "**the competencies of sport event managers in the United States,**" and my dissertation advisor is Dr. David K. Stotlar. The purposes of my study are to identify the important competencies needed to be a sport event manager at the national level in the United States, and to compare whether there are differences in perceptions regarding the competencies between practitioners and academicians.

I would like to ask you for **the name of the professor who teaches the "event management/event development" course in sport management program in your university,** so that I can write a personalized letter to him/her and send him/her the questionnaire to complete.

Without your assistance and **that of your professor** who teaches the event management course, knowledge about the profession of sport event manager will still remain unknown, and I will not be able to **proceed** with my dissertation.

Please mail this page back to me in the enclosed stamped, self-addressed envelope **within a week.** Please choose one of the two choices that correspond to the situation at your university and supply the necessary information:

1. **Yes, we have an event management/event development course and the contact information is as follows:**

Name of your institution: _____

Name of the professor who teaches the event management course:_____

Mailing address:_____

_____

_____

E-mail address of the professor: _____

(The professor will receive a personalized letter and a questionnaire in one week from now).

2. **No, we don't have the event management/event development course:**

Name of your institution: _____

(Thank you. Your institution will not receive a questionnaire).

Thank you very much for your assistance with this study. Should you have any questions, please call me collect at 970-351-6949, fax me at 970-351-6949 or e-mail me at peng2066@blue.unco.edu

Sincerely,

Hsiao-hwei Peng (Carmen)
1944 30th Street
Greeley, CO 80631

APPENDIX M

The First Follow-up Letter to the Practitioners

Date

To: «MrMs» «FirstName» «LastName», «Title»
«OrganizationName»
«Address»
«City», «State» «PostalCode»

Dear «MrMs» «LastName»:

My name is Hsiao-hwei Peng (Carmen) and I am a doctoral student at the University of Northern Colorado. My doctoral dissertation concerns "the competencies of sport event managers in the United States."

Last week, I sent you a packet of information about my study and a questionnaire to complete. If you have returned the questionnaire to me, **please accept my sincere thanks.** If you have not completed the questionnaire or have not given it to the person who is most likely to be in such a position, please do so **today. Without your help, I can not proceed with my dissertation.**

There are currently **35 Olympic National Governing Bodies** in the United States, and all of the 35 USNGBs are included in my study. Since the population is very small, I can not afford to lose any of you for my study. Please help me with my dissertation by responding to the questionnaire.

If you did not receive the packet and a questionnaire, please let me know. I will send another one to you today.

If you have any questions, please call me collect at 970-351-6949, fax me at 970-351-6949, or e-mail me at peng2066@blue.unco.edu

Thanks again for your help,

Hsiao-hwei Peng (Carmen)
1944 30th Street
Greeley, CO 80631
(Tel) 970-351-6949
(Fax) 970-351-6949

APPENDIX N

The Second Follow-up Letter to the Practitioners

Date

To: «MrMs» «FirstName» «LastName», «Title»
      «OrganizationName»
      «Address»
      «City», «State» «PostalCode»

Dear «MrMs» «LastName»:

About **two weeks ago**, I sent you a packet of information about my study and a questionnaire to complete. **As of today**, I have not yet received your completed questionnaire. If you have not completed the questionnaire or give it to the person who is most likely to be in such a position, please do so **today. Without your help, I can not proceed with my dissertation.**

I am writing to you again because of **the significance each questionnaire has** to the usefulness of my study. There are currently **35 Olympic National Governing Bodies** in the United States, and **all of the 35 USNGBs** are included in my study. Since the population is very small, I can not afford to lose any of you for my study. Please help me with my dissertation by responding to the questionnaire.

If you did not receive the packet and a questionnaire, please let me know. I will send another one to you today.

If you have any questions, please call me collect at 970-351-6949, fax me at 970-351-6949, or e-mail me at peng2066@blue.unco.edu

Thanks again for your help,

Hsiao-hwei Peng (Carmen)   Ref# «MailingListID»
1944 30th Street
Greeley, CO 80631
(Tel) 970-351-6949
(Fax) 970-351-6949

APPENDIX O

The First Follow-up Letter to the Academicians

Date

To: Dr. «FirstName» «LastName»
    «UniversityName»
    «Address»
    «City», «State» «PostalCode»

Dear Dr. «LastName»:

My name is Hsiao-hwei Peng (Carmen) and I am a doctoral student at the University of Northern Colorado. My doctoral dissertation concerns "the competencies of sport event managers in the United States."

Last week, I sent you a packet of information about my study and a questionnaire to complete. You are requested to circle the number on the questionnaire which indicates the importance you place on the competencies needed to be a sport event manager at the national level (e.g. US National Governing Bodies). If you have returned the questionnaire to me, **please accept my sincere thanks**. If you have not completed the questionnaire, please do so **today**. **Without your help, I can not proceed with my dissertation.**

If you did not receive the packet and a questionnaire, please let me know. I will send another one to you today.

If you have any questions, please call me collect at 970-351-6949, fax me at 970-351-6949, or e-mail me at peng2066@blue.unco.edu

Thanks again for your help,

Hsiao-hwei Peng (Carmen)   Ref# «Code»
1944 30th Street
Greeley, CO 80631
(Tel) 970-351-6949
(Fax) 970-351-6949

APPENDIX P

The Second Follow-up Letter to the Academicians

Date

To: Dr. «FirstName» «LastName»
   «UniversityName»
   «Address»
   «City», «State» «PostalCode»

Dear Dr. «LastName»:

About **two weeks ago**, I sent you a packet of information about my study and a questionnaire to complete. **As of today**, I have not yet received your completed questionnaire. I am writing to you again because of **the significance each questionnaire has to the usefulness of my study. Without your help, I can not proceed with my dissertation.**

If you did not receive the packet and a questionnaire, please let me know. I will send another one to you today.

If you have any questions, please call me collect at 970-351-6949, fax me at 970-351-6949, or e-mail me at peng2066@blue.unco.edu

Thanks again for your help,

Hsiao-hwei Peng (Carmen)   Ref# «Code»
1944 30th Street
Greeley, CO 80631
(Tel) 970-351-6949
(Fax) 970-351-6949

VITA

Name:	Hsiao-hwei Peng (Carmen)
Birth Place:	Tainan, Taiwan

Education

August, 2000	Doctor of Education Physical Education – Sport Administration University of Northern Colorado Greeley, Colorado
December, 1997	Master of Science ESS - Sport Administration University of Wisconsin – La Crosse La Crosse, Wisconsin
June, 1990	Bachelor's degree Physical Education Chinese Culture University Taipei, Taiwan

Experience

1997	Graduate Assistant (Internship) Athletic Department University of Wisconsin – La Crosse La Crosse, Wisconsin
1992 – 1995	PE teacher/Homeroom teacher Mackay School of Nursing Taipei, Taiwan
1991 – 1992	PE teacher Chung-Shan Junior High School Taipei, Taiwan
1990 – 1991	PE teacher Chung-Cheng Junior High School Taipei, Taiwan