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**DIFFERENCES IN EVENT MANAGERS' AND OFFICIALS' PERCEIVED
IMPORTANCE OF EFFECTIVENESS FACTORS AND EVENT
COMPETENCIES FOR CYCLING EVENTS**

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

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October 2001

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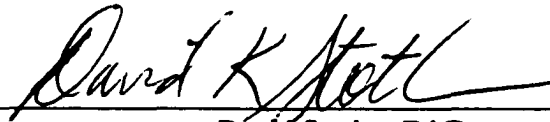
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ABSTRACT

Treviño, Rey Arthur, Jr. Differences in Event Managers' and Officials' Perceived Importance of Effectiveness Factors and Event Competencies for Cycling Events. Published Doctor of Education dissertation, University of Northern Colorado, 2001.

The purpose of this study was to determine if cycling event promoters and officials have different perceptions of organization effectiveness (production of a successful event). Fifteen each promoters and officials from the United States Federation Mountain Region and the American Cycling Association recorded their perceptions of the most important manager competencies and effectiveness factors on a World Wide Web-based survey submitted via e-mail. Differences in perceptions were measured by ranking factor and competency means, one-way ANOVAs were calculated to test the differences in means, and Spearman rank-order correlations were used to determine the relationships between the officials, promoters, and their experience levels.

The highest ranked factor was EF35 Readiness and MC35 Obtaining permits, licenses, and permissions was the number one ranked competency by both officials and promoters. Only two factors matched any of the studied models' factors. Four factors and four competencies had significantly different means among all promoters and officials, two factors and two competencies for promoters were found to have significantly different means, and 15 factors and 22 competencies had significantly different means across official categories. All correlational relationships were positive.

It was concluded that no effectiveness model studied fit cycling event management (although a preliminary model was hypothesized), there were few differences between promoters', officials', and promoter experience levels' perceived importance of factors and competencies, there were many differences between official experience levels' perceived importance of factors and competencies, all relationships were positive, and based on the previous conclusions, there is no difference between cycling event managers' and officials' perceived importance of organizational effectiveness.

Future studies may seek to determine if differences exist in the perception of organizational effectiveness regionally across the nation or the world, focus on other sports in which the promoter or event manager is the sole factor in the process, focus on whether or not managers view the cycling event management process as effective, determine if differences exist between the perceptions of general businesses and sport organizations, and determine a cycling event management model with a nation-wide survey of all officials and promoters of the USCF and regional cycling governing bodies.

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TABLE OF CONTENTS

CHAPTER I – INTRODUCTION	1
Statement of the Problem	6
Need for the Study	6
Research Questions	7
Delimitations	8
Limitations	8
Definitions	9
CHAPTER II – REVIEW OF THE LITERATURE	12
Definition of Sport Event Manager	12
Organizational Effectiveness	16
Effectiveness Systems	17
Open-System Effectiveness Models	19
Systems Resource Model	19
Internal Process Model	23
The Multiple Constituency Model	27
Sport Organization Effectiveness Research	30
Event Competencies	34
Definition of Competency	35
Competency Research	35
CHAPTER III – METHODOLOGY	41
Sample	41
Variables	42
Dependent Variables	42
Independent Variables	43
Instrumentation	43
Effectiveness Factors	43
Cycling Event Manager Competencies	44
Format	44
Validity	44
Reliability	45
Procedure	46
Statistical Design	48
CHAPTER IV – RESULTS	50
Responses	50
Demographics	51
Statistical Analyses	52
Effectiveness Factors Perceived as Important	52

TABLE OF CONTENTS continued

CHAPTER IV – RESULTS (continued)	
Determination of Effectiveness Model	58
Manager Competencies Perceived as Important.....	62
Manager Type Perception Differences and Relationship Strength.....	69
Experience Level Perception Differences and Relationship Strengths.....	71
CHAPTER V – DISCUSSION..	82
Summary of Findings.....	82
Discussion	84
Factors Perceived to be Most Important	84
Effectiveness Model.....	85
Competencies Perceived to be Most Important	86
Differences Between Promoters’ and Officials’ Perceived Importance of Effectiveness Factors and Manager Competencies.....	87
Differences Between Promoter and Official Experience Levels for Effectiveness Factors and Manager Competencies	88
Conclusions.....	91
Recommendations for Future Research	92
REFERENCES	94
APPENDIX A – LIST OF EFFECTIVENESS FACTORS	103
APPENDIX B – LIST OF COMPETENCIES	107
APPENDIX C – SURVEY QUESTIONNAIRE	112
APPENDIX D – INTRODUCTION LETTER SENT 05 JUNE 2000	119
APPENDIX E – LETTER OF CONSENT SENT 07 JUNE 2000	121
APPENDIX F – FOLLOW-UP NOTICE OF SURVEY SENT 12 JUNE 2000	123
APPENDIX G – EFFECTIVENESS FACTOR RANKINGS BY EXPERIENCE LEVEL	125
APPENDIX H – MANAGER COMPETENCY RANKINGS BY EXPERIENCE LEVEL	144

LIST OF TABLES

1. Characteristics of Open and Closed Systems.....	18
2. A Comparison Among Major Models of Organizational Effectiveness.....	34
3. List of Carvassed, Nonrandom, Stratified Sample.....	42
4. Instrument Components in Relation to Research Questions.....	45
5. Respondents per Grouping.....	52
6. Promoter Ranking of Effectiveness Factors	53
7. Official Ranking of Effectiveness Factors.....	55
8. All Respondent Rankings of Effectiveness Factors.....	59
9. Promoter Rankings of Manager Competencies	62
10. Official Rankings of Manager Competencies.....	65
11. ANOVA of the Effectiveness Factors with Significant Differences Between Manager Types.....	69
12. ANOVA of the Manager Competencies with Significant Differences Between Manager Types.....	71
13. ANOVA of the Effectiveness Factors with Significant Differences Between Promoter Experience Levels.....	72
14. ANOVA of the Manager Competencies with Significant Differences Between Promoter Experience Levels	73
15. ANOVA of the Effectiveness Factors with Significant Differences Between Official Experience Levels.....	73
16. ANOVA of the Manager Competencies with Significant Differences Between Official Experience Levels	76
17. Ranked Relationship Between Promoter Experience Levels.....	80

LIST OF TABLES continued

18. Ranked Relationship Between Official Categories.....	81
A. Effectiveness Factor Rankings by Promoter Experience Level A.....	126
B. Effectiveness Factor Rankings by Promoter Experience Level B.....	128
C. Effectiveness Factor Rankings by Promoter Experience Level C.....	131
D. Effectiveness Factor Rankings by Official Category W.....	134
E. Effectiveness Factor Rankings by Official Category X.....	136
F. Effectiveness Factor Rankings by Official Category Y.....	139
G. Effectiveness Factor Rankings by Official Category Z.....	141
H. Manager Competency Rankings by Promoter Experience Level A.....	145
I. Manager Competency Rankings by Promoter Experience Level B.....	148
J. Manager Competency Rankings by Promoter Experience Level C.....	151
K. Manager Competency Rankings by Official Category W.....	154
L. Manager Competency Rankings by Official Category X.....	157
M. Manager Competency Rankings by Official Category Y.....	160
N. Manager Competency Rankings by Official Category Z.....	163

LIST OF FIGURES

1. The Five Functions of Management	13
2. The Event Pyramid	29

CHAPTER I

INTRODUCTION

Throughout the world, sport events are witnessed by millions of people every year. Over time, the attendance at this form of entertainment has caused sport events in modern day to change and grow. This alteration in various sports has induced the venues to progress from small fields and arenas to large colossal stadiums and mega-event centers. From youth baseball to World Cup Soccer, people plan their lives around sport events in order to watch their favorite teams or sons or daughters compete, to train or to coach the athletes, or to organize and to run these events.

Most of the people in the United States have witnessed a live sport event either in person or through some media vehicle (television, radio, and Internet). These people are the regular fans of the game whose involvement includes only spectatorship. Still others are involved in the training, coaching, and recruitment of the performers (athletes). They are responsible for the main entertainment attraction of the event by developing the athletes to compete against each other for the amusement of the masses.

Then there are the few persons responsible for the management of the events—the event managers. These are the persons responsible for financial planning, risk management, marketing and promotion, staffing, media coverage, resource procurement,

facility/venue management, sponsorships, and a host of other duties that are key to the functioning of an event (Brown, Sutton, & Duff, 1993).

With the increased popularity of sport events, the number of different people and capacities that it takes to provide an avenue of sport entertainment has also increased to accommodate the larger numbers of sport events. Along with sport's increased popularity, society's expectations of teams and events have also increased. Teams must win right now—this year, and the overall event experience must be more grandiose, bigger, and better than ever. Consequently, head coaches are being fired more frequently in various sports, and events like the Super Bowl and Olympic Games seem to try to outdo their respective preceding events in pomp and extravagance.

The person or persons in charge of this feat are the sport event managers. They are the rare breed of individuals who are able to expect the unexpected and will manipulate any unexpected circumstances to create the best event anyone has ever seen, participated in, or worked on (Catherwood & Van Kirk, 1992).

If an event happens to accomplish the task of expected performance, then the event is seen as successful, or in a business sense the event has attained “organizational effectiveness” (Brassard, 1993). In a broad definition, Guralnik (1980) defines effectiveness (derivative of effective) as “producing a definite or desired result” (p. 445).

What determines effectiveness (or what determines a successful event)? Simply stated, Etzioni (1964) states that an organization's effectiveness is “determined by the degree to which it realizes its goals.” Campbell (1977), on the other hand, argues that this question is virtually useless. He contends that organizational effectiveness cannot be

determined by one aspect, but by several relatively independent factors. Argyris (1964) adds that at any analytical level, effectiveness is an equivocal idea.

Therefore, it appears that there are no definite criteria or common variables associated with an effective organization (successful event). To add to this argument, some effectiveness models summarized by Slack (1997) include: (a) Goal attainment – accomplishing the stated goals, (b) systems resources – acquiring needed resources, (c) internal processes – an absence of internal strain, with smooth, internal functioning, and (d) strategic (or multiple) constituencies – all strategic constituencies are at least minimally satisfied.

For the event manager, knowing which of the above models to use and how to achieve organizational effectiveness may be difficult. Goldblatt (1997) and Juszczak (1993) say that budgeting is their most important tool, while Ivy (1998) and Wyness (1984) believe that the planning process is more important. Though both views are different, if all factors are taken into account then are all events considered successful (or effective)? In addition, what model is the best fit for cycling?

In order to realize organizational effectiveness, these and other event managers begin work months before the event date in order to solve the step-by-step organizational problem that is the event (Lindsay, 1979). These steps include the responsibilities of financial management, personnel management, procurement of resources, etc.

The event managers must have certain knowledge and be competent in the performance of certain functions whose result is the effective event. In the literature, the combination of this knowledge and these functions are referred to as competencies, which all event managers should possess.

In one particular sport, a member of the sport's governing body throughout most of the event management process keeps the event manager's competencies in check.

USA Cycling and the American Cycling Association both charge the Chief Referee (head official for the event) with the duty of making sure the event manager follows the guidelines set forth by the represented organization in order to create a successful event.

Once the Chief Referee is assigned, a joint venture begins between the promoter and Chief Referee to produce a well-run bike race. It is a "two-headed approach where you are just like a tandem team—connected at the hip" (Shafer, 1999). Though both parties are striving toward the common goal of a successful event, Shafer (1999) and Wrenn-Estes (1999) (both of whom are international cycling officials, experienced cycling event managers, and former racers), agree that the event managers want a good race (a challenging course and a good workout from the riders' perspective) for the participants. On the other hand, the officials want a safe race (relatively free of dangerous obstacles) for the participants.

Since the path to a successful event follows two persons' perspectives, what competencies are then needed to achieve this goal of a successful event (organizational effectiveness)? Also, in the scenario of event manager and officials working together, do these two parties have the same perceptions of what competencies and (effectiveness) factors it takes to produce successful events?

Cycling presents another issue. There are several types of cycling events in the world—all with unique qualities, nuances, and venues. Road races take place on roads, streets, and highways and are comprised of road races (group distance races from a start point to a finish point), criteriums (group circuit races on a short course, much like auto

or motorcycle racing), and time trials (individual or team races against the clock over a common distance). Track racing has several types of events that take place in a velodrome (bike track). Mountain biking events usually occur in wooded, hilly areas and include downhill, cross-country, and time trial races. Cyclocross is a mix of mountain bike and road races. This study focuses on road events.

Wrenn-Estes (1999) believes that in cycling road races, another factor that could affect the effectiveness of the event is the experience of the event manager. In this case, as an official she would have to do more work with the event manager to make sure all things are considered. Shafer (1999) adds that beginning officials may not understand all the little details that make the races work, so he has to help teach the newer officials about things not covered in training. Do they imply that the experience level of both cycling event managers and officials affect the success of the event?

Wrenn-Estes (1999) summarizes the cycling road racing experience with the following statement:

What other sport do you know that mixes guys on bikes, open terrain, road conditions with gravel, and cars going 60 and 80 miles an hour down the road next to the riders? And it is all supposedly orchestrated and controlled. Add some press in there, throw a helicopter in, you know, put some guys on medical motors . . . I mean, it is the most fun sport I think if you really like to organize complex things, because it is enormously complex. (p.13)

Statement of the Problem

The purpose of this study was to determine if cycling event promoters and officials have different perceptions of organization effectiveness (production of a successful event). In order to determine if differences between the two manager types exist, the organizational effectiveness factors and manager competencies perceived as important must be established. Secondly, based on the perceptions of the most important factors, the study will attempt to determine the best fit of the effectiveness models for cycling event management. The study will also attempt to determine if differences exist between cycling event managers' and cycling officials' perceived importance of these factors and competencies. Lastly, the study will attempt to determine if differences exist between experience levels of cycling event managers' and cycling officials' perceived importance of these factors and competencies.

Need for the Study

In order to determine cycling event management's effectiveness and competencies, certain factors and responsibilities needed to be established. Since there is no literature available concerning cycling specifically, the study investigated the areas of general business and sport organizational effectiveness and general manager and sport event manager competencies.

The concept of organizational effectiveness has been studied for many years. Most studies have dealt with the general organization (Connolly, Conlon, & Deutsch, 1980; Georgopoulos & Tannenbaum, 1957; Mott, 1972), business organizations (Friedlander & Pickle, 1968; Lawrence & Lorsch, 1967), and religious organizations

(Webb, 1974). This research does not deal with sport organizations directly, but the research may be applied to sport organizations to determine effectiveness.

There have also been numerous studies conducted concerning competencies needed to manage organizations. More specifically, there have been several sport manager competency studies. These include studies concerning managers in commercial recreation (Ellard, 1984; Langman, 1974), professional and college sports (Hatfield, Wrenn, & Bretting, 1987), recreational sports (Tsai, 1995), athletic club (Lambrecht, 1986), therapeutic recreation (Kunstler, 1980), and public recreation (Creel, 1976).

A number of articles have been written pertaining to specific sports and the competencies needed to hold a successful event. The content experts have identified what they believe important for events in various sports such as mountain biking (Bradley, 1997), horse trials (Hutchins, 1993; Lindsay, 1979; Worrall, 1982), track meets (Ivy, 1998), regattas (Lockett, 1995), golf tournaments (Moraghan, 1995), Cyclocross (O'Grady, 1996), swim meets (Rutemiller, 1994), running (Tinsley, 1992), and in sport events in general (Bottger & Hasselhorst, 1994; Davis, 1989; Dolan, 1996; Fairham, 1983; Freedman, 1997; Watt, 1995; Wyness, 1984).

With the lack of specific research in cycling road events, this study will not only provide a new perspective for the current research, but it will also pave the way for future research dealing with cycling event management.

Research Questions

The research questions to be investigated concerning cycling road events are as follows:

- Q1. What are the effectiveness factors perceived to be most important by promoters and officials?

- Q2. What effectiveness model is the best fit for cycling event management predicated by the perceptions of effectiveness factors.**
- Q3. What are the manager competencies perceived to be most important by promoters and officials?**
- Q4. Are there differences between promoters' and officials' perceived importance of effectiveness factors?**
- Q5. Are there differences between promoters' and officials' perceived importance of manager competencies?**
- Q6. Are there differences between experience levels of promoters' perceived importance of effectiveness factors and manager competencies?**
- Q7. Are there differences between experience levels of officials' perceived importance of effectiveness factors and manager competencies?**

Delimitations

The study is delimited by the following:

- 1. The sample consisted only of members of the Mountain Region of United States Cycling Federation and the American Cycling Association.**
- 2. The study consisted of managers of events in 1999 and 2000 and licensed officials in 1999 and 2000.**

Limitations

The study is limited by the following:

- 1. The study's results apply only to event managers and officials of the United States Cycling Federation Mountain Region and the American Cycling Association because the coordinators of each organization willingly supplied the names, addresses, and e-mail addresses of its promoters and officials.**
- 2. The results may be biased since all respondents were from one part of the United States.**

3. All subjects were electronically mailed the Uniform Resource Locator (URL) for the instrument, which may result in data transmission errors.
4. It was assumed that the person to whom the instrument information was sent was the actual person who completed the instrument.

Definitions

American Cycling Association – an independent cycling association based in Colorado with members in Arizona, Iowa, Nebraska, New Mexico, South Dakota, Texas, and Wyoming.

Bicycle Race or Race or Event – a competition among persons using bicycles where awards are given on the basis of relative performance (Tarbert, 2000).

Category – the level of racer from 5 (novice) to 1 (elite) and professionals or the level of official from 4 (novice) to 1 (advanced) and commissaires.

Chief referee – official who supervises the general conduct of each race.

Commissaire – level of official either at the National (USAC) or International (UCI) level.

Competency - a skill, an ability, or the knowledge of the cycling event manager needed to create a successful event.

Constituency - an individual or group, internal or external to the organization, whose interdependence influences the internal processes of the organization (Connolly, et al., 1980; Seashore, 1983).

Criterion – a massed start circuit road race held on a small course entirely closed to traffic with a circuit (loop) between 800 m and 5 km and a minimum width of 7 m (Tarbert, 2000).

Effectiveness – “producing a definite or desired result” (Guralnik, 1980, p. 445).

Event permit or permit – a non-exclusive authorization issued by the Federation to a member club or an organizer to conduct a race meet or event of a specified type at certain location(s) on specified date(s) (Tarbert, 2000).

Goal – “a desired state of affairs which the organization attempts to realize” (Etzioni, 1964).

Governing body – organization which sanctions and permits cycling events.

Examples: UCI, USAC, and BRAC.

Inputs - the necessary resources from the environment (Yuchtman & Seashore, 1967).

Officials – appointed by the Federation to oversee the conduct of the race and to ensure compliance with Federation regulations (Tarbert, 2000).

Organizational health – the degree to which the internal processes and practices of the organization functioning smoothly (Cameron, 1986).

Organizer or promoter or race director or event manager – the person named as such in the race permit and is the person responsible to the Federation for the proper organization of the race meet (Tarbert, 2000).

Outputs – returned resources to the environment (Yuchtman & Seashore, 1967); the race event.

Racers – licensed individuals through the Federation or other organization.

Road race – a massed start race on roads either from point to point or in a circuit (loop) of at least 5 km (Tarbert, 2000).

Satisficing – fulfilling the needs of the organizational components (Friedlander & Pickle, 1968).

Throughputs - the processes towards outputs with minimal waste of time, effort, and expense (Georgopoulos & Tannenbaum, 1957; Webb, 1974; Yuchtman & Seashore, 1967); the procedures used to create the race event.

Time Trial – an individual or team (up to seven members) started road race in which the racers race for time.

URL – Uniform Resource Locator; WWW address.

USAC or USA Cycling – the national governing body of cycling; includes the NBL (BMX racing), the National Off-Road Bicycling Association (mountain biking), the USCF, and USPRO (professional road cycling).

USCF or the Federation – the road and track racing division of the USCF.

USCF Mountain Region – the branch of the USCF with members in Arizona, Colorado, New Mexico, Utah, and Wyoming.

World Wide Web or WWW – the Internet.

CHAPTER II

REVIEW OF THE LITERATURE

This study was developed in order to determine if differences exist between cycling event promoters' and officials' perceived importance of event management effectiveness factors and competencies. A review of the related literature has been conducted as a basis for the research design and research instrument.

The beginning of the chapter will seek to define sport event manager from the perspective of event management and management literature. Organizational effectiveness will then be analyzed through several business and event management systems and models in order to determine the best fit for cycling event management. This will lead to a list of appropriate effectiveness factors for cycling event management in Chapter III.

The chapter will conclude by formulating a definition of competency and then investigate the competency research literature. This review will aid in the development of a consolidated set of appropriate cycling event management competencies in Chapter III.

Definition of Sport Event Manager

Before any competency or effectiveness factor sets can be contrived, the person that performs all the tasks and that has all the knowledge for cycling event management

must be established. It must be known who this person is in order to better understand the event management process and what it means to “put on,” “promote,” or “host” an event.

In the strictest sense, Bridges and Roquemore (1996) define a manager as “the person in charge of others in a formal organization” (p. 28) and describe the manager’s duty as effectively utilizing resources to accomplish the organization’s goals. Bridges and Roquemore (1996) and Daft (1991) noted a total of five management functions that better describe the duty of the manager. They include planning, organizing, leading, implementing, and controlling. These functions can be thought of as phases in a cyclical representation that begins with planning and ends with controlling, which in turn influences planning to start the cycle over. See Figure 1 for a graphical representation of the phases of the Functions of Management.

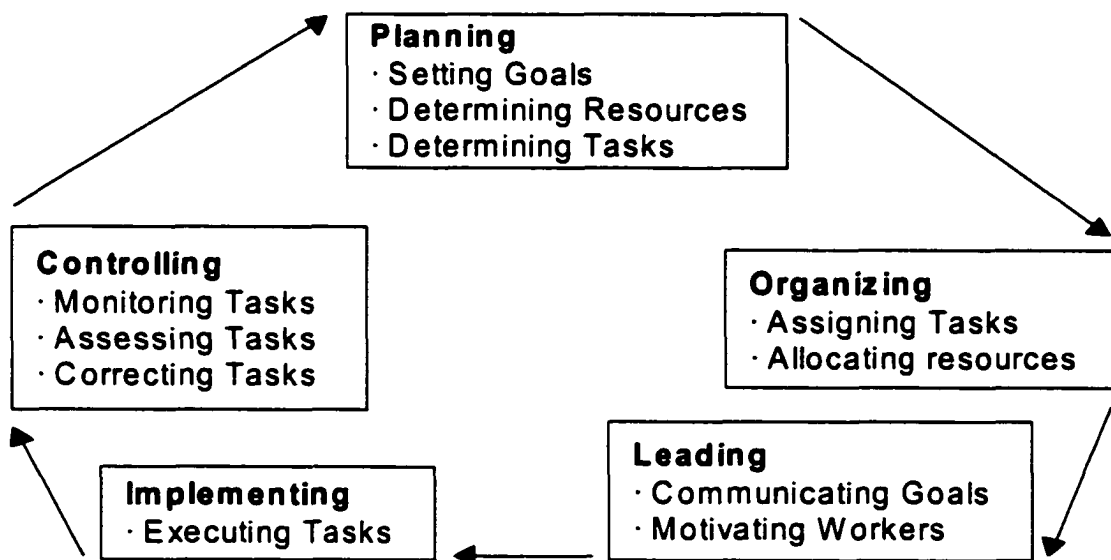


Figure 1. The Five Functions of Management

The first phase is planning, which is setting goals and determining the resources and tasks needed to accomplish those goals. Next, the assignment of the tasks and allocation of the resources to the appropriate individuals or groups refers to the organizing phase. Leading, the third phase, involves the communication of goals to the workers and the motivation of the workers to complete the goals. This leads to implementing, or the actual execution of the tasks. The last phase, controlling, has three purposes: (a) monitoring the tasks, (b) assessing the tasks, and (c) correcting the tasks.

A manager may know about these job functions, but are they able to perform them? For the purpose of selecting and developing administrators, Katz (1955) developed his Three-Skill Approach of Effective Administrators to determine “the skills which they exhibit in carrying out their job effectively” (p. 33). His use of skill implies the developed ability that is distinct in performance, or “an effective action under varying conditions” (p. 34).

Katz’s successful administrators have the three basic skills referred to as technical, human, and conceptual. The technical skill is the most concrete. It involves understanding a specific skill and being proficient at it. This skill not only requires knowledge, but also analytical ability. The second is the human skill, whose main concern is working with people. This skill incorporates the manager’s perception of others and the behavior towards them. The manager must be able to make sure to effectively work with everyone and make sure that all workers cooperate. The last skill is the most abstract of the three. The conceptual skill looks at the entire organization as one entity. The manager must be able to recognize the interdependence of each part and the relationship of the organization to the external environment. Without this skill, the

manager will not be able to take the appropriate action in accordance with the ever-changing environment.

In the application of the functions, skills, and knowledge, Wyness (1984) states that the manager must assume these responsibilities in order to coordinate the planning efforts. The manager is not only responsible, but also must have the authority in the position to do what is needed (Devney, 1989). The manager needs vision, energy, commitment, and the ability to navigate through the hardships in order to create the successful event (Catherwood & Van Kirk, 1992; Devney, 1989).

In addition, John Tarbert, the USA Cycling Technical Director, defines organizer in the 2000 United States Federation (USCF) rulebook as “the person named as such in the race permit. This person is responsible to the Federation for the proper organization of the race meet” (p. 9). In a less technical and more practical way, Devney (1989) adds that the organizer must play a myriad of roles (as defined by the five functions) in order to complete the task. She states that “an event manager is a project director; personnel supervisor; art director; executive; accountant; facilities expert; public relations practitioner; salesperson; box-office consultant; program administrator; caterer; and captain” (p. 3).

There is no doubt that the event manager must have certain knowledge, possess certain skills, and perform certain functions to run a successful event. Using the examples, functions, skills, and definitions previously mentioned, the formulated definition, to be used in this study of cycling event manager is the multi-roles, multi-skilled person that has the authority and responsibility in the effective planning, organizing, leading, implementing, and controlling of the cycling event.

Organizational Effectiveness

Now the (organizational) effectiveness in which this manager uses the functions, knowledge, and skills to produce an event can be studied. Brassard (1993) defines effectiveness as “the quality of an organization that achieves the performance expected of it” (p. 144). By “performance” he means any result created by the functioning of the organization. Katz & Kahn (1966) explain effectiveness as “the maximization of return to the organization by all means” (p. 170).

Others question this definition of organizational effectiveness. According to Cameron (1984), “organizational effectiveness is an enigma” (p. 236). Although it may be a central organizational behavior construct, effectiveness has both a vague definition and meaning. Argyris (1964) adds that the question of effectiveness is an equivocal concept on any analytical level and Campbell (1977) agrees to the point that it is useless.

Goodman and Pennings (1977) and Cameron (1984) note that there are no definitive theories or a common definition for organizational effectiveness. It seems that for every author, there is a new definition and conceptualization for effectiveness as either one-dimensional or multidimensional depending upon the organization’s nature. Steers (1975) found that there are many different models being used in studies, and that there is little overlap in what is believed to be factors of organizational effectiveness.

In her 1984 essay, “The Effectiveness of Ineffectiveness,” Cameron concluded that different circumstances call for different models of organizational effectiveness, and that different organizational conceptualizations bring about different models of effective organizations. Cameron and Whetten (1981) added that there are different analysis levels

and different organizational effectiveness models which do not compare to each other and whose suitability from situation to situation may change.

In addition to the argument that effectiveness is not readily explainable, Campbell (1977) noted that effectiveness is not a single factor. He brings to the table the idea that there exists a multitude of facets that make an organization effective (or ineffective), which may be relatively independent. This would imply that not one factor is involved in the effectiveness of an organization, but several factors are comprised together to create effectiveness. Steers (1975) suggests in order to create a successful effectiveness model there must be a clear understanding of the organization's functions and the environment in which it operates.

This review will begin with an examination of effectiveness systems. From there, the appropriate effectiveness models will be studied to determine the best for cycling event management.

Effectiveness Systems

The basis of all business organizations is the system. Daft (1989), Katz and Kahn (1966), Lawrence and Lorsch (1967), and Mott (1972) contend that there are two basic organizational systems: closed and open. The closed system is characterized by being independent from the outside environment, while concentrating on the internal workings of the organization and giving little consideration to its external effects.

By contrast, the open system must interact with the outside environment because it relies on consuming and exporting resources. Table 1 shows an overview of the characteristics of open and closed systems.

Table 1

Characteristics of Open and Closed Systems

System	
Closed	Open
1. Sets aside the effects of the environment.	1. Reacts with the effects of the environment.
2. Concentrates on internal workings.	2. Concentrates on internal and external workings.
3. Assumes effectiveness through internal design.	3. Assumes effectiveness through internal and external designs.
4. Uses resources internally.	4. Imports and exports resources.
5. Naturally rigid and mechanical in form.	5. Naturally flexible and adaptable in form.

What system does a cycling event follow? Looking at it from the closed perspective, it would not fit into any of the above mentioned characteristics because a cycling event does not rely on itself—it needs the outside environment. On the other hand, it relates to all of the open system characteristics. The design has to take into account the rules and regulations of the USCF (internal), while staying within the boundaries of local, state, and national laws (external). A manager does not have all the necessary equipment and staff to run a race, so instead must rely on external resources in order to produce the event.

Because the sport of cycling interacts with the outside environment (law enforcement, businesses, residents, department of transportation, city councils, etc.), the manager must react to the ever-changing situations of the world around the event.

Flexibility and adaptation to these changes help with the effectiveness of the product (the race event). Therefore, cycling event management is an open system.

Open-System Effectiveness Models

Since it was determined that cycling events are open systems, the appropriate model must be found in order to determine the factors of effectiveness. Webb (1974) states that the concept of organizational effectiveness depends upon the criteria an author of a study believes to be important. Effectiveness can be a situational notion that is derived from a particular type of organizational environment. From the literature, there are three basic open system effectiveness models that are recurrent: (a) systems resource, (b) internal process, and (c) multiple constituencies.

Systems Resource Model

Georgopoulos and Tannenbaum (1957) were two of the first researchers to use this model in effectiveness studies. Others that have followed suit with their own modifications include Webb (1974) and Yuchtman and Seashore (1967).

Yuchtman and Seashore (1967) noted that there was a need for a conception of organizational effectiveness that was different from the traditional closed-system goal approach. The goal model states that organizational effectiveness is based upon an organization accomplishing its goals (Etzioni, 1960). Instead of this narrow view, the conception's focus needs to be on the characteristics of the operating interactions between the organization and its environment (Molnar & Rogers, 1976).

According to Yuchtman and Seashore (1967), this "new" conception should take the following factors into consideration: (a) the organization as the focus, (b) the relationship between the organization and the environment (dealings with resources), (c)

the relation of the model to various forms of organizations, (d) the flexibility of organizations without compromising the structure of the organization, and (e) the identification of a set of objectives. Mixing and melding these factors produces the systems resource model, which manipulates the outside environment to obtain resources that help to attain the organization's objectives (Cameron, 1984; Slack, 1997). In other words, all resources needed must be obtained by interaction with the organization's environment.

The secondary focus of the model is reaching the objectives of the organization, which can only be done by securing the needed resources. Therefore, resource acquisition must be directly related to the outcomes (Cameron, 1984).

Considering the above factors, a general definition of organizational effectiveness can be established with the systems resource model. However, before this definition can be determined, there are three aspects that must be taken into consideration. They are the organization's objectives (ends), the ways to accomplish those objectives (means) (Georgopoulos & Tannenbaum, 1957), and the ability to obtain resources to accomplish the goals (Yuchtman & Seashore, 1967).

The general goals of organizations, as stated by Georgopoulos and Tannenbaum (1957) include: (a) a high quantitative or qualitative output, (b) the ability to be flexible and adaptive with the environment, and (c) the preservation of human and material facility resources. Yuchtman and Seashore (1967) list the resources of an organization in the forms of liquidity, stability, relevance, universality, and substitution. Liquidity refers to the ability of a resource to be exchanged for other resources, i.e. money. Stability is the amount of time it takes a resource to decrease in value or to depreciate. Relevance is

the degree of importance of the resource in the development of the product. Universality implies that all organizations are in need of a certain resource. Personnel, facilities, and technology are examples of universal resources. Substitution refers to the fact that though organizations may have the same output, the resources used to accomplish the same objective may be different.

Through this model, Georgopoulos and Tannenbaum in their 1957 effectiveness study of an industrial service specializing in retail merchandise delivery, defined organizational effectiveness as “the extent to which an organization as a social system, given certain resources and means, fulfills its objectives without incapacitating its means and resources and without placing undue strain upon its members” (pp. 535-536). They found that not only did each of their criteria of organizational productivity, flexibility, and adaptability link to an independent evaluation of organizational effectiveness, but they were also significantly interrelated ($R = .77$).

Yuchtman and Seashore’s 1967 article focused on the system resource model and proposed their definition of organizational effectiveness in terms of an organization’s bargaining position—“the ability of the organization, in either absolute or relative terms, to exploit its environment in the acquisition of scarce and valued resources” (p. 898). Through their main focus is obtaining resources, they include two other components of their cyclic phases to the systems resource model. They are the throughputs (or processes that produce outputs) and the outputs (or resources given back to the environment).

Webb, in his 1974 study of 304 church members to test the effectiveness of church business practices, found that volunteer organizations can be just as effective as general business organizations. His results indicated, according to subject responses, that

four relatively dominant characteristics accounted for 45 percent of the variance in effectiveness perceived importance. These four characteristics are closely related to the characteristics of the systems resource model of the previous two studies. They were cohesion, efficiency, adaptability, and support.

Using the five factors of Yuchtman and Seashore (1967), the three aspects (ends, means, and resource acquisition), and the specific definitions, certain criteria can be established for the systems resource model. They are:

1. adaptability – ability to adjust to external changes (Georgopoulos & Tannenbaum, 1957; Webb, 1974);
2. cohesion – the positive working relationship of the workers (Webb, 1974);
3. efficient throughputs – the progress of the processes towards outputs with minimal waste of time, effort, and expense (Georgopoulos & Tannenbaum, 1957; Webb, 1974; Yuchtman & Seashore, 1967);
4. flexibility – ability to adjust to internal changes (Georgopoulos & Tannenbaum, 1957);
5. obtaining inputs – acquiring the necessary resources from the environment (Yuchtman & Seashore, 1967);
6. producing outputs – returning resources to the environment (Yuchtman & Seashore, 1967); and
7. support – the degree to which leadership is sustained (Webb, 1974).

Taking the above system resource model characteristics into consideration, organizational effectiveness can be defined as the ability of a cohesive, supportive

organization to be flexible and adaptable in its endeavor to secure resources for producing outputs.

Does cycling management fit this model? Certainly many resources are consumed during the event. Adaptability and flexibility of the event manager and Chief Referee are a major requirement to be able to produce the event. The process of organization and all the resources needed to develop an event are also essential elements for its success. The systems resource model does seem like a good fit for cycling, but there are still more factors to consider before selecting this one as the best model to apply to cycling event management.

Internal Process Model

Lawrence and Lorsch (1967) stated that all future organizations would become adept at organizational production from not only scientific endeavors, but also to a standardized and routine production. In order to do this, they noted that human purposes needed to be achieved. This is one of the first steps towards a human relations/resource approach that takes the workers feelings and occurrences into consideration. They, along with Argyris (1964) and Likert (1967), are a few of the researchers on whose work this model is based. Studies that incorporated the internal process model include Duncan (1973) and Friedlander and Pickle (1968).

The development of the internal process model came forth from the need to include the perspectives of human resource and organizational development (Cameron, 1984). The two foci of this model are the individuals of the organization and their throughputs (Cameron, 1984; Slack, 1997). This model expands to a different view from

the systems resource model by emphasizing resources and goals to include the human involvement in production.

In development of the internal process model, researchers found several characteristics and variables that defined the workings of the model. The first among these is goal attainment. Simply stated, this includes the methods by which the organization achieves its objectives in the terms of dependent “end-result” variables such as profit, productivity, and performance (Duncan, 1973; Friedlander & Pickle, 1968; Likert, 1967). The whole organization realizes these goals, but it is the individual parts or units and their interrelationship within the whole that achieve these goals. Depending on how much the organization relies on the overall objectives determines the degree to which it relies on the individual units and their objectives (Argyris, 1964).

The second characteristic focuses on the above mentioned interrelationships. The individual units that comprise the whole organization have a great influence on the throughputs of the organization (Argyris, 1964). This is the first step in acknowledging something other than the whole organization. The separate parts that comprise the organization are seen to relate together in order to produce the outputs. Not one unit is above the rest, and no unit controls another. Each works individually, but depends upon each other (interdependence of parts) to accomplish the organization’s goals (Argyris, 1964).

As with the systems resource model, the internal process model has the characteristic of adaptability, or the organization’s ability to change internally because of the changing external environment. The effectiveness of the organization is dependent upon this adaptability. The organization as a whole is interdependent with the external

environment (much like its units are interdependent with each other) and relies on society to affect the internal workings of the organization in such a way as to become more effective in producing outputs to society (Friedlander & Pickle, 1968).

These changes made internally reflect Likert's (1967) "causal variables," i.e., behavior, decisions, policies, and strategies. These independent variables can be changed by the organization in order for the organization and its units to become more effective. The organization structures the roles of each unit so that necessary changes can be made according to changes in the environment. Without these changes, the organization will lose effectiveness (Argyris, 1964; Duncan, 1973).

The human factor is the fourth consideration of the internal process model. An integration of the individual into the scheme of the effectiveness defines the roles that each person plays within the organization (Duncan, 1973). In this sense, the individual becomes a valuable asset to the organization, which then strives to make sure that, in a sense, the person is happy and "satisfied" (the satisfactory conditions met by the worker) (Friedlander & Pickle, 1968).

In this model, substantial emphasis is placed upon the individual and the part played in the effectiveness of the organization. In order to accomplish the goals of the organization, the individuals must be given a clearly defined role so that the person can know what is expected from the organization (Duncan, 1973).

The organization not only relies on this individual's skills, abilities, and knowledge in assigning roles, but also relies on the behavior of the person. This is referred to by Likert (1967) as the health of the organization and is depicted in "intervening" variables. Attitude, communication, loyalty, and motivation are a few of

the variables of which the organization must be aware when dealing with the individual. Without taking care of the individual, the organization would not be able to achieve its goals because of a negative influence caused by the individuals (Argyris, 1964).

The final characteristic is time. The organization and its units are influenced by past and present events so that they may anticipate the future. The more correctly an organization can anticipate the future will determine the organization's effectiveness (Argyris, 1964). Likert (1967) adds that time influences the relationship between his end-result, causal, and intervening variables. His observations indicate that the longer period of time between measurements of variables, the higher the correlation between the two variables. This implies that the organization becomes more efficient over time.

Cameron and Whetten (1981) and Gibson, Ivancevich, and Donnelly (1973) agree that time is a factor. One explanation is that in early stages of development, communications, availability of resources, and familiarity are low. As time increases, the managers and subordinates communicate better, use resources as they become available, and are more used to the situation and tasks involved in their work (Cameron & Whetten, 1981). The result is a surviving organization that is optimally balanced over time (Gibson, et al., 1973).

Taking the above characteristics of goal attainment, interrelationships, adaptability, the human factor, and time into play, a definition of effectiveness based upon the internal process model can be stated. Organizational effectiveness is the ability of an organization to reach its objectives based upon the individual worker and units interrelationships with each other and the environment over a period of time.

Cycling event management, as in the systems resource model, must have attainable goals (successful event), must be adaptive to the changing environment, and must rely on the relationships between the event manager, officials, participants, and staff. The human factor could be an issue regarding the effectiveness of the events. Each person has a definite role to play and objectives to meet, but satisficing is of little concern. Time could be a factor in the effectiveness of events. As promoters and officials work more and more events, the experience, knowledge, and skills they have acquired have a definite influence upon the effectiveness of the event. Is this the model for cycling event management? Like the systems resource model, there exist connections between the model and cycling, but there is still one more model to discuss before that decision can be made.

The Multiple Constituency Model

The third open-system effectiveness model does not consider effectiveness as a single statement based on one or more factors, but rather several statements from each constituency which are based upon their criteria for evaluation of the organization (Connolly, Conlon, & Deutsch, 1980). A “constituency” is an individual or group, internal or external to the organization, whose interdependence influences the internal processes of the organization (Connolly, et al., 1980; Seashore, 1983). Instead of relying on goals (goal model), resources (system resource model), or the individual (internal processes model), the multiple-constituency model relies on the demands and goals of the constituents in order to be effective (Cameron, 1984; Slack, 1997).

These demands and goals to be taken into account by the organization were summarized by Seashore (1983) into four classes: (a) perspectives from all units at all

levels in the organization, (b) perspectives from individuals in the organization, (c) perspectives from interdependent outside individuals or groups, and (d) perspectives from the outside environment (social and political). This is a strict way of saying that organizational effectiveness is evaluated from many different internal and external perspectives, which Slack (1997) considers a strength of this model. Slack goes on to state that the organization must be aware of all the constituents, because in some way or another, each individual or group inside or outside of the organization could have a negative impact of the effectiveness of the organization.

In this model, the organization needs to be reactive and alter its own goals in order to keep all of its constituents happy by meeting their demands (Cameron, 1984). But in trying to meet all these demands, the organization must attempt to work towards several goals at the same time, which may cause the organization to appear to favor one constituent over another at any given time (Slack 1997). The interdependence between constituencies keeps the organization moving between constituencies and making sure that all are preserved.

Seashore (1983) has also made some assertions that are key to the multiple constituency model. The first is that an organization's view of effectiveness is plural in nature because every constituent supplies an estimation of effectiveness—there is no longer a singular degree of effectiveness. His second assertion states that some constituencies are influenced by social dynamics to become compatible in their views (meaning interdependence between constituencies). The last assertion of Seashore is that all of the constituencies must be identified, which can be difficult according to Slack (1997).

One example of the multiple constituency model in event management is the model of Brown, Sutton, & Duff (1993). They have identified three constituencies that would minimize duplicate tasks, time, and energy for the manager of any event. Their constituencies are (a) the spectator/consumer, (b) the sponsor, and (c) the competitor/participant. See Figure 2 for the depiction of The Event Pyramid.

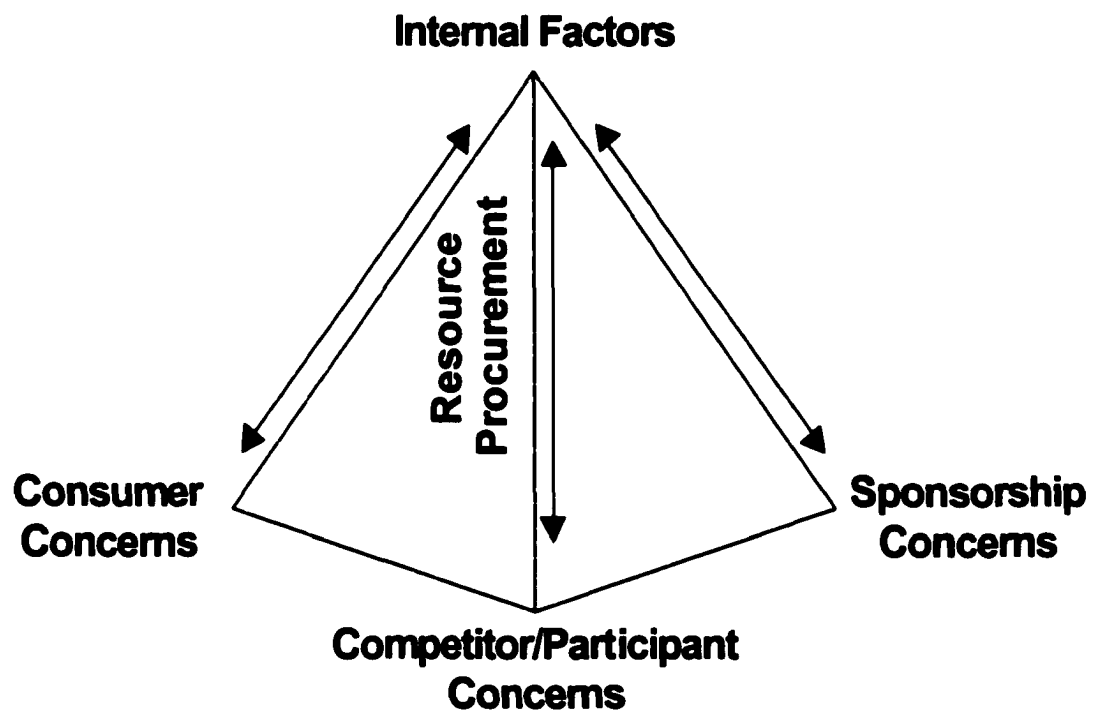


Figure 2. The Event Pyramid (Brown, et al., 1993, p. 30)

In the pyramid, the top point represents the internal event factors, while the bottom three points are the constituencies. The three vertical lines connecting the constituencies to the internal factors represent the utilization of resources. In this model, Brown, et al. (1993) state that each constituency has concerns (goals or demands) which need to be considered and controlled by the event manager. By manipulating the resources, the manager can use the internal functions to satisfy the goals, needs, or concerns of each of the three constituencies.

In applying this model to a cycling event, the goals of the sponsors, competitors, and spectators (consumers) need to be realized in order for the event to be considered effective. The sponsors may want advertisement and recognition, the competitors may want a good race and amenities, and the spectators may want to see good action and be treated well. All of these are important in the event, but is one more important than the other?

How does this model compare to the systems resource and internal process models? The cycling event manager's main goal is a successful race event, and the multiple constituency model could explain that an event is successful because the people for whom the event is produced are happy and their goals are met. The management of the event is pulled many different ways during the event process to make sure all constituencies get what they need. This model also seems like a good fit for cycling event management.

Sport Organization Effectiveness Research

Since sport has become a prominent business, pastime, and hobby throughout the world in recent years, sport's delivery systems have come under increased investigation (Chelladurai & Haggerty, 1991). Consequently, there have been several studies relating organizational effectiveness models to sport and sport organizations.

In 1986, Frisby studied the organizational effectiveness of National Sport Governing Bodies (NSGBs) in Canada. The purpose of the study was to investigate the relationship between the goal model and the systems resource model in NSGBs using the hypotheses of whether organizations successful at obtaining financial resources are also

successful in achieving performance excellence in the form of world rankings, change in ranking, and an effectiveness ranking.

The results indicated that the total operating budget of the NSGBs ($N = 28$) had a significant relationship with the 1982 effectiveness ranking ($R = .379$) which led Frisby to conclude that the goal and systems resource model are complementary instruments for measuring effectiveness (Frisby, 1986). This is in contrast to the findings of Molnar and Rogers (1976) who indicated that the goal and systems resource models were weakly related and measure separate, albeit related dimensions of effectiveness.

Chelladurai, Szyszlo, and Haggerty (1987) also studied the amateur athletic organization in Canada. Their purpose was to “define and describe the dimensions of effectiveness for the National Sport Organizations (NSOs), and to assess the relative importance attached to these dimensions by the NSO administrators” (p. 111). The subgroups used were volunteer and professional administrators of Olympic and non-Olympic sports. The added dimensions of effectiveness included the inputs of human and monetary resources, throughputs of elite and mass sports, and outputs of elite and mass sports (six total dimensions).

They found that the throughputs of mass and elite sports, the input of human resources, and the outputs of elite sports were perceived to be the most important by all administrators. Chelladurai, et al. (1987) concluded that human resources were important because the NSOs need to draw in the people for their sport, which means more money in memberships fees and contributions from Fitness and Amateur Sport. They added that the elite sports output were indicated as important; they have clearer defined goals and quantifiable outputs as opposed to the mass sports.

One of the purposes of Chelladurai and Haggerty (1991) was to study the interrelationships between two dimensions (volunteer versus professional and Olympic sport versus non-Olympic sport) of NSO administrators' perceived importance of effectiveness. The 27 items measured were included in the categories of organization, decision making, personnel relations, and boundary spanning (which was omitted because it was not highly correlated with its own subscales).

Their results showed that only professional and volunteer managers had a significant effect on the three remaining categories (Olympic and non-Olympic managers had no significant effect). Univariate analysis did indicate that the volunteers' perceptions of organization ($\underline{M} = 6.10$) and personnel relations ($\underline{M} = 6.64$) were significantly higher than those of the professional managers ($\underline{M} = 5.62$ and $\underline{M} = 5.68$, respectively) (Chelladurai & Haggerty, 1991).

Koski added more dimensions in his 1995 effectiveness study of Finnish Sports Clubs ($\underline{N} = 835$). In an open systems perspective, he examined the dimensions of resource acquisition, internal atmosphere, throughput efficiency, goal attainment, and general level of activity in sports clubs that were achievement-oriented, participation-oriented, and multipurposed.

He found that for achievement-oriented and multipurposed clubs, the more widely a club is known, the more success it had ($\underline{R} = .60$ and $\underline{R} = .49$, respectively). In addition, income generation is correlated with success within these same two groups ($\underline{R} = .37$ and $\underline{R} = .34$, respectively) and with the popularity of the club over all groups ($\underline{R} = .30$). Koski (1995) makes the reasonable assumption that success leads to popularity which

leads to an easier method of income generation. He also states that it could go the other way: money leads to popularity and success.

Koski's (1995) study did find a negative correlation between the achievement-oriented clubs and internal atmosphere and throughput efficiency. He concluded that the clubs emphasis on success obstructed the development of a positive internal atmosphere and efficient internal processes. Another finding indicated the participation-oriented clubs were less effective in all categories except for internal atmosphere—which could mean that playing for fun provides better relations within the group.

Unlike the previous studies that seem to use a variation of the systems research approach or internal process approach, Weese (1997) used the multiple constituency model in the development of an instrument that measures effectiveness in campus recreation programs. He states that the systems model does little good because of the nature of resource acquisition in a campus recreation program, i.e., they may be regulated or the program has little impact on acquiring resources.

Weese's (1997) problem with the internal process model is that there is no guarantee of success for the program if everything else is seemingly effective. A program can do everything correctly to the utmost of its ability, but without the achievement of its goals (generally participation); its efforts go for naught. The multiple-constituency model, in his opinion is the best fit because it considers the demands of all its participants and applies that to the program goals and processes.

Like the other two models previously reviewed, the multiple constituency model appears to be a fit for cycling event management. The constituencies to be taken into consideration are the event manager, the governing body, the Chief Referee, the racers,

the sponsors, the spectators, and the agencies affected by the event itself. This may be a good way for testing effectiveness, but is the event manager concerned about all constituencies or just a handful?

The three models of organizational effectiveness reviewed were the systems resource, internal process, and multiple constituency models, as well as variations in studies concerning sport organizations. Table 2 shows a summary of each model's characteristics. After this review, it appears that cycling event management has attributes of all three models. Consequently, this study will attempt to determine, based on the data received, the model that best fits organizational effectiveness (of the three previously reviewed) for cycling event management.

Table 2

A Comparison Among Major Models of Organizational Effectiveness

Model	Characteristics
System-Resource	Adaptability; Cohesion; Efficient Throughputs; Flexibility; Obtaining Inputs; Producing Outputs; Support
Internal Process	Adaptability; Goal Attainment; Human Resources; Interrelationships Among Units; Time
Multiple Constituencies	Perspectives from: Internal Units and Individuals; External Individuals and Groups; External Environment

Event Competencies

As previously stated, the cycling event manager is the multi-ruled, multi-skilled person who has the authority and responsibility in the effective planning, organizing, leading, implementing, and controlling of the cycling event. A review of the effectiveness of the manager has been done, so now a review of the roles and skills of the manager will be conducted. This review will begin with defining competency and then

look at the research done in competency studies. The review will conclude with an assessment of the competencies that event managers feel are most important for their specific sport. This analysis will help to produce a list of competencies used for the purpose of this study.

Definition of Competency

Before beginning the review of competency research, the term competency must be defined. Although there is no consensus definition of competency, Katz (1955) gives an idea with his Three-Skills Approach mentioned earlier. He mentions skills as abilities to be developed. Similarly, Jamieson defines competency as “a composite skill or combination of skills that best define a core in interrelated actions” (p.49). Connecting those definitions to the technical definition of competency (derivative of competence) as “ability” (Guralnik, p. 289), it can be deduced that competencies are abilities. In addition, Lambrecht (1986) defined competency to mean either a skill or knowledge that was need to perform an activity. Combining all of these together, the definition of competency to be used in this study is a skill, an ability, or the knowledge of the cycling event manager needed to create a successful event.

Competency Research

Like factors of effectiveness, there is no common list of competencies that apply to all situations. The literature indicates that there are two main types of studies involved with competencies: those dealing with education curriculum and those dealing with practitioners. In Shafer’s (1999) interview, he stated that anyone could promote a cycling race. This implies that people not educated in sport management (the emphasis of the educational studies) can be event managers. Therefore, this review will focus upon those

studies that deal with the practical side of event competency research. Although some studies report on both aspects, only the practical side will be reviewed.

Langman (1974) studied commercial recreation managers for the purposes of creating an undergraduate curriculum. He used Katz's Three-Skill Approach to categorize the 88 competencies listed in the surveys returned by 36 (90% return rate) of his highly qualified experts. The top six desirable competencies for beginners in the field came from the Human/Behavioral category. In comparison, the top Technical and Conceptual competencies were ranked seventh and eighth, respectively. He also concluded that variations existed in what competencies the managers perceived most important; for example, some of the managers had rated a certain competency essential, while others rated it unacceptable.

In a similar study by Creel (1976), 108 tasks in six categories were ranked by degree of difficulty, frequency of performance, and importance by municipal recreation and park superintendents. In contrast to Langman, Creel's categories were technical-based functions of management, i.e., Programming and Equipment and Facilities. He found that the General Administrative Tasks were overall ranked most important and most frequently used, while those ranked most difficult were Programming and Public Relations and Community Service.

Other studies have analyzed more than just the competencies; they have included another level or two to discover differences between other variables. Lambrecht (1986) not only wanted to find the most important competencies reported by athletic club managers, but also wanted to determine if there were significant differences between sizes (mini-, maxi-, or super) athletic clubs. Kim (1997) and Tsai (1995) had similar

purposes with collegiate recreational sports directors and size of school and recreation center managers and size of center, respectively.

Lambrecht (1986) found that on his survey of 33 competency statements, there was little difference between the mean ranked scores of each size of athletic club. In fact, nine of the top ten competencies in each size category were the same for all club sizes. Both Tsai (1995) and Kim (1997) found the opposite true. Tsai (1995) discovered that the collegiate recreational sports directors' scores showed significant differences between school sizes.

Kim's (1997) study of sport center managers reported that of the top five competencies that were analyzed to be associated with all managers, only the managers of large centers rated those competencies high, while the small club managers rated them low. In addition, he used a Spearman rank-order coefficient to determine if there was a relationship between competencies and center size. All but two of the competencies reported a positive correlation with center size (.2210 being the highest score). The results from both Tsai and Kim show that there is a relationship between size of organization and competencies. This could be applied to the size of a cycling event. The implication could be that managers of National Championship (large) events and local (small) events have different perceptions of importance for competencies. This topic may be developed into another study.

Another of Kim's (1997) purposes in his study was to determine if different levels of management perceived competencies differently. His three management levels of entry level, mid-level, and top-level all showed differences between themselves. On all but one of the competencies, the top-level managers rated them with an "above average"

importance more often than the other two levels. The Spearman rank order correlation revealed (with a highest score of .2649) that there was a positive relationship between importance of competency and level of management. For example, as a manager gains experience promoting cycling events, then certain competencies may become more important.

Other studies with similar purposes and findings include Ellard's (1984) study about commercial recreation sport managers, Afthinos' (1995) study concerning Sports for All managers in Greece, and Kunstler's (1980) study of therapeutic recreation field experience supervisors. Ellard (1994) reported that there are distinct differences in the competencies that are perceived as important to managers compared to assistant managers. For instance, only five of the top ten competencies reported by managers and assistant managers were the same. In addition, only two of the top five competencies were on both lists.

In his study, Afthinos (1995) discovered that the national and regional managers of the Greek Sports for All organization reported twice as many "important" and "very important" competencies associated with their positions compared to the local managers. Kunstler (1980) also agreed and found that there was a high positive correlation between a manager's perceived proficiency level and perceived need for a competency. She also concluded that the individuals became more effective in a competency over time.

The previous four studies dealt with management level and perception of competencies. They found that there were differences between management level and perceived importance of competencies. The consensus was that the higher the hierarchical level of management a manager attained (this can be seen as an increase in

proficiency or skill level), then the higher the level of perceived importance of competencies. This supports Katz's (1955) idea that a competency (skill) is developed over time to become more effective. In relation to cycling, the event manager's experience may be a factor in importance of competencies, as well as the experience level of the Chief Referee.

Another topic of study includes comparing the perceived importance of competencies between managers of different settings. One of Ellard's (1984) hypotheses tested was that "there is no significant difference between commercial recreation educators and managers of commercial recreational sport enterprises based on competencies needed" (p. 2). He found that there were indeed differences between the two parties' perceptions of importance. Similarly, Hatfield, Wrenn, and Bretting's (1987) study of intercollegiate athletic directors and professional sport general managers learned that there were a number of concerns important to both groups, but those concerns were not the same.

These two findings are comparable to Cheng (1993), who concluded that there were significant differences among various types of sport managers (athletic directors, sports agencies, national governing bodies, and professional sports) in primary duties for sport managers. A common purpose of these three studies is that they all tested the differences between types of managers: educators to practitioners, athletic directors to general managers, and managers from the fields of athletics, agencies, national governing bodies, and professional sports. They all seem to indicate that there are differences in what different types of managers perceive to be important in their fields. The connection

to cycling is whether differences exist between the perceptions of the event manager and the Chief Referee—two different types of managers.

CHAPTER III

METHODOLOGY

The purpose of this study was to determine if cycling event promoters and officials have different perceptions of organization effectiveness (production of a successful event). In order to collect the necessary data, the study used a survey design employing an Internet questionnaire. This chapter explains the sample used in the study, the dependent and independent variables, the instrument, and the procedure for data collection.

Sample

The two populations used in the study are licensed officials and promoters (event managers) of cycling events in 1999 and 2000. The officials' categories (experience levels) have been stratified into five groups: 4, 3, 2, 1 (beginner to most experienced local level official), and International Commissaire (national and international level official). The promoter sample has been stratified by number of races managed (1-2, 3-5, 6 or more). The populations from both governing bodies, the USCF Mountain Region (USCFMR) and the American Cycling Association (ACA) were grouped together for this study. In other words, there will be no separation between organizations. See Table 3 for a complete listing of samples. All canvassed population was nonrandom and convenient

because the it was limited to the ACA and one region of the USCF (Baumgartner & Strong, 1994; Borg & Gall, 1989).

Table 3

List of Canvassed, Nonrandom, Stratified Sample

Officials category	Promoters # of events
USCFMR International Commissaire	USCFMR or ACA 1-2
USCFMR or ACA 1	USCFMR or ACA 3-5
USCFMR or ACA 2	USCFMR or ACA 6+
USCFMR or ACA 3	
USCFMR or ACA 4	

Variables

Dependent Variables

The dependent variables in this study represent the rating of each effectiveness factor and event competency by each individual completing the instrument. The scale used is similar to that of Langman (1974) and Lambrecht (1987) and is a five-point Likert scale denoting the following:

- 1 – Slight importance
- 2 – Below average importance
- 3 – Average importance
- 4 – Above average importance
- 5 – Extreme importance

The Likert scale was employed because it is the most appropriate method of data collection for the measurement of objective data such as attitudes, perceptions, or judgments (Baumgartner & Strong, 1994; Borg & Gall, 1989).

Independent Variables

The independent variables used in this study are type of manager (official and event manager), the experience level of official (category: 4, 3, 2, 1, and International Commissaire) and experience level of event manager (number of races promoted: 1-2, 3-5, and 6 or more). The effectiveness factors and event competencies have also been denoted as independent variables.

Instrumentation

This study is considered to be exploratory research because the purpose of the study indicates that based on the data supplied by the samples, the perceptions of those samples have been described by interpreting the statistical data (Baumgartner & Strong, 1994). Since the viewpoints of the subjects were measured, the instrument used to collect the data was a survey questionnaire and consisted of three sections: demographics, effectiveness factors, and event competencies (Baumgartner & Strong, 1994; Borg & Gall, 1989). The demographics section asked for manager type, experience level, and governing body affiliation. Both the effectiveness factor section and the event competency section solicited the subjects' ratings on the five-point Likert scale.

Effectiveness Factors

A review pertaining to the related literature on open-system effectiveness models and effectiveness research was conducted. To complete the review and provide questions for the research survey, a list of effectiveness factors for the cycling event manager was

determined. This list was compiled from the effectiveness research studies and the characteristics of effectiveness models determined in Chapter II. Refer to Appendix A for a complete list of factors.

Cycling Event Manager Competencies

A definition of competency was determined and an investigation of related literature pertaining to competencies was conducted. To complete the review and provide questions for the research survey, a list of event manager competencies for the cycling event manager was determined. This list was compiled from the competency research studies as well as from managers of general events and sport events. Refer to Appendix B for a complete list of competencies.

Format

The layout of the questionnaire includes three sections. The first section asked the respondents to check their demographic information: governing body affiliation, manager type, and experience level. The second section begins with directions on how to respond to the given effectiveness factors. The third section begins with directions on how to respond to the given event manager competencies. For the last two sections, the respondents selected the level of importance for each item based on the scale developed above. Refer to Appendix C for the complete survey instrument.

Validity

To make sure that the instrument measures the correct information, a review of the subject matter was conducted to test content validity (Borg & Gall, 1989). The respondents to the instrument provided information for four components: experience level, manager type, ratings of effectiveness factors, and ratings of event competencies.

Each of these components is essential for answering each of the seven research questions (RQs) listed in Chapter I.

The effectiveness factors provided data for RQ1, RQ2, RQ3, and RQ4, while the event competencies provided data for RQ3, RQ5, RQ6, and RQ7. Refer to Table 4 for the complete listing. Since all the questionnaire components will aid in answering all the research questions, it can be deduced that the instrument has content validity.

Table 4

Instrument Components in Relation to Research Questions

Component	Associated Research Question
Effectiveness Factor	RQ1, RQ2, RQ4, RQ6
Event Competency	RQ3, RQ5, RQ6, RQ7
Manager Type: Official	RQ1, RQ3, RQ4, RQ5, RQ7
Manager Type: Promoter	RQ1, RQ3, RQ4, RQ5, RQ6
Experience Level	RQ6, RQ7

Reliability

In order to test the internal consistency of the instrument, the questionnaire was pretested by five officials and five promoters in order to determine reliability (Borg & Gall, 1989). These subjects determined the clarity of directions and the information presented, applicability of factors and competencies to cycling event management, and the ease of use on the computer. After the pretest, the instrument was modified according to these subjects' recommendations.

Procedure

This study relied on the use of electronic mail (e-mail) and the world wide web (WWW) for its data collection. There are advantages to using this method, but there are also potential problems. The most prevalent problem deals with data. For instance, the person filling out the survey could submit an incomplete form, overlook questions and not respond to them, supply incorrect information (using letters in a number field), or submit the data multiple times (Schmidt, 1987; Zhang, 2000).

Although this may seem a big problem, Easter (1999) found that only 2 of 310 responses to his survey were not acceptable. He noticed that on two separate occasions, he received the exact data set twice within one minute. This led him to believe that the respondents submitted the survey two times. Kiesler and Sproull, in their 1986 comparison study of electronic surveys to paper surveys, discovered that of the 53 mistakes made on answering questions on both surveys, zero were made with the electronic survey. They also found that only ten percent of the electronic surveys were incomplete or had wrong data. In addition, Sproull (1986) had only one percent missing data in his electronic surveys.

The first advantage of using electronic surveys is the reduced cost compared to paper surveys, which use stamps, envelopes, copying, and paper (Kiesler & Sproull, 1986; Kittleson, 1997; Schmidt, 1997; Thach, 1995). Another reduced factor is time—in transmission of surveys and receiving responses. Sproull (1986) reported data collection in less than seven days, while Kiesler and Sproull (1986) reported an average of 9.6 days (compared to an average of 10.8 days for paper surveys).

Although the data collection may be quicker, Kittleson (1997) notes that the response rate drops after a few days after the initial e-mail, but may be increased by follow-up messages two to five days after the initial contact. Easter's (1999) procedure of e-mail letters and message board posts supports this practice. In all three instances where there were more than three days between electronic messages he sent out to potential respondents, there was a decrease in responses every day (responses increased again after follow-up messages).

The last major advantage is that the response rate of electronic surveys appears to be relatively high (Kiesler & Sproull, 1986; Sproull, 1986; Thach, 1995). Sproull (1986) reported an 73 percent return rate, while Kiesler and Sproull (1986) had 67 percent and Zhang (2000) found that 80 percent of his respondents chose to submit the survey via the WWW (instead of mailing it in). The ease of use, sending of information, and time savings contributes to a higher response rate. Respondents may be more willing to participate in an electronic survey when they do not have to mail the survey back or when their time is limited.

In the manner of Easter's 1999 study of mass media spectation and the Social Identity Theory, this study conducted its data collection by the WWW. Initially, an introductory e-mail letter, detailing the nature of the study and including the URL of the survey, was sent to five cycling officials and five promoters who checked the survey for accuracy, clarity, and pertinence to cycling, as well as any problems or suggestions they had with the survey on the WWW.

After the survey was reviewed and revised, an introductory letter was sent via e-mail to all officials and promoters in the USCFRM region and the ACA with an e-mail

address. The letter included an introduction to the study, preliminary instructions concerning the survey, and the URL for the survey (<http://aggierat90.homestead.com/instrument.html>). It was important for the respondent to indicate whether they are were answering as an official or promoter because a few subjects have participated in events as both manager types. Upon completion of the survey, the respondents submitted the survey which transferred the data to the researcher's e-mail account.

Statistical Design

The data collected was assigned a numerical value based on the perceived level of importance for each item on the questionnaire. Since the data have a common distance between scores, but no true zero point (the scores were assigned numbers that cannot be measured with a zero), these interval data were tested by parametric statistical analysis (Baumgartner & Strong, 1994; Borg & Gall, 1989). Means, one-way ANOVAs, and Spearman rank-order correlations were the statistical methods employed to analyze the data.

To answer RQ1 and RQ3, means were calculated for each factor and competency for the following five categories: (a) all officials, (b) all promoters, (c) each category of official, (d) each experience level of promoter, and (e) combined officials and promoters. Each factor and competency was ranked in order to determine the most important. To answer RQ2, those factors exceeding or equaling a mean threshold of 4.0 were compared to factors of the three effectiveness models (systems resource, internal process, multiple constituency). This comparison was done to determine the model, if any, that best fits cycling event management.

To answer RQ4, RQ5, RQ6, and RQ7, one-way analyses of variance (ANOVA at $p < .05$) were employed to determine if the mean scores of each factor and competency differ significantly between officials and promoters, categorized officials, and experience level of promoters. To aid with RQ4, RQ5, RQ6, and RQ7, Spearman rank-order correlations were calculated to determine the relationship between the overall means of officials and promoters, categories of officials, and experience levels of promoters. The ranks for factors and competencies of each group were used. Coefficients of determination, R^2 , were also calculated to give a true indication of relationship strength by determining the amount of variability in one set of rankings that is explained by the other set of rankings (Borg & Gall, 1989).

CHAPTER IV

RESULTS

The purpose of this study was to determine if cycling event promoters and officials have different perceptions of organization effectiveness (production of a successful event). Seven research questions were investigated to accomplish this purpose. The goal for the first research question (RQ1) was to determine the effectiveness factors the promoters and officials perceived to be most important. For RQ2, factor perceptions were to predict the effectiveness model that best fits cycling event management. With RQ3, the researcher attempted to determine the manager competencies that officials and promoters perceived as most important. The aim of RQ4 was to ascertain if differences existed between promoters' and officials' perceptions of the most important effectiveness factors; in like fashion, RQ5 dealt with manager competencies. The last two research questions were used to determine if differences existed between experience levels of promoters' (RQ6) and officials' (RQ7) perceptions of effectiveness factors and manager competencies. This chapter will first examine the demographics of the respondents to the survey and subsequently each research question.

Responses

An introductory e-mail letter (Appendix D) was sent to 60 subjects two days prior to the e-mailing of the letter of consent (Appendix E). There were 19 surveys submitted

via the web page within 5 days. The follow-up letter (Appendix F) was sent on the sixth day and induced 11 additional responses in the following three days. This produced a total of 30 responses in nine days for a 50% response rate. This method of informing subjects follows Kittleson's (1997) suggestion that a follow-up message should be sent two to five days after the initial response in order to generate more responses.

The researcher accepted all questionnaires submitted via the web page, which is in contrast to the studies of Kiesler and Sproull (1986) and Easter (1999), who each had a small number of returned surveys thrown out for mistakes or lost data. The 50% rate of return was not as high as the studies of Sproull (1986), Kiesler and Sproull (1986), Zhang (2000), but is considered an acceptable return rate (Baumgartner & Strong, 1994).

Demographics

Table 5 shows the number of respondents in each category according to governing body, manager type, and experience level. The experience level for promoters was categorized to include 3 groups of 5 (1 event, 2-5 events, and 10 or more events), based on natural breaks in the data. A total of 15 promoters and 15 officials responded within the time frame.

All three experience levels of promoters consisted of five respondents each. There were five promoters that had organized one event. Three promoters had each managed three events, while one promoter each had organized 5, 10, 12, 20, and 35 cycling road events. There were two least experienced officials (Category 4) and two most experienced officials (International Commissaires) who filled out the survey, while the middle experience levels (Category 3 and 2) had five and six, respectively, complete the questionnaire. There were no officials of Category 1 who completed the survey.

Table 5

Respondents per Grouping

Manager Type and Experience Level	Group	Total
Promoter		
1 event - least experience	A	5
2-5 events - moderate experience	B	5
10+ events - most experience	C	5
Total Promoter		15
Official		
Category 4	W	2
Category 3	X	5
Category 2	Y	6
International Commissaire	Z	2
Total Official		15
Total Manager Types		30

Note. Labels A through C and W through Z were assigned to promoters and officials, respectively, as a reference to each specific manager type and experience level.

Statistical Analyses

Effectiveness Factors Perceived as Important

One of the primary foci of this study was to determine the effectiveness factors perceived to be important by the officials and promoters. Those factors with a mean greater than or equal to 4.00 were considered to be important by that manager type. The

highest ranked factor by promoters was EF35 Readiness (4.73, 0.5936). The remaining 13 most important promoter's ranked factors can be found along with the factors with $M < 4.00$ in Table 6 along with each effectiveness factor's rank, mean, and standard deviation.

Table 6

Promoter Ranking of Effectiveness Factors

Rank	No.	Factor	<u>M</u>	<u>SD</u>
1	*EF35	Readiness	4.73	0.5936
2	*EF31	Planning	4.60	0.6325
3	*EF4	Communication	4.33	0.4880
4	*EF50	Value of human resources	4.27	0.7037
5	*EF24	Municipality concerns	4.20	1.0142
7	*EF8	Coordination	4.13	0.7432
7	*EF20	Ability to integrate organizational components	4.13	0.6399
7	*EF36	Relationship with the external environment	4.13	0.7432
10	*EF13	External support	4.07	0.7988
10	*EF32	Problem solving	4.07	0.7037
10	*EF41	Sponsor concerns	4.07	0.8837
13	*EF1	Adaptability	4.00	0.8452
13	*EF6	Control	4.00	0.6547
13	*EF23	Staff morale	4.00	0.6547
18	EF2	Business concerns	3.87	0.6399
18	EF12	Event manager concerns	3.87	0.9904
18	EF14	Ability to be flexible	3.87	0.9904

Table 6 continued

Promoter Ranking of Effectiveness Factors

Rank	No.	Factor	<u>M</u>	<u>SD</u>
18	EF16	Information management	3.87	0.8338
18	EF18	Inputs	3.87	0.7432
18	EF19	Input acquisition	3.87	0.9155
18	EF29	Outputs	3.87	0.9155
22	EF37	Reliability	3.80	0.6761
24.5	EF3	Cohesion	3.73	0.9155
24.5	EF10	Process efficiency	3.73	0.7988
24.5	EF38	Resident concerns	3.73	0.7988
24.5	EF43	Staff and volunteer concerns	3.73	0.7037
28	EF26	Official concerns	3.67	0.6172
28	EF28	Organizational health	3.67	0.7237
28	EF42	Stability of event process	3.67	0.4880
30.5	EF44	Support from all groups	3.60	0.6325
30.5	EF48	Time	3.60	0.9103
33.5	EF7	Cooperation	3.53	0.5164
33.5	EF15	Goal achievement	3.53	0.9155
33.5	EF27	Openness towards all groups	3.53	0.6399
33.5	EF49	Utilization of groups and resources	3.53	0.9904
36	EF47	Throughputs or internal process	3.47	0.7432
37.5	EF33	Productivity	3.40	0.8281
37.5	EF39	Satisfaction	3.40	0.7368
39	EF30	Participant concerns	3.53	0.7432

Table 6 continued

Promoter Ranking of Effectiveness Factors

Rank	No.	Factor	<u>M</u>	<u>SD</u>
40	EF25	Objective setting	3.33	1.0465
41	EF21	Interaction	3.27	0.8837
42	EF17	Initiation	3.13	0.6399
43	EF11	Evaluation	3.07	1.0998
44.5	EF5	Absence of conflict	3.00	0.8452
44.5	EF22	Interrelations between all groups	3.00	0.8452
46	EF9	Program Development	2.93	0.9612
47	EF40	Spectator concerns	2.80	1.3202
48	EF34	Profit	2.67	0.8165
49	EF46	Absence of tension	2.53	0.9155
50	EF45	Absence of strain or stress	2.20	1.0142

Note. *Factors perceived to be important ($\underline{M} \geq 4.00$).
N = 15.

Likewise, the highest ranked factor by officials was also EF35 Readiness (4.67, 0.6172). The remaining 14 important official's factors (in order of ranking) and the factors with $\underline{M} < 4.00$ are found in Table 7, which includes each effectiveness factor's rank, mean, and standard deviation.

Table 7

Official Ranking of Effectiveness Factors

Rank	No.	Factor	<u>M</u>	<u>SD</u>
1	*EF35	Readiness	4.67	0.6172

Table 7 continued

Official Ranking of Effectiveness Factors

Rank	No.	Factor	<u>M</u>	<u>SD</u>
2	*EF4	Communication	4.60	0.6325
3	*EF32	Problem solving	4.33	0.7237
4	*EF31	Planning	4.27	0.7037
6	*EF7	Cooperation	4.20	0.7746
6	*EF16	Information management	4.20	0.8619
6	*EF27	Openness towards all groups	4.20	0.5606
8.5	*EF19	Input acquisition	4.13	0.5164
8.5	*EF50	Value of human resources	4.13	0.6399
12	*EF3	Cohesion	4.07	0.7037
12	*EF14	Ability to be flexible	4.07	0.7988
12	*EF18	Inputs	4.07	0.7988
12	*EF29	Outputs	4.07	0.7988
12	*EF36	Relationship with the external environment	4.07	0.7988
15	*EF20	Ability to integrate organizational components	4.00	0.6547
17	EF8	Coordination	3.93	0.7037
17	EF28	Organizational health	3.93	0.5936
17	EF37	Reliability	3.93	0.7037
21.5	EF1	Adaptability	3.87	0.6399
21.5	EF13	External support	3.87	0.9155
21.5	EF26	Official concerns	3.87	0.6399
21.5	EF39	Satisfaction	3.87	0.6399

Table 7 continued

Official Ranking of Effectiveness Factors

Rank	No.	Factor	<u>M</u>	<u>SD</u>
21.5	EF41	Sponsor concerns	3.87	1.1872
21.5	EF42	Stability of event process	3.87	0.8338
25	EF6	Control	3.80	0.7746
26	EF44	Support from all groups	3.67	1.0465
27.5	EF21	Interaction	3.60	0.8281
27.5	EF30	Participant concerns	3.60	0.7368
29.5	EF23	Staff morale	3.47	0.6399
29.5	EF43	Staff and volunteer concerns	3.47	0.7432
32	EF15	Goal achievement	3.40	0.5071
32	EF24	Municipality concerns	3.40	0.9856
32	EF49	Utilization of groups and resources	3.40	0.7368
34.5	EF12	Event manager concerns	3.33	0.8997
34.5	EF38	Resident concerns	3.33	0.9759
36	EF5	Absence of conflict	3.27	0.7037
37	EF33	Productivity	3.13	0.7432
39	EF10	Process efficiency	3.07	0.7037
39	EF22	Interrelations between all groups	3.07	0.4577
39	EF25	Objective setting	3.07	0.7988
41.5	EF17	Initiation	3.00	0.6547
41.5	EF48	Time	3.00	0.6547
43	EF11	Evaluation	2.93	0.7988
45	EF2	Business concerns	2.87	0.7432

Table 7 continued

Official Ranking of Effectiveness Factors

Rank	No.	Factor	<u>M</u>	<u>SD</u>
45	EF9	Program development	2.87	0.9904
45	EF47	Throughputs or internal process	2.87	0.6399
47.5	EF34	Profit	2.47	0.9155
47.5	EF40	Spectator concerns	2.47	0.9155
49	EF46	Absence of tension	2.40	0.9103
50	EF45	Absence of strain or stress	2.20	0.6761

Note. *Factors perceived to be important ($M \geq 4.00$).
N = 15.

There were seven common factors to both the promoter's list and official's list of important effectiveness factors. Those factors were: EF4 Communication, EF20 Ability to integrate organizational components, EF31 Planning, EF32 Problem solving, EF36 Readiness, EF36 Relationship with the external environment, and EF50 Value of human resources.

Determination of Effectiveness Model

The three effectiveness models discussed in Chapter II were found to be comprised of the following effectiveness factors:

1. Systems Resource: Adaptability, Cohesion, Efficient throughputs, Flexibility, Obtaining inputs, Producing outputs, and Support;
2. Internal Process: Goal attainment, Interrelationships, Adaptability, Human resources (the human factor), and Time; and

3. Multiple Constituency: Spectator's, Participant's, Sponsorship's, and Others' concerns.

According to all respondents ($N = 30$), the following 10 of 50 (20%) effectiveness factors were perceived as important ($M \geq 4.00$): EF35 Readiness, EF4 Communication, EF31 Planning, EF32 Problem solving, EF50 Value of human resources, EF36 Relationship with the external environment, EF20 Ability to integrate organizational components, EF8 Coordination, EF16 Information management, and EF19 Input acquisition. Table 8 shows the entire list of effectiveness factor ranks, means, and standards deviations for all respondents.

Table 8

All Respondent Rankings of Effectiveness Factors

Rank	No.	Factor	<u>M</u>	<u>SD</u>
1	*EF35	Readiness	4.70	0.5960
2	*EF4	Communication	4.47	0.5713
3	*EF31	Planning	4.43	0.6789
4.5	*EF32	Problem solving	4.20	0.7144
4.5	*EF50	Value of human resources	4.20	0.6644
6	*EF36	Relationship with the external environment	4.10	0.7589
7	*EF20	Ability to integrate organizational components	4.07	0.6397
8.5	*EF8	Coordination	4.03	0.7184
8.5	*EF16	Information management	4.03	0.8503
10	*EF19	Input acquisition	4.00	0.6948
13	EF13	External support	3.97	0.8503

Table 8 continued

All Respondent Rankings of Effectiveness Factors

Rank	No.	Factor	<u>M</u>	<u>SD</u>
13	EF14	Flexibility	3.97	0.8899
13	EF18	Inputs	3.97	0.7649
13	EF29	Outputs	3.97	0.8503
13	EF41	Sponsor concerns	3.97	1.0334
16	EF1	Adaptability	3.93	0.7397
17.5	EF3	Cohesion	3.90	0.8030
17.5	EF6	Control	3.90	0.7120
20	EF7	Cooperation	3.87	0.7303
20	EF27	Openness	3.87	0.8604
20	EF37	Reliability	3.87	0.6814
22.5	EF24	Organization health	3.80	1.0635
22.5	EF28	Municipality's concerns	3.80	0.6644
24.5	EF26	Officials' concerns	3.77	0.6261
24.5	EF42	Stability of event process	3.77	0.6789
26	EF23	Staff morale	3.73	0.6915
27.5	EF39	Satisfaction	3.63	0.7184
27.5	EF44	Support	3.63	0.8503
29.5	EF12	Event manager concerns	3.60	0.9685
29.5	EF43	Staff and volunteer concerns	3.60	0.7240
31	EF30	Participant concerns	3.57	0.7279
32	EF38	Resident concerns	3.53	0.8996
33.5	EF15	Goal achievement	3.47	0.6288

Table 8 continued

All Respondent Rankings of Effectiveness Factors

Rank	No.	Factor	<u>M</u>	<u>SD</u>
33.5	EF49	Utilization of groups and resources	3.47	0.6814
35	EF21	Interaction	3.43	0.8584
36	EF10	Process efficiency	3.40	0.8137
37	EF2	Business concerns	3.37	0.8503
38	EF48	Time	3.30	0.8367
39	EF33	Productivity	3.27	0.7849
40	EF25	Objective setting	3.20	0.9248
41	EF47	Throughputs or internal process	3.17	0.8339
42	EF5	Absence of conflict	3.13	0.7761
43	EF17	Initiation	3.07	0.6397
44	EF22	Interrelations between all groups	3.03	0.6687
45	EF11	Evaluation	3.00	0.9469
46	EF9	Program development	2.90	0.9595
47	EF40	Spectator concerns	2.63	1.1290
48	EF34	Profit	2.57	0.8584
49	EF46	Absence of tension	2.47	0.8996
50	EF45	Absence of strain or stress	2.20	0.8469

Note. *Factors perceived to be important (M \geq 4.00).
N = 30.

By comparing this list of factors to each models' list of factors, it was discovered that only two factors, EF19 Input acquisition (Systems Resource) and EF50 Value of human resources (Internal Process), were common. Since only one factor in each of two

models was regarded as essential to organizational effectiveness it was not feasible to apply one of the three models reviewed in this study to cycling event management.

Manager Competencies Perceived as Important

The other primary focus of this study was to determine which manager competencies officials and promoters perceived to be most important. As with effectiveness factors, those manager competencies with a mean greater than or equal to 4.00 were considered to be important. Promoters perceived two competencies as their top ranked: MC35 Obtaining permits, licenses, and permissions (4.47, 0.6399) and MC37 Planning (4.47, 0.6399). Table 9 lists the remaining 16 important promoter competency's and not important competency's ($\bar{M} < 4.00$) ranks, means, and standard deviations.

Table 9

Promoter Rankings of Manager Competencies

Rank	No.	Competency	<u>M</u>	<u>SD</u>
1.5	*MC35	Obtaining permits, licenses, and permissions	4.47	0.6399
1.5	*MC37	Planning	4.47	0.6399
3.5	*MC11	Contacts and dealing with municipal organizations	4.40	0.7368
3.5	*MC59	Volunteer and staff recruitment	4.40	0.6325
5.5	*MC5	Coordination of event day communications	4.33	0.7237
5.5	*MC39	Problem solving	4.33	0.7237
7	*MC44	Running registration	4.27	0.7037
9	*MC25	Leadership	4.20	0.5606
9	*MC29	Obtaining medical personnel and creating medical plan	4.20	0.7746
9	*MC56	Time management	4.20	0.6761

Table 9 continued

Promoter Rankings of Manager Competencies

Rank	No.	Competency	<u>M</u>	<u>SD</u>
11.5	*MC13	Knowledge of cycling	4.13	0.8338
11.5	*MC14	Obtaining event dates	4.13	0.8338
14.5	*MC9	Conflict management	4.07	0.5936
14.5	*MC12	Event coordination	4.07	0.4577
14.5	*MC24	Obtaining insurance	4.07	1.1629
14.5	*MC57	Maintaining event timeline	4.07	0.5936
17.5	*MC15	Decision making	4.00	0.6547
17.5	*MC19	Facilities and venue security and maintenance	4.00	0.8452
20	MC6	Communication and interface skills	3.93	0.4577
20	MC31	Organization	3.93	0.7037
20	MC40	Procuring resources	3.93	0.7988
22	MC49	Planning security and safety	3.87	0.7432
24.5	MC2	Budget management	3.80	0.6761
24.5	MC16	Delegation	3.80	0.9411
24.5	MC30	Negotiations	3.80	0.5606
24.5	MC48	Event scheduling	3.80	0.5606
29	MC10	Consultation skill	3.73	0.9612
29	MC20	Financial administration	3.73	0.7988
29	MC26	Management	3.73	0.7037
29	MC36	Personnel management	3.73	0.7037
29	MC55	Staff relations	3.73	0.7037

Table 9 continued

Promoter Rankings of Manager Competencies

Rank	No.	Competency	<u>M</u>	<u>SD</u>
34	MC34	Determining participant categories	3.67	0.8165
34	MC41	Promotion	3.67	0.9759
34	MC45	Determining and posting results	3.67	0.7237
34	MC47	Obtaining sanitary facilities	3.67	0.8997
34	MC53	Determining staff needs	3.67	0.7237
38.5	MC21	Producing and distribution of flyers	3.60	0.7368
38.5	MC22	Determination of event format	3.60	0.6325
38.5	MC32	Organizational structure of staff	3.60	0.9103
37.5	MC33	Securing parking spaces, lots, or sites	3.60	1.0556
42	MC18	Event evaluation and review	3.53	0.8338
42	MC23	Hospitality	3.53	0.9155
42	MC58	Training of volunteers and staff	3.53	1.0556
45	MC50	Self-discipline	3.47	0.9155
45	MC54	Obtaining staff member input	3.47	0.7432
45	MC60	Writing ability	3.47	0.8338
47.5	MC7	Complaint handling	3.40	0.8281
47.5	MC51	Obtaining sponsorships	3.40	1.2421
49	MC43	Public relations	3.27	1.1629
50	MC27	Marketing	3.13	1.2459
51.5	MC1	Obtaining awards	3.00	0.8452
51.5	MC52	Evaluation of staff	3.00	0.6547
53.5	MC17	Documentation and artwork design	2.93	0.9612

Table 9 continued

Promoter Rankings of Manager Competencies

Rank	No.	Competency	<u>M</u>	<u>SD</u>
53.5	MC28	Media relations	2.93	1.0328
55.5	MC8	Computer literacy	2.87	0.9904
55.5	MC42	Obtaining publicity	2.87	1.3020
57	MC38	Presentation and public speaking	2.80	1.1464
58	MC46	Running sales and concessions	2.07	1.1629
59	MC3	Planning award ceremonies	1.80	0.7746
60	MC4	Conducting award ceremonies	1.80	0.6761

Note. *Competencies perceived to be important ($\underline{M} \geq 4.00$).
N = 15.

Officials also perceived MC35 Obtaining permits, licenses, and permissions (4.87, 0.3519) as the most important manager competency. Table 10 lists the remaining 22 important official competency's and not important competency's ($\underline{M} < 4.00$) ranks, means, and standard deviations.

Table 10

Official Rankings of Manager Competencies

Rank	No.	Competency	<u>M</u>	<u>SD</u>
1	*MC35	Obtaining permits, licenses, and permissions	4.87	0.3519
2	*MC24	Obtaining insurance	4.73	0.5936
3	*MC5	Coordination of event day communications	4.60	0.6325
4	*MC12	Event coordination	4.53	0.6399
5.5	*MC37	Planning	4.40	0.5071

Table 10 continued

Official Rankings of Manager Competencies

Rank	No.	Competency	<u>M</u>	<u>SD</u>
5.5	*MC57	Maintaining event timeline	4.40	0.6325
8	*MC39	Problem solving	4.33	0.4880
8	*MC44	Running registration	4.33	0.8997
8	*MC49	Planning security and safety	4.33	0.8997
10.5	*MC6	Communication and interface skills	4.27	0.5936
10.5	*MC15	Decision making	4.27	0.5936
12	*MC26	Management	4.20	0.5606
14	*MC11	Contacts and dealing with municipal organizations	4.13	0.6399
14	*MC13	Knowledge of cycling	4.13	0.7432
14	*MC29	Obtaining medical personnel and creating medical plan	4.13	0.8338
17.5	*MC9	Conflict management	4.07	0.5936
17.5	*MC19	Facilities and venue securing and maintenance	4.07	0.7988
17.5	*MC25	Leadership	4.07	0.7988
17.5	*MC31	Organization	4.07	0.5936
21.5	*MC34	Determining participant categories	4.00	0.6547
21.5	*MC40	Procuring resources	4.00	0.6547
21.5	*MC51	Obtaining sponsorships	4.00	1.0000
21.5	*MC58	Training of volunteers and staff	4.00	0.7559
26	MC7	Complaint handling	3.93	0.4577
26	MC36	Personnel management	3.93	0.5936

Table 10 continued

Official Rankings of Manager Competencies

Rank	No.	Competency	<u>M</u>	<u>SD</u>
26	MC45	Determining and posting results	3.93	1.3870
26	MC48	Event scheduling	3.93	0.5936
26	MC56	Time management	3.93	0.5936
29.5	MC16	Delegation	3.87	0.6399
29.5	MC47	Obtaining sanitary facilities	3.87	0.9155
31	MC59	Volunteer and staff recruitment	3.73	0.7988
33	MC22	Determination of event format	3.67	0.7237
33	MC50	Self-discipline	3.67	0.6172
33	MC53	Determining staff needs	3.67	0.9759
35	MC20	Financial administration	3.60	1.0556
36	MC54	Obtaining staff member input	3.53	1.0601
37.5	MC30	Negotiations	3.47	0.8338
37.5	MC55	Staff relations	3.47	0.8338
39.5	MC14	Obtaining event dates	3.40	1.0556
39.5	MC23	Hospitality	3.40	0.9103
41	MC10	Consultation skill	3.27	0.5939
42	MC2	Budget management	3.20	1.0823
43	MC41	Promotion	3.13	1.0601
44	MC27	Marketing	3.07	1.1629
45.5	MC18	Event evaluation and review	3.00	1.0000
45.5	MC32	Organizational structure of staff	3.00	0.8452
47	MC60	Writing ability	2.93	0.7988

Table 10 continued

Official Rankings of Manager Competencies

Rank	No.	Competency	<u>M</u>	<u>SD</u>
48	MC38	Presentation and public speaking	2.80	0.9411
50	MC1	Obtaining awards	2.67	1.1751
50	MC8	Computer literacy	2.67	0.9759
50	MC52	Evaluation of staff	2.67	0.8997
52.5	MC42	Obtaining publicity	2.60	0.9103
52.5	MC43	Public relations	2.60	0.9856
54	MC28	Media relations	2.47	0.7432
55	MC21	Producing and distribution of flyers	2.40	0.9103
56.5	MC4	Conducting award ceremonies	2.27	1.0998
56.5	MC17	Documentation and artwork design	2.27	0.7037
58	MC33	Securing parking spaces, lots, or sites	2.20	1.0142
59	MC3	Planning award ceremonies	2.00	0.8452
60	MC46	Running sales and concessions	1.60	0.7368

Note. *Competencies perceived to be important ($M \geq 4.00$).
N = 15.

The fourteen common importantly perceived manager competencies between officials and promoters were MC5 Coordination of event day communications, MC9 Conflict management, MC11 Contacts and dealings with municipal organizations, MC12 Event coordination, MC13 Knowledge of cycling, MC15 Decision making, MC24 Obtaining medical personnel and creating medical plan, MC35 Obtaining permits,

licenses, and permissions, MC37 Planning, MC39 Problem solving, MC44 Running registration, and MC57 Maintaining event timeline.

Manager Type Perception Differences and Relationship Strength

The important factors and competencies of officials and promoters from above were used to aid in the determination of which factors were significantly different between manager types. One-way ANOVAs were calculated between manager types for each effectiveness factor perceived as important ($\underline{M} \geq 4.00$) by promoters and/or officials. Of the 15 factors for officials and 14 factors for promoters, only four factors had significantly different means between the two manager types. Table 11 lists the ANOVA tables by increasing p for all factors.

Similarly, there were only four competencies, out of the 23 official competencies and 18 promoter competencies, which had significantly different means between the two manager types. Table 12 lists the ANOVA tables by increasing p for all competencies.

Table 11

ANOVA of the Effectiveness Factors with Significant Differences Between Manager Types

Source	df	SS	MS	F	p
EF7 Cooperation					
Within Manager Types	1	3.33	3.33	7.69	0.0098
Between Manager Types	28	12.13	0.43		
$(\underline{M}_P = 3.53, \underline{M}_O = 4.20)$					
EF27 Openness					
Within Manager Types	1	3.33	3.33	5.15	0.0312
Between Manager Types	28	18.13	0.65		
$(\underline{M}_P = 3.53, \underline{M}_O = 4.20)$					

Table 11 continued

ANOVA of the Effectiveness Factors with Significant Differences Between Manager Types

Source	df	SS	MS	F	p
EF23 Staff morale					
Within Manager Types	1	2.13	2.13	5.09	0.0320
Between Manager Types	28	11.73	0.42		
(M _P = 4.00, M _O = 3.47)					
EF24 Municipality concerns					
Within Manager Types	1	4.80	4.80	5.09	0.0369
Between Manager Types	28	28.00	1.00		
(M _P = 4.20, M _O = 3.40)					

N_P = 15, N_O = 15.

p < .05.

To determine the relationship strength between the two sets of ranked factors, the following Spearman rank-order correlation formula was used:

$$\underline{R} = 1 - \frac{6 \sum_{i=1}^n (R_1 - R_2)^2}{n(n^2 - 1)} \Rightarrow i = \text{MC (or EF) number; } n = 60 \text{ (or 50 for EF); } R_1 =$$

promoter ranking; R₂ = official ranking (Glass & Hopkins, 1996).

The correlation between the rankings of officials' and promoters' effectiveness factors was $\underline{R} = .70$ ($\underline{R}^2 = .49$). This represents a positive relationship between the promoters' and officials' rankings of all effectiveness factors. The relationship between the two groups ranked manager competencies was $\underline{R} = .81$ ($\underline{R}^2 = .65$). This also represents a positive relationship between the promoters' and officials' rankings of all the manager competencies.

Table 12

ANOVA of the Manager Competencies with Significant Differences Between Manager Types

Source	df	SS	MS	F	p
MC59 Vol/Staff Recruits					
Within Manager Types	1	3.33	3.33	6.42	0.0171
Between Manager Types	28	14.53	0.52		
($\underline{M}_P = 4.40$, $\underline{M}_O = 3.73$)					
MC12 Event coordination					
Within Manager Types	1	1.63	1.63	5.28	0.0293
Between Manager Types	28	8.67	0.31		
($\underline{M}_P = 4.07$, $\underline{M}_O = 4.53$)					
MC35 Obtaining permits, etc.					
Within Manager Types	1	1.20	1.20	4.50	0.0429
Between Manager Types	28	7.47	0.27		
($\underline{M}_P = 4.47$, $\underline{M}_O = 4.87$)					
MC14 Obtaining event dates					
Within Manager Types	1	4.03	4.03	4.46	0.0438
Between Manager Types	28	25.33	0.90		
($\underline{M}_P = 4.13$, $\underline{M}_O = 3.40$)					

$N_P = 15$, $N_O = 15$.

$p < .05$.

Experience Level Perception Differences and Relationship Strengths

To determine if differences exist between experience levels of promoters and officials, one-way ANOVAs were again employed to test each group's (Promoter A, B, & C and Official W, X, Y, & Z) important factor and competency means ($\underline{M} > 4.00$). ANOVAs were computed across experience levels of each manager type. Appendix G contains the tables of factor ranks, means, and standard deviations for each manager type experience level. Appendix H contains the like tables for competencies. For promoters, only two factors and two competencies had significantly different means across the

promoter experience levels. Table 13 lists the ANOVA tables for the factors and Table 14 lists the ANOVA tables for the competencies by increasing p values across promoter's categories (experience levels). Of these four, only MC3 Planning Awards Ceremonies was not perceived as important by the entire sample of promoters.

For officials, 14 factors and 22 competencies had significantly different means across official experience levels. Table 15 lists the ANOVA tables for the factors and Table 16 lists the ANOVA tables for the competencies by increasing p values across official's categories (experience levels).

Table 13

ANOVA of the Effectiveness Factors with Significant Differences Between Promoter Experience Levels

Source	df	SS	MS	F	p
EF26 Official Concerns					
Within Promoter Levels	2	2.53	1.27	5.43	0.0209
Between Promoter Levels	12	2.80	0.23		
(M _A = 3.60, M _B = 4.20, M _C = 3.20)					
EF6 Control					
Within Promoter Levels	2	2.80	1.40	5.25	0.0230
Between Promoter Levels	12	3.20	0.27		
(M _A = 3.40, M _B = 4.40, M _C = 4.20)					

$N_A = 5, N_B = 5, N_C = 5$. A = least experienced, B = moderately experienced, C = most experienced.
 $p < .05$.

Table 14

ANOVA of the Manager Competencies with Significant Differences Between Promoter Experience Levels

Source	df	SS	MS	F	p
MC37 Planning					
Within Promoter Levels	2	2.53	1.27	4.75	0.0302
Between Promoter Levels	12	3.20	0.27		
($\underline{M}_A = 3.80$, $\underline{M}_B = 4.40$, $\underline{M}_C = 5.00$)					
MC3 Planning awards ceremony					
Within Promoter Levels	2	3.60	1.80	4.50	0.0348
Between Promoter Levels	12	4.80	0.40		
($\underline{M}_A = 4.20$, $\underline{M}_B = 1.20$, $\underline{M}_C = 1.80$)					

$N_A = 5$, $N_B = 5$, $N_C = 5$. A = least experienced, B = moderately experienced, C = most experienced.

$p < .05$.

Table 15

ANOVA of the Effectiveness Factors with Significant Differences Between Official Experience Levels

Source	df	SS	MS	F	p
EF28 Organizational health					
Within Official Levels	3	4.13	1.38	18.94	0.0001
Between Official Levels	11	0.80	0.07		
($\underline{M}_W = 3.00$, $\underline{M}_X = 3.80$, $\underline{M}_Y = 4.00$, $\underline{M}_Z = 5.00$)					
EF35 Readiness					
Within Official Levels	3	3.50	1.17	7.00	0.0067
Between Official Levels	11	1.83	0.17		
($\underline{M}_W = 3.50$, $\underline{M}_X = 5.00$, $\underline{M}_Y = 4.83$, $\underline{M}_Z = 4.50$)					

Table 15 continued

ANOVA of the Effectiveness Factors with Significant Differences Between Official Experience Levels

Source	<u>df</u>	SS	MS	<u>F</u>	<u>p</u>
EF40 Spectator concerns					
Within Official Levels	3	7.60	2.53	6.74	0.0076
Between Official Levels	11	4.13	0.38		
(<u>M_w</u> = 3.00, <u>M_x</u> = 1.80, <u>M_y</u> = 2.33, <u>M_z</u> = 4.00)					
EF18 Inputs					
Within Official Levels	3	5.73	1.91	6.57	0.0083
Between Official Levels	11	3.20	0.29		
(<u>M_w</u> = 5.00, <u>M_x</u> = 3.40, <u>M_y</u> = 4.00, <u>M_z</u> = 5.00)					
EF12 Event Manager concerns					
Within Official Levels	3	7.20	2.40	6.39	0.0091
Between Official Levels	11	4.13	0.38		
(<u>M_w</u> = 2.50, <u>M_x</u> = 3.20, <u>M_y</u> = 3.17, <u>M_z</u> = 5.00)					
EF8 Coordination					
Within Official Levels	3	4.40	1.47	6.37	0.0092
Between Official Levels	11	2.53	0.23		
(<u>M_w</u> = 3.50, <u>M_x</u> = 3.40, <u>M_y</u> = 4.17, <u>M_z</u> = 5.00)					
E7 Cooperation					
Within Official Levels	3	5.20	1.73	5.96	0.0115
Between Official Levels	11	3.20	0.29		
(<u>M_w</u> = 3.00, <u>M_x</u> = 4.60, <u>M_y</u> = 4.00, <u>M_z</u> = 5.00)					
EF38 Resident concerns					
Within Official Levels	3	8.13	2.71	5.74	0.0130
Between Official Levels	11	5.20	0.47		
(<u>M_w</u> = 3.00, <u>M_x</u> = 2.40, <u>M_y</u> = 4.00, <u>M_z</u> = 4.00)					

Table 15 continued

ANOVA of the Effectiveness Factors with Significant Differences Between Official Experience Levels

Source	df	SS	MS	F	p
EF9 Program development					
Within Official Levels	3	8.03	2.68	5.17	0.0180
Between Official Levels	11	5.70	0.52		
($\underline{M}_W = 3.50$, $\underline{M}_X = 2.40$, $\underline{M}_Y = 2.50$, $\underline{M}_Z = 4.50$)					
EF4 Communication					
Within Official Levels	3	3.27	1.09	5.13	0.0184
Between Official Levels	11	2.33	0.21		
($\underline{M}_W = 3.50$, $\underline{M}_X = 5.00$, $\underline{M}_Y = 4.67$, $\underline{M}_Z = 4.50$)					
EF13 External support					
Within Official Levels	3	6.43	2.14	4.45	0.0280
Between Official Levels	11	5.30	0.48		
($\underline{M}_W = 3.50$, $\underline{M}_X = 3.80$, $\underline{M}_Y = 4.50$, $\underline{M}_Z = 2.50$)					
EF15 Goal achievement					
Within Official Levels	3	1.97	0.66	4.41	0.0287
Between Official Levels	11	1.63	0.15		
($\underline{M}_W = 4.00$, $\underline{M}_X = 3.20$, $\underline{M}_Y = 3.17$, $\underline{M}_Z = 4.00$)					
EF6 Control					
Within Official Levels	3	4.27	1.42	3.78	0.0436
Between Official Levels	11	4.13	0.38		
($\underline{M}_W = 4.00$, $\underline{M}_X = 3.80$, $\underline{M}_Y = 3.33$, $\underline{M}_Z = 5.00$)					
EF32 Problem solving					
Within Official Levels	3	3.70	1.23	3.73	0.0451
Between Official Levels	11	3.63	0.33		
($\underline{M}_W = 4.00$, $\underline{M}_X = 4.80$, $\underline{M}_Y = 3.83$, $\underline{M}_Z = 5.00$)					

$N_W = 2$, $N_X = 5$, $N_Y = 6$, $N_Z = 2$. W = Category 4, X = Category 3, Y = Category 2, Z = International Commissaire.
p < .05.

Table 16

ANOVA of the Manager Competencies with Significant Differences Between Official Experience Levels

Source	df	SS	MS	F	p
MC35 Obtaining permits, etc.					
Within Official Levels	3	1.73	0.57	1.0x10 ⁵	0.0001
Between Official Levels	11	0.00	0.00		
($\underline{M}_W = 4.00$, $\underline{M}_X = 5.00$, $\underline{M}_Y = 5.00$, $\underline{M}_Z = 5.00$)					
MC45 Results					
Within Official Levels	3	24.40	8.13	35.32	0.0001
Between Official Levels	11	2.53	0.23		
($\underline{M}_W = 3.00$, $\underline{M}_X = 4.60$, $\underline{M}_Y = 4.67$, $\underline{M}_Z = 1.00$)					
MC53 Determining staff needs					
Within Official Levels	3	10.13	3.38	11.61	0.0010
Between Official Levels	11	3.20	0.29		
($\underline{M}_W = 2.00$, $\underline{M}_X = 3.40$, $\underline{M}_Y = 4.00$, $\underline{M}_Z = 5.00$)					
MC24 Obtaining insurance					
Within Official Levels	3	3.60	1.20	9.90	0.0019
Between Official Levels	11	1.33	0.12		
($\underline{M}_W = 3.50$, $\underline{M}_X = 5.00$, $\underline{M}_Y = 4.83$, $\underline{M}_Z = 5.00$)					
MC11 Contact w/municipality					
Within Official Levels	3	4.10	1.37	9.20	0.0025
Between Official Levels	11	1.63	0.15		
($\underline{M}_W = 3.00$, $\underline{M}_X = 4.20$, $\underline{M}_Y = 4.17$, $\underline{M}_Z = 5.00$)					
MC29 Obtaining medical					
Within Official Levels	3	6.70	2.23	8.10	0.0040
Between Official Levels	11	3.03	0.28		
($\underline{M}_W = 2.50$, $\underline{M}_X = 4.60$, $\underline{M}_Y = 4.17$, $\underline{M}_Z = 4.50$)					

Table 16 continued

ANOVA of the Manager Competencies with Significant Differences Between Official Experience Levels

Source	df	SS	MS	F	p
MC44 Running registration					
Within Official Levels	3	7.80	2.60	8.09	0.0040
Between Official Levels	11	3.53	0.32		
$(\underline{M}_W = 4.50, \underline{M}_X = 4.60, \underline{M}_Y = 4.67, \underline{M}_Z = 2.50)$					
MC49 Planning security					
Within Official Levels	3	7.80	2.60	8.09	0.0040
Between Official Levels	11	3.53	0.32		
$(\underline{M}_W = 2.50, \underline{M}_X = 4.60, \underline{M}_Y = 4.67, \underline{M}_Z = 4.50)$					
MC8 Computer literacy					
Within Official Levels	3	9.00	3.00	7.62	0.0050
Between Official Levels	11	4.33	0.39		
$(\underline{M}_W = 4.50, \underline{M}_X = 2.00, \underline{M}_Y = 2.67, \underline{M}_Z = 2.50)$					
MC15 Decision making					
Within Official Levels	3	3.30	1.10	7.41	0.0055
Between Official Levels	11	1.63	0.15		
$(\underline{M}_W = 5.00, \underline{M}_X = 4.20, \underline{M}_Y = 3.83, \underline{M}_Z = 5.00)$					
MC22 Determining event format					
Within Official Levels	3	4.80	1.60	6.95	0.0069
Between Official Levels	11	2.53	0.23		
$(\underline{M}_W = 4.00, \underline{M}_X = 3.40, \underline{M}_Y = 3.33, \underline{M}_Z = 5.00)$					
MC23 Hospitality					
Within Official Levels	3	4.80	1.60	6.95	0.0069
Between Official Levels	11	2.53	0.23		
$(\underline{M}_W = 4.50, \underline{M}_X = 2.60, \underline{M}_Y = 3.67, \underline{M}_Z = 3.50)$					

Table 16 continued

ANOVA of the Manager Competencies with Significant Differences Between Official Experience Levels

Source	df	SS	MS	F	p
MC25 Leadership					
Within Official Levels	3	5.73	1.91	6.57	0.0083
Between Official Levels	11	3.20	0.29		
($\underline{M}_W = 5.00$, $\underline{M}_X = 3.40$, $\underline{M}_Y = 4.00$, $\underline{M}_Z = 5.00$)					
MC39 Problem solving					
Within Official Levels	3	2.13	0.71	6.52	0.0085
Between Official Levels	11	1.20	0.11		
($\underline{M}_W = 4.00$, $\underline{M}_X = 4.60$, $\underline{M}_Y = 4.00$, $\underline{M}_Z = 5.00$)					
MC16 Delegation					
Within Official Levels	3	3.43	1.14	5.47	0.0151
Between Official Levels	11	2.30	0.21		
($\underline{M}_W = 4.00$, $\underline{M}_X = 3.80$, $\underline{M}_Y = 3.50$, $\underline{M}_Z = 5.00$)					
MC27 Marketing					
Within Official Levels	3	11.30	3.77	5.43	0.0155
Between Official Levels	11	7.63	0.69		
($\underline{M}_W = 3.00$, $\underline{M}_X = 2.20$, $\underline{M}_Y = 3.17$, $\underline{M}_Z = 5.00$)					
MC1 Obtaining awards					
Within Official Levels	3	11.00	3.67	4.84	0.0220
Between Official Levels	11	8.33	0.76		
($\underline{M}_W = 4.50$, $\underline{M}_X = 2.00$, $\underline{M}_Y = 2.33$, $\underline{M}_Z = 3.50$)					
MC36 Personnel management					
Within Official Levels	3	2.80	0.93	4.81	0.0223
Between Official Levels	11	2.13	0.19		
($\underline{M}_W = 3.50$, $\underline{M}_X = 3.80$, $\underline{M}_Y = 3.83$, $\underline{M}_Z = 5.00$)					

Table 16 continued

ANOVA of the Manager Competencies with Significant Differences Between Official Experience Levels

Source	df	SS	MS	F	p
MC12 Event coordination					
Within Official Levels	3	3.23	1.08	4.74	0.0233
Between Official Levels	11	2.50	0.23		
($\underline{M}_W = 3.50$, $\underline{M}_X = 5.00$, $\underline{M}_Y = 4.50$, $\underline{M}_Z = 4.50$)					
MC14 Obtaining event dates					
Within Official Levels	3	8.57	2.86	4.47	0.0277
Between Official Levels	11	7.03	0.64		
($\underline{M}_W = 4.50$, $\underline{M}_X = 2.40$, $\underline{M}_Y = 3.83$, $\underline{M}_Z = 3.50$)					
MC59 Volunteer/Staff recruits					
Within Official Levels	3	4.90	1.63	4.45	0.0279
Between Official Levels	11	4.03	0.37		
($\underline{M}_W = 3.00$, $\underline{M}_X = 3.40$, $\underline{M}_Y = 3.83$, $\underline{M}_Z = 5.00$)					
MC47 Obtaining sanitarries					
Within Official Levels	3	6.43	2.14	4.45	0.0280
Between Official Levels	11	5.30	0.48		
($\underline{M}_W = 2.50$, $\underline{M}_X = 3.80$, $\underline{M}_Y = 4.50$, $\underline{M}_Z = 3.50$)					

Note: *Competencies perceived to be important ($\underline{M} \geq 4.00$).

$N_W = 2$, $N_X = 5$, $N_Y = 6$, $N_Z = 2$. W = Category 4, X = Category 3, Y = Category 2, Z = International Commissaire.

$p < .05$.

To test the relationship between each level of promoter and each category of official, Spearman Rank-Order Correlations were also calculated. Table 17 lists the promoter factor's and competency's correlations and coefficients of determination. The relationship between promoter groups B and C for effectiveness factors was the highest positive relationships among promoters ($\underline{R} = .77$, $\underline{R}^2 = .59$). In contrast, the relationship

between promoter groups A and B for manager competencies was the smallest positive relationship among promoters ($\underline{R} = .09$, $\underline{R}^2 = .01$).

The data on the twelve relationships between the four sets official categories is listed in Table 18. The competency relationship between official groups X and Y produced the most positive relationship ($\underline{R} = .88$, $\underline{R}^2 = .78$) of both promoters and officials. The competency relationship between official groups W and Y was the least positive of the official correlations ($\underline{R} = .36$, $\underline{R}^2 = .13$).

Table 17

Ranked Relationship Between Promoter Experience Levels

*Promoter Experience Level	** \underline{R}	\underline{R}^2
Effectiveness Factors		
A and B	.56	.32
A and C	.52	.27
B and C	.77	.59
Manager Competencies		
A and B	.09	.01
A and C	.14	.02
B and C	.71	.50

* $N_A = 5$, $N_B = 5$, $N_C = 5$. A = least experienced, B = middle experienced, C = most experienced.

**Spearman Rank-Order Correlation.

Table 18

Ranked Relationship Between Official Categories

*Official Experience Level	**\underline{R}	\underline{R}^2
Effectiveness Factors		
W to X	.48	.23
W to Y	.44	.19
W to Z	.46	.21
X to Y	.69	.47
X to Z	.44	.20
Y to Z	.43	.19
Manager Competencies		
W to X	.44	.19
W to Y	.36	.13
W to Z	.43	.18
X to Y	.88	.78
X to Z	.54	.29
Y to Z	.53	.29

* $N_W = 2$, $N_X = 5$, $N_Y = 6$, $N_Z = 2$. W = Category 4, X = Category 3, Y = Category 2, Z = International Commissaire.

** Spearman Rank-Order Correlation.

CHAPTER V

DISCUSSION

This purpose of this chapter is to summarize the study, discusses the research findings, and make recommendations for future research on the topic.

Summary of Findings

The purpose of this study was to determine if cycling event promoters and officials have different perceptions of organization effectiveness (production of a successful event). The need for the study was based on the lack of literature pertaining to organizational effectiveness for the sport of cycling. The Research Questions utilized to focus on the need for the study investigated: a) the effective factors perceived as most important, b) the effectiveness model best suited for cycling event management, c) the manager competencies perceived as most important, d) the differences, if any, between promoters' and officials' perceived importance of effectiveness factors, e) the differences, if any, between promoter's and officials' perceived importance of manager competencies, f) the differences, if any, between experience levels of promoters' perceptions, and g) the differences, if any, between experience levels of officials' perceptions.

In order to answer the seven research questions, a survey questionnaire was developed. This instrument was tested for content validity by ensuring that all items of

the instrument were pertinent to at least one of the research questions. Ten experts in the field (five officials and five promoters) examined the instrument to test the reliability. They then offered suggestions to improve the clarity, applicability, and ease of use on the Internet of the instrument. Sixty subjects were e-mailed an initial letter of consent (including directions, agreement of consent, and survey URL) and a follow-up letter, which elicited 30 submissions in nine days for a 50% return rate.

The promoters and officials both perceived EF35 Readiness as their number one ranked effectiveness factor. Of the 50 factors, only seven (EC4 Communication, EF20 Ability to integrate organizational components, EF31 Planning, EF32 Problem solving, EF35 Readiness, EF36 Relationship with the external environment, and EF50 Value of human resources) were perceived as important by both manager types. Only two of these factors, EF 19 Input acquisition and EF50 Value of human resources, matched a factor of one of the effectiveness models, hence no model fit cycling event management. A preliminary cycling event management model was established using the above seven factors.

MC35 Obtaining permits, licenses, and permissions was the number one ranked manager competency by both promoters and officials. Of the 60 competencies, only 14 (MC5 Coordination of event day communications, MC9 Conflict management, MC11 Contacts and dealings with municipal organizations, MC12 Event coordination, MC13 Knowledge of cycling, MC15 Decision making, MC24 Obtaining insurance, MC25 Leadership, MC29 Obtaining medical personnel and creating medical plan, MC35 Obtaining permits, licenses, and permissions, MC37 Planning, MC39 Problem solving,

MC44 Running registration, and MC57 Maintaining event timeline,) were perceived as important by both manager types.

Between officials and promoters, there were four factors and four competencies whose means were significantly different. The Spearman rank-order correlational relationships between official and promoter factor and competency ranks were both positive. There were two instances each of factors and competencies whose means were significantly different between promoter experience levels, while there were 15 important factors and 22 important competencies that had significantly different means between official categories. All of the relationships between promoter experience levels were positive, but not necessarily high. Similarly, the relationships between official categories were all positive.

Discussion

Factors Perceived to be Most Important

For both promoters and officials, the effectiveness factor EF34 Readiness was highest ranked. Quinn and Rohrbaugh (1983) point out Readiness as a means to an end for organizational effectiveness in an open system. Though they acknowledge it as an essential part of the model, they do not adhere to its overall worth in an organization. None of the sport-related literature noted that Readiness is of relative importance to the effectiveness of the studied organization. In fact, all organizations studied are essentially different and report very disparate factors in regards to effectiveness. Cycling also follows this pattern by reporting different factors as important to organizational effectiveness.

Readiness, as it pertains to cycling, is a determining factor because the promoter must have all aspects of the event ready by the time of the first scheduled race. Other important factors like the relationship with other organizations and communications affect the promoter's readiness and may pose as a detriment to the success of the event. Without Readiness, the promoter and chief official may encounter problems which would detract from realizing success. Therefore, it is logical to see why the promoters and officials both perceived Readiness as the top-ranked factor for determining effectiveness.

Of the other factors perceived as important, only Communication was ranked in both manager's top three. Mahoney and Weitzel (1969) noted Communication as a relatively independent criterion dimension in their factor analysis. However, after their multiple-regression analysis, Communications was not an issue in their determination of organizational effectiveness. It can be seen that cycling managers perceived another factor to be important that was not previously noted as important in the literature. Without the flow of information in the communication process, a piece of information that is not dispatched could lead to disaster, e.g. a trail ride scheduled for the same day as a road race is a very important bit of information the promoter needs to know.

Effectiveness Model

The effectiveness factors perceived as most important by all subjects were compared to the factors of the three effectiveness models discussed in Chapter II. Comparing the list of all the factors from the Systems Resource, Internal Process, and Multiple Constituency Models to the list of important factors, only two factors out of ten importantly perceived factors were common to both lists: EF19 Inputs acquisition (Systems Resource) and EF50 Value of human resources (Internal Process). Given that

only one factor in each of two models was matched, this suggests that cycling event management does not fit any of these three models and is a unique entity compared to the traditional effective business organization.

This does not mean that cycling event management is not an effective process. As Webb (1974) stated, a particular organization will determine its own impression of effectiveness. The fact that cycling event managers and officials perceived different factors from any of the effectiveness models indicates that cycling manager types have a unique perception about what is important for the success of cycling events. Since these models represent three different views of organizational effectiveness, cycling event management must consider its own unique model of organizational effectiveness. This model can initially be described as an assemblage of the most important effectiveness factors found in this study by all manager types: EF4 Communication, EF8 Coordination, EF16 Information management, EF18 Input acquisition, EF19 Ability to integrate organizational components, EF30 Planning, EF31 Problem solving, EF34 Readiness, EF35 Relationship with the external environment, and EF50 Value of human resources.

Competencies Perceived to be Most Important

Both manager types regarded MC35 Obtaining permits, licenses, and permissions as the most important competency. This was a widely popular manager competency with the experts as well. Catherwood and Van Kirk (1992) stated that one of the first steps in staging an event is to determine the public agencies from which you must secure a permit. Second only to securing the date of the event, Juszczak (1993) asserts that request for sanctioning from the governing body is a top priority. Before the event it is

essential to have permissions and permits from every organization involved with the event (Tinsley, 1992).

Before anything can get finalized, the manager must get various permits and permissions in order for the event to even take place. In cycling event management this starts with permission from the city/county/state governments to use the road(s) desired by the promoter. With written permission, the promoter is then able to apply for a permit from the USCF for a sanctioned event (which includes insurance for the manager and the sponsoring club). Without the approval and permits from these two organizations, the manager will be unable to host an event.

The only other similar competency listed in either top five was MC5 Coordination of event day communications (during the event). As above with the factors, "communications" is perceived as important by both manager types. Both Dolan (1998) and Tingler (1989) note that communications is essential to event day. Communications between event staff, officials, and medical personnel ensures that communication flows freely among those responsible for the event. This is especially important in cycling because the action does not take place in one location. For instance, crashes can occur anywhere on the course and the medical personnel need to know where to go.

Differences Between Promoters' and Officials' Perceived Importance of Effectiveness Factors and Manager Competencies

Taking into consideration only those factors and competencies perceived as important by promoters or officials, it was determined that only four factors and four competencies had significantly different means using one-way ANOVAs with $p < .05$. Since there was as small number of important factors and competencies, this suggests that

there are very few occasions in which officials and promoters vary in their perception of organizational effectiveness. This is in direct contrast to the literature. Ellard (1984) found that recreation educators and recreation practitioners differed in their perceptions of needed competencies. He went on to discover that these two manager types were also statistically different. Differences between two manager types were also found by Hatfield, et al., (1987). In their study of athletic administrators (athletic directors and general managers), they also found that these two manager types were very different in their views about how to run a sport program. Shafer (199) and Wrenn-Estes (1999), believe that promoters and officials are inherently different in their notions of what it takes to make a cycling event successful.

Looking at the correlation between the two manager types involving their rankings of factors and competencies, it was seen that they are very similar, $R_F = .70$ and $R_C = .81$. This high, positive correlation corroborates that in cycling event management the promoter and official perceive essentially the same factors and competencies to be important. This suggests that officials and promoters take the same path to the desired outcome—to ensure that the event is successful.

Differences Between Promoter and Official Experience Levels for Effectiveness Factors and Manager Competencies

Similar to the small number of differences found between manager types, few differences were found between promoter experience levels. However, several differences were found between official categories. Only two important factors and competencies for promoters were found to have significantly different means—with all but one competency (MC3 Planning awards ceremonies) denoted as important to the

overall list of promoters. This implies that promoters have similar views on important factors and competencies across their experience levels. As above, this also is in contrast with the literature.

Katz (1955) used time as a determinant on the effectiveness of competencies. In other words, as a worker becomes more experienced (through time) the worker becomes more adept at certain competencies that affect organizational effectiveness. This would mean that as a promoter hosts more and more events the promoter becomes attuned to the most effective competencies, thereby perceiving them as important. Since only two factors and competencies were significantly different across promoter experience levels, then all promoters essentially perceive the same factors and competencies as important—which is in direct contrast to Katz's assertion.

Reviewing the correlations between each promoter experience level, it was seen that all of the relationships were positive, but two (between the least experienced and moderately experienced promoters, $R = .09$, and between the least experienced and most experienced promoters, $R = .14$) for competencies were positive, but small. This could indicate that as far as skills for creating a successful event, the novice promoters may have a lot to learn. Unlike for officials, there is no mandatory seminar or test to pass to become a promoter. Anyone can do it. So it seems logical to assume that the promoter becomes more effective at hosting events during their third attempt (least experienced promoters were categorized with 1 or 2 events hosted). In addition, the least experienced promoters perceived MC3 Planning awards ceremonies as important ($M = 4.20$ and ranked ninth), while the other promoters perceived it as unimportant ($M_B = 1.20$ and $M_C = 1.80$; both ranked last). To aid with these differences, the governing bodies may want

to impose a mandatory seminar for all beginning promoters so that they can learn the best approaches to effective cycling event management. This may help speed up the learning process for promoters by teaching them the most important aspects of bike racing.

Officials, on the other hand, had many differences. There were 15 factors and 22 competencies whose means were significantly different across official categories. That is more than seven and eleven times, respectively, than promoters. This seemingly large number of factors and competencies implies that there are huge differences between the perceptions of official categories. As with Afthinos (1995) and Kunstler (1980), who reported significant differences between managers on different levels and between experienced and less experienced managers, officials show indications that time plays an role in the perceptions of effectiveness. In 23 of 37 instances above, the most experienced officials' perceptions had the highest mean recorded. This concurs with earlier testaments in the literature that the more experienced managers perceive the most factors as important, but it is in contrast to the findings of this study regarding promoters.

Between the officials of Group Z and the officials of Group Y, numerous exams and seminars dealing with more complex aspects of cycling event management are administered to officials seeking a higher category. According to the literature, since the most experienced managers perceive more factors and competencies as important, it is logical to say that the lesser experienced managers should perceive less factors and competencies as important. In fact, Group Y officials perceived the second highest number (nine) with the less experienced groups perceiving seven each. (although Group W perceived the most with the lowest mean). This could be attributed to the fact that as officials gain experience they have to attend more complex seminars and pass longer and

more complex exams in order to reach the next level. Since there are greater expectations from higher ranked officials, these officials should perceive more factors and competencies as important thereby increasing their effectiveness.

All the relationships between official experience levels were positive and large. The highest relationships were between the middle experienced officials (Category 3 and 2) for both factors ($R = .69$) and competencies ($R = .88$). These results indicate that there is little differences in how officials rank the factors and competencies. This is in contrast to the above idea that officials are different across levels. The fact that all officials rank the factors similarly (as seen by the high, positive correlations) explains the difference in the findings for officials, but the differences between the means of those factors and competencies is what makes the experience levels appear to be statistically different.

Conclusions

The world of cycling event management is definitely a unique process compared to other sport events, yet it appears consistent across subjects. The main purpose of this study was to determine if cycling event promoters and officials have different perceptions about organization effectiveness. Based on the results and discussion, the conclusions are as follows:

1. Promoters and officials both ranked EF35 Readiness the highest effectiveness factor, but only 7 of 50 (14%) important factors were common to both manager types.
2. Promoters and officials both ranked MC35 Obtaining permits, permissions, and licenses the highest manager competency, but only 14 of 60 (23.3%) important competencies were common to both manager types.
3. No effectiveness model studied fit cycling event management.

4. A preliminary model based on the ten most importantly perceived factors by all respondents can be theorized using EF4 Communication, EF8 Coordination, EF16 Information management, EF18 Input acquisition , EF19 Ability to integrate organizational components, EF30 Planning, EF31 Problem solving, EF34 Readiness, EF35 Relationship with the external environment, and EF50 Value of human resources.
5. There were few differences between promoters' and officials' perceived importance of effectiveness factors and manager competencies.
6. There were few differences between promoter experience levels' perceived importance of effectiveness factors and manager competencies.
7. There were many differences between official experience levels' perceived importance of effectiveness factors and manager competencies.
8. The relationship strengths between official experience levels was positive.
9. Based on the previous conclusions, there is no difference between cycling event managers' and officials' perceived importance of organizational effectiveness.

Recommendations for Future Research

Cycling is a sport that involves both a promoter and official in the event management process giving cycling a uniqueness compared to other sports and organizations. In the future research dealing with cycling event management organizational effectiveness may be done regionally, nationally, or worldwide. Since cycling is a sport that is very popular in other parts of the world, it would be interesting to see how other countries and cultures view organizational effectiveness and how their results compare to each other. Future studies may also focus on other sports in which the

promoter or event manager is the sole factor in the process. Those results could be compared to each other sport to see if there are similar or different perceptions of organizational effectiveness.

Beyond the scope of this study, future research may focus on whether or not managers view the cycling event management process as effective. Organizational effectiveness in sport can be compared to general businesses to see if there are differences between general business organizations and sport organizations, which are a subgroup of the former. Lastly, the determination of a precise cycling event management model may be addressed with a nation-wide survey of all officials and promoters of the USCF and regional cycling governing bodies.

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APPENDIX A

LIST OF EFFECTIVENESS FACTORS

From the perspective of the effectiveness research, this appendix lists effectiveness factors and statements that were included in the survey.

1. Adaptability (Bennis, 1962; Duncan, 1973; Gibson, et al., 1973; Webb, 1974);
2. Business concerns (around venue);
3. Cohesion (Mahoney & Weitzel, 1969; Quinn & Rohrbaugh, 1983; Webb, 1974);
4. Communication (Mahoney & Weitzel, 1969; Quinn & Rohrbaugh, 1983);
5. Absence of conflict (Georgopoulos & Tannenbaum, 1957; Mahoney & Weitzel, 1969);
6. Control (Quinn & Rohrbaugh, 1983);
7. Cooperation (Mahoney & Weitzel, 1969);
8. Coordination (Mahoney & Weitzel, 1969);
9. Development (Cameron, 1986; Gibson, et al., 1973; Mahoney & Weitzel, 1969);
10. Efficiency (Gibson, et al., 1973; Katz & Kahn, 1966; Mott, 1972; Quinn & Rohrbaugh, 1983);
11. Evaluation (Quinn & Rohrbaugh, 1983);
12. Event manager concerns;
13. External support (Quinn & Rohrbaugh, 1983);
14. Flexibility (Georgopoulos & Tannenbaum, 1957; Mahoney & Weitzel, 1969; Mott, 1972; Quinn & Rohrbaugh, 1983; Yuchtman & Seashore, 1967);
15. Goal achievement (Duncan, 1973; Etzioni, 1960; Georgopoulos & Tannenbaum, 1957; Goodman & Pennings, 1977);
16. Information management (Quinn & Rohrbaugh, 1983);
17. Initiation (Mahoney & Weitzel, 1969);
18. Inputs (Cameron & Whetten, 1981; Yuchtman & Seashore, 1967);
19. Input acquisition (Cameron, 1986; Koski, 1995; Quinn & Rohrbaugh, 1983; Yuchtman & Seashore, 1967);
20. Integration (Duncan, 1973; Goodman & Pennings, 1977);
21. Interaction (Cameron, 1986);

22. Interrelations (Argyris, 1964);
23. Morale (Quinn & Rohrbaugh, 1983);
24. Municipality concerns;
25. Objective setting (Bennis, 1962; Quinn & Rohrbaugh, 1983; Yuchtman & Seashore, 1967);
26. Official concerns;
27. Openness (Cameron, 1986);
28. Organizational health (Cameron, 1986; Koski, 1995; Likert, 1967);
29. Outputs (Cameron & Whetten, 1981);
30. Participant concerns (Brown, et al., 1993);
31. Planning (Mahoney & Weitzel, 1969; Quinn & Rohrbaugh, 1983);
32. Problem solving (Bennis, 1962);
33. Productivity (Georgopoulos & Tannenbaum, 1957; Gibson, et al., 1973; Koski, 1995; Likert, 1967; Mahoney & Weitzel, 1969; Mott, 1972; Quinn & Rohrbaugh, 1983);
34. Profit (Child, 1974; Katz & Kahn, 1966; Likert, 1967);
35. Readiness (Quinn & Rohrbaugh, 1983);
36. Relationship with the external environment (Yuchtman & Seashore, 1967);
37. Reliability (Mahoney & Weitzel, 1969);
38. Resident concerns (around venue);
39. Satisfaction (Cameron, 1986; Gibson, et al., 1973);
40. Spectator concerns (Brown, et al., 1993);
41. Sponsor concerns (Brown, et al., 1993);
42. Stability (Quinn & Rohrbaugh, 1983);
43. Staff and volunteer concerns;
44. Support (Mahoney & Weitzel, 1969; Webb, 1974);
45. Absence of strain (Georgopoulos & Tannenbaum, 1957);

46. Absence of tension (Georgopoulos & Tannenbaum, 1957);
47. Throughputs or internal process (Cameron & Whetten, 1981; Georgopoulos & Tannenbaum, 1957; Webb, 1974; Yuchtman & Seashore, 1967);
48. Time (Argyris, 1964; Cameron & Whetten, 1981; Gibson, et al., 1973; Likert, 1967);
49. Utilization (Mahoney & Weitzel, 1969);
50. Value of human resources (Georgopoulos & Tannenbaum, 1957; Quinn & Rohrbaugh, 1983).

APPENDIX B

LIST OF COMPETENCIES

From the perspective of the effectiveness research, this appendix lists manager competencies and statements that were included in the survey.

1. Obtaining awards (Ivy, 1998; Juszczuk, 1993; Rutemiller, 1994);
2. Budget management (Davis, 1989; Devney, 1990; Ellard, 1984; Fairham, 1983; Freedman, 1997; Goldblatt, 1997; Juszczuk, 1993; Lindsay, 1979; Tinsley, 1992; Watt, 1995);
3. Planning award ceremonies (Fairham, 1983);
4. Conducting award ceremonies (Fairham, 1983);
5. Event day communications (Catherwood & Van Kirk, 1992; Devney, 1990; Dolan, 1998; Lindsay, 1979; Lockett, 1995; Tingler, 1989; Tinsley, 1992);
6. Communication and interface (Aftinos, 1993; Ellard, 1984; Lambrecht, 1986; Tinsley, 1992; Watt, 1995);
7. Complaint handling (Ellard, 1984; Lambrecht, 1986);
8. Computer literacy (Catherwood & Van Kirk, 1992; Tinsley, 1992);
9. Conflict management (Freedman, 1997);
10. Consultations (Davis, 1989);
11. Contacts and dealing with municipal organizations: law enforcement departments, fire department, city council, department of transportation, emergency departments (Catherwood & Van Kirk, 1992; Davis, 1989; Devney, 1990; Rutemiller, 1994; Wyness, 1984);
12. Event coordination (Davis, 1989; Lockett, 1995);
13. Knowledge of cycling (Lambrecht, 1986);
14. Obtaining event dates (Juszczuk, 1993; Lindsay, 1979; Rutemiller, 1994; Tingler 1989; Wyness, 1984);
15. Decision making (Ellard, 1984; Lambrecht, 1986; Langman, 1974);
16. Delegation (Devney, 1990; Watt, 1995);
17. Documentation and artwork design (Tinsley, 1992; Wyness, 1984);
18. Event evaluation and review (Davis, 1989; Fairham, 1983; Freedman, 1997; Hutchins, 1993; Watt, 1995; Wyness, 1984);
19. Facilities and venue security and maintenance (Catherwood & Van Kirk, 1992; Davis, 1989; Devney, 1990; Ellard, 1984; Freedman, 1997; Hutchins, 1993; Ivy,

- 1998; Juszczuk, 1993; Lambrecht, 1986; Lindsay, 1979; Lockett, 1995; NRA, 1949; O'Grady, 1996; Wyness, 1984);
20. Financial administration (Afthinos, 1993; Davis, 1989; Ellard, 1984; NRA, 1949; Tingler 1989; Tinsley, 1992; Watt, 1995);
 21. Producing and distribution of flyers (Freedman, 1997; Ivy, 1998; Juszczuk, 1993; NRA, 1949; Rutemiller, 1994; Wyness, 1984);
 22. Determination of event format (Davis, 1989; Juszczuk, 1993; Lockett, 1995; Rutemiller, 1994);
 23. Hospitality (Fairham, 1983; Juszczuk, 1993; Lindsay, 1979; Tinsley, 1992);
 24. Obtaining insurance (Bradley, 1994; Catherwood & Van Kirk, 1992; Freedman, 1997; Goldblatt, 1997; Tinsley, 1992; Wyness, 1984);
 25. Leadership (Davis, 1989; Ellard, 1984; Watt, 1995);
 26. Management (Afthinos, 1993; Lambrecht, 1986; Tinsley, 1992);
 27. Marketing (Davis, 1989; Devney, 1990; Ellard, 1984; Lambrecht, 1986);
 28. Media relations (Bottger & Hasselhorst, Catherwood & Van Kirk, 1992; 1994; Freedman, 1997; Juszczuk, 1993; NRA, 1949; Rutemiller, 1994; Wyness, 1984);
 29. Obtaining medical personnel and creating medical plan (Ellard, 1984; Hutchins, 1993; Lambrecht, 1986; Wyness, 1984);
 30. Negotiations (Tinsley, 1992);
 31. Organization (Ellard, 1984; Lambrecht, 1986; Langman, 1974; Watt, 1995);
 32. Organizational structure of staff (Catherwood & Van Kirk, 1992; Davis, 1989; Devney, 1990; Fairham, 1983; Freedman, 1997; Juszczuk, 1993; Tingler 1989; Wyness, 1984);
 33. Obtaining parking (Catherwood & Van Kirk, 1992; Freedman, 1997; Tingler 1989; Wyness, 1984);
 34. Determining participant categories (Davis, 1989; Rutemiller, 1994);
 35. Obtaining permits, licenses, and permissions (Catherwood & Van Kirk, 1992; Freedman, 1997; Goldblatt, 1997; Juszczuk, 1993; Lindsay, 1979; NRA, 1949; Rutemiller, 1994; Tinsley, 1992; Watt, 1995; Wyness, 1984);
 36. Personnel management (Tingler 1989; Tinsley, 1992);

37. Planning (Bottger & Hasselhorst, 1994; Catherwood & Van Kirk, 1992; Dolan, 1998; Ellard, 1984; Langman, 1974; Lindsay, 1979; Tinsley, 1992; Watt, 1995; Wyness, 1984);
38. Presentation and public speaking (Bottger & Hasselhorst, 1994; Lambrecht, 1986; Tinsley, 1992);
39. Problem solving (Ellard, 1984);
40. Procuring resources (materials) (Bradley, 1994; Davis, 1989; Devney, 1990; Ellard, 1984; Lambrecht, 1986; Lockett, 1995; Moraghan, 1995; NRA, 1949; O'Grady, 1996; Tinsley, 1992; Wyness, 1984);
41. Promotion (Catherwood & Van Kirk, 1992; Davis, 1989; Devney, 1990; Ellard, 1984; Juszczuk, 1993; Tinsley, 1992);
42. Obtaining publicity (Bottger & Hasselhorst, 1994; Catherwood & Van Kirk, 1992; Ellard, 1984; Fairham, 1983; Freedman, 1997; Lambrecht, 1986; Hutchins, 1993; NRA, 1949; Rutemiller, 1994; Tingler 1989; Tingler 1989; Watt, 1995; Wyness, 1984);
43. Public relations (Lindsay, 1979);
44. Running registration (Devney, 1990);
45. Determining and posting results (Fairham, 1983; Hutchins, 1993; Rutemiller, 1994);
46. Running sales and concessions (Fairham, 1983; Rutemiller, 1994; Wyness, 1984);
47. Obtaining sanitary facilities (Wyness, 1984);
48. Event scheduling (Davis, 1989; Juszczuk, 1993);
49. Planning security and safety (Catherwood & Van Kirk, 1992; Ellard, 1984; Tingler 1989);
50. Self-discipline (Langman, 1974);
51. Obtaining sponsorships (Bottger & Hasselhorst, 1994; Bradley, 1997; Catherwood & Van Kirk, 1992; Fairham, 1983; Freedman, 1997; Juszczuk, 1993; Rutemiller, 1994; Tingler 1989);
52. Evaluation of staff (Ellard, 1984; Lambrecht, 1986);
53. Determining staff needs (Davis, 1989; Dolan, 1998);
54. Obtaining staff member input (Bottger & Hasselhorst, 1994; Hutchins, 1993);
55. Staff relations (Freedman, 1997; Langman, 1974);

56. Time management (Ellard, 1984; Lambrecht, 1986; Watt, 1995);
57. Event timeline (Devney, 1990; Fairham, 1983; Freedman, 1997; Tingler 1989; Watt, 1995);
58. Training of volunteers and staff (Davis, 1989; Dolan, 1998; Freedman, 1997; Goldblatt, 1997; Tingler 1989);
59. Volunteer and staff recruitment (Catherwood & Van Kirk, 1992; Ellard, 1984; Goldblatt, 1997; Hutchins, 1993; Ivy, 1998; Lambrecht, 1986; Lindsay, 1979; NRA, 1949; Rutemiller, 1994; Stone & Stone, 1952; Tingler 1989; Watt, 1995; Worrall, 1982; Wyness, 1984);
60. Writing (Ellard, 1984; Lambrecht, 1986; Tinsley, 1992; Watt, 1995).

APPENDIX C

SURVEY QUESTIONNAIRE

This is the survey questionnaire that was posted on the web site. The link to the survey was in the letter of consent e-mail

**SURVEY QUESTIONNAIRE FOR EFFECTIVENESS FACTORS
AND MANAGER COMPETENCIES**

DEMOGRAPHIC INFORMATION

Please check only one box:

Governing body affiliation: USCF [] ACA []

Manager type (choose only Promoter or Official):

Promoter [] (# of events promoted): _____

Official [] Category: International Commissaire [] National Commissaire []
1 [] 2 [] 3 [] 4 []

Instructions: Each of the following statements represent a factor of organizational effectiveness that pertain to the entire cycling event management process from its inception until the final paperwork is completed.

Please indicate the importance of each factor to you as a specific manager type (PROMOTER or OFFICIAL). For example, if you checked "Promoter" above, think like a promoter when you fill out the survey. Use the following scale for your perceived importance for each effectiveness factor:

- 1 – slight importance
- 2 – below average importance
- 3 – average importance
- 4 – above average importance
- 5 – extreme importance

Please circle the appropriate number for each factor.

EFFECTIVENESS FACTORS

For the management of an effective cycling event, to what degree of importance do you perceive for each factor?

	slight		extreme		
1. Adaptability	1 []	2 []	3 []	4 []	5 []
2. Business concerns	1 []	2 []	3 []	4 []	5 []
3. Cohesion	1 []	2 []	3 []	4 []	5 []
4. Communication	1 []	2 []	3 []	4 []	5 []

5. Absence of conflict	1[]	2[]	3[]	4[]	5[]
6. Control	1[]	2[]	3[]	4[]	5[]
7. Cooperation	1[]	2[]	3[]	4[]	5[]
8. Coordination	1[]	2[]	3[]	4[]	5[]
9. Program Development	1[]	2[]	3[]	4[]	5[]
10. Process Efficiency	1[]	2[]	3[]	4[]	5[]
11. Evaluation	1[]	2[]	3[]	4[]	5[]
12. Event manager concerns	1[]	2[]	3[]	4[]	5[]
13. External support (not staff, governing body, or officials)	1[]	2[]	3[]	4[]	5[]
14. Ability to be Flexible	1[]	2[]	3[]	4[]	5[]
15. Goal achievement	1[]	2[]	3[]	4[]	5[]
16. Information management	1[]	2[]	3[]	4[]	5[]
17. Initiation	1[]	2[]	3[]	4[]	5[]
18. Inputs (resources needed)	1[]	2[]	3[]	4[]	5[]
19. Input acquisition (getting resources)	1[]	2[]	3[]	4[]	5[]
20. Ability to Integrate organizational components	1[]	2[]	3[]	4[]	5[]
21. Interaction	1[]	2[]	3[]	4[]	5[]
22. Interrelations between all groups	1[]	2[]	3[]	4[]	5[]
23. Staff Morale	1[]	2[]	3[]	4[]	5[]
24. Municipality concerns (fire, law enforcement, city council, etc.)	1[]	2[]	3[]	4[]	5[]
25. Objective setting	1[]	2[]	3[]	4[]	5[]
26. Official concerns	1[]	2[]	3[]	4[]	5[]

27. Openness towards all groups	1[]	2[]	3[]	4[]	5[]
28. Organizational health (smooth functioning of the event process)	1[]	2[]	3[]	4[]	5[]
29. Outputs (the overall event)	1[]	2[]	3[]	4[]	5[]
30. Participant concerns	1[]	2[]	3[]	4[]	5[]
31. Planning	1[]	2[]	3[]	4[]	5[]
32. Problem solving	1[]	2[]	3[]	4[]	5[]
33. Productivity	1[]	2[]	3[]	4[]	5[]
34. Profit	1[]	2[]	3[]	4[]	5[]
35. Readiness (ready to go on event day)	1[]	2[]	3[]	4[]	5[]
36. Relationship with the external environment (not staff, governing body, or officials)	1[]	2[]	3[]	4[]	5[]
37. Reliability	1[]	2[]	3[]	4[]	5[]
38. Resident concerns (around venue)	1[]	2[]	3[]	4[]	5[]
39. Satisfaction	1[]	2[]	3[]	4[]	5[]
40. Spectator concerns	1[]	2[]	3[]	4[]	5[]
41. Sponsor concerns	1[]	2[]	3[]	4[]	5[]
42. Stability of event process	1[]	2[]	3[]	4[]	5[]
43. Staff and volunteer concerns	1[]	2[]	3[]	4[]	5[]
44. Support from all groups	1[]	2[]	3[]	4[]	5[]
45. Absence of strain or stress	1[]	2[]	3[]	4[]	5[]
46. Absence of tension	1[]	2[]	3[]	4[]	5[]
47. Throughputs or internal process (the procedures gone through to create the event)	1[]	2[]	3[]	4[]	5[]
48. Time (as a resource; do you need more or less time from the start of promotion to the final	1[]	2[]	3[]	4[]	5[]

paperwork)

49. Utilization of groups and resources 1[] 2[] 3[] 4[] 5[]
50. Value of human resources 1[] 2[] 3[] 4[] 5[]

EVENT MANAGER COMPETENCIES

For the management of an effective cycling event, to what degree of importance do you perceive each for competency?

- | | slight | | extreme | | |
|---|--------|------|---------|------|------|
| 1. Obtaining awards | 1[] | 2[] | 3[] | 4[] | 5[] |
| 2. Budget management | 1[] | 2[] | 3[] | 4[] | 5[] |
| 3. Planning award ceremonies | 1[] | 2[] | 3[] | 4[] | 5[] |
| 4. Conducting award ceremonies | 1[] | 2[] | 3[] | 4[] | 5[] |
| 5. Coordination of event day communications | 1[] | 2[] | 3[] | 4[] | 5[] |
| 6. Communication and interface skills | 1[] | 2[] | 3[] | 4[] | 5[] |
| 7. Complaint handling | 1[] | 2[] | 3[] | 4[] | 5[] |
| 8. Computer literacy | 1[] | 2[] | 3[] | 4[] | 5[] |
| 9. Conflict management | 1[] | 2[] | 3[] | 4[] | 5[] |
| 10. Consultation skill | 1[] | 2[] | 3[] | 4[] | 5[] |
| 11. Contacts and dealing with municipal organizations (law enforcement, fire, city council, etc.) | 1[] | 2[] | 3[] | 4[] | 5[] |
| 12. Event coordination | 1[] | 2[] | 3[] | 4[] | 5[] |
| 13. Knowledge of cycling | 1[] | 2[] | 3[] | 4[] | 5[] |
| 14. Obtaining event dates | 1[] | 2[] | 3[] | 4[] | 5[] |
| 15. Decision making | 1[] | 2[] | 3[] | 4[] | 5[] |
| 16. Delegation | 1[] | 2[] | 3[] | 4[] | 5[] |
| 17. Documentation and artwork design | 1[] | 2[] | 3[] | 4[] | 5[] |

18. Event evaluation and review	1[]	2[]	3[]	4[]	5[]
19. Facilities and venue security and maintenance	1[]	2[]	3[]	4[]	5[]
20. Financial administration	1[]	2[]	3[]	4[]	5[]
21. Producing and distribution of flyers	1[]	2[]	3[]	4[]	5[]
22. Determination of event format	1[]	2[]	3[]	4[]	5[]
23. Hospitality	1[]	2[]	3[]	4[]	5[]
24. Obtaining insurance	1[]	2[]	3[]	4[]	5[]
25. Leadership	1[]	2[]	3[]	4[]	5[]
26. Management	1[]	2[]	3[]	4[]	5[]
27. Marketing	1[]	2[]	3[]	4[]	5[]
28. Media relations	1[]	2[]	3[]	4[]	5[]
29. Obtaining medical personnel and creating medical plan	1[]	2[]	3[]	4[]	5[]
30. Negotiations	1[]	2[]	3[]	4[]	5[]
31. Organization	1[]	2[]	3[]	4[]	5[]
32. Organizational structure of staff	1[]	2[]	3[]	4[]	5[]
33. Securing parking spaces, lots, or sites	1[]	2[]	3[]	4[]	5[]
34. Determining participant categories	1[]	2[]	3[]	4[]	5[]
35. Obtaining permits, licenses, and permissions	1[]	2[]	3[]	4[]	5[]
36. Personnel management	1[]	2[]	3[]	4[]	5[]
37. Planning	1[]	2[]	3[]	4[]	5[]
38. Presentation and public speaking	1[]	2[]	3[]	4[]	5[]
39. Problem solving	1[]	2[]	3[]	4[]	5[]
40. Procuring resources (materials)	1[]	2[]	3[]	4[]	5[]

41. Promotion	1[]	2[]	3[]	4[]	5[]
42. Obtaining publicity	1[]	2[]	3[]	4[]	5[]
43. Public relations	1[]	2[]	3[]	4[]	5[]
44. Running registration	1[]	2[]	3[]	4[]	5[]
45. Determining and posting results	1[]	2[]	3[]	4[]	5[]
46. Running sales and concessions	1[]	2[]	3[]	4[]	5[]
47. Obtaining sanitary facilities	1[]	2[]	3[]	4[]	5[]
48. Event scheduling	1[]	2[]	3[]	4[]	5[]
49. Planning security and safety	1[]	2[]	3[]	4[]	5[]
50. Self-discipline	1[]	2[]	3[]	4[]	5[]
51. Obtaining sponsorships	1[]	2[]	3[]	4[]	5[]
52. Evaluation of staff	1[]	2[]	3[]	4[]	5[]
53. Determining staff needs	1[]	2[]	3[]	4[]	5[]
54. Obtaining staff member input	1[]	2[]	3[]	4[]	5[]
55. Staff relations	1[]	2[]	3[]	4[]	5[]
56. Time management	1[]	2[]	3[]	4[]	5[]
57. Maintaining event timeline	1[]	2[]	3[]	4[]	5[]
58. Training of volunteers and staff	1[]	2[]	3[]	4[]	5[]
59. Volunteer and staff recruitment	1[]	2[]	3[]	4[]	5[]
60. Writing ability (letters of proposal, thank you, etc.)	1[]	2[]	3[]	4[]	5[]

APPENDIX D

INTRODUCTION LETTER SENT 05 JUNE 2000

This appendix contains the e-mail letter sent to officials and promoters introducing them to the research and to the researcher.

Howdy!

I am working on my dissertation for my Doctorate of Education in Physical Education at the University of Northern Colorado. In order to complete my study, I need to collect data pertaining to my research. The anonymous, volunteer sample will be the USCF and ACA officials and promoters from the last two years.

In two days I will send you another e-mail that will introduce you to the study, provide you with instructions on completing the survey, and give you notice of consent for you voluntary participation.

If you do not wish to be part of my study, please inform me via e-mail so that I may remove you from the list.

Thank you for your time and consideration.

Rey A. Treviño, Jr.
Doctoral Candidate
University of Northern Colorado
USCF and ACA Official

APPENDIX E

LETTER OF CONSENT SENT 07 JUNE 2000

This appendix contains the e-mail letter sent to officials and promoters explaining the survey questionnaire and the consent stipulations.

Howdy!

In order to partially fulfill the requirements for the Doctor of Education (Ed.D.) in Physical Education: Sport Administration at the University of Northern Colorado, I am conducting a regional survey of USCF Rocky Mountain and ACA promoters and officials. The study hopes to answer the following questions:

1. What are the event effectiveness factors perceived to be most important by event managers and officials?
2. What effectiveness model best fits cycling event management predicated by the perceptions of effectiveness factors.
3. What are the event competencies perceived to be most important by event managers and officials?
4. Are there differences between event managers' and officials' perceived importance of event effectiveness factors?
5. Are there differences between event managers' and officials' perceived importance of event management competencies?
6. Are there differences between experience levels of event managers' perceived importance of event effectiveness factors and management competencies?
7. Are there differences between experience levels of officials' perceived importance of event effectiveness factors and management competencies?

The survey questionnaire is on-line and is self explanatory. The first part consists of demographic information, which includes your affiliation (where you conduct most of your races: USCF or ACA), manager type (official or promoter), and experience level (category or number of races promoted).

The second and third parts consist of 50 and 60 items for which you are to select your perception of effectiveness factors and event manager competencies based upon a five-point Likert scale from "slight importance" to "extreme importance." If you are both an official and promoter, you may fill it out twice, but keep in mind to think like an official in the latter parts if you selected "Official" in part one or think like a promoter if you selected "Promoter." The survey should take between 10-15 minutes to complete.

All individual responses will be kept confidential. I would appreciate very much if you would aid me in this endeavor and complete the survey by Tuesday 14 June 2000. You can download a copy of my dissertation proposal at aggierat90.homestead.com/files/proposal.doc if you would like to read it.

By following the following link to the survey, you agree to become part of an anonymous research study: aggierat90.homestead.com/instrument.html. If, for some reason, you cannot access the survey, let me know and I will send you an electronic copy that you may edit and send back.

Thank you very much for your time and consideration.

Rey A. Treviño, Jr.
 Doctoral Candidate
 University of Northern Colorado
 USCF and ACA Official

APPENDIX F

FOLLOW-UP NOTICE OF SURVEY SENT 12 JUNE 2000

This appendix contains the e-mail letter sent to officials and promoters re-informing them of the research and survey.

Howdy!

Thank you to all that have made submissions for my data collection. However, I still need a larger sample with which to work. If you have not submitted your perceptions, please submit this week.

I am hoping to find significant differences in the perceptions of officials and promoters. Implications could include education (i.e., in the forms of clinics or workshops) of the two and compatibilities between leadership types. Both of these could lead to future studies.

Thank you again for your time and consideration on this matter.

Rey A. Treviño, Jr.
Doctoral Candidate
University of Northern Colorado
USCF and ACA Official

APPENDIX G

EFFECTIVENESS FACTOR RANKINGS BY EXPERIENCE LEVEL

The effectiveness factors are ranked by each official and promoter experience level in this appendix.

Table A

Effectiveness Factor Rankings by Promoter Experience Level A

Rank	No.	Factor	<u>M</u>	<u>SD</u>
1	*EF31	Planning	5.00	0.0000
2	*EF35	Readiness	4.80	0.4472
3	*EF4	Communication	4.60	0.5477
4	*EF32	Problem solving	4.40	0.8944
5.5	*EF20	Ability to integrate organizational components	4.20	0.8367
5.5	*EF50	Value of human resources	4.20	0.8367
10	*EF8	Coordination	4.00	1.0000
10	*EF13	External support	4.00	0.7071
10	*EF14	Ability to be Flexible	4.00	0.0000
10	*EF27	Openness towards all groups	4.00	1.0000
10	*EF30	Participant concerns	4.00	1.0000
10	*EF36	Relationship with the external environment	4.00	0.7071
10	*EF38	Resident concerns	4.00	0.7071
20	EF3	Cohesion	3.80	1.0954
20	EF10	Process Efficiency	3.80	1.0954
20	EF16	Information management	3.80	1.0954
20	EF18	Inputs	3.80	0.8367
20	EF19	Input acquisition	3.80	0.8367
20	EF23	Staff Morale	3.80	0.8367
20	EF24	Municipality concerns	3.80	0.8367
20	EF28	Organizational health	3.80	0.8367

Table A continued

Effectiveness Factor Rankings by Promoter Experience Level A

Rank	No.	Factor	<u>M</u>	<u>SD</u>
20	EF29	Outputs	3.80	1.0954
20	EF37	Reliability	3.80	0.8367
20	EF44	Support from all groups	3.80	0.8367
20	EF48	Time	3.80	0.8367
20	EF49	Utilization of groups and resources	3.80	0.8367
30	EF1	Adaptability	3.60	0.8944
30	EF21	Interaction	3.60	0.8944
30	EF22	Interrelations between all groups	3.60	0.8944
30	EF26	Official concerns	3.60	0.5477
30	EF39	Satisfaction	3.60	0.8944
30	EF41	Sponsor concerns	3.60	1.1402
30	EF43	Staff and volunteer concerns	3.60	0.8944
37.5	EF2	Business concerns	3.40	0.8944
37.5	EF6	Control	3.40	0.5477
37.5	EF7	Cooperation	3.40	0.5477
37.5	EF12	Event manager concerns	3.40	0.8944
37.5	EF15	Goal achievement	3.40	0.8944
37.5	EF33	Productivity	3.40	0.8944
37.5	EF42	Stability of event process	3.40	0.5477
37.5	EF47	Throughputs or internal process	3.40	1.1402
43	EF5	Absence of conflict	3.20	0.4472
43	EF17	Initiation	3.20	0.8367

Table A continued

Effectiveness Factor Rankings by Promoter Experience Level A

Rank	No.	Factor	<u>M</u>	<u>SD</u>
43	EF46	Absence of tension	3.20	0.8367
45	EF40	Spectator concerns	3.00	1.5811
47	EF9	Program Development	2.80	1.3038
47	EF25	Objective setting	2.80	1.4832
47	EF45	Absence of strain or stress	2.80	0.8367
49.5	EF11	Evaluation	2.40	1.1402
49.5	EF34	Profit	2.40	0.5477

Note. *Factors perceived to be important ($M \geq 4.00$).
N = 5.

Table B

Effectiveness Factor Rankings by Promoter Experience Level B

Rank	No.	Factor	<u>M</u>	<u>SD</u>
3.5	*EF1	Adaptability	4.40	0.8944
3.5	*EF6	Control	4.40	0.5477
3.5	*EF31	Planning	4.40	0.8944
3.5	*EF35	Readiness	4.40	0.8944
3.5	*EF41	Sponsor concerns	4.40	0.8944
3.5	*EF50	Value of human resources	4.40	0.8944
9.5	*EF4	Communication	4.20	0.4472
9.5	*EF8	Coordination	4.20	0.8367
9.5	*EF13	External support	4.20	0.8367

Table B continued

Effectiveness Factor Rankings by Promoter Experience Level B

Rank	No.	Factor	<u>M</u>	<u>SD</u>
9.5	*EF26	Official concerns	4.20	0.4472
9.5	*EF36	Relationship with the external environment	4.20	1.0954
9.5	*EF37	Reliability	4.20	0.4472
16.5	*EF2	Business concerns	4.00	0.0000
16.5	*EF3	Cohesion	4.00	0.7071
16.5	*EF10	Process Efficiency	4.00	0.0000
16.5	*EF16	Information management	4.00	0.7071
16.5	*EF18	Inputs	4.00	0.7071
16.5	*EF19	Input acquisition	4.00	1.0000
16.5	*EF20	Ability to integrate organizational components	4.00	0.7071
16.5	*EF25	Objective setting	4.00	0.7071
24	EF12	Event manager concerns	3.80	1.3038
24	EF23	Staff Morale	3.80	0.4472
24	EF24	Municipality concerns	3.80	1.3038
24	EF29	Outputs	3.80	1.3038
24	EF33	Productivity	3.80	0.8367
24	EF38	Resident concerns	3.80	0.8367
24	EF48	Time	3.80	1.0954
29	EF32	Problem solving	3.60	0.5477
29	EF42	Stability of event process	3.60	0.5477
29	EF43	Staff and volunteer concerns	3.60	0.8944

Table B continued

Effectiveness Factor Rankings by Promoter Experience Level B

Rank	No.	Factor	<u>M</u>	<u>SD</u>
33.5	EF7	Cooperation	3.40	0.5477
33.5	EF14	Ability to be Flexible	3.40	1.6733
33.5	EF15	Goal achievement	3.40	0.8944
33.5	EF27	Openness towards all groups	3.40	0.5477
33.5	EF30	Participant concerns	3.40	0.5477
33.5	EF49	Utilization of groups and resources	3.40	0.5477
38	EF28	Organizational health	3.20	0.8367
38	EF39	Satisfaction	3.20	0.8367
38	EF44	Support from all groups	3.20	0.4472
42	EF5	Absence of conflict	3.00	1.2247
42	EF11	Evaluation	3.00	1.2247
42	EF17	Initiation	3.00	0.7071
42	EF21	Interaction	3.00	0.0000
42	EF47	Throughputs or internal process	3.00	0.7071
45.5	EF9	Program Development	2.80	1.0954
45.5	EF22	Interrelations between all groups	2.80	0.4472
47	EF34	Profit	2.40	1.1402
48	EF40	Spectator concerns	2.20	1.0954
49.5	EF45	Absence of strain or stress	2.00	0.7071
49.5	EF46	Absence of tension	2.00	0.7071

Note. *Factors perceived to be important ($\underline{M} \geq 4.00$).
N = 5.

Table C

Effectiveness Factor Rankings by Promoter Experience Level C

Rank	No.	Factor	<u>M</u>	<u>SD</u>
1.5	*EF24	Municipality concerns	5.00	0.0000
1.5	*EF35	Readiness	5.00	0.0000
4	*EF12	Event manager concerns	4.40	0.5477
4	*EF23	Staff morale	4.40	0.5477
4	*EF31	Planning	4.40	0.5477
10.5	*EF2	Business concerns	4.20	0.4472
10.5	*EF4	Communication	4.20	0.4472
10.5	*EF6	Control	4.20	0.4472
10.5	*EF8	Coordination	4.20	0.4472
10.5	*EF14	Ability to be flexible	4.20	0.4472
10.5	*EF20	Ability to integrate organizational components	4.20	0.4472
10.5	*EF32	Problem solving	4.20	0.4472
10.5	*EF36	Relationship with the external environment	4.20	0.4472
10.5	*EF41	Sponsor concerns	4.20	0.4472
10.5	*EF50	Value of human resources	4.20	0.4472
19	*EF1	Adaptability	4.00	0.7071
19	*EF13	External support	4.00	1.0000
19	*EF28	Organizational health	4.00	0.0000
19	*EF29	Outputs	4.00	0.0000
19	*EF42	Stability of event process	4.00	0.0000
19	*EF43	Staff and volunteer concerns	4.00	0.0000

Table C continued

Effectiveness Factor Rankings by Promoter Experience Level C

Rank	No.	Factor	<u>M</u>	<u>SD</u>
19	*EF47	Throughputs or internal process	4.00	0.7071
26	EF7	Cooperation	3.80	0.4472
26	EF11	Evaluation	3.80	0.4472
26	EF15	Goal achievement	3.80	0.4472
26	EF16	Information management	3.80	0.8367
26	EF18	Inputs	3.80	0.8367
26	EF19	Input acquisition	3.80	0.8367
26	EF44	Support from all groups	3.80	0.4472
32.5	EF3	Cohesion	3.40	0.8944
32.5	EF10	Process efficiency	3.40	0.8944
32.5	EF37	Reliability	3.40	0.5477
32.5	EF38	Resident concerns	3.40	0.8944
32.5	EF39	Satisfaction	3.40	0.5477
32.5	EF49	Utilization of groups and resources	3.40	0.5477
40.5	EF9	Program development	3.20	0.4472
40.5	EF17	Initiation	3.20	0.4472
40.5	EF21	Interaction	3.20	1.3038
40.5	EF25	Objective setting	3.20	0.4472
40.5	EF26	Official concerns	3.20	0.4472
40.5	EF27	Openness towards all groups	3.20	1.3038
40.5	EF30	Participant concerns	3.20	0.4472
40.5	EF34	Profit	3.20	0.4472

Table C continued

Effectiveness Factor Rankings by Promoter Experience Level C

<u>Rank</u>	<u>No.</u>	<u>Factor</u>	<u>M</u>	<u>SD</u>
40.5	EF40	Spectator concerns	3.20	1.3038
40.5	EF48	Time	3.20	0.8367
46	EF33	Productivity	3.00	0.7071
47	EF5	Absence of conflict	2.80	0.8367
48	EF22	Interrelations between all groups	2.60	0.8944
49	EF46	Absence of tension	2.40	0.8944
50	EF45	Absence of strain or stress	1.80	1.3038

Note. *Factors perceived to be important ($M \geq 4.00$).
N = 5.

Table D

Effectiveness Factor Rankings by Official Category W

Rank	No.	Factor	<u>M</u>	<u>SD</u>
1.5	*EF14	Ability to be flexible	5.00	0.0000
1.5	*EF18	Inputs	5.00	0.0000
6	*EF3	Cohesion	4.50	0.7071
6	*EF19	Input acquisition	4.50	0.7071
6	*EF20	Ability to integrate organizational components	4.50	0.7071
6	*EF27	Openness towards all groups	4.50	0.7071
6	*EF29	Outputs	4.50	0.7071
6	*EF41	Sponsor concerns	4.50	0.7071
6	*EF42	Stability of event process	4.50	0.7071
12	*EF1	Adaptability	4.00	0.0000
12	*EF6	Control	4.00	0.0000
12	*EF15	Goal achievement	4.00	0.0000
12	*EF16	Information management	4.00	0.0000
12	*EF32	Problem solving	4.00	0.0000
24	EF2	Business concerns	3.50	0.7071
24	EF4	Communication	3.50	0.7071
24	EF5	Absence of conflict	3.50	0.7071
24	EF8	Coordination	3.50	0.7071
24	EF9	Program development	3.50	0.7071
24	EF10	Process efficiency	3.50	0.7071
24	EF13	External support	3.50	0.7071

Table D continued

Effectiveness Factor Rankings by Official Category W

Rank	No.	Factor	<u>M</u>	<u>SD</u>
24	EF23	Staff morale	3.50	0.7071
24	EF25	Objective setting	3.50	0.7071
24	EF26	Official concerns	3.50	0.7071
24	EF31	Planning	3.50	0.7071
24	EF33	Productivity	3.50	0.7071
24	EF34	Profit	3.50	0.7071
24	EF35	Readiness	3.50	0.7071
24	EF36	Relationship with the external environment	3.50	0.7071
24	EF37	Reliability	3.50	0.7071
24	EF39	Satisfaction	3.50	0.7071
24	EF44	Support from all groups	3.50	0.7071
24	EF50	Value of human resources	3.50	0.7071
35.5	EF7	Cooperation	3.00	0.0000
35.5	EF28	Organizational health	3.00	0.0000
35.5	EF30	Participant concerns	3.00	0.0000
35.5	EF38	Resident concerns	3.00	0.0000
35.5	EF40	Spectator concerns	3.00	0.0000
35.5	EF43	Staff and volunteer concerns	3.00	0.0000
35.5	EF47	Throughputs or internal process	3.00	0.0000
35.5	EF48	Time	3.00	0.0000
42	EF12	Event manager concerns	2.50	0.7071
42	EF17	Initiation	2.50	0.7071

Table D continued

Effectiveness Factor Rankings by Official Category W

Rank	No.	Factor	<u>M</u>	<u>SD</u>
42	EF21	Interaction	2.50	0.7071
42	EF22	Interrelations between all groups	2.50	0.7071
42	EF49	Utilization of groups and resources	2.50	0.7071
45.5	EF11	Evaluation	2.00	0.0000
45.5	EF45	Absence of strain or stress	2.00	0.0000
47.5	EF24	Municipality concerns	1.50	0.7071
47.5	EF46	Absence of tension	1.50	0.7071

Note. *Factors perceived to be important ($M \geq 4.00$).
N = 2.

Table E

Effectiveness Factor Rankings by Official Category X

Rank	No.	Factor	<u>M</u>	<u>SD</u>
1.5	*EF4	Communication	5.00	0.4472
1.5	*EF35	Readiness	5.00	0.4472
3	*EF32	Problem solving	4.80	0.4472
4	*EF7	Cooperation	4.60	0.5477
7	*EF1	Adaptability	4.20	0.7071
7	*EF14	Ability to be flexible	4.20	0.7071
7	*EF16	Information management	4.20	0.4472
7	*EF39	Satisfaction	4.20	0.4472
7	*EF50	Value of human resources	4.20	0.4472

Table E continued

Effectiveness Factor Rankings by Official Category X

Rank	No.	Factor	<u>M</u>	<u>SD</u>
12.5	*EF20	Ability to integrate organizational components	4.00	0.0000
12.5	*EF26	Official concerns	4.00	0.5477
12.5	*EF27	Openness towards all groups	4.00	0.7071
12.5	*EF31	Planning	4.00	0.5477
12.5	*EF37	Reliability	4.00	0.8367
12.5	*EF42	Stability of event process	4.00	0.4472
19.5	EF3	Cohesion	3.80	0.5477
19.5	EF6	Control	3.80	0.7071
19.5	EF13	External support	3.80	0.4472
19.5	EF19	Input acquisition	3.80	0.4472
19.5	EF21	Interaction	3.80	0.7071
19.5	EF28	Organizational health	3.80	0.7071
19.5	EF29	Outputs	3.80	0.0000
19.5	EF36	Relationship with the external environment	3.80	0.7071
25	EF23	Staff morale	3.60	0.7071
25	EF24	Municipality concerns	3.60	0.0000
25	EF49	Utilization of groups and resources	3.60	0.8367
28	EF8	Coordination	3.40	0.0000
28	EF18	Inputs	3.40	0.7071
28	EF44	Support from all groups	3.40	1.0954
32	EF5	Absence of conflict	3.20	0.8367

Table E continued

Effectiveness Factor Rankings by Official Category X

Rank	No.	Factor	<u>M</u>	<u>SD</u>
32	EF12	Event manager concerns	3.20	0.7071
32	EF15	Goal achievement	3.20	0.4472
32	EF17	Initiation	3.20	0.4472
32	EF30	Participant concerns	3.20	0.4472
38	EF10	Process efficiency	3.00	0.4472
38	EF11	Evaluation	3.00	0.0000
38	EF22	Interrelations between all groups	3.00	0.4472
38	EF25	Objective setting	3.00	0.7071
38	EF41	Sponsor concerns	3.00	0.4472
38	EF43	Staff and volunteer concerns	3.00	0.8367
38	EF46	Absence of tension	3.00	0.4472
42.5	EF33	Productivity	2.80	0.5477
42.5	EF48	Time	2.80	0.8367
45	EF9	Program development	2.40	0.7071
45	EF38	Resident concerns	2.40	0.4472
45	EF47	Throughputs or internal process	2.40	0.4472
47.5	EF2	Business concerns	2.20	0.0000
47.5	EF45	Absence of strain or stress	2.20	0.4472
49.5	EF34	Profit	1.80	0.5477
49.5	EF40	Spectator concerns	1.80	1.0954

Note. *Factors perceived to be important ($\underline{M} \geq 4.00$).
N = 5.

Table F

Effectiveness Factor Rankings by Official Category Y

Rank	No.	Factor	<u>M</u>	<u>SD</u>
1	*EF35	Readiness	4.83	0.8367
2	*EF4	Communication	4.67	0.0000
4.5	*EF13	External support	4.50	0.8165
4.5	*EF27	Openness towards all groups	4.50	0.7528
4.5	*EF31	Planning	4.50	0.5164
4.5	*EF50	Value of human resources	4.50	0.6325
7	*EF36	Relationship with the external environment	4.33	0.6325
8.5	*EF8	Coordination	4.17	0.4082
8.5	*EF19	Input acquisition	4.17	0.5477
15	*EF3	Cohesion	4.00	0.8367
15	*EF7	Cooperation	4.00	0.9832
15	*EF16	Information management	4.00	0.6325
15	*EF18	Inputs	4.00	0.4082
15	*EF20	Ability to integrate organizational components	4.00	0.6325
15	*EF26	Official concerns	4.00	0.7528
15	*EF28	Organizational health	4.00	1.0954
15	*EF29	Outputs	4.00	0.4082
15	*EF30	Participant concerns	4.00	0.5477
15	*EF38	Resident concerns	4.00	0.7528
15	*EF41	Sponsor concerns	4.00	0.9832
23	EF24	Municipality concerns	3.83	0.5477

Table F continued

Effectiveness Factor Rankings by Official Category Y

Rank	No.	Factor	<u>M</u>	<u>SD</u>
23	EF32	Problem solving	3.83	0.7528
23	EF37	Reliability	3.83	0.8165
23	EF39	Satisfaction	3.83	0.4082
23	EF43	Staff and volunteer concerns	3.83	0.8367
26	EF44	Support from all groups	3.67	0.6325
29	EF1	Adaptability	3.50	0.5477
29	EF14	Ability to be flexible	3.50	0.8944
29	EF21	Interaction	3.50	0.6325
29	EF25	Objective setting	3.50	0.0000
29	EF49	Utilization of groups and resources	3.50	0.5477
33	EF6	Control	3.33	0.7528
33	EF23	Staff morale	3.33	0.5164
33	EF42	Stability of event process	3.33	0.4082
38.5	EF5	Absence of conflict	3.17	0.4082
38.5	EF11	Evaluation	3.17	0.8165
38.5	EF12	Event manager concerns	3.17	1.0954
38.5	EF15	Goal achievement	3.17	0.8165
38.5	EF22	Interrelations between all groups	3.17	0.7528
38.5	EF33	Productivity	3.17	0.6325
38.5	EF47	Throughputs or internal process	3.17	0.7528
38.5	EF48	Time	3.17	0.5164
43	EF2	Business concerns	3.00	0.7528

Table F continued

Effectiveness Factor Rankings by Official Category Y

Rank	No.	Factor	<u>M</u>	<u>SD</u>
44.5	EF10	Process efficiency	2.83	0.6325
44.5	EF17	Initiation	2.83	0.8165
46	EF9	Program development	2.50	0.9832
47.5	EF34	Profit	2.33	0.4082
47.5	EF40	Spectator concerns	2.33	0.4082
49	EF46	Absence of tension	2.17	0.8367
50	EF45	Absence of strain or stress	2.00	0.5477

Note. *Factors perceived to be important ($M \geq 4.00$).
N = 6.

Table G

Effectiveness Factor Rankings by Official Category Z

Rank	No.	Factor	<u>M</u>	<u>SD</u>
5.5	*EF6	Control	5.00	0.0000
5.5	*EF7	Cooperation	5.00	0.0000
5.5	*EF8	Coordination	5.00	0.0000
5.5	*EF12	Event manager concerns	5.00	0.0000
5.5	*EF16	Information management	5.00	0.0000
5.5	*EF18	Inputs	5.00	0.0000
5.5	*EF28	Organizational health	5.00	0.0000
5.5	*EF31	Planning	5.00	0.0000
5.5	*EF32	Problem solving	5.00	0.0000

Table G continued

Effectiveness Factor Rankings by Official Category Z

Rank	No.	Factor	<u>M</u>	<u>SD</u>
5.5	*EF41	Sponsor concerns	5.00	0.0000
16.5	*EF3	Cohesion	4.50	0.7071
16.5	*EF4	Communication	4.50	0.7071
16.5	*EF9	Program development	4.50	0.7071
16.5	*EF14	Ability to be flexible	4.50	0.7071
16.5	*EF19	Input acquisition	4.50	0.7071
16.5	*EF21	Interaction	4.50	0.7071
16.5	*EF29	Outputs	4.50	0.7071
16.5	*EF35	Readiness	4.50	0.7071
16.5	*EF36	Relationship with the external environment	4.50	0.7071
16.5	*EF37	Reliability	4.50	0.7071
16.5	*EF42	Stability of event process	4.50	0.7071
16.5	*EF44	Support from all groups	4.50	0.7071
25.5	*EF1	Adaptability	4.00	0.0000
25.5	*EF15	Goal achievement	4.00	0.0000
25.5	*EF30	Participant concerns	4.00	0.0000
25.5	*EF38	Resident concerns	4.00	0.0000
25.5	*EF40	Spectator concerns	4.00	0.0000
25.5	*EF43	Staff and volunteer concerns	4.00	0.0000
36	EF2	Business concerns	3.50	0.7071
36	EF5	Absence of conflict	3.50	0.7071
36	EF10	Process efficiency	3.50	0.7071

Table G continued

Effectiveness Factor Rankings by Official Category Z

<u>Rank</u>	<u>No.</u>	<u>Factor</u>	<u>M</u>	<u>SD</u>
36	EF17	Initiation	3.50	0.7071
36	EF20	Ability to integrate organizational components	3.50	0.7071
36	EF22	Interrelations between all groups	3.50	0.7071
36	EF23	Staff morale	3.50	0.7071
36	EF24	Municipality concerns	3.50	0.7071
36	EF26	Official concerns	3.50	0.7071
36	EF27	Openness towards all groups	3.50	0.7071
36	EF33	Productivity	3.50	0.7071
36	EF34	Profit	3.50	0.7071
36	EF39	Satisfaction	3.50	0.7071
36	EF49	Utilization of groups and resources	3.50	0.7071
36	EF50	Value of human resources	3.50	0.7071
45.5	EF11	Evaluation	3.00	0.0000
45.5	EF45	Absence of strain or stress	3.00	0.0000
45.5	EF47	Throughputs or internal process	3.00	0.0000
45.5	EF48	Time	3.00	0.0000
48.5	EF13	External support	2.50	0.7071
48.5	EF46	Absence of tension	2.50	0.7071
50	EF25	Objective setting	1.50	0.7071

Note. *Factors perceived to be important ($M \geq 4.00$).

N = 2.

APPENDIX H

MANAGER COMPETENCY RANKINGS BY EXPERIENCE LEVEL

The manager competencies are ranked by each official and promoter experience level in this appendix.

Table H

Manager Competency Rankings by Promoter Experience Level A

Rank	No.	Factor	<u>M</u>	<u>SD</u>
1.5	*MC55	Staff relations	4.40	0.5477
1.5	*MC59	Volunteer and staff recruitment	4.40	0.5477
5.5	*MC3	Planning award ceremonies	4.20	0.8367
5.5	*MC5	Coordination of event day communications	4.20	0.8367
5.5	*MC9	Conflict management	4.20	0.4472
5.5	*MC25	Leadership	4.20	0.4472
5.5	*MC35	Obtaining permits, licenses, and permissions	4.20	0.8367
5.5	*MC54	Obtaining staff member input	4.20	0.8367
15	*MC4	Conducting award ceremonies	4.00	0.7071
15	*MC16	Delegation	4.00	0.7071
15	*MC17	Documentation and artwork design	4.00	0.7071
15	*MC18	Event evaluation and review	4.00	1.0000
15	*MC22	Determination of event format	4.00	0.7071
15	*MC23	Hospitality	4.00	1.0000
15	*MC24	Obtaining insurance	4.00	0.7071
15	*MC28	Media relations	4.00	1.0000
15	*MC31	Organization	4.00	0.7071
15	*MC32	Organizational structure of staff	4.00	1.0000
15	*MC47	Obtaining sanitary facilities	4.00	0.7071
15	*MC50	Self-discipline	4.00	1.0000
15	*MC56	Time management	4.00	1.0000
24.5	MC1	Obtaining awards	3.80	0.8367

Table H continued

Manager Competency Rankings by Promoter Experience Level A

Rank	No.	Factor	<u>M</u>	<u>SD</u>
24.5	MC10	Consultation skill	3.80	1.0954
24.5	MC30	Negotiations	3.80	0.8367
24.5	MC37	Planning	3.80	1.0954
24.5	MC46	Running sales and concessions	3.80	0.8367
24.5	MC53	Determining staff needs	3.80	0.8367
35.5	MC6	Communication and interface skills	3.60	0.8944
35.5	MC12	Event coordination	3.60	0.8944
35.5	MC13	Knowledge of cycling	3.60	1.6733
35.5	MC19	Facilities and venue securing and maintenance	3.60	0.8944
35.5	MC20	Financial administration	3.60	0.8944
35.5	MC21	Producing and distribution of flyers	3.60	0.8944
35.5	MC29	Obtaining medical personnel and creating medical plan	3.60	1.1402
35.5	MC34	Determining participant categories	3.60	0.8944
35.5	MC39	Problem solving	3.60	1.1402
35.5	MC40	Procuring resources	3.60	0.8944
35.5	MC42	Obtaining publicity	3.60	1.1402
35.5	MC45	Determining and posting results	3.60	0.8944
35.5	MC48	Event scheduling	3.60	0.8944
35.5	MC49	Planning security and safety	3.60	0.8944
35.5	MC57	Maintaining event timeline	3.60	0.8944

Table H

Manager Competency Rankings by Promoter Experience Level A

Rank	No.	Factor	<u>M</u>	<u>SD</u>
35.5	MC60	Writing ability	3.60	0.8944
47.5	MC11	Contacts and dealing with municipal organizations	3.40	0.8944
47.5	MC14	Obtaining event dates	3.40	1.1402
47.5	MC15	Decision making	3.40	1.1402
47.5	MC26	Management	3.40	1.6733
47.5	MC33	Securing parking spaces, lots, or sites	3.40	0.8944
47.5	MC36	Personnel management	3.40	1.6733
47.5	MC41	Promotion	3.40	1.1402
47.5	MC43	Public relations	3.40	1.5166
52.5	MC27	Marketing	3.20	1.3038
52.5	MC52	Evaluation of staff	3.20	1.0954
56	MC2	Budget management	3.00	0.7071
56	MC38	Presentation and public speaking	3.00	1.4142
56	MC44	Running registration	3.00	1.0000
56	MC51	Obtaining sponsorships	3.00	1.4142
56	MC58	Training of volunteers and staff	3.00	1.2247
59	MC7	Complaint handling	2.40	0.8944
60	MC8	Computer literacy	2.20	0.8367

Note. *Competencies perceived to be important ($M \geq 4.00$).
N = 5.

Table I

Manager Competency Rankings by Promoter Experience Level B

Rank	No.	Factor	<u>M</u>	<u>SD</u>
1	*MC59	Volunteer and staff recruitment	4.60	0.8944
4	*MC13	Knowledge of cycling	4.40	0.8944
4	*MC29	Obtaining medical personnel and creating medical plan	4.40	0.8944
4	*MC37	Planning	4.40	0.5477
4	*MC44	Running registration	4.40	0.8944
4	*MC56	Time management	4.40	0.5477
11	*MC5	Coordination of event day communications	4.20	0.8367
11	*MC11	Contacts and dealing with municipal organizations	4.20	0.8367
11	*MC12	Event coordination	4.20	0.4472
11	*MC16	Delegation	4.20	0.4472
11	*MC24	Obtaining insurance	4.20	1.0954
11	*MC25	Leadership	4.20	0.8367
11	*MC31	Organization	4.20	0.4472
11	*MC35	Obtaining permits, licenses, and permissions	4.20	0.4472
11	*MC57	Maintaining event timeline	4.20	0.4472
18.5	*MC9	Conflict management	4.00	0.7071
18.5	*MC14	Obtaining event dates	4.00	0.7071
18.5	*MC15	Decision making	4.00	0.7071
18.5	*MC39	Problem solving	4.00	0.7071
18.5	*MC40	Procuring resources	4.00	1.0000
18.5	*MC45	Determining and posting results	4.00	0.7071

Table I continued

Manager Competency Rankings by Promoter Experience Level B

Rank	No.	Factor	<u>M</u>	<u>SD</u>
24.5	MC2	Budget management	3.80	0.8367
24.5	MC20	Financial administration	3.80	0.8367
24.5	MC26	Management	3.80	0.4472
24.5	MC48	Event scheduling	3.80	0.4472
24.5	MC49	Planning security and safety	3.80	0.8367
24.5	MC58	Training of volunteers and staff	3.80	1.0954
32.5	MC6	Communication and interface skills	3.60	0.5477
32.5	MC10	Consultation skill	3.60	1.1402
32.5	MC18	Event evaluation and review	3.60	1.1402
32.5	MC19	Facilities and venue securing and maintenance	3.60	0.8944
32.5	MC30	Negotiations	3.60	0.5477
32.5	MC34	Determining participant categories	3.60	0.8944
32.5	MC36	Personnel management	3.60	0.5477
32.5	MC41	Promotion	3.60	1.1402
32.5	MC47	Obtaining sanitary facilities	3.60	0.8944
32.5	MC50	Self-discipline	3.60	1.1402
40	MC21	Producing and distribution of flyers	3.40	0.8944
40	MC22	Determination of event format	3.40	0.5477
40	MC33	Securing parking spaces, lots, or sites	3.40	1.5166
40	MC51	Obtaining sponsorships	3.40	1.5166
40	MC60	Writing ability	3.40	1.1402

Table I continued

Manager Competency Rankings by Promoter Experience Level B

Rank	No.	Factor	<u>M</u>	<u>SD</u>
46	MC1	Obtaining awards	3.20	0.8367
46	MC23	Hospitality	3.20	1.0954
46	MC32	Organizational structure of staff	3.20	0.8367
46	MC38	Presentation and public speaking	3.20	0.8367
46	MC43	Public relations	3.20	1.3038
46	MC53	Determining staff needs	3.20	0.8367
46	MC55	Staff relations	3.20	0.4472
51	MC7	Complaint handling	3.00	0.7071
51	MC8	Computer literacy	3.00	0.7071
51	MC54	Obtaining staff member input	3.00	0.7071
53	MC52	Evaluation of staff	2.80	0.4472
54.5	MC17	Documentation and artwork design	2.60	0.5477
54.5	MC27	Marketing	2.60	1.1402
56.5	MC28	Media relations	2.40	1.1402
56.5	MC42	Obtaining publicity	2.40	1.1402
58.5	MC4	Conducting award ceremonies	1.40	0.5477
58.5	MC46	Running sales and concessions	1.40	0.8944
60	MC3	Planning award ceremonies	1.20	0.4472

Note. *Competencies perceived to be important ($\underline{M} \geq 4.00$).
 $N = 5$.

Table J

Manager Competency Rankings by Promoter Experience Level C

Rank	No.	Factor	<u>M</u>	<u>SD</u>
2	*MC11	Contacts and dealing with municipal organizations	5.00	0.0000
2	*MC35	Obtaining permits, licenses, and permissions	5.00	0.0000
2	*MC37	Planning	5.00	0.0000
5	*MC5	Coordination of event day communications	4.80	0.4472
5	*MC14	Obtaining event dates	4.80	0.4472
5	*MC39	Problem solving	4.80	0.4472
8	*MC13	Knowledge of cycling	4.40	0.5477
8	*MC19	Facilities and venue securing and maintenance	4.40	0.5477
8	*MC24	Obtaining insurance	4.40	0.5477
13.5	*MC10	Consultation skill	4.20	0.4472
13.5	*MC15	Decision making	4.20	0.4472
13.5	*MC25	Leadership	4.20	0.4472
13.5	*MC29	Obtaining medical personnel and creating medical plan	4.20	0.4472
13.5	*MC32	Organizational structure of staff	4.20	0.4472
13.5	*MC44	Running registration	4.20	0.4472
13.5	*MC49	Planning security and safety	4.20	0.4472
13.5	*MC59	Volunteer and staff recruitment	4.20	0.4472
23	*MC2	Budget management	4.00	0.0000
23	*MC6	Communication and interface skills	4.00	0.0000
23	*MC9	Conflict management	4.00	0.0000

Table J continued

Manager Competency Rankings by Promoter Experience Level C

Rank	No.	Factor	<u>M</u>	<u>SD</u>
23	*MC12	Event coordination	4.00	0.0000
23	*MC30	Negotiations	4.00	0.0000
23	*MC36	Personnel management	4.00	0.0000
23	*MC48	Event scheduling	4.00	0.0000
23	*MC53	Determining staff needs	4.00	0.0000
23	*MC54	Obtaining staff member input	4.00	0.0000
23	*MC55	Staff relations	4.00	0.0000
23	*MC57	Maintaining event timeline	4.00	0.0000
33.5	MC20	Financial administration	3.80	0.8367
33.5	MC21	Producing and distribution of flyers	3.80	0.4472
33.5	MC22	Determination of event format	3.80	0.4472
33.5	MC26	Management	3.80	0.8367
33.5	MC31	Organization	3.80	0.8367
33.5	MC34	Determining participant categories	3.80	0.4472
33.5	MC40	Procuring resources	3.80	0.8367
33.5	MC47	Obtaining sanitary facilities	3.80	0.8367
33.5	MC56	Time management	3.80	0.8367
33.5	MC58	Training of volunteers and staff	3.80	0.8367
43.5	MC7	Complaint handling	3.40	0.5477
43.5	MC18	Event evaluation and review	3.40	0.5477
43.5	MC23	Hospitality	3.40	0.5477
43.5	MC27	Marketing	3.40	0.8944

Table J continued

Manager Competency Rankings by Promoter Experience Level C

Rank	No.	Factor	<u>M</u>	<u>SD</u>
43.5	MC33	Securing parking spaces, lots, or sites	3.40	0.8944
43.5	MC41	Promotion	3.40	0.8944
43.5	MC45	Determining and posting results	3.40	0.5477
43.5	MC50	Self-discipline	3.40	0.5477
43.5	MC51	Obtaining sponsorships	3.40	0.8944
43.5	MC60	Writing ability	3.40	0.5477
50	MC16	Delegation	3.20	1.3038
50	MC28	Media relations	3.20	0.4472
50	MC52	Evaluation of staff	3.20	0.4472
52	MC17	Documentation and artwork design	3.00	1.2247
54	MC1	Obtaining awards	2.80	1.0954
54	MC42	Obtaining publicity	2.80	1.0954
54	MC43	Public relations	2.80	1.0954
56.5	MC8	Computer literacy	2.20	1.0954
56.5	MC38	Presentation and public speaking	2.20	1.0954
59	MC3	Planning award ceremonies	1.80	0.4472
59	MC4	Conducting award ceremonies	1.80	0.4472
59	MC46	Running sales and concessions	1.80	0.4472

Note. *Competencies perceived to be important ($\underline{M} \geq 4.00$).

$N = 5$.

Table K

Manager Competency Rankings by Official Category W

Rank	No.	Factor	<u>M</u>	<u>SD</u>
2	*MC5	Coordination of event day communications	5.00	0.0000
2	*MC15	Decision making	5.00	0.0000
2	*MC25	Leadership	5.00	0.0000
9.5	*MC1	Obtaining awards	4.50	0.7071
9.5	*MC6	Communication and interface skills	4.50	0.7071
9.5	*MC8	Computer literacy	4.50	0.7071
9.5	*MC9	Conflict management	4.50	0.7071
9.5	*MC14	Obtaining event dates	4.50	0.7071
9.5	*MC20	Financial administration	4.50	0.7071
9.5	*MC23	Hospitality	4.50	0.7071
9.5	*MC26	Management	4.50	0.7071
9.5	*MC34	Determining participant categories	4.50	0.7071
9.5	*MC44	Running registration	4.50	0.7071
9.5	*MC51	Obtaining sponsorships	4.50	0.7071
9.5	*MC57	Maintaining event timeline	4.50	0.7071
19	*MC7	Complaint handling	4.00	0.0000
19	*MC16	Delegation	4.00	0.0000
19	*MC22	Determination of event format	4.00	0.0000
19	*MC35	Obtaining permits, licenses, and permissions	4.00	0.0000
19	*MC37	Planning	4.00	0.0000
19	*MC38	Presentation and public speaking	4.00	0.0000
19	*MC39	Problem solving	4.00	0.0000

Table K continued

Manager Competency Rankings by Official Category W

Rank	No.	Factor	<u>M</u>	<u>SD</u>
29.5	MC2	Budget management	3.50	0.7071
29.5	MC10	Consultation skill	3.50	0.7071
29.5	MC12	Event coordination	3.50	0.7071
29.5	MC13	Knowledge of cycling	3.50	0.7071
29.5	MC24	Obtaining insurance	3.50	0.7071
29.5	MC31	Organization	3.50	0.7071
29.5	MC36	Personnel management	3.50	0.7071
29.5	MC40	Procuring resources	3.50	0.7071
29.5	MC48	Event scheduling	3.50	0.7071
29.5	MC50	Self-discipline	3.50	0.7071
29.5	MC54	Obtaining staff member input	3.50	0.7071
29.5	MC56	Time management	3.50	0.7071
29.5	MC58	Training of volunteers and staff	3.50	0.7071
29.5	MC60	Writing ability	3.50	0.7071
39	MC11	Contacts and dealing with municipal organizations	3.00	0.0000
39	MC19	Facilities and venue securing and maintenance	3.00	0.0000
39	MC27	Marketing	3.00	0.0000
39	MC45	Determining and posting results	3.00	0.0000
39	MC59	Volunteer and staff recruitment	3.00	0.0000
44.5	MC17	Documentation and artwork design	2.50	0.7071

Table K continued

Manager Competency Rankings by Official Category W

Rank	No.	Factor	<u>M</u>	<u>SD</u>
44.5	MC29	Obtaining medical personnel and creating medical plan	2.50	0.7071
44.5	MC30	Negotiations	2.50	0.7071
44.5	MC47	Obtaining sanitary facilities	2.50	0.7071
44.5	MC49	Planning security and safety	2.50	0.7071
44.5	MC55	Staff relations	2.50	0.7071
49.5	MC28	Media relations	2.00	0.0000
49.5	MC32	Organizational structure of staff	2.00	0.0000
49.5	MC41	Promotion	2.00	0.0000
49.5	MC53	Determining staff needs	2.00	0.0000
54.5	MC4	Conducting award ceremonies	1.50	0.7071
54.5	MC18	Event evaluation and review	1.50	0.7071
54.5	MC21	Producing and distribution of flyers	1.50	0.7071
54.5	MC42	Obtaining publicity	1.50	0.7071
54.5	MC43	Public relations	1.50	0.7071
54.5	MC52	Evaluation of staff	1.50	0.7071
59	MC3	Planning award ceremonies	1.00	0.0000
59	MC33	Securing parking spaces, lots, or sites	1.00	0.0000
59	MC46	Running sales and concessions	1.00	0.0000

Note. *Competencies perceived to be important ($\underline{M} \geq 4.00$).
N = 2.

Table L

Manager Competency Rankings by Official Category X

Rank	No.	Factor	<u>M</u>	<u>SD</u>
2	*MC12	Event coordination	5.00	0.5477
2	*MC24	Obtaining insurance	5.00	0.0000
2	*MC35	Obtaining permits, licenses, and permissions	5.00	1.0954
4	*MC5	Coordination of event day communications	4.80	0.5477
7	*MC29	Obtaining medical personnel and creating medical plan	4.60	0.0000
7	*MC39	Problem solving	4.60	0.8944
7	*MC44	Running registration	4.60	0.8367
7	*MC45	Determining and posting results	4.60	0.8367
7	*MC49	Planning security and safety	4.60	0.8367
12	*MC6	Communication and interface skills	4.20	0.5477
12	*MC11	Contacts and dealing with municipal organizations	4.20	1.5166
12	*MC15	Decision making	4.20	1.4832
12	*MC37	Planning	4.20	0.5477
12	*MC56	Time management	4.20	0.4472
18	*MC9	Conflict management	4.00	0.5477
18	*MC13	Knowledge of cycling	4.00	0.5477
18	*MC19	Facilities and venue securing and maintenance	4.00	0.4472
18	*MC26	Management	4.00	1.4142
18	*MC31	Organization	4.00	0.7071
18	*MC34	Determining participant categories	4.00	1.0954

Table L continued

Manager Competency Rankings by Official Category X

Rank	No.	Factor	<u>M</u>	<u>SD</u>
18	*MC57	Maintaining event timeline	4.00	0.5477
25.5	MC7	Complaint handling	3.80	0.5477
25.5	MC16	Delegation	3.80	1.3038
25.5	MC36	Personnel management	3.80	1.0954
25.5	MC40	Procuring resources	3.80	1.1402
25.5	MC47	Obtaining sanitary facilities	3.80	0.8367
25.5	MC48	Event scheduling	3.80	1.0954
25.5	MC50	Self-discipline	3.80	0.8367
25.5	MC58	Training of volunteers and staff	3.80	0.5477
30	MC10	Consultation skill	3.60	0.5477
32.5	MC22	Determination of event format	3.40	0.4472
32.5	MC25	Leadership	3.40	0.0000
32.5	MC53	Determining staff needs	3.40	0.7071
32.5	MC59	Volunteer and staff recruitment	3.40	0.5477
36.5	MC20	Financial administration	3.20	0.4472
36.5	MC30	Negotiations	3.20	0.7071
36.5	MC51	Obtaining sponsorships	3.20	1.0000
36.5	MC55	Staff relations	3.20	0.8367
37.5	MC2	Budget management	3.00	0.8367
37.5	MC54	Obtaining staff member input	3.00	0.7071
42	MC18	Event evaluation and review	2.80	0.4472
42	MC32	Organizational structure of staff	2.80	1.0954

Table L continued

Manager Competency Rankings by Official Category X

Rank	No.	Factor	<u>M</u>	<u>SD</u>
42	MC52	Evaluation of staff	2.80	0.7071
44.5	MC23	Hospitality	2.60	1.2247
44.5	MC41	Promotion	2.60	0.8944
46.5	MC14	Obtaining event dates	2.40	0.4472
46.5	MC38	Presentation and public speaking	2.40	1.1402
50	MC21	Producing and distribution of flyers	2.20	0.4472
50	MC27	Marketing	2.20	1.2247
50	MC42	Obtaining publicity	2.20	0.8944
50	MC43	Public relations	2.20	0.8944
50	MC60	Writing ability	2.20	0.5477
54.5	MC1	Obtaining awards	2.00	0.4472
54.5	MC8	Computer literacy	2.00	0.5477
54.5	MC17	Documentation and artwork design	2.00	0.8367
54.5	MC28	Media relations	2.00	0.7071
58.5	MC3	Planning award ceremonies	1.40	0.5477
58.5	MC4	Conducting award ceremonies	1.40	0.5477
58.5	MC33	Securing parking spaces, lots, or sites	1.40	1.0954
58.5	MC46	Running sales and concessions	1.40	0.8367

Note. *Competencies perceived to be important ($\underline{M} \geq 4.00$).
N = 5.

Table M

Manager Competency Rankings by Official Category Y

Rank	No.	Factor	<u>M</u>	<u>SD</u>
1	*MC35	Obtaining permits, licenses, and permissions	5.00	0.0000
2	*MC24	Obtaining insurance	4.83	0.4082
4	*MC44	Running registration	4.67	0.5164
4	*MC45	Determining and posting results	4.67	0.5164
4	*MC49	Planning security and safety	4.67	0.5164
7.5	*MC12	Event coordination	4.50	0.5477
7.5	*MC37	Planning	4.50	0.5477
7.5	*MC47	Obtaining sanitary facilities	4.50	0.5477
7.5	*MC57	Maintaining event timeline	4.50	0.5477
13	*MC5	Coordination of event day communications	4.17	0.7528
13	*MC11	Contacts and dealing with municipal organizations	4.17	0.4082
13	*MC13	Knowledge of cycling	4.17	0.7528
13	*MC19	Facilities and venue securing and maintenance	4.17	0.7528
13	*MC29	Obtaining medical personnel and creating medical plan	4.17	0.4082
13	*MC31	Organization	4.17	0.4082
13	*MC51	Obtaining sponsorships	4.17	0.4082
22	*MC6	Communication and interface skills	4.00	0.6325
22	*MC7	Complaint handling	4.00	0.6325
22	*MC25	Leadership	4.00	0.6325
22	*MC26	Management	4.00	0.0000

Table M continued

Manager Competency Rankings by Official Category Y

Rank	No.	Factor	<u>M</u>	<u>SD</u>
22	*MC34	Determining participant categories	4.00	0.6325
22	*MC39	Problem solving	4.00	0.0000
22	*MC40	Procuring resources	4.00	0.6325
22	*MC48	Event scheduling	4.00	0.6325
22	*MC53	Determining staff needs	4.00	0.6325
22	*MC56	Time management	4.00	0.6325
22	*MC58	Training of volunteers and staff	4.00	0.6325
30	MC9	Conflict management	3.83	0.4082
30	MC14	Obtaining event dates	3.83	0.7528
30	MC15	Decision making	3.83	0.4082
30	MC36	Personnel management	3.83	0.4082
30	MC59	Volunteer and staff recruitment	3.83	0.7528
35	MC23	Hospitality	3.67	0.8165
35	MC30	Negotiations	3.67	0.8165
35	MC41	Promotion	3.67	0.8165
35	MC50	Self-discipline	3.67	0.5164
35	MC55	Staff relations	3.67	0.8165
39.5	MC16	Delegation	3.50	0.5477
39.5	MC18	Event evaluation and review	3.50	0.5477
39.5	MC32	Organizational structure of staff	3.50	0.5477
39.5	MC54	Obtaining staff member input	3.50	0.8367
41	MC20	Financial administration	3.33	0.5164

Table M continued

Manager Competency Rankings by Official Category Y

<u>Rank</u>	<u>No.</u>	<u>Factor</u>	<u>M</u>	<u>SD</u>
41	MC22	Determination of event format	3.33	0.5164
41	MC43	Public relations	3.33	0.8165
46	MC10	Consultation skill	3.17	0.4082
46	MC27	Marketing	3.17	0.9832
46	MC60	Writing ability	3.17	0.4082
49.5	MC33	Securing parking spaces, lots, or sites	3.00	0.6325
49.5	MC38	Presentation and public speaking	3.00	0.6325
49.5	MC42	Obtaining publicity	3.00	0.6325
49.5	MC52	Evaluation of staff	3.00	0.6325
53.5	MC2	Budget management	2.83	0.7528
53.5	MC4	Conducting award ceremonies	2.83	0.9832
53.5	MC21	Producing and distribution of flyers	2.83	0.7528
53.5	MC28	Media relations	2.83	0.7528
56.5	MC8	Computer literacy	2.67	0.5164
56.5	MC17	Documentation and artwork design	2.67	0.5164
58	MC3	Planning award ceremonies	2.50	0.5477
59	MC1	Obtaining awards	2.33	0.8165
60	MC46	Running sales and concessions	2.00	0.8944

Note. *Competencies perceived to be important ($M \geq 4.00$).
N = 6.

Table N

Manager Competency Rankings by Official Category Z

Rank	No.	Factor	<u>M</u>	<u>SD</u>
12	*MC5	Coordination of event day communications	5.00	0.0000
12	*MC6	Communication and interface skills	5.00	0.0000
12	*MC11	Contacts and dealing with municipal organizations	5.00	0.0000
12	*MC13	Knowledge of cycling	5.00	0.0000
12	*MC15	Decision making	5.00	0.0000
12	*MC16	Delegation	5.00	0.0000
12	*MC19	Facilities and venue securing and maintenance	5.00	0.0000
12	*MC22	Determination of event format	5.00	0.0000
12	*MC24	Obtaining insurance	5.00	0.0000
12	*MC25	Leadership	5.00	0.0000
12	*MC26	Management	5.00	0.0000
12	*MC27	Marketing	5.00	0.0000
12	*MC35	Obtaining permits, licenses, and permissions	5.00	0.0000
12	*MC36	Personnel management	5.00	0.0000
12	*MC37	Planning	5.00	0.0000
12	*MC39	Problem solving	5.00	0.0000
12	*MC40	Procuring resources	5.00	0.0000
12	*MC51	Obtaining sponsorships	5.00	0.0000
12	*MC53	Determining staff needs	5.00	0.0000
12	*MC54	Obtaining staff member input	5.00	0.0000

Table N continued

Manager Competency Rankings by Official Category Z

Rank	No.	Factor	<u>M</u>	<u>SD</u>
12	*MC57	Maintaining event timeline	5.00	0.0000
12	*MC58	Training of volunteers and staff	5.00	0.0000
12	*MC59	Volunteer and staff recruitment	5.00	0.0000
28.5	MC2	Budget management	4.50	0.7071
28.5	MC9	Conflict management	4.50	0.7071
28.5	MC12	Event coordination	4.50	0.7071
28.5	MC20	Financial administration	4.50	0.7071
28.5	MC29	Obtaining medical personnel and creating medical plan	4.50	0.7071
28.5	MC30	Negotiations	4.50	0.7071
28.5	MC31	Organization	4.50	0.7071
28.5	MC48	Event scheduling	4.50	0.7071
28.5	MC49	Planning security and safety	4.50	0.7071
28.5	MC55	Staff relations	4.50	0.7071
34.5	MC7	Complaint handling	4.00	0.0000
34.5	MC41	Promotion	4.00	0.0000
41	MC1	Obtaining awards	3.50	0.7071
41	MC4	Conducting award ceremonies	3.50	0.7071
41	MC14	Obtaining event dates	3.50	0.7071
41	MC18	Event evaluation and review	3.50	0.7071
41	MC23	Hospitality	3.50	0.7071
41	MC34	Determining participant categories	3.50	0.7071

Table N continued

Manager Competency Rankings by Official Category Z

Rank	No.	Factor	<u>M</u>	<u>SD</u>
41	MC42	Obtaining publicity	3.50	0.7071
41	MC47	Obtaining sanitary facilities	3.50	0.7071
41	MC50	Self-discipline	3.50	0.7071
41	MC56	Time management	3.50	0.7071
41	MC60	Writing ability	3.50	0.7071
48.5	MC3	Planning award ceremonies	3.00	0.0000
48.5	MC28	Media relations	3.00	0.0000
48.5	MC32	Organizational structure of staff	3.00	0.0000
48.5	MC33	Securing parking spaces, lots, or sites	3.00	0.0000
54	MC8	Computer literacy	2.50	0.7071
54	MC10	Consultation skill	2.50	0.7071
54	MC21	Producing and distribution of flyers	2.50	0.7071
54	MC38	Presentation and public speaking	2.00	0.0000
54	MC43	Public relations	2.50	0.7071
54	MC44	Running registration	2.50	0.7071
54	MC52	Evaluation of staff	2.50	0.7071
58.5	MC17	Documentation and artwork design	1.50	0.7071
58.5	MC46	Running sales and concessions	1.50	0.7071
60	MC45	Determining and posting results	1.00	0.0000

Note. *Competencies perceived to be important ($\underline{M} \geq 4.00$).
N = 2.

VITA

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Hometown: Corpus Christi, Texas
Family: Father: Rey; Mother: Alice; Sister: Dolores; Brother: Abram

Education:

Year	DEGREE	INSTITUTION	AREA OF STUDY
2001	Ed.D.	University of Northern Colorado	PE: Sport Administration
1994	M.Ed.	Texas A&M University	Educational Technology
1992	incomplete	Texas A&M University	Teacher Certification
1991	B.S.	Texas A&M University	Applied Mathematics Minor in statistics

Work Experience:

- Aug 00 – Assistant Professor of Sport Management, Neumann College
Present - Teach classes in Sport Management and Computer Information Management.
- Advise students academically.
- Serve on college committees as assigned.
- Aug 94 – Lecturer, Center for Academic Enhancement, TAMU.
Jul 95 - Lectured for CAEX/CAEN 001: Basic Math Skills and CAEN 101: Succeeding in College.
- Coordinated the Independent Study Lab.
- Taught SAT Prep Courses for the University Outreach students via the Trans-Texas Videoconference network.
- Developed instruction for TAMU GRE/GMAT/TASP Prep Courses.
- Jan 93 – Teaching Assistant (Lecturer and Lab Instructor), Department of
May 94 Educational Technology, TAMU.
- Instructor for an undergraduate class of preservice teachers in EDTC 401: Microcomputer Awareness for Educators and EDTC 405: Instructional Technology: Theory and Practice.